

**IMPROVING VOCABULARY MASTERY THROUGH *VOCABULARY*  
CARDS OF GRADE VII STUDENTS AT SMP INSTITUT INDONESIA  
YOGYAKARTA IN THE 2015/ 2016 ACADEMIC YEAR**

**A Thesis**

**Presented as Partial fulfillment of the Requirement for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education**



**BY**

**ZENI SAFIRAH**

**09202241090**

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

**2016**

**APPROVAL SHEET**

**IMPROVING VOCABULARY MASTERY THROUGH *VOCABULARY*  
CARDS OF GRADE VII STUDENTS AT SMP INSTITUT INDONESIA  
YOGYAKARTA IN THE 2015/ 2016 ACADEMIC YEAR**

**A Thesis**



**by**

**The Supervisor**

**Dra. Jamilah, M.Pd.**

**NIP.19630103 198803 2002**

## RATIFICATION

### IMPROVING VOCABULARY MASTERY THROUGH VOCABULARY CARDS OF GRADE VII STUDENTS AT SMP INSTITUT INDONESIA YOGYAKARTA IN THE 2015/ 2016 ACADEMIC YEAR

A Thesis




by:

Zeni Safirah

NIM 09202241090

Accepted by the Board of Examiners of the English Education Department,  
Faculty of Languages and Arts, Yogyakarta State University on July 25<sup>th</sup> 2016 and  
declared to have fulfilled requirement to attain the *Sarjana Pendidikan* degree in  
English Language Education.

#### Board of Examiners

Position	Name	Signature	Date
Chairperson	Dra. Jamilah, M.Pd.		.....
Secretary	Siti Sudartini, S.Pd., M.A.		.....
Examiner	Drs. Suharso, M.Pd.		.....

Yogyakarta, July 25<sup>th</sup> 2016

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Dr. Widyastuti Purbani. M.A.

NIP. 19610524 199001 2 001

## HALAMAN PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Zeni Safirah

NIM : 09202241090

Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *Improving Vocabulary Mastery through Vocabulary Cards of Grade VII Students at SMP Institut Indonesia Yogyakarta in the 2015/ 2016 Academic Year*

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

Apabila ternyata terbukti bahwa pernyataan ini tidak benar sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 April 2016

Penulis

Zeni Safirah

NIM. 09202241090

## **DEDICATION**

*I dedicate this thesis to my family*

## **MOTTO**

*Anyone who has never made mistake has never tried anything new*

(Albert Einstein)

## ACKNOWLEDGEMENTS

All praises to Allah *subhanahu wa ta'aala* who has blessed me with the best things in my life. His blessing has empowered me to finish this thesis. Peace be upon Muhammad *salallahu 'alaihi wa alihi wa salam*, the last messenger of the only greatest teaching.

I would like to express my gratitude to:

1. My thesis supervisor, Dra. Jamilah, M.Pd. who has guided me during the process of the thesis writing. I thank her for all her advice, directions, understanding, and encouragements.
2. The head of SMP Institut Indonesia Yogyakarta. Drs. Supardi for giving me permission to conduct the research at the school.
3. The English teacher, Christiana Eli Frida, S.Si. for her cooperation and help during the research.
4. All students of Class VII B SMP Institut Indonesia Yogyakarta for being cooperative to be my correspondents.
5. My beloved mother and father, who never stop praying for me and inspiring me to do the best, my beloved sister and brothers, who always encourage and support me.
6. My friends in *PBI D* class: Lia, Tyo, Ken, Neni, Aprida, Ve, Viko, Ferdy, Renyta, Iqlima, Melisa, Izma, Rindy, Silvi, Dwi, Saila, Windy, Gallis, Sevy, Aji, Thomas, Kidjing, Dzaky, Jo, Fathoni, and Afi for the supports.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta,

Zeni Safirah

## LIST OF CONTENTS

TITLE.....	i
APPROVAL SHEET .....	ii
RATIFICATION.....	iii
<i>HALAMAN PERNYATAAN</i> .....	iv
DEDICATION .....	v
MOTTO .....	vi
ACKNOWLEDGEMENTS .....	vii
LIST OF CONTENTS .....	viii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF APENDICES .....	xii
ABSTRACT.....	xiii
 CHAPTER I INTRODUCTION .....	 1
A. Background to the Study.....	1
B. Identification of Problems.....	4
C. Limitation of Problems .....	6
D. Problem Formulation .....	7
E. The Objective of the Study .....	7
F. The Significances of the Study .....	7
 CHAPTER II LITERATURE REVIEW.....	 9
A. Literature Review of Vocabulary.....	9
1. Vocabulary .....	9
2. Vocabulary Cards.....	29
3. Games.....	36
B. Relevant Study .....	41
C. Conceptual Framework .....	41
 CHAPTER III RESEARCH METHOD .....	 43
A. The type of the Research.....	43
B. The setting of the Research .....	44
C. The subject of the Research .....	44
D. The object of the Research.....	44
E. Time of the Research .....	44
F. Data collecting Techniques and Instruments .....	45
G. Data Analysis .....	46
H. Validity and Reliability of the Data .....	47



I. Procedures of the Research .....	50
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS .....	53
A. Reconnaissance .....	53
1. Identification of the Field Problems.....	53
2. Identification of the Field Problems to Solve .....	55
B. Report of Cycle I.....	58
1. Planning .....	58
2. Actions and Observations .....	62
3. Reflections.....	75
4. Revised Plan.....	83
C. Report of Cycle II.....	83
1. Planning .....	83
2. Actions and Observations .....	89
3. Reflections.....	97
D. General Findings .....	104
E. Discussions.....	107
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS ..	109
A. Conclusions .....	109
B. Implications.....	110
C. Suggestions .....	112
REFERENCES.....	114
APPENDICES .....	117

## LIST OF FIGURES

Figure 1: Four-Domain Classification of Skills with the Reproductive-Productive Continuum.....	28
Figure 2: Cyclical Model of Action Research by Kemmis and McTaggart .....	43

## **LIST OF TABLES**

Table 1: Field Problems in the English Teaching and Learning Process of VII B Class at SMP Institut Indonesia .....	55
Table 2: The Field Problems to Solve.....	56
Table 3: The Improvements during Cycle 1 and Cycle 2 .....	105

## LIST OF APPENDICES

Appendix 1: Vignettes .....	117
Appendix 2: Interview Transcripts .....	132
Appendix 3: Students' Score.....	160
Appendix 4: Course Grid .....	162
Appendix 5: Lesson Plans.....	170
Appendix 6: Observation Checklists.....	205
Appendix 7: Materials and Tasks.....	228
Appendix 8: Vocabulary Cards.....	254
Appendix 9: Pre-Test and Post-Test .....	257
Appendix 10: Students' Attendance List .....	266
Appendix 11: Interview Guidelines .....	268
Appendix 12: Permit Letters .....	269
Appendix 13: Documentation .....	271

**IMPROVING VOCABULARY MASTERY THROUGH *VOCABULARY*  
CARDS OF GRADE VII STUDENTS AT SMP INSTITUT INDONESIA  
YOGYAKARTA IN THE 2015/ 2016 ACADEMIC YEAR**

By:  
Zeni Safirah  
09202241090

Abstract

The objective of this study is to improve vocabulary mastery through vocabulary cards of Grade VII students at SMP Institut Indonesia Yogyakarta in the 2015/ 2016 academic year.

This study was categorized into Action Research (AR). The subjects of the study were the VII B students of SMP Institut Indonesia Yogyakarta in the 2015/2016 academic year. There are two types of data in this study: qualitative data and quantitative data. The qualitative data were in the form of vignettes/field notes, which were collected by conducting classroom observations and using observation checklists as the instrument, interview transcripts, which were collected by interviews using interview guidelines as the instrument and photographs, which were collected by documenting study using a mobile camera as the instrument. The quantitative data were in the form of students' scores of pre-test and post-test. The main data, such as vignettes and transcripts, were analyzed qualitatively and supported by the data such as photographs which were also analyzed qualitatively and the students' scores were analyzed quantitatively using descriptive statistics. The steps of the study were planning, implementation, observations, and reflections. The actions were conducted during February - March 2016 in two cycles.

The finding of this study is that the use of vocabulary cards to teach vocabulary could improve the students' vocabulary mastery at SMP Institut Indonesia Yogyakarta. The results of the research show that there is improvement of the students' vocabulary mastery through the use of vocabulary cards. By implementing vocabulary cards game the students became more confident to speak up and easier to memorize new words. It also made the students participate more in the learning activities and get more chance to communicate. The improvement was also supported by the students' average score which increased to 68.8 from the average score of pre-test which was 49.3.

## **CHAPTER I**

### **INTRODUCTION**

The objective of this study was to improve students' vocabulary mastery through vocabulary cards. In this part, some subchapters are presented. The subchapters are the background to the study, the identification of problems, the limitation of problem, problem formulation, the objective of the study, and the significances of the study.

#### **A. Background of the Study**

As stated in the 2006 curriculum, the school-based curriculum, English is needed in all school for competitions in a globalization era and for absorbing the information in 21<sup>th</sup> century. In the school-based curriculum, teaching and learning English is aimed to achieve communicative competence (BSNP, 2006). Communicative competence is formulated to prepare English language learners to communicate with the language in order to participate in the society of English users. In communicative competence, the students are hoped to be able to use English to communicate not only in spoken language but also in written language.

Communicative competence comprises of four competence areas: (1) linguistics competence that consists of vocabulary, grammar, punctuation, intonation, etc., (2) discourse competence the way to understand the context, (3) socio-cultural competence means the way to understand the way to communicate such as language style, politeness, etc., and (4) strategic competence means the competence to overcome problems or difficulties in communication. Vocabulary

is a part of linguistic competence. According to Canale and Swain, “linguistics competence is concerned with mastery of linguistics code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, and phonetic rules.”

Vocabulary is then an essential component learned in language learning. In relation to this, the linguist Wilkins in Thornbury (2002: 13) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for the students is the main component in order to learn a language successfully. In listening, students’ vocabulary influences their understanding towards teacher’s speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students’ vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students’ vocabulary also influences how clear they convey their thought to reader. In short, vocabulary takes an important role in equipping the students to be able to communicate in English. And finally for some junior high school students, including the VII grade students of SMP Institut Indonesia Yogyakarta mastering English is a must.

In addition, one of the scopes of English teaching and learning in junior high schools is the ability to comprehend and produce short functional text in the form of procedure, descriptive, narrative, and recount texts (Permendiknas, 2006). So that vocabulary becomes one of the important aspects in English teaching

learning. It means that the students have to master vocabulary well in order to make them understand and produce those kinds of texts easily.

Since vocabulary becomes one of the important aspects in English teaching learning process, the teaching vocabulary in the classroom should be appropriate in order to avoid problems related to the students' vocabulary mastery. But in fact, some students in Grade VII of SMP Institut Indonesia Yogyakarta still faced many problems dealing with vocabulary. Those problems are first, students were lazy to memorize all the unfamiliar words that they heard or read in a text. Second, students had difficulties in understanding or comprehending the meanings of unfamiliar words. Third, students were bored and unmotivated to learn English. The conventional technology which is applied by the teacher seemed to force them to memorize new vocabularies without the help of media. It made the students tend to show low attention in acquiring new vocabularies.

In relation to the vocabulary teaching, the use of instructional media could be used as a tool to attract the students' attention, interest, and motivation to learn. The common media that are used in the teaching junior high school students is vocabulary cards. It can give the students new vocabulary items and it is interesting instruments which is full of colorful cards.

Based on the observation conducted on 25<sup>th</sup> August 2015, the vocabulary teaching in SMP Institut Indonesia Yogyakarta focused on drilling. Moreover, the media which support the vocabulary teaching such as dictionaries were not



sufficient. As a result, the students tend to find difficulties in learning vocabularies. It seemed that they were not interested in the lesson. When the teacher asked questions, no students answered. They answered the questions if only the teacher called their name and forced them to answer. In general, the students were passive in the classroom.

Through an interview, the teacher said that drilling was the best technique to teach vocabulary. She asked the students to memorize vocabularies and the meanings. She said that other media, such as, vocabulary cards were rarely used in the teaching of vocabulary.

Meanwhile, the students said that English was difficult to learn because they did not know the meanings of the words that they read, wrote, or heard. They confessed that they were passive in the class, because they were afraid of making mistakes. They also said that the teacher rarely used vocabulary cards to teach in the classroom and most activities were spent by doing exercises on a course book and *lembar kerja siswa* (LKS).

Based on the interview with the teacher, the teacher agreed that vocabulary cards are one of the media that can be used to teach vocabulary. It supposes to help the students in mastering vocabulary.

## **B. Identification of Problems**

Based on the observation, students at SMP Institut Indonesia Yogyakarta faced some difficulties in mastering vocabulary and some problems in the field were identified.

The first problem is related to the teacher. The teacher found problems related to motivate the students. She did not know how to make the students interested in the lesson. She applied some strategies such as drilling, translating words, and repeating the instructions to help the students understand the lesson, but they still did not work well. However, she was afraid of making the students get bored by this technique.

The second problem is related to the students. Based on the observation, most of them faced some difficulties dealing with vocabulary. Only few students were active in the classroom and the rest tend to be passive. The students preferred to use *Bahasa Indonesia* and *Bahasa Jawa* during the teaching-learning process to English. They said that they felt difficult to understand what the teacher said when she used English in giving instruction. Instead of making mistakes in answering the teacher's question, they tend to be silent.

The third is related to the learning material and media. The teacher used course book and *lembar kerja siswa* (LKS) to teach her students in the classroom. Sometimes she made handouts for the students and gave some materials from the internet. But, unfortunately, there were only few ready-to-use teaching media supporting the teaching learning process. The teacher said that sometimes she used pictures as learning media. In addition, the teacher said that she could not spend much more time in preparing media.

The last problem concerned with facilities. The facilities that support the teaching and learning process such as dictionaries were not sufficient. Only some

*Inggris-Indonesia* and *Indonesia-Inggris* dictionaries available and the students could not borrow them into the classroom. Many students do not have a dictionary and it was hard to ask them to buy the good one, since they come from middle-to-low economic families.

### **C. Limitation of Problems**

Based on the identification of problems above, there are some problems related to the teaching and learning process. It is impossible for me to solve all those problems. So, this research is only limited on improving Grade VII students' vocabulary mastery in SMP Institut Indonesia Yogyakarta. The collaborator and the researcher decided to overcome this problem by using vocabulary cards because vocabulary cards are rarely used to teach vocabulary. The teacher seemed to use monotonous technique so that it influenced the students' interest toward the lesson. It can also be one of the factors that influence the low level of the students' vocabulary mastery. Therefore, in order to make the vocabulary learning more interesting and fun, we decided to use vocabulary cards to improve students' vocabulary mastery in SMP Institut Indonesia.

There are some reasons why the collaborator and the researcher chose vocabulary cards to improve the students' vocabulary mastery, (1) Vocabulary cards may help students to facilitate them to improve their vocabulary. (2) Vocabulary cards are used as a personal dictionary for every student that can be as medium to improve their vocabulary. (3) Vocabulary cards are also easy to create. (4) It is easy to bring and also can be the instrument to play game. (5) It is also simple teaching instruments because it does not need additional instruments,

such as, projectors, computer or laptop, etc., to support vocabulary cards in teaching-learning process. This learning strategy is expected to make the students more active in English class, motivated and enjoy the teaching-learning process.

#### **D. Problem Formulation**

In referring to the background of the study above, the identification of problems, and the limitation of problems, the research question is formulated as follows: How to improve students' vocabulary mastery using vocabulary cards of Grade VII students at SMP Institut Indonesia Yogyakarta?

#### **E. The Objective of The Study**

Based on the formulation of the problems above, this study is aimed at improving students' vocabulary mastery through the use of vocabulary cards of Grade VII students of SMP Institut Indonesia Yogyakarta.

#### **F. Significances of the Study**

The results of this study are expected to give benefits for 3 groups:

##### **1. The English teacher**

It is expected that the teacher gets more information about one of the appropriate activities. In this case are vocabulary cards. So the teacher is hoped to create an interesting teaching and learning process by using vocabulary cards. Hopefully the data of the research could be also useful for the teacher.

##### **2. The students**

This study is expected to encourage the students to master the English lesson, to feel relaxed when they learn English lesson and solve their problems in

understanding the meaning of the word in the sentence, because the teacher uses the suitable technique in teaching. Therefore, the students can use the vocabulary that they have learned in the communication.

### 3. Other researchers

This study is expected to give new knowledge to other researchers to do the better research of teaching and learning cases, and to solve the students' vocabulary problems, and to the teachers that have the similar problem with this researcher.

### 4. The School

It is expected that the information of the result is useful for getting success in the teaching learning process, so the quality of the teaching and learning process could be increased. The result of the research is also hoped to improve students' achievement in English lesson standard.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Literature Review of Vocabulary**

##### **1. Vocabulary**

##### **a. Nature of Vocabulary**

Vocabulary cannot be separated from the language; it is important part of language. According to Nation (2001: 22) “The importance of vocabulary has been neglected, when people began to realize that learning vocabulary is indeed not simple matter’’. It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defined as sounds that express a meaning and form an independent unit in a language. It can be said that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be said as a group of words on certain language as a part in teaching-learning in a foreign language.

Vocabulary should be taught especially for foreign language teaching learning activity, because even the students have mastered grammatical form they could not the communication in the foreign language without mastering a vocabulary. To master a language is not easy because some aspects of language are not easy to learn, it is impossible to learn a language without mastering vocabulary.

In the following, the writer would like to present some definitions of vocabulary. There are several definitions of vocabulary given by some experts:

- 1) Vocabulary is one of component of language and that no languages exist without words (Napa, 1991: 6).
- 2) Vocabulary is total number of words which (with rule for combining them) make the language (Horby, 1963: 461).
- 3) Vocabulary is range of words the own to, or used by, a person in a trade, professions, etc. (Hornby in Sunarmi, 1993: 3).
- 4) Vocabulary is a list of words and often phrases, usually arranged alphabetically and defined or translate (Grolier, 1986: 246).
- 5) Vocabulary is a list of words and often, phrases, abbreviations, inflectional forms, usually arranged in alphabetical order and defined or otherwise identified as in dictionary or glossary (Victoria, 1995: 225).
- 6) Vocabulary is words known and used by one person within a particular trade or profession (Collins, 2002: 272).

From those definitions about vocabulary, the researcher can conclude that vocabulary is a total number of words with meanings and definitions used by someone or students to express the idea in a language.

#### **b. Vocabulary Mastery**

Vocabulary is needed people to understand the meaning of words and it helps them to express precisely (Burton, 1982: 98). Limited vocabulary mastery

can give bad influences in the teaching – learning process of a language. Furthermore, mastering vocabulary well is important for the language learner.

Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

Further Krashen and Terrell (1983) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly in the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance.

Cameron (2001: 74) stated that learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning, to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of 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. This means that every time learners meet those familiar words again, they directly improve their knowledge about the words.

Vocabulary mastery of course relates to what kinds of words learners have to master. According to Nation (2001) "The most important group of the words is



the high frequency words of the language”. These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language.

He also added that the high frequency words have the following characteristics: (1) each high frequency words occur very often; (2) the high frequency words are useful. They are also important for both receptive and productive use, for both oral and written and for both formal and informal use, (3) the high frequency words make up a very large proportion of the running words in all kinds of texts and language use; (4) they are a relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

Mastering vocabulary is one of the learners’ needs in order to understand the language. In English teaching – learning process, mastering vocabulary well can help the students to understand the lesson.

For junior high school students, they are expected to master at least the first 1,000 of high frequency words. In addition, according to Nation (2001: 13) the high frequency words is very important because these words cover a very large proportion of the running words in both spoken and written texts.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form and usage in context of communication. It is the basic knowledge that the students should master first before mastering English.

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

#### 1) Meaning

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

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example, a question attache to the word arrangement in the sentence is he a student (Lado, 1964: 209-212).

#### 2) Use

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

### 3) Spelling

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

### 4) Pronunciation

According to Hewings (2004: 3) “Pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the raise and the fall of voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables and words”.

### **c. Kinds of Vocabulary**

According to Madya (1980: 13-14) “There are two types of vocabulary. They are productive and unproductive vocabulary. The productive vocabulary is the vocabulary made up of words that one uses in speaking and writing. On the other hand, the unproductive vocabulary is composed of words which one understands when one hears or reads them, and does not ordinarily use in one’s speaking and writing or in one’s daily life”.

According to Nation (2001) “There are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learner recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing”. Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary I relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening vocabulary, speaking vocabulary and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. Listening vocabulary is the words that people hear and understand when they are talking to other or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2001) stated that there are four kinds of vocabulary in the text:

- 1) High frequency words. These words are almost 80% of the running words in the text;
- 2) Academic words. Typically, these words make up about 9% of the running words in the text;
- 3) Technical words. These words make up about 5% of the running words in the text;

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

According to Tarigan (1986: 3-4) “There are seven classifications of basic vocabulary”. Basic vocabulary deals with words which have possibility adopt from other languages. They are:

- 1) Kinship: father, mother, son, daughter, brother, sister, etc.
- 2) Parts of the body: hand, hair, nose, etc.
- 3) Pronouns: I, you, we, they, she, etc.
- 4) Numbers: 1, 2, 3, 4, 5, etc.
- 5) Verbs: walk, eat, drink, sleep, etc.
- 6) Adjective: sad, happy, angry, etc.
- 7) Universal matters: water, land, sun, moon, animals, etc.

Furthermore, the National Reading Panel (NICHD, 2000) identified four types of vocabulary – listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Listening vocabulary is all the words people can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. Speaking vocabulary is all the words people can use in speech. Due to spontaneous nature of the speaking vocabulary, words are often misused. This misused though slight and unintentional – may be compensated by facial expressions tone of voice, or hand gestures. Reading vocabulary is a list of words or vocabularies that people use when they are reading. And the last is writing vocabulary, that is, all the words used by people to express their ideas in

written form. In another word, vocabularies are developed in each skill functions in different usage.

#### **d. Roles of Vocabulary**

Vocabulary has an important role in the language learning. As a linguist Wilkins in Thornbury (2002:13) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Thus, vocabulary is the flesh of the language while grammar is the skeleton (Jurnariati, 2010). It means that learning vocabulary is very important. One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written forms.

In addition, the national reading panel (2000) “The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power rely on continuous growth in word knowledge”. It means that to master the language skills someone needs to master the vocabulary first.

To show how important vocabulary is, Bromley (2004) stated that vocabulary holds some important roles in the teaching and learning process. They are as follows:

##### **1) Promoting fluency**

Students who are understand many words read more quickly and easily than those who are not.

##### **2) Boosting comprehension**

### 3) Improving achievement

Students with large vocabularies score higher on an achievement test than those with small vocabularies.

### 4) Enhancing thinking and communication

A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/ she can master vocabulary well.

## **e. The Teaching of Vocabulary**

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

Teaching vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. The teacher

may refer to the levels of vocabulary described by Beck et al. (2002) when deciding which words to teach.

#### 1) Level I Words

These are words that are used over and over in everyday speech. Since they are used in a variety of context, virtually all students learn them. Level I words are sometimes referred to as conversational speech.

#### 2) Level II Words

These are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as ‘academic vocabulary’, and as ‘instructional vocabulary’.

#### 3) Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field

#### 4) Level IV Words

These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments.

In line with Beck et al., Nation (2001) stated that there are some principles for teachers in the teaching of vocabulary.

- 1) High frequency words should be taught to the students because they are important enough to deserve time in class
- 2) Academic words should be taught to the learners with academic purpose.



- 3) Technical words are only learnt while the students are studying the content matter of the certain subjects.
- 4) Low frequency words may be taught after the students have a good control of the high frequency, academic and technical words. The teacher should not spend much time to low frequency words because it is wasting time. But the teacher may give the students strategy to learn it.
  - a) Guessing meaning from context
  - b) Learning from words cards
  - c) Using words parts
  - d) Using dictionary

Thornbury (2002: 30) suggested some implications in teaching vocabulary. They are:

- 1) By building networks of association the learners need tasks and strategies to help them organize their mental lexicon.
- 2) The learning of new words involves a period of 'initial fuzziness' and the teacher needs to accept it.
- 3) Learner need to wean themselves off a reliance on direct translation from their mother tongue.
- 4) Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocations, and syntactic environments of those words.
- 5) Teaching should direct attention to the sound of new words, particularly the stress.

- 6) Learners should aim to build vocabulary range as quickly as possible.
- 7) The learning of words should involve the learners.
- 8) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- 9) Multiple decisions about words should be made by the learners.
- 10) If new words are used to express personally relevant meaning, they may be reinforced.

According to Hornby (1995: 125) "Teaching is defined as giving instruction to somebody's knowledge, skill, etc". based on that explanation, teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life.

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

1) Demonstration

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

2) Explanation

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

3) Discovery

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

#### 1) Check Question

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

#### 2) Presentation

The teacher shows the thing and does not present words to students, for example: pictures, video and also use the mime, action, and gesture to presents the words.

### **f. The Learning of Vocabulary**

Learning language not only prepare the material as much as possible, but the major provides training to the students how to use language who has taught it actively, whether oral or written form. Many definition of the purpose of learning vocabulary can be found from the experts.

Further, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2) “The challenge are making the correct connections, understanding the foreign language between the form and meaning of words, and discriminating the meaning of closely related words”.

Nevertheless, learning words is not something that is done and finished yet (Cameron, 2001: 74). Learning vocabulary is learning new words together with the pronunciation, the spelling, the part of speech, the meaning, and also the use

of those words. She also said that learning vocabulary is a cyclical process of 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. It means that every time the students meet those words they are indirectly improve their knowledge about the words.

Nation (2008) stated “Vocabulary learning cannot be left to its self”. This should be well prepared. He describes how to maximize vocabulary learning from communicative task as presented below.

- 1) Make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input.
- 2) Design the task so that the written input needs to be used.
- 3) Get each learner in the group actively involved.
- 4) Ensure that the vocabulary is used in ways that encourage learning.
- 5) Make an observation checklist for monitoring the activity, and if possible, use it.

Meanwhile, Brown (in Cameron, 2001) describes five essential steps in vocabulary learning based on research into learners’ strategies. The five essential steps are having sources for encountering new words, getting a clear image whether visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meaning of the words and using the words in language activities (Cameron, 2001: 86, Brewster and Ellis, 2003: 88)

According to Depdiknas in *Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS* (2003: 35) “In accordance essentially language learning, learning vocabulary is not taught the words or phrases separated off, but was involved in discourse context, with regard to subjects and also related with specific areas as an example of the discourse on the theme games. In order to achieve optimal learning outcomes vocabulary, teachers need to equip their students with words related to particular field. In every field of science used special words. Vocabulary enrichment effort needs to be done continuously and can be obtained through certain areas”.

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

#### **g. Teaching Vocabulary in Junior High School**

According to *Permendiknas* No. 22 and 23 year 2006, the aim of English teaching and learning is to make students able to communicate both and oral and written in order to face the development of science and technology in the global era. The students are expected to matter five competences. They are linguistics competence (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (they have communicate such as language style, politeness, etc.),

discourse competence (context), strategies competence (the competence to overcome problems or difficulties in communication), and functional competence (listening, speaking, reading, and writing).

As one of the linguistics mentioned in the School Based Curriculum (KTSP) that vocabulary is essential element of English so it should be placed as one of the aspects which have to be concerned well in the teaching learning process. Besides that, vocabulary has an important role to support the ability of four skills, i.e. listening, speaking, reading, and writing.

It is important to teach vocabulary in the English teaching learning process, especially in the communication language teaching method. In this method, vocabulary is the main to support the communication goals because if the students do not master vocabulary well the goals cannot be reached. Therefore, the teaching of vocabulary should be in accordance with the text type, but the use of translation should be minimized.

According to Nation (2008: 7) “Learners need to take responsibility for their own learning, that is, they have become autonomous learners”. This will be difficult for the learners. The learners need to be serious because they have to think about what words they should learn, for what they learn those words, and how they learn it, when they need to use the words and keep motivated to learn and using the language. Become autonomous learners also include searching for information on their own to develop their knowledge. Therefore, the teacher’s role is very important to help the learners.

Teaching English to teenagers is different from teaching English to adult learners. The teenagers have special characteristics (Brown: 2001). First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teacher has to be careful in teaching them.

Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their world. Teaching English vocabulary to teenagers need an extra work and appropriate teaching method which is adjusted to the student's need. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

#### **h. Vocabulary Teaching in School-based Curriculum**

The school-based curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is able to develop it based on law number 23 year 2003 about national education system in Indonesia (Mulyasa, 2006: 12). The implementation school-based curriculum in English teaching and learning process means the implementation school-based curriculum principle into the English teaching and learning process.

The aim of English teaching and learning process based on school-based curriculum is to achieve students' communicative competencies. They are linguistics competence (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (the way to communicate such as language style, politeness, etc.), discourse competence (context), strategic competence (the competence to overcome problems or difficulties in communication), and functional competence (listening, speaking, reading, writing).

Moreover, English is taught to develop language skills oral and written. There are three aspects that should be considered based on the school-based curriculum. The first aspect is cognitive. It is an aspect that is related to the learners' knowledge about language system, vocabulary, and structure of language. The second aspect is psychomotor. It is an aspect related to the students' competence in using the language. Here, the students need to produce the sound of language. Based on this aspect, they should pronounce the language. The third aspect is affective. It is an aspect related to the students' attitude in learning language. They need to understand the culture of language.

On the other hand, Romiszowski (1981) presented a schema that combines a four-domain classification of skills with the reproductive-productive continuum. Whereas the domain may influence certain aspects of the extent to which "deep processing" discussion are an essential part of the teaching method.



MAIN SKILL CATEGORY	TYPE OF 'KNOWLEDGE CONTENT'	
	REPRODUCTIVE SKILLS Applying Procedures (Algorithms)	PRODUCTIVE SKILLS Applying Principles Strategies
COGNITIVE SKILL Decision making. Problem solving. Logical thinking, etc.	Applying a known procedure to a known category of 'problem', eg dividing numbers. Writing a grammatically correct sentence.	Solving 'new' problems : 'inverting' a new procedure, eg proving theorem, writing creatively.
PSYCHMOTOR SKILLS Physical action. Perceptual acuity, etc.	Sensory motor skills: repetitive or automated action, eg typewriting, changing gear, running fast.	'strategy' skills of 'planning' skills, arts and crafts, eg page layout design, 'road sense', playing football.
REACTIVE SKILLS Dealing with one self. attitude, feelings. habits, self control.	Conditioned habits and attitudes, eg, attending, responding and valuing (bloom taxonomy), approach/avoid behaviors (Mager).	'Personal control' skills, developing a 'mental set' or a value system (Bloom) 'self actualization' (Rogers)
INTERACTIVE SKILLS Dealing with others.	Social habits : Conditioned responses, eg good manners. Pleasant tone, verbal habits.	'interpersonal control' Skill, eg leadership, supervision, persuasion, discussion, salesmanship.

Figure 1. Four-Domain Classification of Skills with the Reproductive-Productive Continuum.

Meanwhile according to Brown (2001) “Interactive language, for example, group work activities, provide the students for face-t-face give and take, practice in negotiating meaning, extended conversational exchanges, and students adoption of roles that would otherwise be possible”.

In reference to the above explanation, vocabulary is a part of linguistics competence that should be mastered by the students in order to achieve the communicative competence and to master the language skill. That is why the teacher needs to teach vocabulary as a part of English teaching-learning processes.

## **2. Vocabulary Cards**

### **a. The Understanding of Vocabulary Cards**

Media as one component of learning, the word media comes from the Latin means meaningful tool or means of communication. Gagne Sadiman stated that different types of media component in students' environment can stimulate the students to learn. The media is anything that can be used to channel messages from the sender to the receiver so that can inflame the mind, feelings, concerns, and student interest such that the learning process occurs.

Media is an integral part of the education process of learning in school so into components that must be mastered by a professional teacher. Benefits of media in teaching, the media have several benefits. In Encyclopedia of Educational Research, the benefits include:

- 1) Lay the foundations of the concrete to think so reduce verbal
- 2) Enlarge the students' attention
- 3) Lay the foundations necessary for the development of learning thus making the lessons more stable.
- 4) Provide tangible experiences that can foster self-employed activity among students
- 5) Helped to foster the understanding that fosters student ability,
- 6) Provide experiences that are not obtained with other ways as well as helping the development of greater efficiency depth and diversity more.

The things that need to be considered in selecting media are characteristics of the media. Is the media used was appropriate with the

message or information to be communicated or not. The objective will be achieved or not, for example to increase or enrich and improve students' vocabulary proficiency by using media such as vocabulary cards.

Vocabulary cards are cards made from any particular paper content of a word of target language in one side and the other side is the meaning of the word in the first language learner.

According to Nation (1994: 201) "Using vocabulary cards is a word learning strategy for independent learning in or out of class". On one side of the card is written the word to be learned. On the other side is the word's meaning, usually in the form of a first language translation. The Procedures are:

- 1) Show the learners how to make and learn from cards. When learning from cards they should keep changing the order of the cards, use mnemonic tricks to fix the meaning in their mind, look at the cards at spaced intervals rather than spending a long amount of time in one go, and make sure that similar words are not in the same group of cards.
- 2) The learners make 10-15 cards each day and keep a record of their progress.
- 3) If the learners prepare their own cards, you may wish to check the words they choose and the translations.
- 4) The students can exchange cards they have already studied.
- 5) In addition to a translation, the cards could contain in a context for the word.

Vocabulary flash card or Word flash card is perhaps worth mentioning at this point, even though they are not actually pictures. However, being used in a similar way as picture flash card, they can often enrich the lesson. On top of that, those two can be indeed combined and applied together. As Wright (1990) pointed out, word flash cards are most typically used in teaching reading and writing. Nevertheless, they will find their use in teaching vocabulary too, offering valuable help mainly in teaching the spelling of newly learnt words, which definitely should not be neglected as it often is.

Learning from word card might be the simplest strategy of learning vocabulary. Nation (2001) described this strategy in *Learning Vocabulary in Another Language* that a learner writes the foreign word on one side of a small card, and its translation of the first language on the other. The learner goes through a set of cards and tries to recall its meaning. Vocabulary flash card can be fun, colorful, and creative way to aid in memory and retention of vocabulary words. Flash cards are a tried and tested teaching and learning device inside and outside the classroom, for kids and adults alike. Some of these flash cards are designed to perfect your English while others can help you learn a new language entirely. The key to using flash cards is to look at the word or definition on one side, and test yourself to see if you can remember the answer written on the other. So you can perfect your knowledge of the vocabulary on the list and improve your overall vocabulary.

### **b. The Design of Using Vocabulary Cards**

To create a traditional vocabulary cards is on paper; write the word in very large writing on one side of the vocabulary cards. On the other side, write a definition gained from a dictionary. Also, write a definition in your own words. You can also split the word into roots and define the roots. Also write antonyms (opposite words) and synonyms (similar words). Try to color-code the vocabulary cards (e.g. Nouns with black color, verbs with blue color, adjective with green color, and adverb with red color). If you want to get more involved, you can also attach vocabulary cards by picture to assist learning.

### **c. The Purposes of Using Vocabulary Cards**

Generally as the beginner to understand the sentence is not easy, especially if the student's lack of vocabulary, that is why to know the vocabulary is strongly important to understand the language. However it is crucial to know the technique to present the vocabulary to students.

According to Gairns and Redman (1991: 73- 74) "There are two techniques in presenting vocabulary, visual technique and verbal technique.

- 1) Visual techniques includes visual, mime, gesture, visuals includes flash cards, photograph, blackboard drawing, wall chart. They are extensively used for teaching concentrate items of vocabulary.
- 2) Verbal technique includes the use of illustrative situation (oral or written), use of synonym and definition, contrast and opposite, scales and example of type".

From the definition above vocabulary cards included both of them. The purpose of vocabulary cards is to improve vocabulary; it is an important part of education. Students tend to learn many words from hearing them, spoken around them, and learn further words from general reading, but they may forget what they have learned. Therefore, this vocabulary cards as a medium for them to improve their vocabulary, many teachers also believe it helps for children to be specifically taught to learn useful words and their meaning. One idea that may help for students is introducing vocabulary games, and one game in particular that can be played for this purpose is vocabulary cards.

#### **d. Advantages of Using Vocabulary Cards**

Nation (2001) and Schmitt (1997) claimed that word cards are beneficial for vocabulary learning with Nation (2005) stated that using cards is an excellent way of quickly increasing vocabulary size. Forget all the criticism you have heard about rote learning and translation; research has repeatedly shown that such learning is very effective”.

There are several advantages of language game as a medium of learning. Advantages include:

- 1) Game is a language learning media that can be used to increase levels of active learners in the process teaching and learning.
- 2) Language games can be used to revive learners in the excitement of learning that has begun to will.

- 3) Competitive nature that exists in the game to encourage learners to advanced racing.
- 4) Generate excitement and practice the skills.
- 5) Specific language, language games foster a variety of attitudes positive such as solidarity, creativity, and self-confidence.
- 6) The material is usually communicated through the language game suggests that it is difficult to forget.

Teaching tool or media included also all games that can be played by groups, lass, or both. The examples presented here is a) the puzzle game cross, b) a game to train the structure (sentence patterns), c) game to train the vocabulary, d) a game to practice reading and answer questions in writing, e) a game to train hearing to distinguish and identify the words.

According to <http://www.elf-design.com/article-Visual-Vocabulary .html>

“Visual elements are a major part of the design of vocabulary cards. A visual vocabulary is a way to improve and add to the messaging that is contained in students’ mind. These elements should be used consistently. These are the several advantages over use of vocabulary cards.

- 1) It is simple to make.
- 2) The students write themselves their vocabulary card and it can improve their vocabulary.
- 3) The elements of visual vocabulary become an interesting for students to read and memorize a new vocabulary.

- 4) The students inspired to do his job by him/herself to do a good writing vocabulary cards.
- 5) By visually seeing the students unintentionally getting more vocabulary in continually.
- 6) By coloring on each functions word Such as noun by black color, blue color by verb, adjective by red color, and adverb by green color students can remember easily kind of function word.
- 7) Using a visual vocabulary cards in the materials will automatically make the materials look more coherent, credible and professional, through the repetitive use of consistent elements.
- 8) A visual vocabulary will increase the memory ability of your materials as well, since people will have more visual elements to remember the materials.
- 9) This card is easy to put and bring anywhere.
- 10) Helping in learning basics and portable, they help in summarizing and memorizing.
- 11) The students also can refresh the past vocabulary from these cards.
- 12) It can be used in other purposes such as math history and etc.
- 13) If you want to focus on vocabulary exercises, you can write the word on one side of the card and the definition on the back”.

#### **e. Teaching and learning vocabulary using cards**

Schmitt and McCarthy (1997) stated that deeper processing of words enhances learning and that the more cognitive energy spent on a word, the more likely it will be recalled and used later.



Inspired by Bell (2006: 100) stated that to variety teaching and learning process the teacher could use this activity through cards.

Food – a card game

Activity: Vocabulary practice, listening and speaking, group game.

Aim : To review and practice vocabulary regarding food, to practice the verb 'to have got' in questions and short answers, or the phrase 'can you pass me, please'

Level : Beginners, elementary

Aids : A set of cards per group

Before playing the game, the teacher should present or review the key vocabulary with children, especially pronunciation, and perhaps provide them with the structures they will use in the game. He or she might display these as prompts on the board, together with useful phrases for playing the game, such as "It's your turn", "shuffle the cards" etc. in order for students to be able to use English also as a communication tool outside the game. At this point the teacher should explain the rules and then distribute the cards among few students and demonstrate how the questions are asked and how the game is played.

Every group of three to six pupils gets a set of cards. A group of six will play with all cards, whereas a group of three might get only three quartets of the same-color-cards. The cards are shuffled and distributed equally among all members of the group. The goal of the game is to get all four cards belonging to the same group of hyponyms, which have the same color (e.g. all fruit cards). The first one to manage this wins the game. The first player asks any player in the group for a card he or she needs. If the asked player has the card, he or she must give it to the first player and gets one card back in exchange. The first player then asks another player for another card. If the asked player does not have the required card, there is no exchange and it is the other players' (the asked ones) turn to ask somebody else for a card. The game can continue until everybody gets their sets of cards. When exchanging the cards, students practice questions such as "Have you got carrots, please?" or "Can I have some cheese, please?" or possibly "Can you pass me/give me some tomatoes?"

### **3. Games**

#### **a. The nature of game**

Wright, Betteridge and Buckby (1983: 2) stated that young learners and adults are very eager to play game, although some of them may be not. Thus, the

teacher should be able to give reasons for the use of games in language learning. Herrera and Hojel (1998: vii) state that games can motivate learners to learn language by focusing on cooperative learning in group or pairs.

#### **b. Advantage of using game**

Wright, et al. (1994: 1) stated that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Moreover Wright et al. stated that many games cause as much density of practice as more conventional drill exercises; some do not. What matters, however, is the quality of practice. Games can also be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).

Games are motivating and challenging (Kim, 1995: 35). Learning a language requires a great deal of effort and games help students to make and sustain the effort and learning. They will not feel bored, because games are a welcome break from the usual routine of the language class. According to Ersoz (2000) "Games are highly motivating because they are amusing and motivating".

In line with the theory, Lewis (1999) in Mei and Yu-jing (2000) “Games add variation to a lesson and increase motivation by providing and plausible incentive to use the target language”.

Moreover Lewis stated that game can create a meaningful context in which language use. According to Hadfield (1990: vii) “Games offer a context in which language is used meaningfully as a tool to reach a particular goal”. Games bring real world context into the classroom, and enhance student’s use of English in a flexible communicative way (Huyen and Thu Nga, 2003).

Huyen and Thu Nga (2003) stated that game usually involves friendly competition and they keep learners interested and participate actively in the learning activities. Games provide language practice in the four language skills (Kim, 1995: 35). Furthermore, Kim: games encourage students to interact and communicate. They can be used to give practice in all language skills and be used to practice many types of communication.

Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new or difficult material is much less threatening than it is ordinarily (Sugar and Sugar, 2002: 5). In addition, games can be applied as a tool for the teacher to find out the area of difficulties (Hadfield, 1990).

### **c. Types of game**

Defining a game, Wright, Betteridge and Buckby (2006: 1) stated that game is an activity which is entertaining, and engaging, often challenging, and an activity in which the learners play and interact with others. In addition, Hadfield (1996: v) stated that a game is an activity with rules, a goal, and an element of fun. The element of fun in games provides the learners more life situation with more chance to express their ideas in their own ways but under the rule. He also stated that games make use of variety of technique. There are 10 techniques that can be used for games. They are listed as follows:

#### **1) Information gap**

Information gap is the simple technique that can be used for games. In this activity, students work in pair or small group. Students A has access to information which is not owned by students B. students B must acquire this information to complete the tasks.

#### **2) Guessing game**

This kind of game can be varied by teacher. In this game, the players hold the information and the other should guess what it might be. The thing should be guessed can be on the form of single word, phrase, sentence, or sentences. Miming game can be done in pairs or in the form of group.

#### **3) Search game**

This game usually played in whole class activities. In this game, everyone in the class has information. The players should get the information available to fill the questionnaire or to solve a problem.

#### 4) Matching game

Matching game involves some identical pairs of cards and pictures where players must choose the cards and the pictures from a selection to match those chosen by their partner from the same selection.

#### 5) Matching-up game

This technique is based on the jigsaw principle. Each player in a group has a list of opinion, preferences. Only one of these is shared by everyone in the group. Through discussion, the group must decide on common preference, in order to agree on something. The example of this game is treasure hunt game.

#### 6) Exchanging and collecting game

This game is based on barter principle. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This kind of game can be played as whole class activities, group.

#### 7) Combining activities

In this game the players must act on certain information in order to arrange themselves in a group such as families or people living in the same flat. This game is familiar with role-play, but with the purpose of the game is to find the group.

#### 8) Puzzle solving game

In this game, players share information in order to solve a problem or a mystery. This game can be applied for any age even children with a clear guide from the teacher.

#### 9) Role play

In this game, the players are given the name and the same characteristics of fictive character. However, this is not a role play in the true sense, as the role-play element is always subordinate to the game for the purpose of a language use.

#### 10) Simulation

Classroom is limited for a certain total situation such as supermarket, hotel, restaurant or street. In this game, the players practice interaction between the individual and service such as shops, banks, offices, and station.

### **B. Relevant Study**

The research of ‘The Effectiveness of Using Flash Cards in Teaching Simple Past Tense’ has been done by Rasibah. This research explains about the application of Flash Cards in teaching Simple Past Tense. She conducted the observation on April, 3<sup>rd</sup> 2006 – Mei, 1<sup>st</sup> 2006. She used flash cards to teach simple past tense to find the effectiveness of the students’ understanding about simple past tense. By using this technique, teaching simple past tense was more effective than teaching by using other techniques.

By using vocabulary cards which is similar to flash cards, the researcher hoped that the students would be interested in grammar, and easier to memorize vocabularies in interesting way, such as Rasibah did in her research.

### **C. Conceptual Framework**

In the previous chapter, the researcher limited the identified problems and considers one main problem. The main problem is the students’ lack of

vocabulary mastery. Therefore, the researcher had to improve the students' vocabulary mastery.

The researcher tried to use vocabulary cards to teach vocabulary. The researcher would implement the use of vocabulary cards in the teaching and learning process.

Using vocabulary cards in teaching vocabulary stimulates the students produce new words and helps the students to memorize new words easily. The researcher would also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions.

By implementing the action, that is using vocabulary cards to teach vocabulary, the researcher hopes that there are some improvements of the students' vocabulary mastery. The researcher would give the students vocabulary cards at the practice stage by asking them to make their own vocabulary cards and to practice them at the production stage using vocabulary cards that are given by the researcher.

### CHAPTER III

#### RESEARCH METHOD

##### A. The type of the Research

The research on improving student's vocabulary through vocabulary card at SMP Institut Indonesia Yogyakarta was an action research study. It attempted to find the solution of the problems and to implement actual actions in improving a condition by showing the cause-effect relationship between the action and the results.

This research was implemented in the form of collaborative action research. The research was conducted collaboratively with the English teacher and the Grade VII students of SMP Institut Indonesia Yogyakarta. The team worked together in planning implementing and reflecting the action.

The action research was conducted through the process below:

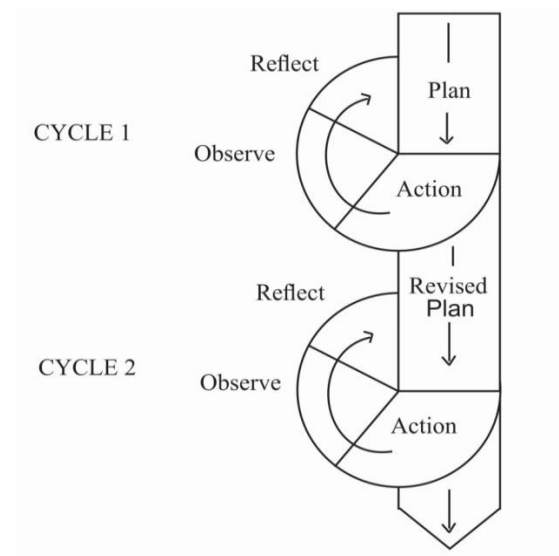


Figure 2. Cyclical Model of Action Research by Kemmis and McTaggart.



**B. The setting of the Research**

The research was conducted in the first semester in the 2015/ 2016 academic year for Grade VII students at SMP Institut Indonesia Yogyakarta. It is located at Jalan Jendral Urip Sumoharjo, Klitren Lor, Gondokusuman, Yogyakarta. This school was selected for the research setting because of the researcher's interest in solving the problems related to students' vocabulary mastery found at the school.

**C. The subject of the Research**

The subject of the research is the Grade VII B students of SMP Institut Indonesia Yogyakarta. The number of students consists of 26 (twenty six). The students chosen based upon the unstructured interview result with the English teacher at that class proving that they had the lowest achievement of English test especially in vocabulary among other Grade VII classes. That is why they needed an appropriate strategy to help them in improving their English scores by improving student's vocabulary mastery.

**D. The Object of the Research**

The research focuses on the vocabulary mastery for the Grade VII students of SMP Institut Indonesia Yogyakarta in the 2015/ 2016 academic year.

**E. Time of the Research**

The research was conducted in the second semester of the 2015/ 2016 academic year. The actions were planned to be conducted on February. The

researcher carried out the actions based on the school schedule particularly the schedule of English lesson in VII class. The class was on Monday and Saturday.

#### **F. Data Collecting Techniques and Instruments**

The research has some techniques and some instruments to gain both qualitative and quantitative data. The techniques are, a. observation, b. interview, c. testing, and d. documenting study.

##### **1. Observations**

The observation was conducted to monitor the teaching-learning process before, during, and after the actions were implemented. By using this kind of technique, the researcher observed the teaching-learning process directly. The instrument to collect the data by using this techniques is observation checklists. The result of the observations is in the form of vignette.

##### **2. Interview**

By this technique the researcher asked the participants of the research by an in-depth interview which aimed to find out the data that cannot be collected by the observation before, during, and after the implementation. The interviews were guided, but the researcher was allowed to ask further questions to get more data from the responses. The instrument to collect the data by using this kind of technique is interview guidelines. The result of the interviews is in the form of transcript.

##### **3. Testing**

This technique provides two kinds of test which are pre-test and post-test. Pre-test was conducted before the implementation of the actions and the post-test

was conducted after the implementation of the actions. The pre-test and the post-test were in the form of written tests. They were used to measure the students' vocabulary mastery on the topics taught. The data of the pre-test and the post-test were collected in the form of students' score. The result of the post-test were calculated and compared with the result of the pre-test.

#### 4. Documenting Study

This technique provides data in the form of photographs. The photographs were collected by using a mobile camera as the instrument. They support the main data of this study.

### **G. Data Analysis**

Based on data collecting techniques and instruments above the qualitative data were obtained from observations and interviews with the teacher and students. To analyze the data, the researcher started by doing reflection of the cycles of the study. This means that the data were analyzed continually since the implementation of the action began. As this research was a collaborative action research, therefore, to avoid subjectivity, the researcher involved the research members to find their perceptions, opinions and suggestions in analyzing the data.

Based on the data above, that were in the forms of vignettes which described the implementation of the action, and interview transcripts which described the student's opinions and feelings and also other research member's opinion and ideas, all the research members held discussions about the process of each action.

The discussion was held democratically in order to find out which actions were successful, which ones were not successful, and what might cause them. The reflection helped the researcher and her collaborator to re-plan the actions for the next cycle.

## **H. Validity and Reliability of the Data**

The researcher applied triangulation to check whether the data are trustworthy or not. Silverman (1993: 156) in Burns (1999: 163) defines “triangulation as comparing different kinds of data (e.g. quantitative and qualitative) and different methods (e.g. observation and interviews) to see whether they corroborate one another.” In addition, Burns (1999: 163) states that “triangulation is one of the most commonly used and best known ways of checking for validity. Then the aim of triangulation is to gather multiple perspectives on the situation being studied.”

Denzin (1978, cited in Burns 199: 164) stated “These could be valuable in collaborative action research focusing on similar focus area”. He also provided four forms of triangulation. They are as follows.

- 1) Time triangulation data are collected at one point in time (cross-sectionally) or over a period of time (longitudinally) to get a sense of what factors are involved in change processes.
- 2) Space triangulation data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group.

- 3) Investigator triangulation more than one observer in used in the same research setting. This helps observer bias and provides checks on the reliability of the observations.
- 4) Theoretical triangulation data were analyzed from more than one perspective.

From the four forms of triangulation above, the researcher applied three of them. They were:

- 1) Time triangulation was used in which the data were collected at different points in time to identify the factors involved in the change processes.
- 2) Investigator triangulation was used in which the data were collected by more than one researcher in the same research setting. In this study, investigator triangulation involved the English teacher as the collaborator. She was observed the teaching and learning process and helped me reflecting the actions.
- 3) Theoretical triangulation was used in which the data were analyzed based on the theory on Chapter II.

The researcher also employed the five validity criteria proposed by Anderson et al. (1994) in Burns, 1999 (161-162). They are democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

The democratic validity could be seen in every step of the research from the beginning. Together with the research members the researcher worked collaboratively to find the problems which had been overcome and found the actions which had been implemented. In addition, all participants of this research

were given ample opportunities to give their feelings, opinions, ideas, comments or suggestions related to the research.

The process validity was done to ensure that the actions of this research are believable and the actions are done as planned. Processes in this research were divided into cycles depend on the condition in the field. Each cycle consists of planning, implementation, evaluation, and reflection steps. The process involved different data sources together with some proofs that show the process is believable.

The outcome validity was related to the actions that lead to the results that are successful within the research context. This validity depends on the validity of the research process which is aimed at improving. To fulfill the outcome validity, some indicators that show the improvement of the student's vocabulary mastery in the teaching learning process formulated together.

The catalytic validity was done by allowing each person involved in the research to learn and gain more insights from the research processes. It fulfilled by encouraging them to express their opinions about the changes they have experienced and to modify their techniques to bring about improvement.

The dialogic validity is the process of peer review that is commonly used in academic research. This validity fulfilled by discussing the research findings with the English teacher.

## **I. Procedures of the Research**

In this study the researcher followed some procedures by Kemmis and McTaggart for each cycle. These procedures were as follows.

### **1. Determining the Thematic Concern (Reconnaissance)**

In this procedure, the researcher identified the problems based on the classroom observations and interviews with the students and the English teacher. Then the researcher described the problems and discussed with all research members to choose the problems that need to be overcome.

### **2. Planning**

The pre-step of planning was aimed at finding the information or facts about the teaching learning processes in real daily situations. The information was obtained by holding discussions with the principal, the English teacher, the classroom teacher, interviewing some students, and showing the English teaching learning process in the classroom.

From the observations, discussions and interviews some problems related to the English teaching and learning process in general were found. In particular, the vocabulary mastery of the VII grade needed to be improved. Therefore, the other research members and I planned some actions in the attempt of solving the existing problems.

Having finished identifying the existing problems, all the research members held a discussion to plan some actions to be implemented in the English teaching learning process. The action plans were as follows.

- a. Selecting materials based on the basic competency and the standard of competence for the first semester of grade VII.

Since the focus of this action was to improve vocabulary mastery in describing things around us, the materials were in the forms of descriptive texts. Then, the researcher designed a course grid to prepare the materials and activities.

- b. Determining the activities

The activities applied in the actions were related to memorizing vocabulary. One of them is vocabulary card to give students opportunities for practicing what they had learnt after joining the English learning. This was mainly to improve their vocabulary mastery.

- c. Selecting media in the English teaching and learning process to get students' attention and to help them understand the topic to be learnt.

- d. Designing lesson plans

The lesson plans were designed as guidance in the teaching and learning processes. There were two lesson plans in the actions in which each lesson plan was prepared for two meetings.

- e. Developing research instruments

Some research instruments, such as, observation guide, interview guide, were developed before conducting the research.

### 3. Action and observations

The plans of actions were agreed by all the research members then were performed in the classroom. The actions were implemented in two cycles, with



three meetings for each cycle. It was agreed that I would do the teaching and the English teacher would be the observer. The activity in each cycle were observed and recorded in the form of vignettes and photographs. The researcher observed systematically the results and effects of the actions and documenting the context, actions and opinions of those involved. In this phase, the researcher used data collection instruments to collect information about what was happening. Based on the observation and the recorded data, the English teacher and the researcher discussed the implementation of the actions. Those were strengths, shortcomings, obstacles and possibilities to improve the actions. Additionally, the researcher would also interview the students of VII class and the English teacher to gather opinions toward the actions. The result of the discussion and the student's and teacher's opinion served as the evaluation of the actions.

#### 4. Reflection

At the end of every cycle, all members involved in the research held a discussion about the whole process of the actions. Each member contributed perceptions, ideas and suggestions that are important for next cycle. Thus, the result of the reflection was used as a consideration for planning the action in the next cycle. The actions considered to be successful were maintained in the next reaching learning processes. Meanwhile, the actions considered to be unsuccessful were revised or modified to the suitable one.

## **CHAPTER IV**

### **THE RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the process of the research, its finding, and its interpretation. There are two sections in this chapter. The first section presents the reconnaissance steps. The second presents the reports of the result of the action research cycles; plans, actions and observations, and reflections.

#### **A. Reconnaissance**

Before conducting the action, the researcher did some activities to find the problems. First, the researcher did some observations to clarify the understanding about the existing problems related to the English teaching and learning process of class VII B at SMP Institut Indonesia. Second, the researcher interviewed the students about the problems that occurred in the class. The researcher also had a discussion with the English teacher to get input about the weakness and the suggestion related to the English teaching and learning process.

##### **1. Identification of the Field Problems**

The researcher did some observations on August 25<sup>th</sup> 2015. The classroom situation could be seen in the following vignette.

The teacher came to the classroom and asked the students to rearrange the students' seats and tables. Then the students arranged their seats and the tables. It took about five minutes. After that, she greeted the students. "Good morning, students." "Good Morning, Ma'am." "How are you today?" the teacher greeted. "I'm fine." And the students asked their teacher "and you?" "I'm fine too. Thanks." She answered the students.

Then, the teacher checked the students' attendance, by calling their name one by one using attendance list. There are 25 students in class VII B. all of the students were attending the class. Then the researcher reviewed the last materials that they had learnt in the last meeting, but, at that day the students did not pay

attention to what the teacher explained about. The students looked bored and talked to their mate.

The teacher asked the students to open their books. Then, the teacher often asked the students to copy the materials they would discuss at that day. After the students copied the materials they were explained the material most of the students did not give their attention to the teacher. Sometimes, there were some students who talked each other and played mobile phone; texting, chatting, and browsing. At that day, she explained the materials which are related to text book. The teacher mostly used textbook and LKS (*lembar kerja siswa*) as the instruments to teach the students. at that day the teacher did not use an interesting media to teach the students so that the students got bored easily , the teacher gave the students some questions from the LKS (*lembar kerja siswa*) and asked the students to answer the questions on their own writing book. Some students who could not answer the question tended to copy the other students' answer than asked for the teacher's helps. May be they were afraid to ask because they may felt be fault if they asked something easy. Most of the students did not use dictionary that they had borrowed from library. They do not have dictionary at home because most of the students came from middle-low family background. The students did not use the dictionary well, such as used it to help them answering questions that the English teacher gave. While the students were finishing the tasks, some students who had finished the tasks were walking around inside the classroom and playing. The teacher tried to ask them going back to their seats, but only few of the students listened to her "students back to your seat please!" the teacher said. "iki lho Bu. Bentar Bu." The students replied. Most of the students tended to talk in *bahasa Indonesia* and sometimes in *bahasa Jawa* After all of the students had finished the practices, the teacher asked the students to submit the entire book on the teacher's desk. Then, the teacher checked the student's tasks and at that time the classroom has not over yet.

The students were running and playing outside the classroom but in the same time the teacher did not warn the students to be quite because it would disturb the other classroom teaching and learning process. The teacher warned the students only by saying "Students. Sit down please!" but most of them won't listen. Until at the end of the English class, the researcher did not found that the teacher asked the students to work in groups. The teacher only asked them to do some practices individually. When the students finished the tasks, the teacher did not gave them another activity to make them still active in the class, but she only checked the student's tasks. Here, the teacher did not design the teaching and learning process well.

When the bell rang, the student shouted out "Baleeekkk" then one of the student leaded the pray before they went home.

The researcher interviewed some students after conducting the observation. Based on the observations and interviews, there were several

problems found during the teaching and learning process. Concerning the teaching and learning process, there were also some discussions with the English teacher.

The field problems which occurred during the teaching and learning process could be seen in the following Table.

**Table 1: Field Problems in the English Teaching and Learning Process of VII B Class at SMP Institut Indonesia**

<b>No.</b>	<b>Field Problems</b>	<b>Code</b>
<b>1.</b>	<b>The teacher could not motivate the students.</b>	<b>T</b>
<b>2.</b>	<b>The teacher used monotonous techniques</b>	<b>T</b>
<b>3.</b>	<b>The teacher asked the students to find words and look for the meaning in the dictionary.</b>	<b>T</b>
<b>4.</b>	<b>The teacher directly asked the students to find words and the meaning without her help.</b>	<b>T</b>
<b>5.</b>	<b>The students lacked vocabulary.</b>	<b>S</b>
<b>6.</b>	<b>The students' pronunciation was still weak.</b>	<b>S</b>
<b>7.</b>	<b>Most of the students were passive.</b>	<b>S</b>
<b>8.</b>	<b><i>Bahasa</i> Indonesia and Javanese were the dominant languages at the class.</b>	<b>S</b>
<b>9.</b>	<b>The students were afraid of making mistakes.</b>	<b>S</b>
<b>10.</b>	<b>There were not enough media in the teaching and learning process.</b>	<b>Md</b>
<b>11.</b>	<b>The activities that the teacher gave were less varied.</b>	<b>T</b>
<b>12.</b>	<b>Few students were less encouraged to work in groups.</b>	<b>S</b>
<b>13.</b>	<b>The time management of the English learning and teaching process was not designed well.</b>	<b>A</b>
<b>14.</b>	<b>Few students brought dictionaries.</b>	<b>S</b>
<b>15.</b>	<b>The material was not interesting so that the students got easily bored.</b>	<b>M</b>

*T= Teacher; S= Students; M= Materials; A= Time allocation; Md= Media*

## **2. Identification of the Field Problems to Solve**

First, the researcher discussed the field problems the researcher found with the collaborator. She said that it was impossible to solve all problems occurring because of the limited time. So by considering the time, fund and energy, we agreed to select problems to solve from the English teaching and learning process

in class VII B of SMP Institute Indonesia. The selected problems in the English and learning process are presented in Table 2.

**Table 2: The field Problems to Solve**

No.	Field problems
1.	The students lacked vocabulary.
2.	The students' pronunciation still weak.
3.	Most of the students were passive.
4.	The students were afraid of making mistakes.
5.	The teacher could not motivate the students.
6.	The materials were not interesting so the students got bored easily.
7.	There were not enough media in the teaching and learning process.
8.	Few students brought dictionaries.
9.	The students were less encourages working in groups.
10.	The teacher directly asked the students to find words and the meaning without her help.

After determining the field problems to solve, the collaborator and the researcher had a discussion to analyze the field problems and main causes. This step was important to recognize the obstacles and weakness related to the field problems found.

Then we concluded that the possible main cause of the problems was the teacher. The teacher failed to motivate the students. The activities conducted were less varied and monotonous. The teacher was not creative in varying and creating tasks because she only reviewed the materials on the course book and LKS (*Lembar Kerja Siswa*). The teacher gave less opportunity to students to learn to practice new words orally and to speak, or it was teacher-centered. She also rarely used media, such as pictures, video, etc.

Then some effects happened to the students. They became passive and silent, and got bored easily during the teaching and learning process. In addition, the students became less motivated and seemed reluctant in responding to the teacher's questions.

Based on the result of my interview with the teacher, she said that she have made the lesson plan for every meeting. But, she could not follow the lesson plan precisely. Thus, the teaching and learning process did not run effectively. In addition, the teacher seldom gave activities to improve their vocabulary mastery even practice students' pronunciation and check their spelling. The feedback on both pronunciation and spelling were also rarely given. Thus students still mispronounced some words and sentences. Furthermore, they were also afraid of making mistakes because of their lack of vocabulary.

After analyzing the cause of the problems, we continued the discussion and determined that the problems related to the students' personality needed to be solved as soon as possible since communicative approach is students-centered approach. To solve these problems, we could start with the teacher. Starting to change the teacher's ways of teaching was the first effort to solve the problems. So we agreed to use games supported by various activities to stimulate students to be confident, interested and excited in learning the language and also materials from many sources that were suitable with the curriculum and students' needs. The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes.

## **B. Report of Cycle I**

### **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 through games. Based on the result of the discussion with the collaborator in a democratic and dialogic atmosphere on February 13<sup>th</sup> and 19<sup>th</sup> 2016, the action plans of the first cycle that would be performed are presented as follows.

#### **a. Applying vocabulary cards game to teach vocabulary**

The use of vocabulary cards game in the classroom as learning activity could attract the students' attention and their involvement in the teaching and learning process. Besides interesting and fun, game also have some advantages as stated on the literature review (chapter 2). The researcher would apply vocabulary cards game in the end the class or in the production stage. The game would be played in large group in every meeting of cycle 1. The vocabulary cards that the researcher would give to the students were different from the students' vocabulary cards. The researcher made her own vocabulary cards, she added picture in the front side of the vocabulary cards to be more interesting.

Through the vocabulary cards game, there would be more opportunity for the students to practice new words orally. And the most important point was that this game would help the students memorize and understand new words easily in an interesting way.

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

During the actions, the researcher acted as the teacher in the class. The English teacher and researcher planned to use classroom English in the teaching and learning process to make the students more familiar with English. The researcher planned to use English at the class for several functions such as to greet the students, to explain the materials, to give the instructions, to give feedback, and also to end the lesson. Based on the observations and some interviews before the actions, the students said that they could not understand the teacher's explanations when she used English all the time during the teaching process.

Therefore, the researcher planned to use Indonesian translation in some difficult aspects such as giving instructions and explaining the materials so that the students could understand. It also aimed at improving the students' vocabulary because through the classroom English they would also learn new words and expressions.

### **c. Giving feedback to the students**

The aimed of giving feedback the students' pronunciation was certainly to make the students have better pronunciation. Furthermore, this plan also would help the students not to be afraid of making mistakes of pronunciation when they spoke and make them confident to speak with correct pronunciation. The researcher planned to give feedback on students' pronunciation in every meeting of cycle 1. When the researcher found mistakes or errors, the first thing that the researcher had to do was showing the incorrectness by some ways that let the students know their mistakes then got it right by the students. In other word, the



researcher planned to give feedback on the students' pronunciation in the form of oral and not immediate feedback. It meant the feedback would be given to the students after they finished. When the students were performed, the researcher listed some mistakes/ errors pronunciation that the students made in a note then correct them through discussion session. By doing this, the students would not feel disturbed, so that they were not afraid or not confident to speak up.

**d. Asking the students to work in pairs and in groups**

The researcher planned to use games for the teaching and learning process during cycle1. The vocabulary cards game would be played in large groups and practiced playing vocabulary cards game in pairs. There are some reasons why group works would be implemented in the teaching and learning process. Group works could exercise the students' ability in a team work. Then the students would learn how to appreciate others' opinion in a team. And the most important point was the students would be more confident and more active involved in the teaching and learning process. Considering the advantages of grouping activities, the researcher emphasized the activities more on the improvement of mastering vocabulary for the students.

**e. Giving the students practice for making vocabulary cards**

Before the students go to the production stage, they have to do some practices first. The researcher planned to provide them some activities to practice making their own vocabulary cards. In this stage, the students would practice identifying procedure text of making vocabulary cards, especially for students.

The students would make their own vocabulary cards related to the topic, how to make oriental fried rice.

The first, the students would be given procedure text that would guide them to make their own vocabulary cards. The vocabulary cards should not consist of picture, the word, and the meaning, but here the students were asked to write the words in English on the front side and the meaning in *bahasa* Indonesia on the back one. This activity trained the students how to give their partner some clues of the vocabulary card they had, so that the students would not feel very difficult when they had moved to the vocabulary cards game.

Indeed, the practice of making their own vocabulary cards gave them benefits. First, the students could write themselves their own vocabulary cards and also they added new vocabulary cards. Then, the second was that the students experienced that the activity of making their own vocabulary cards were clear because there were instructions to make them understood what they would do in the next stage. The third was that the students would not feel bored in doing practices such as guessing the cards. It gave them refreshment after doing some practices that the researcher had given.

#### **f. Asking students to bring dictionary**

The aim of asking the students to bring the dictionary was certainly to make the students bring their dictionary. It also aimed at improving the students' vocabulary. In learning new vocabulary, dictionary has very important role. The students could check pronunciation and spelling of a certain word on the dictionary. If the students have much vocabulary mastery, they can produce

sentence easily. The researcher would check all desks so that each desk at least there was one dictionary so that the noise from the students borrowing the dictionary could be minimized.

## **2. Actions and Observations**

The implementation of the actions in the first cycle was done in two meetings. The first meeting was conducted on February 13<sup>th</sup> 2016 and the second was on February 19<sup>th</sup> 2016. The topic of the first cycle was how to make oriental fried rice. The genre for the topic was a procedure text. The researcher was helped by the English teacher to design the course grid based on the curriculum in SMP Institut Indonesia. While the researcher implemented the actions, the English teacher observed, took notes of the teaching and learning process, and sometimes took the photographs. The data during cycle 1 were collected through classroom observations and interviews. The complete description is provided below.

### **a. Applying vocabulary cards game in teaching vocabulary**

The vocabulary cards game were implemented during the teaching and learning process in the production stage. After the students had done the practices, then they would come to the production stage. The implementation of vocabulary cards game would help the students to speak up in English and produce new vocabularies.

In the first meeting, the researcher used vocabulary cards game to teach the students vocabulary cards related to the topic of the procedure text, how to make oriental fried rice. At that day, the researcher applied the vocabulary cards related to part of speech of noun and adjective. First of all, the researcher

explained the rules of the game. Sometimes she used *bahasa* Indonesia to explained the rules so that the students understand it easily.

After giving the students vocabulary cards, the researcher allowed the students to start playing the game. The students could ask her first if they find some difficulties. Then all groups played the vocabulary cards game. When they were playing the game, the researcher moved around and went to groups to monitor them playing the game. They enjoyed playing the vocabulary cards game but some students did not followed the game; they just sat on their chair watching their friends played.. That was the first time they played this kind of games. It could be seen in the following extract of the vignette.

**The researcher moved to one other group to another to monitor and to observe them playing vocabulary cards and also explain something when the groups asked a question or found some difficulties. She moved to one group to another. They were playing the vocabulary cards enthusiastically.**  
(vignette 3)

**After they finished their own vocabulary cards, the researcher asked them to make a group in pairs and gave them rules of playing their vocabulary cards and they were asked to play their vocabulary cards with their pair. “Did you ever learn vocabulary cards game?” Asked the researcher. One of the students said “*Apa Miss? Main kartu gitu ya Miss?*” “*Nggak pernah Miss.*” All the students replied. The rules were describing the cards by giving three clues. She asked them to exchange the cards to another group’s cards.**  
(vignette 1)

In the first meeting, the students needed more time to play the vocabulary cards. The students competed each other to be the winner of the game. When the other groups were still playing the game, there was a group who won the game.

In the second meeting the researcher used vocabulary cards to teach the students vocabulary cards related to the topic of the procedure text, how to make

oriental fried rice. The topic was the same but at that day; the researcher applied the vocabulary cards related to part of speech of verb. As she did in the first meeting, she explained the rules of the game and what part of speech that they would apply at that day. Then, she allowed the students to start playing the game. In this meeting, the activity made the class noisy, because the students were very enthusiastic to play the game. They were actively participated in the game. It can be seen in the following extract of the vignette.

**The students seemed enjoy the game very much, they felt so excited to answer the clues of the other group and the class was so noisy. Sometimes they laughed, because their friend got such funny answers in playing the game. (vignette 4)**

When the students were playing the game, the researcher moved around the class monitoring them. The researcher took notes when the students did some mistakes. Then, she would give the students the feedback in the end of the lesson. It could be seen in the following extract of the vignette.

**In the end of the lesson, the researcher invited the students to make a conclusion of what they have learnt at that day and gave them feedback of their mistakes they had done when they were playing the vocabulary cards. (vignette 4)**

The problem was about the time allocation when playing the vocabulary cards game, because the students and the researcher over enjoyed the game. The researcher did not really pay attention to the time allocation. It was also become one of the weaknesses of the first action in this cycle. Then, the researcher found that not all the students were joining the game as enjoyed as the other student. The

researcher found that there were students did not follow the game as well as the other students did, they only watched and had their friends in leading their groups. After the teaching and learning process the teacher reminded me to pay more attention to the time allocation in order to make sure the students got all today's materials as what had been planned. The situation could be seen in the following extract of the interviewed transcript.

**ET** : *Materinya di copy terus ya mbak biar bisa untuk siswa pelajari lagi di rumah. Terus coba tolong dikondisikan lagi ya mbak waktunya, harus pintar-pintar ngatur waktu lagi ya mbak biar kegiatan selanjutnya juga bisa maksimal.*

**(You have to always copy the materials in order to the students can learn the materials again at home. Then, try to manage the time allocation; you have to handle the time correctly to maximize the next activity).**

**(Interview Transcript 15)**

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

As the researcher planned before, the researcher implemented classroom English in every meeting to familiarize students with English. The classroom English was used in some ways, such as opening the lesson, greeting the students, explaining the materials, giving instruction, giving feedback, and closing the lesson. To open the lesson always started with routine expression such as saying *salam* then continued with these kind of expression “Good morning, guys? How is life? Let’s pray together, how are you doing?” Meanwhile, at the end of the lesson, leave taking expression such as “This is the end of the lesson today”, “thanks for your attention”, “thanks for your cooperation”, “see you”, and “thank you” were used. The students could answer them well since the students had been

familiar with them. But when the researcher used a different expression for the same meaning, they did not answer my question. For example, at the meeting when the researcher asked the students “how’s life?” they looked confuse. After the researcher explain them the meaning, finally they understood what the meaning of the expression “how’s life”. The following extract reflects this situation.

**The researcher came into the classroom and started the lesson. “Assalamu ‘alaikum warrahmatullahi wabarakatuh. Good morning everybody. How are you doing?” “Fine”. Some students gave respond, but seemed not sure whether their respond is correct or not. The researcher explain what exactly the meaning of the expression ‘how are you doing?’ “Guys, how are you doing has the same meaning with how are you. How are you doing *itu* guys *memiliki arti yang sama dengan apa kabar kalian. Seperti itu ya guys.*”..... (vignette 3)**

The expressions like present and absent were used when the researcher checked the student’s attendance. The students were asked to say present when their names were called and absent when their friends were not present. In the first time, there were only a few students who followed the instructions, the rest remained silent. Thus, the researcher reminded them to say the words loudly. Sometimes the researcher also praised the students who responded. At the end, all the students could respond when the researcher called their names. It was because they getting familiar with the expressions. The description could be seen in the following extract.

The researcher asked them some question asking about the absent of their friends, at the first time, the students could not understand how to respond the

question in English from her. Then the researcher prompted the students by repeating the student's Indonesian answer to English. After the researcher prompted the students, they seemed understand how to respond the researcher questions. It could be seen in the following extract of the vignette.

**Then she checked the students' attendance. The researcher instructed the student to say present if they were attending the class and absent if there were students who did not come to the class. The researcher called the name of the students one by one and asked them "Who is absent today?" The students replied "Hendra sama Miko, Miss". "Hendra and Miko?" She asked. "Yes Miss..." they answered. "Why they are absent today?" She asked. "nggak tau Miss, nggak ijin" they answered. "You do not know? There is no permit letter?" the researcher prompted. "Yes Miss. No permit letter" they responded.**  
**(vignette 3)**

Sometimes to invite the student's attention to start the materials, the researcher used expression like "Listen to me, please. Guys!" and "Please pay attention!" To set time limits the researcher always warned the students such as this expression "10 minutes more guys" or by instructing them such as "I'll give you 35 minutes to finish the practice 1, 2, 3, event 4. The instruction was accompanied by gesture to make the students understand what the researcher meant. When the students showed good result, the researcher used expression, such as "Very good", "Good job", and "Great". If the researcher wanted to know whether the students had finished their work or not, the researcher used this kind of expression "Have you finished the practices guys?" The researcher used guys as the name calling to her students because the researcher wanted the students felt that the relation between the researcher and the students were so close. To know whether the students had understood the lesson or not, the researcher used this



kind of expressions “Do you get me, guys?”, “Any Question?” In the first time the researcher used the expressions, the students seemed could not get the meaning so they only could say yes or ok. It could be seen in the following extract below.

**The researcher little bit difficult to manage the class when she gave the students instrusction of the activities. “Listen to Miss Fira, guys!” after the researcher gave the students some instructions related to the acivities the researcher asked the students whether they understood or not. “Do you get me guys?” then the students replied “Yes Miss.” “Great guys” the researcher replied.**  
(vignette 3)

**While the students have finished writing the materials, the class became very noisy and the students talk to one to each other. “Pay attention please! *Perhatikan ya guys!*”**  
(vignette 4)

**Before making vocabulary cards one of students said “Miss *bikinnya seperti yang di teks kemarin kan ya* Miss?” Then the researcher said “You are right. Good question, guys! Based on the text of making vocabulary *kemarin ya* guys!”**  
(Vignette 4)

Concerning to the use of English for giving instruction and explaining the materials, as planned before: the researcher used dictionary in some aspect to help her and the students were looking for. It could be seen in the following extract below.

**The researcher used Cambridge Digital advance Learners English Dictionary that available in her laptop to help her finding the correct pronunciation and the correct function of each vocabulary.**  
(vignette 3)

**When the students pronounced incorrect pronunciation, the teacher asked them to stop for a while and gave them the correct pronunciation using Cambridge Digital advance Learners English Dictionary that available in her laptop to help her finding the correct spelling of the words.**  
(vignette 4)

In addition, the students were enthusiastic in learning new expressions since they asked me some expression after the class.

### c. Giving feedback to the students

When the students were vocabulary cards game, the researcher moved around to monitor the students. When she moved to the students' group playing vocabulary cards game, she found some students did some mistakes. Then, she took notes, so that the researcher could give feedback and explain it to all students in the end of the lesson.

The researcher also gave the students prompt. In the beginning of the lesson, the researcher checked the students' attendance by saying 'Who is absent today?' Then the students gave answer in *Bahasa* Indonesia. Then the researcher prompted the students to answer in English.

**Is everybody here?" the researcher asked. The students were silent. "Is everybody here? *hampir sama seperti* who is absent today. Is everybody here?" the researcher repeated. "Yes, Miss." "Okay, students. Do you still remember what we learnt last meeting?. *Ada yang masih ingat?*" "Nasi goreng Miss." One of the students said. The researcher prompted "How to make oriental fried rice ya?" "Yes Miss. How to make oriental fried rice." Some students said. "Right. What is the other?" "Noun and adjective" the students answered. "You all are excellent. It's easy right?" "Yes, Miss." a student replied. "Can tell me nouns and adjectives, *apa saja kata benda dan kata sifat yang kita pelajari minggu lalu?*" the researcher prompted. "Banyak, Miss." One of the students said. "What are they?" said the researcher.**

**(vignette 4)**

The researcher also prompted the students when they were responding the researcher question. It aimed to give the students clue or to remind them especially when they have difficulties to say something, like when the researcher invited the students to take a conclusion in the end of the classroom teaching and learning process.

Some students said that helped them in memorizing and pronouncing the words correctly. It also made them understand the words easily. Besides, they could implement the new words appropriately in the text that they had learnt. It could be seen from the extract of the vignette and interview transcript below.

**“Ok. I will ask Feiza a question. Feiza,, mention 5 verbs that we have discussed today?” Feiza memorized for seconds but started to answer the question “mmm pour, break, add, need, chop, mmm.” The teacher prompted. “Yes. Do you remember the other else?” she replied. “Mmm grind.” She answered. “Good job, Feiza.” said the researcher. (vignette 4)**

#### **d. Asking the students to work in pairs or in groups**

In every meeting, the researcher asked the students to work in pairs and large groups. Those pairing or grouping activities were aimed at experiencing them to communicate with the other students. Group works were also activating the student’s cooperation one to each other in the class and creating non-threatening environment to the students. It can be seen in the extract of the vignette below.

**After they finished their own vocabulary cards, the researcher asked them to make a group in pairs and gave them rules of playing their vocabulary cards and they were asked to play their own vocabulary cards with their pair. “Did you ever learn vocabulary cards game?” Asked the**

researcher. One of the students said “*Apa Miss? Main kartu gitu ya Miss?*” “*Nggak pernah Miss.*” All the students replied. The rules were describing the cards by giving three clues without gestures. She asked them to exchange the cards to the others pair.

After doing tasks and playing their own vocabulary cards, the students were invited to play game again. The game was almost similar to previous game but the game should have a bigger amount member of group. The researcher gave the students one set vocabulary cards related to the procedure text of how to make fried rice. First of all, the researcher had to explain it first. She explained the rules of the game, the feature of the game, etc. She also invited the students to ask a question if they did not know something related to the rules of the game. After the researcher asked the students to make groups and put one set of vocabulary cards among the groups.

(vignette 3)

Group work activities gave many benefits although the class was noisy during the activity. The students were asked to produce words, phrase, and sentences based on the vocabulary cards they had or picture. They had to speak or pronounce the clues of the vocabulary cards loudly although they made mispronunciation, misspelling, and they spoke in Javanese-English. They seemed happy and enthusiastic in joining the activity. In this activity, most of the students were willing to get involved even the students who had a low capability in English.

#### **e. Giving the students for making vocabulary cards**

In the first meeting of cycle 1, the students had given some activities or practices. The students were asked to answer some practices. After they had done their practices, then the students moved to practice which is they had to read a new procedure text of making vocabulary and make their own vocabulary cards based on the instruction on the procedure text of making vocabulary cards related

to part of speech that they had just discuss in that day; noun and adjective that contained in the procedure text of how to make oriental fried rice. The students were allowed to use their dictionaries to do this task. The last activity before playing vocabulary cards game was practicing the vocabulary cards that they had just made, they practiced it in pairs. This task was done orally. It can be seen in the extract of the vignette below.

**After that, the researcher gave them a new text, titled making vocabulary cards, and they were asked to read the text appropriately. The researcher asked the students to find again difficult words that contained on the procedure text of making vocabulary cards and they would discuss the difficult words together with her using a dictionary. “Guys, open your dictionary please.” The researcher said. Then a leader of the class, named Hendra, asked her friends to take vocabulary in library. Then some students went down stairs to borrow some dictionaries from the library. It took minutes then the researcher used the time while waiting some students to start asking words that the students did not know. After discussing, the researcher asked the students to apply what the text instructed about, they were asked to make vocabulary cards based on the text instruction on the procedure text.**

**After they finished their own vocabulary cards, the researcher asked them to make a group in pairs and gave them rules of playing their vocabulary cards and they were asked to play their own vocabulary cards with their pair. “Did you ever learn vocabulary cards game?” Asked the researcher. One of the students said “*Apa Miss? Main kartu gitu ya Miss?*” “*Nggak pernah Miss.*” All the students replied. The rules were describing the cards by giving three clues without gestures. She asked them to exchange the cards to the others pair.**

**(Vignette 3)**

In the next meeting or the last meeting in the cycle 1, the students also had some practices before playing vocabulary cards game. The practices were the same with the previous meeting, they were asked to make the student's vocabulary cards and practicing it. The way was the same with the procedure text of making vocabulary cards in the previous meeting. At that day the student were

making vocabulary cards related to the topic of how to make oriental fried rice and the part of speech verb and adverb. It could be seen in the extract of the vignette below.

**After the students finished all the tasks and discuss them together with the researcher, they were asked to make their own vocabulary cards based on part of speech verb and adverb. The researcher showed them verbs and adverbs that consisted on the procedure text before they made the vocabulary cards. She asked the students to make the vocabulary cards based on the procedure text of how making vocabulary cards. The researcher asked them to play their own vocabulary cards like the previous meeting, but the researcher explained them again the rules of playing their cards. Before making vocabulary cards one of students said “Miss *bikinnya seperti yang di teks kemarin kan ya* Miss?” Then the researcher said “You are right. Good question, guys! Based on the procedure text of making vocabulary *kemarin ya* guys!”**

**Afterwards the researcher invited them to continue playing the vocabulary cards. At that day, the students played vocabulary cards in the same topic but different part of speech. At that day the students played vocabulary cards based on part of speech verb and adverb. (vignette 4)**

#### **f. Asking students to bring a dictionary**

As the researcher planned before, she asked the students to bring dictionary or they borrowed dictionaries from library. Every students should put at least one dictionary on their table. But the students did not bring or borrow dictionaries from library. On the running of the teaching and learning process, the students went to library to borrow some dictionaries for the students who did not bring dictionary. Unfortunately, the time was spent uselessly. The researcher asked the students to borrow dictionaries before the teaching and learning ran. It could be seen in the extract of the vignette below.

**The last, the researcher explained something related to what she and the students were going to do in the next meetings. The researcher did not**

**forget asking the students to bring dictionary in every meeting, because it helped the students in finding meaning very much.  
(vignette 2)**

**The researcher asked the students to find again difficult words that contained on the procedure text of making vocabulary cards and they would discuss the difficult words together with her using a dictionary. “Guys, open your dictionary please.” The researcher said. Then a leader of the class, named Hendra, asked her friends to take vocabulary in library. Then some students went down stairs to borrow some dictionaries from the library. It took minutes then the researcher used the time while waiting some students to start asking words that the students did not know. The researcher reminded the students if the students did not have a dictionary they could borrow it from the library, at least they can borrow it before the lesson was started.  
(vignette 3)**

In the next meeting or the last meeting in the first cycle, the researcher saw some students borrowed dictionaries from library before the teaching and learning process was started.

The problem related to the use of dictionary during the teaching and learning process, the researcher felt that it was a little bit difficult to ask the students to open their dictionary when they found difficulties in pronouncing words. They preferred to ask the researcher how to pronounce the words correctly than open up the dictionary. It was difficult in asking the students to have a good dictionary and buy for themselves because some of them came from middle-low economic status. So that the researcher, even the teacher of English itself, could not force them to have their own dictionary. Although the students could borrow dictionaries in library, but still, the library had no enough dictionaries to every student in the class.

### 3. Reflections

As the plans that had been implemented in the action of the first cycle, the English teacher and the researcher had a discussion in order to reflect the action based on the observation and interviews. It was the action step to fulfill the democratic and dialogic validities, since it had been mentioned in Chapter III. The reflections functioned as the evaluation of the first cycle. Then, it would be used for planning the next action of the next cycle. The following are the result of the actions in the first cycle.

#### a. Applying vocabulary cards game to teach vocabulary

As the researcher found in reconnaissance, before the implementation of the actions, the students were passive and reluctant to speak. The students were not confident to speak English; they even tended to talk in *bahasa* Indonesia and Javanese. They were also afraid of making mistakes. Therefore, they became reluctant to answer or to give responds to the teacher's questions.

After the implementation of the actions the students got more confident, especially when they were playing vocabulary cards game. The students felt comfort when they were playing the game, because it provided a friendly atmosphere for the students. They did not feel supervised, so that they were not reluctant to speak up.

<p><b>ET</b> : <i>Kalo saya lihat, pertama, dari segi antusias saja mereka tinggi ya. Apalagi mbak Fira mengajarnya pakai media kartu seperti ini, ini mereka tertarik ya. Jangankan menggunakan kartu, waktu anak-anak membuat kartu itu saya rasa mereka senang ya seperti bikin prakarya, jadi seperti tidak dalam pelajaran. Kemudian dalam menyebutkan ciri-ciri dari kosakata yang mereka buat itu mereka berantusias. Mungkin</i></p>
--



*kaya main tebak-tebakan biasa tapi sebenarnya itu membantu siswa untuk menggali kemampuan mereka menyebutkan kosakata-kosakata yang mereka ketahui. Dan saat bermain game tadi ya, saat mbak Fira memberikan satu set vocabulary cards itu ya, mereka lebih senang karna lebih menarik belajar dengan kartu, apalagi kalo game itu mereka udah mau mengikuti lah.*

(As I saw, first, they were enthusiastic. Moreover, you taught this media, they were interested. When, the students made the cards, I think they were happy like making a creation so they felt that they were not in learning process. Then, in mentioning clues of the card that they had made, they were enthusiastic. Maybe it was just like guessing games but actually it helped the students drilling their ability in mentioning vocabularies that they knew. And when they played the game, when you gave the students the set of vocabulary cards, they looked happier because it was more interesting learning by using cards, moreover game could make the students come into the learning process.)

(Interview 15)

**R** : *Kalo pas main game kartunya gimana?*

(How about when playing the game?)

**S** : *Menyenangkan Miss.*

(It was fun Miss)

**R** : *Menyenangkannya gimana, kamu merasa terbantu nggak?*

(How fun? Does it help you?)

**S** : *Ya terbantu Miss, nggak membosankan. Ya menyenangkan aja Miss jadi bisa belajar sambil main.*

(Yes, it was not boring. It was fun, we could learn something while playing the game)

(Interview Transcript 10)

**R** : *Kamu enjoy nggak main vocab cards tadi?*

(Did you enjoy playing the vocabulary cards game?)

**S** : *So much Miss haha*

(Interview transcript 11)

But there was a problem in this implementation, was that some students violated the rules of the game. The students tended to come closer to the groups that hold the card, so they did not concentrate during the game. It could be cause of my weakness in managing the students. The researcher could not pay attention

in all sides so that the students just did what they know. However, they had practiced new words quite well.

<b>R</b>	<b>: <i>Paham nggak sama peraturan game nya? Tadi kan harusnya tetap duduk dengan kelompok masing-masing ya?</i></b> <b>(Did you understand to the rules of the game? The rules asked you to stay with groups, isn't it?)</b>
<b>S</b>	<b>: <i>Ya pada gitu ya saya ikutan Miss hehe</i></b> <b>(They did it Miss so I did follow them hehe)</b>
<b>(Interview Transcript 7)</b>	

The game was started, the time allocation was too short and the researcher could not manage the time allocation well and not all the students were joining the game as enjoyed as the other student. The researcher found that there were students did not follow the game as well as the other students did, they only watched and had their friends in leading their groups. It particularly happened in the first vocabulary cards game. After all, the students enjoyed playing the vocabulary cards until the students and the researcher forgot about time allocation.

<b>R</b>	<b>: <i>Oh iya Bu. Ada yang harus saya maksumalkan lagi nggak Bu?</i></b> <b>(Ok Ma'am. Is there anything else I should maximize?)</b>
<b>ET</b>	<b>: <i>Materinya di copy terus ya mbak biar bisa untuk siswa pelajari lagi di rumah. Terus coba tolong dikondisikan lagi ya mbak biar waktunya, harus pintar-pinta ngatur waktu lagi ya mbak biar kegiatan selanjutnya juga bisa maksimal.</i></b> <b>(Always copy the materials Miss in order to the students can learn it at home. Then, try to manage the time allocation; you have to handle the time allocation well in order that the next activity can be maximized.)</b>
<b>(Interview Transcript 15)</b>	

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

The use of classroom English was closely effective to improve the student's ability to use English during the teaching and learning process. Most students became more confident to speak and they were not afraid of making mistakes. However, few students still not enjoy the classroom English because they felt that they were not able to pronounce the certain words correctly. Sometimes, the students found it difficult to understand instructions from the researcher if it was only mentioned once. They also criticized that the speech of my speech was too fast. Realizing the situation, the researcher would grant a better performance to the next cycle.

### **c. Giving feedback to the students**

According to the observation, there were some problems related to the students' pronunciation, some students spoke in a low volume because they were afraid of making mistakes on their pronunciation but some students also pronounced certain words correctly.

**S** : *Ya selalu kasih masukan aja terus Miss biar saya dong sama apa yang dah Miss ajar.*  
 (Always give us suggestion Miss to understand what Miss fir has taught.)  
 (Interview transcript 13)

The researcher gave feedback to the students to cope with the problems. In giving feedback on the pronunciation mistakes, the researcher used the method that was to drill the mispronounced words after they were asked to check the pronunciation using Cambridge Digital Dictionary. The students asked to repeat

the words after the researcher found the right pronunciation. Concerning to the feedback, the only problem existed until the end of first cycle was getting responses from the students for giving comments on their friends' performances orally.

**ET** : *Saya rasa mereka masih sulit untuk membaca vocabulary dengan tepat ya. Pronunciation nya masih salah-salah. Tapi saya lihat, kemarin ada beberapa anak yang mengikuti cara mengucapkan pronunciation dengan benar ya. Miss bantu ya. Menirukan pronunciation secara langsung saya rasa membantu sekali, apalagi mbak juga menggunakan kamus digital. Jadi murid-murid mendengarkan langsung menirukan bagaimana mengucapkan vocabulary dengan baik dan ikutan suara audio dari kamusnya ya.*

*(I think they still feel difficult to read the vocabulary precisely. The pronunciation still wrong sometimes. But I saw that there were students could mention the vocabulary correctly. You helped the students so much. Imitated pronunciation directly, I think it helped the students so much, even more you used digital dictionary. So the students listened then imitated directly how to pronounce the vocabulary well dan follow the voice from the audio dictionary.)*

**(Interview transcript 15)**

#### **d. Asking the students to work in pairs and in groups**

Small group activity as it represents in the students vocabulary cards, gave the students opportunity to practice to the use of vocabulary cards. Thus, the students' practices were improved. On the other hand, pair and large group activities as implemented as in the first and the second meeting in the cycle 1 worked well at increasing students' self-confidence. Unexpectedly it was not easy to face a problem related to the students when they being more active in speaking in their native language. The researcher could not keep controlling them to use the target language.

**ET** : ...*Apalagi kalo sudah berkelompok kaya tadi itu menumbuhkan rasa kerjasama sama kelompoknya ya, jadi berusaha bagaimana kelompok mereka itu bisa memenangkan game. Rasa kompetisinya bagus, dilihat dalam hal positif ya mbak.*  
 (Moreover when they were grouped, it increased their cooperation so they tried to won the game. Their sense of competition was good in positive way.)  
 (Interview Transcript 15)

**e. Giving the students practice for making vocabulary cards**

The use of giving the students practices in making their own vocabulary cards really helped them in following the teaching and learning process. It helped the students overcome the field problem related to their lack of vocabulary.

The plans of asking them making their own vocabulary cards were little bit spent the time enough. The students still needed much time in understanding the procedure text of making vocabulary cards. They tended to ask the researcher about the instructions of the text, and then the researcher helped them in understanding the text. After they had finished their own vocabulary, the researcher could feel the enthusiasm of the students in practicing their own vocabulary cards.

**R** : *Tadi waktu Miss minta bikin kartu sendiri mudeng nggak?*  
 (Did you undertand when I asked you to make vocabulary cards yourself?)  
**S** : *Pas Miss jelasin mudeng tapi pas Miss kasih teks kurang paham.*  
 (When you explained it I understood, but when you gave the text I little bit did not understand.)  
 (Interview Transcript 9)

In this cycle the students ran their own vocabulary cards game ineffectively. The students were still hard to be managed; they tended to depend the researcher help them in the process of making their own vocabulary and asked the other pairs to help the other students. Actually, it was quite good because the students were willing to discuss it with their friends, but here, the researcher hoped that they can work in pairs in discussing the text. After all, the student played their own vocabulary cards with fun and happy.

<b>S</b>	<b>: <i>Pas bikin kartu itu ya Miss? itu juga menyenangkan kok Miss. Mudengnya game kartu ya dari bikin kartu itu Miss menurut ku. (When making the vocabulary cards? I was also fun Miss. Understood the game because making the vocabulary cards I think.</i></b> <b>(Interview Transcript 12)</b>
----------	---

<b>R</b>	<b>: <i>Tadi kan Miss minta kamu bikin vocab cards, menurut mu gimana? Mudeng nggak?</i></b> <b>(I asked you to make vocabulary cards, what do you think? Did you understand?)</b>
<b>S</b>	<b>: <i>Menyenangkan Miss, nggak pernah jadi kurang paham. (It was fun Miss, I haven't done it so I little bit did not understand.)</i></b> <b>(Interview Transcript 14)</b>

#### **f. Asking students to bring a dictionary**

The action was not really successful in encouraging the students to bring the dictionary. They felt lazy to borrow dictionaries from library. Although few students put their dictionaries in on the table so that they could use it for another meeting, some students were still reluctant to do the same thing. They still enjoyed sharing their dictionary with others. Even some students said that they did not have any dictionary.

**R** : *Kan da kamus kok nggak di pake?*  
 (There was a dictionary. Why you did not use it?)  
**S** : *Bukan punya saya Miss. Lha lama Miss kalo pake kamus. Kan bisa tanya langsung sama Miss.*  
 (That was not mine, Miss. It took long time better I ask you directly.)  
 (Interview Transcript 8)

**R** : *Kamu sih kamusnya dianggurin, jadi kurang paham deh hehe*  
 (because you did not use the dictionary so you did not understand hehe)  
 (Interview Transcript 9)

**R** : *Kan ada instruksinya di teks procedure, trus bisa liat kamus kalo nggak tau artinya.*  
 (There were the instructions in the procedure text, then you could check it in the dictionary if you did not understand.)  
**S** : *Nggak bawa kamus Miss. Mau pinjam tapi habis. Hehe map Miss. Tapi seru kok Miss pas gamenya itu.*  
 (I do not bring a dictionary, Miss. I want to borrow it from library but there was nothing left. But it was fun when I played the game.)  
 (Interview Transcript 14)

The researcher felt that it was a little bit difficult to ask the students to open their dictionary when they found difficulties in pronouncing words. They preferred to ask the researcher how to pronounce the words correctly than open up the dictionary. It was difficult in asking the students to have a good dictionary and buy for themselves because some of them came from middle-low economic status. So that the researcher, even the teacher of English itself, could not force them to have their own dictionary. Although the students could borrow dictionaries in library, but still, the library had no enough dictionaries to every student in the class.

**ET** : *Biasanya menggunakan kamus saja.*  
 (I usually use dictionary only)  
**R** : *Berarti setiap anak harus bawa kamus masing-masing ya Bu?*

ET	<p><b>(It means, every student should bring their own dictionary?)</b>  <b>: Ada yang bawa sendiri ada juga yang pinjam dari sekolah. Sekolah juga menyediakan kamus kok, soalnya tidak semua siswa menyanggupi beli kamus kan. Soalnya ada yang tidak mampu orang tuanya.</b>  <b>(Some students bring their own dictionary; some students borrow it from the library. The school also avails dictionaries for the students who cannot buy dictionary for their selves. Not all the students can buy dictionary because most of the students come from middle-low economic status.)</b>  <b>(Interview transcript 2)</b></p>
----	---

#### 4. Revised Plan

Based on the reflection of cycle 1, there were plans which needed to be revised. They were time management and the way to motivate students to be more active because not all the students were joining the game as enjoyed as the other student. The researcher found that there were students did not follow the game as well as the other students did, they only watched and had their friends in leading their groups. The researcher planned to add a plan to make the students to be more active in joining the vocabulary cards game.

### C. Report of Cycle II

#### 1. Planning

After reflecting the success, failures, and problems in the first cycle, the researcher revised some actions to improve the success rate and solve the problems. Some actions, which were successful in the first cycle, would be maintained while some failed actions would be revised. The English teacher and the researcher agreed that they would describe the revised planning of the second cycle were a) applying vocabulary cards game in teaching vocabulary, b) using



classroom English during the teaching and learning process, c) giving feedback to the students, d) asking the students to work in large or small group, e) giving practices, f) asking the students to bring dictionary, g) Giving rewards.

**a. Applying vocabulary cards game to teach vocabulary**

The vocabulary cards game would still be implemented in this cycle to improve the student's vocabulary mastery. It also aimed to show the consistency that the action can improve the student's vocabulary mastery. It was the same with the previous cycle that the researcher would implement this action at the production stage. The researcher would also remind the students to be aware of their performance when they were playing vocabulary cards, especially pronunciation and intonation. It was important to pay more attention to the time management in the next meeting. It also needed to explain the rules clearly and not too fast.

The use of the vocabulary cards game in the classroom as learning activity could attract the students' attention and their involvement in the teaching and learning process. Besides interesting and fun, vocabulary cards game also have some advantages as stated in chapter 2 of advantages of using vocabulary cards. The students practiced having interaction in a group, they would be confident to speak up and not afraid of making mistakes. The most important points was vocabulary cards game would helped the students to memorize and understand new vocabularies easily in interesting way.

There was 3 times vocabulary cards game in this cycle. The games contained purpose on helping the students to master new vocabulary easily and implementing the new vocabulary in the vocabulary cards. It was expected the students would be more discipline by obeying the game rules. Besides, the researcher also planned to give clear examples of pronouncing the words and helped the students to find appropriate clues that possibly used in the game. And the last the researcher planned to manage the time allocation better by timing the time allocation well.

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

The same with the first plan in the cycle 1, the researcher optimized the use of the classroom English during the teaching and learning process in each meeting of cycle 2. In this cycle, the researcher also acted as the English teacher. By optimizing the use of the classroom English during the teaching and learning process in cycle 1, the students started to be confident to speak in English. Some students even were confident to ask the researcher using English. Therefore, the researcher kept optimizing the use of the English classroom in each meeting of cycle 2 and the researcher expected the students would be more familiar with the language through this way.

In cycle 1, the researcher used the English classroom for greeting the students in the beginning of the lesson, explaining the materials, giving interactions of the tasks or activities, giving feedback, and also making conclusion and closing the lesson. However, the students still did not understand completely when they found the researcher spoke English complicatedly or using unfamiliar

words in giving instruction and giving feedback. They usually asked the researcher to translate them into *bahasa* Indonesia, so that they could understand what the researcher meant. In cycle 2, the researcher planned to use English for greeting the students, explaining the materials, giving instruction and feedback, and also closing the lesson. However, the researcher would not translate the unfamiliar words to make the students more aware to learn harder.

### **c. Giving feedback to the students**

The students' pronunciation is important aspects in improving student's vocabulary mastery, because the researcher focused on improving the students' vocabulary mastery. The plan of giving feedback on students' pronunciation as the important aspect was maintained. Giving feedback the students' pronunciation aimed at making the students had better pronunciation so that they were confident to speak up. In other word, it helped the students in improving their pronunciation to be more accurate. The ways of giving feedback were also similar with the one in the cycle 1. The pronunciation feedback would be also given after the students conducted their performances, so that they would not feel ashamed when the researcher corrected their pronunciation.

As the researcher found in cycle 1, though the students' pronunciation was still poor, they were very enthusiastic about knowing the correct pronunciation of some words. Thus, the researcher planned to keep giving feedback on the students' pronunciation to improve their ability to pronounce new words so that they did not make the same mistakes in the next activities.

**d. Asking the students to work in pairs and in groups**

Considering that the students became more active when they were asked to work in groups and pairs, the researcher kept asking them to work in pairs and large group. The researcher planned to make groups and pairs activity in every meeting during cycle 2.

**e. Giving the students practice for making vocabulary cards**

As the same as in the cycle 1, the students would practice their own vocabulary cards related to the topic germinating petunia seeds and drawing insects for the last meeting.

The first, the students were asked to make their own vocabulary cards related to the instruction that consisted in the procedure text of making vocabulary cards that the researcher had been given in the cycle 1. The vocabulary cards should not consist of picture, the word, and the meaning, but here the students were asked to write the words in English on the front side and the meaning in *bahasa* Indonesia on the back one. This activity trained the students how to give their partner some clues of the vocabulary card they had, so that the students would not feel very difficult when they had moved to the vocabulary cards game.

Indeed, the practice of making their own vocabulary cards gave them benefits. First, the students could write themselves their own vocabulary cards and also they added new vocabulary cards. Then, the second was that the students

experienced that the activity of making their own vocabulary cards were clear because there were instructions to make them understood what they would do in the next stage. The third was that the students would not feel bored in doing practices such as answering questions. It gave them refreshment after doing some practices that the researcher had given.

#### **f. Asking students to bring dictionary**

As the researcher planned before that the aim of asking the students to bring the dictionary was certainly to make the students bring their dictionary. It also aimed at improving the students' vocabulary. In learning new vocabulary, dictionary has very important role. The students could check pronunciation and spelling of a certain word on the dictionary. If the students have much vocabulary mastery, they can produce sentence easily. Thus, the students needed to bring dictionaries to help them increased their vocabulary and also the researcher expected dictionaries could help the students enrich their vocabulary so that they were learning English they had no difficulties dealing with vocabulary matters. The researcher would check all desk so that each desk, at least there was one dictionary on each students' desk.

#### **g. Giving rewards**

Following up the students' comments related to the gift which would be awarded if they won the game, the researcher thought that it could be right. Generally, a game was identical to a competition to be a winner of achieving rewards. Thus, in this cycle there would be gift as rewards for the winner of the vocabulary cards games. Hopefully, it could be boost the students' motivation and

encourage the students who only watched and had their friends in leading their groups to be more active in the teaching and learning process.

## **2. Actions and observations**

The actions in cycle 2 were implemented on February 26<sup>th</sup>, 27<sup>th</sup>, and March 4<sup>th</sup> 2016. The English teacher and the students participated in the research study to collect the data.

### **a. Applying vocabulary cards game in teaching vocabulary**

As the researcher planned before, that in this cycle the researcher would apply vocabulary cards game to teach English. The game had purpose to help the students memorize and understand the vocabulary related to the procedure text given in interesting way and build their enthusiasm in the teaching and learning process.

During this cycle the students played the vocabulary cards game at the production stage. In the third and fourth meeting the students played vocabulary cards based on the topic, germinating petunia seeds. In the last meeting or the fifth meeting, the students played vocabulary cards related to the topic at the fifth meeting, drawing insects.

First of all, the researcher explained the rules of the game briefly and clearly, because the students used to play the same game in the previous cycle and it avoided the students' misunderstanding of the rules.

When the students were playing the vocabulary cards game, the class became noisy and crowded. The students looked more serious in playing the

game. The researcher moved around the class, from one group to another to monitor and to observe them. The researcher looked that the students seemed difficult in giving the clues to another students, because the level of the vocabulary cards topic were more unfamiliar than vocabulary cards in cycle 1. When the vocabulary cards game ran, the students often asked for helps and tended to ask their friend to repeat the clues in *bahasa Jawa* sometimes. It could be seen in the extract of the vignette below.

**Every group often asked the researcher to help them thinking about what clues they should give to the other groups. “Miss ini klunya apa ya Miss? Saya bingung.” One of the students said and asked the researcher came closer the group 4. Then she helped him by giving the group 4 three clues of the vocabulary card. The researcher helped them to live by announcing the gift for the winner. “Bantu dong Miss. Klu nya ni lho Miss.” Nia asked for the researcher helps. The class was becoming very noisy. The game ran crowded because the students still often speak in bahasa Jawa, such as ‘Opo kwi artine’. The researcher the said “What is it, Guys. Bukan Opo kwi artine ya...”**  
**(vignette 6)**

In the fourth meeting the students played the game better and it seemed well. After the researcher explained the rules clearly to the students, the students started playing the vocabulary cards game. The class became very noisy, because all the students were speaking loudly in giving the clues. This game engaged the students to speak up. All the students looked less to ask the clue to the researcher. All the students enjoyed the game, enthusiastic, and more active to win the game because in the first meeting the researcher gave the students reward to the winner. Most of the students said that they wanted to be the winner to get the rewards. It could be seen in the extract of the vignette below.

**At that day the game ran much better than yesterday. The students started good in doing the game. But in the middle of the game, two of the groups were debating each other because each group claimed that they answer the question faster than the other. The English teacher and the researcher asked the group to play professionally, no cheat. The class was handled. Consequently, the class became noisy and crowded. The students played the game very enthusiastically and lively, although there were some errors between one to the other group. As the rules, the winner will win the rewards.**

**(vignette 7)**

In the last meeting the students played the game very well, even it was the fifth time they played vocabulary cards game. In this meeting the researcher applied vocabulary cards game related to the topic, drawing insects. After the students got the vocabulary cards and explained of the rules by the researcher, they started playing the vocabulary cards game and started giving clues to each other. In this meeting the researcher applied the easier topic of the vocabulary cards because they would learned three part of speech; noun, adjective, and verb. It could be seen in the extract of the vignette below.

**The rules was the same with the previous game, but at that day the students were asked to play the vocabulary cards in all part of speech that they had just discussed in the early of teaching and learning process, noun, verb, and adjective. The researcher started putting the cards among the groups and asked the win group of the previous meeting to pick up the cards first. The game ran so fun. The group seemed easier in mentioning the clues and answering the clues. At that day the students seemed more enthusiastic that the previous meeting, maybe the topic influenced the atmosphere and the students' mood in the teaching learning process. In that day the students were rare to ask about the clues to the researcher and few students kept quiet, tended to let their friends leaded the groups. But after all the game was going better and they played the game very well than before and the students seemed enjoying the game so much.**

**(vignette 8)**



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

The researcher used classroom English to open the meeting, to greet the students, to give instruction, etc. in the third meeting, the researcher greeted the students in English. The students gave respond comprehensively and appropriately. Then the researcher checked the student's attendance.

The researcher also checked whether the students still remember with the material in the last meeting or not. Here the students answered the researcher's question comprehensively and appropriately. They also used English to give their responds.

**The researcher came to the classroom and greeted the students. “Assalamu ‘alaikum warrahmatullaahi wabarakaatuh. Good morning, guys. How’s life?” “I am fine. And how’s life Miss?” they replied. “I am fine too, thank you. Have you got your breakfast?” she asked. “Yes... yes... yes...” they replied. “Well, is there anybody absent today?” the researcher asked. “Nihil, Miss. Nobody nobody.” the students replied...  
(vignette 6)**

**After doing the classroom routines, the researcher asked the students about the last materials, she would know whether they still remembered the previous materials or not...  
(vignette 6)**

In the fourth and the last meeting the researcher also used English to start the lesson. The researcher also used classroom English to introduce the materials that the students were going to learn at that day. When the researcher asked the students some questions, they could give the respond comprehensively.

### **c. Giving feedback to the students**

During this cycle, the researcher took some notes when the students had some mistakes in the vocabulary cards game performance. When the students were playing vocabulary cards, the researcher did not interrupt them to give feedback or correction. She also gave more chance to the students to correct their own and friends' mistakes.

It successfully helped the students in pronouncing the words better. It also gave them more opportunity to practice new words orally. The feedback was always given so that the students felt more comfortable to ask any question to the researcher. It seemed that they not feel shy anymore. A good relationship between the students and the researcher created a good atmosphere at the class so that a feeling of anxiousness among the students could be minimized. As a result, most students participated at class in the form of asking or answering questions.

Since the researcher much feedback on their pronunciation, the students' errors or mistake in pronouncing words could be minimized. The feedback was followed by drilling. As a result, they rarely made the same mistakes.

### **d. Asking the students to work in pairs and in groups**

As the researcher planned before, she kept asking the students to work in groups and pairs to do the tasks or game. This technique effectively improved the students' self-confidence during the teaching and learning process. They need to be more active when they asked to discuss the materials or tasks with their friends. They were not shy anymore when the researcher asked some of them to complete

the tasks in front of the class. They said that they were not shy anymore because if they made mistakes, their friend would help them to correct their mistakes.

**The researcher let them practice their own, but sometimes some students asked how to spell the word and what clues should they give to their pair.  
(Vignette 7)**

**Then, the researcher started asking the students make a group of 5 and she put the vocabulary cards among the groups.  
(Vignette 7)**

#### **e. Giving the students practice for making vocabulary cards**

In the third meeting and the fourth meeting the students practiced the same practices as same as in the cycle 1, the students were asked to make their own vocabulary cards based on the instructions that contained in the procedure text of making vocabulary cards. The students were asked to make their own vocabulary cards based on the topic and the part of speech that the researcher taught at that day. It could be seen in the following extract of the vignette.

**After the students finished all the tasks and discuss them together with the researcher, they were asked to make their own vocabulary cards. The researcher showed them nouns and adjectives that consisted on the procedure text of germinating petunia seeds before they made their own vocabulary cards. She asked the students to make the vocabulary cards based on the procedure text of how making vocabulary cards on the previous meeting. The researcher asked them to play their own vocabulary cards, and also the rules were still the same with the previous meeting.  
(Vignette 6)**

**The researcher asked them to play their own vocabulary cards, and also the rules were still the same with the previous meeting. The teacher asked the students from the front line counting until the back one, each student should make their own vocabulary cards based on the number they got and work it in pair. The researcher let them practice their own, but sometimes some students asked how to spell the word and what clues should they give to their pair. At that day, the student made the cards related to the same topic like**

**the previous meeting but in different part of speech, they had to make their own vocabulary cards based on the part of speech verb and adverb. (Vignette 7)**

In the fourth meeting, the researcher let the students practiced and played their own vocabulary cards independently. The students started well in doing these practices. They looked enjoy and understand to what the purpose of giving them this kind of practices whether few students did not follow the stage well. It did mean they did not enjoy the vocabulary cards that they had made but they were undisciplined student who did not follow the class well.

In the last meeting, the researcher did not ask the students to make their own vocabulary because of considering the easier type of procedure text and the time allocation. At the last meeting of cycle 2, the researcher prepared vocabulary cards in part of speech noun, adjective, and verb. The researcher considered aspect of the time and the student's capability in playing the whole part of speech of the vocabulary cads that the students would play in the production stage.

After all, the students were trained by themselves in the third and fourth meeting, instructed themselves in making their own vocabulary cards and practiced it with their partner each other, moved it to one to the other pairs to get different vocabularies that consisted on the cards. The undisciplined students could handle by warning them carefully and standing little bit longer to monitor them practicing vocabulary cards they made.

#### **f. Asking students to bring dictionary**

As the researcher planned before, the researcher would always ask the students to bring a dictionary during the English class. As what the researcher did in cycle 1 that in this cycle 1 also reminded the students to use dictionary when they found difficulties in learning new words or in understanding texts. In cycle 1 the researcher found that it was difficult to ask the students to bring dictionary. There were so many reasons why they did not bring dictionary to the class. But in this cycle, most of the students brought dictionary. However, the researcher still found difficulties in asking the students to use their dictionary during the lesson.

**The researcher reminded them that they were going to play the vocabulary cards and bring dictionary for the next meeting.  
(Vignette 7)**

#### **g. Giving rewards**

The researcher decided to give rewards for the winner of the vocabulary cards game. All the students involved in learning activities got rewards somehow. The form of rewarding in the first was praising and giving applause. Nevertheless, some students commented that there should be prizes to make the games and activities more attractive in joining the vocabulary cards game. The notes and interviewed transcript below describe the situation.

**The researcher helped them to live by announcing the gift for the winner. “Bantu dong Miss. Klu nya ni lho Miss.” Nia asked for the researcher helps. The class was becoming very noisy. The game ran crowded because the students still often speak in bahasa Jawa, suc as ‘Opo kwi artine’. The researcher the said “What is it, Guys. Bukan Opo kwi artine ya...” The winner of that day was the group 1 and the researcher gave them the gift.  
(Vignette 6)**

### **3. Reflections**

The English teacher and the researcher shared the final reflection after implementing the actions in cycle 2. Everyone participating in this research has enough opportunity to share their ideas, opinions, and feelings related to the implemented actions. The reflections were based on the classroom activities and also interviews. Based on the discussion with the collaborator in democratic and dialogic atmospheres, the reflections can be summarized in the following description.

#### **a. Applying vocabulary cards game in teaching vocabulary**

The students' improvements in mastering vocabulary increased. They could memorize new words easily. Since the vocabulary cards game covered purpose to improve the students' vocabulary mastery, the researcher had effectively implemented the game to improve the students' vocabulary mastery. In an atmosphere of playing the game, they were unconsciously learning. Learning could be fun somehow and it did not bring the students into a bored and tense circumstances.

The researcher started the vocabulary cards game in the beginning of the lesson in every meeting in cycle 2. The time allocation used during the game was quite well managed. The researcher did not face any significant problems during the game. The students were more cooperative and followed the rules as well. The students had been practice the words before the game. It could help them to be

able to play the game after they mastered how to pronounce the new words appropriately.

**R** : *Hari ini terbantu nggak kosakata kamu lewat game tadi?*  
(Today, do you think the game helps you improving your vocabulary?)  
**S** : *Terbantu sekali kok Miss. Tadi kan juga sama temen- temen dibantu. Selalu menyenangkan Miss.*  
(Yes, it helped me so much, Miss. My friends also helped me. It is always fun.)  
(Interview Transcript 30)

**R** : *Gimana sama game tadi? Mudah nggak mengingat kosakata pas game tadi?*  
(How about the game? Was it easy in memorizing while played the game?)  
**S** : *Seru Miss. Hari ini lebih mudah kata-katanya. Tapi kayanya kok tambah banyak gitu ya Miss?*  
(It was fun, Miss. Today, the vocabularies were easier. But, I think the vocabularies seem many more than yesterday?)  
**R** : *Iya hari inikan vocab cardsnya ada noun adjective sama verb. Jadi agak banyakan kartunya. Tapi nggak ada masalah kan ya?*  
(Yes, it was. There was noun, adjective and verb. So the cards were many more. Is there problem?)  
**S** : *Iya Miss. Nggak ada Miss.*  
(Yes, Miss. Nothing.)  
(Interview Transcript 27)

**R** : *Waktu game tadi gimana?*  
(How about the game?)  
**S** : *Kata-katanya lebih mudah Miss. Klu yang dikasih sama temen-temen juga lebih mudah di mengerti.*  
(The vocabularies were easier, Miss. The clues that my friends gave was easier to understand.)  
(Interview Transcript 28)

**R** : *Menurut kamu tadi gimana gamenya, sekarang sekarang ini? Masih susah hafalin kosakata nggak?*  
(What do you think about the game recently? Is it hard to memorize the vocabularies?)  
**S** : *Seru, Miss. Lebih mudah paham Miss. Saya rasa juga lebih mudah nginget kata-kata gitu Miss.*  
(It was fun, Miss and easier to be understood. I feel easier to memorize the vocabulary cards.)

**(Interview 24)****b. Using classroom English during the teaching and learning process**

The students' involvement in classroom interaction increased. They could respond with the target language towards my questions and expressions whether of the greetings, instructions or explanations. In conclusion, the implementation of the classroom English in every meeting effectively improved students' self-confidence and experiences to communicate in the real-life context. Those all improvements could bring the students to the success of using the target language.

**c. Giving feedback to the students**

Giving feedback on the students' pronunciation improved their confidence and also their ability to pronounce the words. Besides, it helped them understand the materials. Then giving feedback on the students' pronunciation had improved their ability to speak up in English appropriately. The frequent feedback that the researcher gave, built rapport between the researcher and the students. The students did not hesitate to ask many things to the researcher. This gave good effects to them; they rarely made the same mistakes.

**d. Asking the students to work in pairs and in groups**

Working in groups helped the students increase their self-confidence. The students were more active and attractive while in groups. They were not shy anymore when the researcher asked them to complete and create their own work in pair even in groups. They said working in groups were fun because they could



discuss the materials with their friend and they can communicate the idea they had together.

- |          |   |
|----------|---|
| <b>R</b> | <p><b>: <i>Tadi paham nggak waktu Miss minta kalian bikin kartu sendiri terus menuliskan kata dan artinya?</i></b><br/> <b>(Did you understand when Miss Fira asked you to make you own vocabulary cards then write the words and the meaning? Do you still remember with procedure text of making vocabulary cards?)</b></p>   |
| <b>S</b> | <p><b>: <i>Kalo itu dah paham Miss. Tadi partner saya nggak paham jadi bisa tanya sama saya, tapi saya juga kurang paham Miss. Tapi paling nggak kan kita bisa diskusi Miss. Masih lah Miss.</i></b><br/> <b>(I understand it. When my partner did not understand, she could ask me, but I did not understand too. But at least we can discuss it together. I still remember Miss.)</b></p> <p><b>(Interview transcript 19)</b></p> |

- |          |  |
|----------|--|
| <b>R</b> | <p><b>: <i>Gimana menurut kamu pas game vocabulary cards? Gimana sama kelompok yang lain tadi?</i></b><br/> <b>(What do you think about the vocabulary cards game? How about the other group?)</b></p>   |
| <b>S</b> | <p><b>: <i>Tadi pas game tu kelompok kita rebutan sama kelompok yang lainnya Miss. Enak Miss kerja kelompokan ya gitu Miss, bisa saling bantu.</i></b><br/> <b>(When we were playing the game, we fight with the other group Miss. It was good in grouping the students Miss, we can help each other.)</b></p> <p><b>(Interview transcript 26)</b></p> |

- |          |  |
|----------|--|
| <b>S</b> | <p><b>: <i>Iya, Miss. Pas yang individu ya agak susah Miss. Tapi pas bikin vocabulary cards itu kan kita bisa kerjasama dengan pasangan kita masing-masing jadi agak lebih mudah.</i></b><br/> <b>(I do. It was difficult when I worked Individually. But, when making vocabulary cards we could cooperate with our partner so it was getting easier.)</b></p> <p><b>(Interview Transcript 21)</b></p> |
|----------|--|

#### **e. Giving the students practice for making vocabulary cards**

The improvement happened in the cycle 2. In this cycle the researcher did not guide the students anymore to create their own vocabulary cards. The student

learnt from the previous meeting the steps to do this practice. The time allocation was handled well by their understanding in doing this practice.

When they applied the vocabulary cards the students seemed following the rules very well whether it did not as perfect as the researcher's expectations. The improvement from cycle 1 to cycle 2 showed that by drilling the students with practices in such a fun way could give better improvement. It also gave the students the easier way how to memorize new vocabularies without feeling bored. The students became more attractive while the run of the practice stage.

<b>R</b>	: <i>Tadi kan bikin vocab cards lagi? Kamu rasa ada perubahan nggak sama kemampuan mu sendiri?</i> (We made vocabulary cards again right? Is that helped your ability?)
<b>S</b>	: <i>Kalo perubahannya pasti Miss, soalnya belajarnya sambil tebak-tebakan gitu Miss.</i> (It helped me, because we learning while guessing.)
(Interview Transcript 18)	

<b>R</b>	: <i>Tadi paham nggak waktu Miss minta kalian bikin kartu sendiri terus menuliskan kata dan artinya? Masih ingat kan dengan teks making vocabulary cards kemarin?</i> (Did you understand when I asked you to make your own vocabulary cards and write the meaning? Do you still remember to the procedure text of making vocabulary cards?)
<b>S</b>	: <i>Kalo itu dah paham Miss. Tadi partner saya nggak paham jadi bisa tanya sama saya, tapi saya juga kurang paham Miss. Tapi paling nggak kan kita bisa diskusi Miss. Masih lah Miss.</i> (I did. When my partner did not understand she could ask me, but I did not understand also. But we could discuss it together. I do, Miss.)
(Interview Transcript 19)	

<b>R</b>	: <i>Wah good job good job, selalu dipakai ya kamusnya. Pas latihan bikin vocab cards gimana?</i> (Good. Always use the dictionary. What do you think when making vocabulary cards?)
<b>S</b>	: <i>Mudah Miss. Kan selalu bikin Miss jadi lebih paham.</i>

**(It was easy Miss. Because I usually made it so it gets easier.)**  
**(Interview Transcript 23)**

**f. Asking students to bring dictionary**

Most of the students were brought dictionary. Although some of the students said that they did not have dictionary. But, most of the students realized that dictionary could help them in learning English. However, the researcher still found difficulties to ask them to use dictionary when they found unfamiliar words in learning new vocabularies or understanding the texts. They prefer to ask the researcher or their friends when they did not know the pronunciation.

The researcher found in this cycle that most of the students brought dictionary. However, the researcher still found difficulties in asking the students to use their dictionary during the lesson.

**R** : *lha tadi kamusnya dipakai nggak?*  
**(Did you use the dictionary?)**  
**S** : *Pakai kok Miss.*  
**(I did.)**  
**R** : *Tapi tadi kamu masih tanya terus artinya sama Miss.*  
**(But why did you still ask me the meaning?)**  
**S** : *Ribet e Miss ndadak buka-buka lagi. Kalo tanya sama Miss kan praktis hehe*  
**(It was not simple. If I ask you it was easier hehe)**  
**R** : *Besok belajar buka kamus ya, cari artinya sendiri. Makasih Dian.*  
**(Tomorrow try to open your dictionary, find the meaning by yourself. Thank you Dian)**  
**(Interview Transcript 22)**

**S** : *Artinya lebih sulit-sulit Miss.*  
**(The meanings were more difficult, Miss.)**  
**R** : *Kan ada kamus kalo nggak tau artinya kan bisa liat kamus. Kamusnya tadi dipakai nggak?*  
**(There was a dictionary if you do not understand you can**

**S** : *check it in the dictionary.)*  
*: Iya maksudnya kata-katanya tu asing gitu Miss. Pakai kok Miss.*  
*(Yes, I mean the words were unfamiliar. I used it.)*  
 (Interview 23)

**R** : *Wah keren-keren. Kemarin Miss suruh kamu bawa kamus dibawa nggak?*  
*(Good. Yesterday, I asked you to bring dictionary, do you bring the dictionary?)*  
**S** : *Bawa lah Miss.*  
*(I do.)*  
**R** : *Punya mu sendiri atau pinjam di perpustakaan?*  
*(Do you bring yours or you borrow it from library?)*  
**S** : *Punya ku sendiri Miss, aku kan bawa sendiri terus Miss.*  
*(It is mine. I always bring mine.)*  
 (Interview Transcript 25)

#### **g. Giving rewards**

As the researcher planned in the cycle 1, the researcher found problem in motivating the students to join the vocabulary cards game actively and enthusiastically.

Giving rewards was proved to be one of the effective ways to motivate students in learning. The rewards offered in the beginning of activities could encourage them to perform their best.

**ET** : *Saya senang ya mbak. Gamenya itu menarik, mbak juga memberikan motivasi siswa untuk aktif dalam gamenya. Contohnya mbak selalu memberikan hadiah bagi kelompok yang memenangkan gamenya.*  
*(I am happy Miss. The game was interesting by giving them motivation to be active in the game. For the example, you always gave the students gifts for the groups who won the game.)*  
**R** : *Berarti reward itu juga membantu memotivasi siswa ya Bu?*  
*(It means gifts also help motivating the students, Ma'am?)*  
**ET** : *Iya mbak, jelas itu. Murid - murid jadi lebih berantusias dan jiwa kompetitif mereka itu terasut ada gitu. Itu membuat mereka lebih semangat karena semua pengen dapat hadiah juga. Ya sudah bagus,*

*mbak fira ya. Saya rasa sudah bagus.*

**(Of course Miss. The students to be more enthusiastic and their competition soul would always in them. It made them more active because all the students also would have the gifts. Ok that all Miss. I think you had done well.)**

**(Interview Transcript 34)**

#### **D. General findings**

In this findings show the research findings of all in the research. The research aimed to improve vocabulary mastery for VII grade student at SMP Institut Indonesia Yogyakarta through vocabulary cards. For the reason, the findings of the research involved the actions to attain the goal. In the first cycle, the implementation of vocabulary cards in the form of game was successful to improve students' vocabulary mastery because the students communicated and interacted with their friends shared clues that consisted vocabularies that the students had known and new vocabularies about the materials and topic.

The implementation of vocabulary cards in the form of game was also successful to improve students' self-confidence in the learning process. Students enjoyed and were encouraged in the process of teaching and learning process.

However, there were some problems that occurred in implementing the actions related to the students' motivations and students' vocabulary mastery in cycle 1. Therefore, the researcher tried to solve the problems so the students' vocabulary mastery and the students' self-confidence in involving the teaching and learning process could be improved successfully in cycle 2. This following table shows the results of the action research study.

Table 3: The Improvements during Cycle 1 and cycle 2

No	Actions	Before	After	
			Cycle 1	Cycle 2
1.	Applying vocabulary cards game to teach vocabulary	The students were not interested to learn. They were passive during the teaching and learning process. It seemed that the most of them faced some difficulties dealing with vocabulary. They said that they felt difficult to memorize and understand what the teacher said when she used English in giving instructions. Instead of making mistakes in answering the teacher's questions, they tended to be silent.	Not all the students were joining the game as enjoyed as the other student. There were students did not follow the game as well as the other students did, they only watched and had their friends in leading their groups. It particularly happened in the first vocabulary cards game. The time allocation was too short and the researcher could not manage the time allocation well and	The vocabulary cards game effectively affected students' enthusiasm and vocabulary mastery. They were confident to pronounce the words in the process of the teaching and learning process. They were not afraid of making mistakes when they worked their friends. They tended to be more active in every activity. They were also success in memorizing and understanding the new words. And the time management had already well controlled by the researcher.
2.	Using the classroom English during the teaching and learning process	<i>Bahasa</i> Indonesia and Javanese were dominant in the classroom.	Translations were mostly used when the students could not understand instructions. Indeed, in greeting the students were able responding using particular expressions.	The amount of translation was minimized. The students had already recognized and understood expressions of greetings, instructions, and questions. They could respond well without many repetitions.
3.	Giving feedback to	The students were afraid of making	Some students spoke in a low	They were confidence and also

	<b>the students</b>	<b>mistakes when they pronounced certain words. They were not aware with their pronunciation.</b>	<b>volume because they were afraid of making mistakes on their pronunciation but some students also pronounced certain words correctly.</b>	<b>their ability to pronounce the words. The students did not hesitate to ask many things to the researcher.</b>
<b>4.</b>	<b>Asking the students to work in large or small group</b>	<b>The teacher was rarely asked the students to work in groups. The students were not encouraged to work in groups.</b>	<b>Few students did not work corporately in group. They still depended on the leader to lead the group.</b>	<b>Both working in pairs and large group helped students improving their willingness to be more active in involving themselves in doing activities.</b>
<b>5.</b>	<b>Giving the students practices for making vocabulary cards</b>	<b>The students tended to copy other student's answer. They were afraid of making mistake in answering questions by themselves.</b>	<b>The students were still hard to be managed: they tended to ask the researcher help them in the process of making their own vocabulary and asked the other pairs to help the other students.</b>	<b>The students tended to instruct themselves and they can make their own vocabulary cards independently.</b>
<b>6.</b>	<b>Asking the students to bring dictionary</b>	<b>Most of the students did not bring dictionary to the English class. Considering most of the students came from middle-low family background.</b>	<b>Although there were few student brought dictionary in the class. However, most of them opened their dictionary.</b>	<b>Most students had already wanted to bring a dictionary to the English class. The students were also familiar in using dictionary when they found unfamiliar words.</b>
<b>7.</b>	<b>Giving rewards</b>	<b>There was no reward for students for appreciate student's achievement.</b>	<b>The students did not follow the game as well as the other students did. They only watched and had their friends in leading their groups.</b>	<b>They were playing the game very well and tended to be active in joining the teaching and learning process.</b>

## **E. Discussion**

Based on the result of the students' vocabulary score, it was found out that the students' vocabulary score was improved. It indicated that the use of vocabulary cards technique could encourage and motivate them to retain and enrich their vocabulary. Most of the students gained good scores at the end of cycle. The student's average score in pretest was 49.3, while the average score of post-test was 68.8.

The result of the research study of improving vocabulary mastery through vocabulary cards indicated that there were improvements in students' vocabulary mastery. It was proved by the students' involvement in the teaching and learning process such as giving appropriate responds to the researcher's instructions and etc. It is in line with the theory proposed by Paul Nation (2001) and Norbert Schmitt (1997), claim that word cards are beneficial for vocabulary learning with Nation (2005) stated that using cards is an excellent way of quickly increasing vocabulary size. Forget all the criticism you have heard about rote learning and translation; research has repeatedly shown that such learning is very effective.

The researcher and the teacher found in the implementation of vocabulary cards game that the students became more enthusiastic and always had spirit of competition when they played the game. Moreover, the students kept speak up actively during the teaching and learning process especially in the vocabulary cards game. It is in line with the theory proposed by Huyen and Thu Nga (2003), games usually involve friendly competition and they keep learners interested and participate actively in the learning activities.



The researcher also found that in learning vocabulary through vocabulary cards game the students enjoyed and were motivated to memorize new vocabularies and learning English. It is seen from their enthusiasm and interests in the lesson. While the teaching-learning process and the increasing of their understanding and memorizing was seen from their score. It is line with Kim's theory (1995: 35) that games are motivating and challenging. Learning a language requires a great deal of effort and games help students to make and sustain the effort and learning. They will not feel bored, because game is such as an ice break from the usual routine of the language class. According to Ersoz (2000) games are highly motivating because they are amusing and motivating. In line with the theory, Lewis (1999) in Mei and Yu-jing (2000): games add variation to a lesson and increase motivation by providing and plausible incentive to use the target language.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. CONCLUSIONS**

The research was conducted to solve the problems related to vocabulary mastery through vocabulary cards. The research consisted of some steps, they are reconnaissance, actions which consist of planning, implementations and reflections. By conducting this research, there were several changes. The changes are presented as follow.

##### **1. The researcher**

The researcher got more knowledge about teaching English especially in vocabulary mastery. The researcher found that the teacher should be a good model in the classroom because she will act as model in the teaching and learning process. Consequently, the researcher should practice pronouncing words properly to be imitated by the students. Before teaching the class, the researcher always practiced with her colleagues. The researcher got many thing to learn from the actions such as how to manage the students and time allocation, how to choose appropriate materials, tasks, and media, and etc.

##### **2. The students**

Before the actions, the students tended to be passive when the teacher explained materials and when they were asked to do some tasks and the students were also afraid to speak up. Since the classroom activities were less

varied, the students were not enthusiastically engaged in learning by giving less attention, being noisy and talking each other.

The vocabulary cards game could affect the students' behavior. They made a better atmosphere in the English class. The game got them in pair and large groups, the students became more active and confident in the classroom activity. The students could learn vocabulary in fun way and enjoyable. It was also an effective progress in the view of the fact that the students' vocabulary mastery improved. The changes of behavior could be observed from their improvement of self-confidence to speak up new words and also implement the new words in the vocabulary cards game. The students expressed a great enthusiasm to join the teaching and learning during the actions of the study.

### 3. The English teacher

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

## **B. IMPLICATIONS**

There are some implications due to the result of this research. The implications of the actions are presented below.

1. The implementation of applying vocabulary cards games to teach vocabulary could improve the students' vocabulary mastery. Furthermore, vocabulary cards made the teaching and learning process more interesting. The students became active, motivated, and confident. It implies that the teacher has to give less-stressful, attractive, and interesting activities during the teaching and learning process. Thus, the students do not get bored in learning English.
2. The implementation of using the classroom English during the teaching and learning process effectively improved the students' awareness and familiarity about expression used in the class. It implies that the teacher should be accustomed to use English while delivering instructions, asking and answering questions, greeting the students and giving explanations.
3. The implementation of giving feedback to the students. Giving feedback on the student's pronunciation helped them to master new vocabulary well in terms of pronouncing the words. It also helped them recognize their mistakes or errors so that the teacher needed to give feedback to the students while in the learning process and in the end of the class.
4. The implementation of asking the students to work in pairs and large groups helped the students to raise their self-confidence and willingness to be actively involved in the teaching and learning process. It implies that the teacher has to encourage the students to work in pairs and groups so that they have companions to discuss the learning materials.

5. Implementation in giving the students practice for making vocabulary cards helped the students to memorize new vocabulary and understanding instruction easier by implementing the instructions of text. It helped the students to run the vocabulary cards game easier. Various practices made the teaching and learning process became more interesting.
6. The implementation of asking the students to bring a dictionary was important to help them when they found unfamiliar words in learning vocabulary. It implies that the teacher has to ask the students to bring their dictionary during the English teaching and learning process.
7. The implementations of giving rewards encourage the students to perform their best. It also helped the passive students to be more involved the game actively. It implies that the researcher can give rewards to motivate the students to learn more.

### **C. SUGGESTIONS**

In reference to the conclusions and the implications of the study, some suggestions are directed to English teachers and other researchers.

#### **1. For the English teacher**

It is important for the English teacher to improve the quality of the teaching and learning process by applying an interesting media which are enjoyable and motivating to improve the students' vocabulary mastery. The English teacher can use vocabulary cards game in teaching vocabulary to

stimulate the students in producing new words. The researcher realizes that in applying vocabulary cards game, the class will be noisy as happening in this research. Therefore English teacher should pay attention to the class condition.

## 2. For the other researcher

The focus of this study deals with improving students' vocabulary mastery. To the other researcher can further explore some techniques to improve students' vocabulary mastery from different angles. Or the other researcher is recommended to develop this action research in order to find other effort in the aim of improving students' vocabulary mastery through vocabulary cards.

## REFERENCES

- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- Burns, A. 1999. *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.
- Burns, A. 2010. *Doing Action Research English Language Teaching: A Guide for Practitioners*. Sydney: Routledge.
- Burton, S.H. 1982. *Mastering English language*. Hongkong: The Macmillan Press Ltd.
- Cameron, L. 2001. *Teaching language to young learners*. Cambridge: Cambridge University Press.
- Canale, M. and Swain, M. 1980. *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing: Applied Linguistics*, Vol.1. Toronto: Ontario Ministry of Education.
- Depdiknas, Peraturan Menteri Pendidikan Nasional, No. 22 Tahun 2006 tentang kerangka dasar dan struktur kurikulum SMP/MTs. Jakarta: Kemendiknas.
- Ersoz, A. 2000. *Six Games for the EFL/ESL Classroom*. The internet TESL Journal, Vol. VI, No. 6, June 2000.
- Gairns, R. and S Redman. 2003. *Working with words*. Cambridge: Cambridge University Press.
- Hewings, M. 2004. *Pronunciation Practice Activity*. Cambridge: Cambridge University Press.
- Hornby. A.S. 1995. *Oxford Learner's Dictionary of Current English*. London: Oxford University Press.

- Hu, M. and Nation, I.S.P. 2000. *Unknown Vocabulary Diversity and Reading Comprehension*. Cambridge: Cambridge University Press.
- Hadfield, J. 1999. *Intermediate Vocabulary Games*. Harlow, Essex: Longman.
- Harmer, J. 2001. *The practice of English language teaching*. China: Addison Wesley Longman Ltd.
- Krashen, S.D. and T.D. Terrel. 1983. *The nature approach*. Oxford: Pergman.
- Kim, L. S. 1995. *Creative Games for the Language Class*. 'Forum' Vol.33 No. 1, January-March 1995, Page 35.
- Lado, R. 1964. *Language Teaching: a Scientific Approach*. London: MacGraw Hill.
- Lewis, G. and G. Bedson. 2008. *Games for Children*. Oxford: Oxford University Press.
- Mei, Y. Y. and J. Yu-jing. 2000. *Using Games in an EFL Class for Children*. Daejin University ELT Research Paper. Fall, 2000.
- Nation, I.S.P. 1994. *New ways in teaching vocabulary*. Virginia: TESOL.
- Nation, I.S.P. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, I.S.P. 2005. *Ten Best Idea for Teaching Vocabulary*. Cambridge: Cambridge University Press.
- Nunan, D. 1991. *Language Teaching Methodology*. New York: Prentice Hall.
- Romiszowski, A. J. 1981. *Designing instructional systems*. London: Kogan Page.
- Schmitt, N. and M. C. Michael. 1997. *Vocabulary description and acquisition and pedagogy*. Cambridge: Cambridge University Press.



- Schmitt, N. 2000. *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Sugar, S. and K. Sugar. 2002. *Primary Games: Experiential Learning Activities for Teaching Children K-8*. San Francisco, CA: Jossey-Bass.
- Tarigan, G.H. 1986. *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa Bandung.
- Thornbury, S. 2002. *How to teach vocabulary*. Harlow: Pearson Education Ltd.
- Thi, N. T. and K. T. T. Nga. 2003. *Learning Vocabulary through Games*. Asian EFL Journal.
- Ur, P. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Wright, A. 1990. *Pictures for language learning*. Cambridge University Press. ISBN 0-527-35800-0
- Wright, A., D., Betteridge, and M. Buckby. 1994. *Games for Language Learning*.
- [www.tesol.org/read-and-publish/journals/other-serial-publications/compleat.links/comleat-links-volume-4-issue-4\(december-2007\)/learner-flash](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat.links/comleat-links-volume-4-issue-4(december-2007)/learner-flash).

## VIGNETTE

### Vignette 1

Activity : Conducting Classroom Observation

Date : August 24<sup>th</sup>, 2015

Participants : English teacher, students of VII B, and researcher

The teacher came to the classroom and asked the students to rearrange the students' seats and tables. Then the students arranged their seats and the tables. It took about five minutes. After that, she greeted the students. "Good morning, students." "Good Morning, Ma'am." "How are you today?" the teacher greeted. "I'm fine." And the students asked their teacher "and you?" "I'm fine too. Thanks." She answered the students.

Then, the teacher checked the students' attendance, by calling their name one by one using attendance list. There are 25 students in class VII B. all of the students were attending the class. Then the researcher reviewed the last materials that they had learnt in the last meeting, but, at that day the students did not pay attention to what the teacher explained about. The students looked bored and talked to their mate.

The teacher asked the students to open their books. Then, the teacher often asked the students to copy the materials they would discuss at that day. After the students copied the materials they were explained the material most of the students did not give their attention to the teacher. Sometimes, there were some students who talked each other and played mobile phone; texting, chatting, and browsing. At that day, she explained the materials which are related to text book. The teacher mostly used textbook and LKS (*lembar kerja siswa*) as the instruments to teach the students. at that day the teacher did not use an interesting media to teach the students so that the students got bored easily , the teacher gave the students some questions from the LKS (*lembar kerja siswa*) and asked the students to answer the questions on their own writing book. Some students who could not answer the question tended to copy the other students' answer than asked for the teacher's helps. May be they were afraid to ask because they may felt be fault if they asked something easy. Most of the students did not use dictionary that they had borrowed from library. They do not have dictionary at home because most of the students came from middle-low family background. The students did not use the dictionary well, such as used it to help them answering questions that the English teacher gave. While the students were finishing the tasks, some students who had finished the tasks were walking around inside the classroom and playing. The teacher tried to ask them going back to their

seats, but only few of the students listened to her “students back to your seat please!” the teacher said. “iki lho Bu. Bentar Bu.” The students replied. Most of the students tended to talk in *bahasa Indonesia* and sometimes in *bahasa Jawa*. After all of the students had finished the practices, the teacher asked the students to submit the entire book on the teacher’s desk. Then, the teacher checked the student’s tasks and at that time the classroom has not over yet.

The students were running and playing outside the classroom but in the same time the teacher did not warn the students to be quite because it would disturb the other classroom teaching and learning process. The teacher warned the students only by saying “Students. Sit down please!” but most of them won’t listen. Until at the end of the English class, the researcher did not found that the teacher asked the students to work in groups. The teacher only asked them to do some practices individually. When the students finished the tasks, the teacher did not gave them another activity to make them still active in the class, but she only checked the student’s tasks. Here, the teacher did not design the teaching and learning process well.

When the bell rang, the student shouted out “Baleeekkk” then one of the student leaded the pray before they went home.

## Vignette 2

Activity : Conducting Pre-Test

Date : August 29<sup>th</sup>, 2015

Participants : English teacher, students of VII B, and researcher

The researcher and the teacher came in the class VII B. Then, the researcher and the collaborator prepared everything needed to conduct the pre-test. The researcher started the lesson by greeting and introducing herself to the students. She also explained what she and the students were going to do at that day and the next meetings.

Before the researcher started the lesson, there was a destructor from outside the classroom. There was another teacher from another class who wanted to take a table in class VII B, because in her classroom there was a student who didn’t have any table to study in the class. So, the students of VII B, the English teacher, the researcher, and the collaborator had to help her by giving what she needed. Some students had to rearrange the table in class and the other two students took the table outside the classroom and laid it to her classroom.

Then the researcher started the pre-test. The researcher gave the students text about how to make cheese omelet. The teacher distributed the text to the students and asked them to listen to her instruction. The students were asked to read the text and identify the text together with the researcher. After that the researcher asked them to answer some question related to the procedure text. The students seemed difficult to answer the questions from her.

After giving them questions, the teacher asked the students to find difficult words and discussed it together with the teacher using dictionary. But at that day, the students haven't prepared dictionaries at all, until one of the students invited one of her friends to accompany her borrowing dictionaries from library. "*Miss, ijin ambil kamus di perpustakaan ya?*" the student said. "Yes, of course." The researcher answered. The teacher helped the students who did not paid attention to her to find some difficult words using dictionary. Few students seemed looking for the meaning of the difficult words in dictionary but most of them were busy and playing.

Afterwards the researcher gave them pre-test that consisted of optional question and completing the blank words of sentences. The teacher gave them 40 minutes to finish the test. After the students finished the test, the researcher asked them to submit it on the teacher's desk.

The last, the researcher explained something related to what she and the students were going to do in the next meetings. The researcher did not forget asking the students to bring dictionary in every meeting, because it helped the students in finding meaning very much. Then she ended the lesson and leaded them praying.

### Vignette 3

Activity : Conducting Cycle 1- Meeting I

Date : February 13<sup>th</sup>, 2016

Participants : English teacher, students of VII B, and researcher.

The researcher came into the classroom and started the lesson. "*Assalamu 'alaikum warrahmatullahi wabarakatuh*. Good morning everybody. How are you doing?" "Fine". Some students gave respond, but seemed not sure whether their respond is correct or not. The researcher explain what exactly the meaning of the expression "how are you doing?" Guys, how are you doing has the same meaning with how are you. How are yu doing itu guys memiliki arti yang sama dengan apa kabar kalian. Seperti itu ya guys." Then she checked the students' attendance. The

researcher instructed the student to say present if they were attending the class and absent if there were students who did not come to the class. The researcher called the name of the students one by one and asked them “Who is absent today?” The students replied “Hendra *sama* Miko, Miss”. “Hendra and Miko?” She asked. “Yes Miss...” they answered. “*Why they are absent today?*” She asked. “*nggak tau* Miss, *nggak ijin*” they answered. “You do not know? There is no permit letter?” the researcher prompted. “Yes Miss. No permit letter” they responded. “Okay. Before we start our lesson today, let’s pray together, shall we?”

After doing the classroom routines, she told the students what she and they were going to do at the day. She also introduced the topic of the day and asked the students to read a procedure text of how to make oriental fried rice by giving them instruction “let’s read the text together”. After that, the students were asked to answer some questions related to the text orally. When the researcher asked one of the students to answer one of question from her, the student respond her question impolitely. He said “*Mboh rak ngerti*, Miss” then the researcher invited him to answer the question properly and politely. Then, the researcher asked the students to find some unfamiliar words while she wrote materials about noun and adjective on the blackboard. After the student find the unfamiliar words, the researcher took some vocabulary cards from her bag and showed them vocabulary cards and explained what is it, how to spell it, and what its each function. Suddenly one of the students asked the researcher about the cards. “*Apa itu* Miss? *Kartu ya* Miss?” “Yes. You are right! Good!” the researcher appreciate the student’s question by complementing him. The researcher used Cambridge Digital advance Learners English Dictionary that available in her laptop to help her finding the correct pronunciation and the correct function of each vocabulary. After that, she explained about part of speech of noun and adjective that she had wrote on the black board, then the students were asked to listen and write them on their own book. “Guys, I need you to write them down on your book” the researcher said. “*Ditulis ya* Miss?” one of the students asked. “Yes. *Ditulis ya guys biar kalian juga bisa pelajari di rumah kalian masing masing*”

Then, the next activity was giving them some tasks by answering some question related to the procedure text, the students were asked to answer five questions correctly based on the procedure text that they had just read. Then the students were asking to find the nouns and adjectives that contained on the procedure text by underlining the nouns and circling the adjectives. The researcher little bit difficult to manage the class when she gave the students instruction of the activities. “Listen to Miss Fira, guys!” after the researcher gave the students some instructions related to the activities the researcher asked the students whether they understood or not. “Do you get me guys?” then the students replied “Yes Miss.” “Great guys” the researcher replied. After that, the researcher

gave them a new text, titled making vocabulary cards, and they were asked to read the text appropriately. The researcher asked the students to find again difficult words that contained on the procedure text of making vocabulary cards and they would discuss the difficult words together with her using a dictionary. “Guys, open your dictionary please.” The researcher said. Then a leader of the class, named Hendra, asked her friends to take vocabulary in library. Then some students went down stairs to borrow some dictionaries from the library. It took minutes then the researcher used the time while waiting some students to start asking words that the students did not know. The researcher reminded the students if the students did not have a dictionary they could borrow it from the library, at least they can borrow it before the lesson was started. After discussing, the researcher asked the students to apply what the text instructed about, they were asked to make vocabulary cards based on the text instruction on the procedure text. At that day the students made their own vocabulary cards related to the topic and the part of speech noun and adjective.

After they finished their own vocabulary cards, the researcher asked them to make a group in pairs and gave them rules of playing their vocabulary cards and they were asked to play their own vocabulary cards with their pair. “Did you ever learn vocabulary cards game?” Asked the researcher. One of the students said “*Apa Miss? Main kartu gitu ya Miss?*” “*Nggak pernah Miss.*” All the students replied. The rules were describing the cards by giving three clues without gestures. She asked them to exchange the cards to the others pair.

After doing tasks and playing their own vocabulary cards, the students were invited to play game again. The game was almost similar to previous game but the game should have a bigger amount member of group. The researcher gave the students one set vocabulary cards related to the procedure text of how to make fried rice. First of all, the researcher had to explain it first. She explained the rules of the game, the feature of the game, etc. She also invited the students to ask a question if they did not know something related to the rules of the game. After the researcher asked the students to make groups and put one set of vocabulary cards among the groups. In that day, the students played vocabulary cards based on part of speech noun and adjective. The students started playing the game. Suddenly the class became very noisy because the students gave clues other groups loudly and they seemed excited in enjoying the vocabulary cards game. Most students were not reluctant to speak English in playing the game, however there were few students who seemed still shy to mention the clues. Almost all of the groups were asking clues to the researcher and some of them gave rude and weird clues to the other groups. “Guys, be nice please.” The researcher warned the students to speak nice. Most of the students gave clues in bahasa Indonesia, even in bahasa Jawa.

The researcher tried to prompt them to use English. “Guys, you can ask me the clues. *Kalian bisa tanya sama Miss kalo nggak tau cluesnya dalam bahasa Inggris. Kalian juga bisa menggunakan dictionary.*” The researcher said. The researcher moved to one other group to another to monitor and to observe them playing vocabulary cards and also explain something when the groups asked a question or found some difficulties. She moved to one group to another. They were playing the vocabulary cards enthusiastically. She also noted the student’s mistakes so that she could explain to the students and give feedback in the end of the class.

When the vocabulary cards game was end, there was only one group who winning the game. The group who has more cards than the other group was the winner. And the group 3 won the game. They have more cards than the other groups. Then the teacher asked them how they felt about the game. The bell rang, and the student started complaining that the class was end and they would go home soon. It means that the lesson came to the end. The teacher asked them to submit the vocabulary cards and asked them to bring dictionary for the next meeting. However the researcher invited the students to play the game on the next meeting. Then, she ended the lesson and left the classroom.

#### Vignette 4

Activity	: Conducting Cycle 1 - Meeting II
Date	: February 19 <sup>th</sup> , 2016
Participant	: English teacher, students of VII B, and researcher

Besides The researcher came to the class, the students just entered the class after borrowing dictionaries from library. Then the researcher started the lesson. “Assalamu ‘alaikum warrahmatullaahi wabarakaatuh. Good morning students, how are you?” “I’m fine...” the students answered. “I’m glad to see you again. Is everybody here?” the researcher asked. The students were silent. “Is everybody here? *hampir sama seperti* who is absent today. Is everybody here?” the researcher repeated. “Yes, Miss.” “Okay, students. Do you still remember what we learnt last meeting?. *Ada yang masih ingat?*” “Nasi goreng Miss.” One of the students said. The researcher prompted “How to make oriental fried rice ya?” “Yes Miss. How to make oriental fried rice.” Some students said. “Right. What is the other?” “Noun and adjective” the students answered. “You all are excellent. It’s easy right?” “Yes, Miss.” a student replied. “Can tell me nouns and adjectives, *apa saja kata benda dan kata sifat yang kita pelajari minggu lalu?*” the researcher prompted. “*Banyak*, Miss.” One of the students said. “What are they?” said the

researcher. The students started mentioning the vocabularies of noun and adjective and some of them opened their notes and read them. Every student mentioned different vocabularies of noun and adjectives. “Great job, guys.” The researcher complemented the students.

Then the researcher reviewed the last material. The students were asked to read, again, the procedure text of how to make oriental fried rice. She asked the students to read the text appropriately. When the students pronounced incorrect pronunciation, the teacher asked them to stop for a while and gave them the correct pronunciation using Cambridge Digital advance Learners English Dictionary that available in her laptop to help her finding the correct spelling of the words. After finished reading the text, the students were asked to identify the procedure text and answer some questions from the researcher. The researcher asked the students to find, again, unfamiliar words that consisted on the procedure text then the teacher showed them the picture and explained them the meaning of the unfamiliar words using LCD. Then the researcher asked the students to paid attention to her while she wrote on the blackboard and explained about part of speech verb and adverb. One of the students said “Miss, *harus ditulis nggak*, Miss?”, “Of course, guys” she replied.

While the students have finished writing the materials, the class became very noisy and the students talk to one to each other. “Pay attention please! *Perhatikan ya* guys!” the researcher instructed the students then the students paid attention to her. Before doing some tasks the students had prepared dictionaries on their own table that they borrowed from the library in down stair. The researcher distributed worksheets to students and some students helped the researcher to distribute it to their friends. Then the students were asked to listen to the researcher, she explained them the instruction of each tasks. The first practice was giving a correct meaning of the words on the table, the second was choosing the appropriate answer, and the third was giving underline for verb and circle for the adverb on the procedure text, and complete the following sentences with words in the box. These tasks were done individually. After the students finished all the tasks and discuss them together with the researcher, they were asked to make their own vocabulary cards based on part of speech verb and adverb. The researcher showed them verbs and adverbs that consisted on the procedure text before they made the vocabulary cards. She asked the students to make the vocabulary cards based on the procedure text of how making vocabulary cards. The researcher asked them to play their own vocabulary cards like the previous meeting, but the researcher explained them again the rules of playing their cards. Before making vocabulary cards one of students said “Miss *bikinnya seperti yang di teks kemarin kan ya* Miss?” Then the researcher said “You are right. Good



question, guys! Based on the procedure text of making vocabulary *kemarin ya guys!*”

Afterwards the researcher invited them to continue playing the vocabulary cards. At that day, the students played vocabulary cards in the same topic but different part of speech. At that day the students played vocabulary cards based on part of speech verb and adverb. The game was still with the same rules. The students started playing the game and the researcher moved to one other group to another to monitor and to observe them playing vocabulary cards and also explain something when the groups asked a question or found some difficulties. The students seemed enjoy the game very much, they felt so excited to answer the clues of the other group and the class was so noisy. Sometimes they laughed, because their friend got such funny answers in playing the game.

After they had finished playing the game, the researcher asked the students to put their vocabulary cards on the table and the researcher asked them to submit the vocabulary cards on the researcher’s desk. In the end of the lesson, the researcher invited the students to make a conclusion of what they have learnt at that day and gave them feedback of their mistakes they had done when they were playing the vocabulary cards. Before the researcher ended the lesson, she asked a question to one of the students. “Ok. I will ask Feiza a question. Feiza,, mention 5 verbs that we have discussed today?” Feiza memorized for seconds but started to answer the question “mmm pour, break, add, need, chop, mmm.” The teacher prompted. “Yes. Do you remember the other else?” she replied. “Mmm grind.” She answered. “Good job, Feiza.” said the researcher. She also reminded them to study at home and asked them to bring always dictionary to help their difficulties in English calssroom. Then, she ended the lesson by asking one of the students to lead the closing prayer. Then the students left the class.

The test consisted of 30 questions and the researcher gave 60 minutes to finish the test. After all the students finished the test, the researcher some feedback related to the test that the student just done. The researcher did not forget to tell the students what they were going to learn on the next meeting. Then the researcher left the classroom.

#### Vignette 5

Activity	: Conducting Cycle 2 - Meeting I
Date	: February 26 <sup>th</sup> , 2016
Participant	: English teacher, students of VII B, and researcher

The researcher came to the classroom and greeted the students. “*Assalamu ‘alaikum warrahmatullaahi wabarakaatuh*. Good morning, guys. How’s life?” “I am fine. And how’s life Miss?” they replied. “I am fine too, thank you. Have you got your breakfast?” she asked. “Yes... yes... yes...” they replied. “Well, is there anybody absent today?” the researcher asked. “*Nihil*, Miss. Nobody nobody.” the students replied. “Ok. Let’s start our lesson today bay saying Basmallah.” The researcher leaded.

After doing the classroom routines, the researcher asked the students about the last materials, she would know whether they still remembered the previous materials or not. She told the students what she and they were going to do at the day while she distributed a new procedure text of germinating petunia seeds. She asked the students to read a procedure text of germinating petunia seeds by giving them instruction “let’s read the text together”. After that, the students were asked to answer some questions related to the text orally by showing them some questions on the slide. Then the researcher asked the students to find some difficult words while she wrote materials about noun and adjective on the blackboard. After the student find the difficult words, the researcher showed them some pictures and the meaning related to the unfamiliar words that the students has been found and explained what is it, how to spell it, and what its each function using Cambridge Digital advance Learners English Dictionary that available in her laptop to help her finding the correct spelling and the correct function of each vocabulary. After that, the researcher asked the students to have a look at the blackboards and paid attention to her explaining to the part of speech of noun and adjective. One of the students said “*Mesti nulis lagi ya Miss?*”, “Of course, guys. *Biar nanti kalian bisa pelajari lagi di rumah kalian masing-masing kan..*” she replied.

After discussing about noun and adjective, the researcher distributed worksheet to the students who seat on the front line and then the students who seat on the front line distributed the works sheet to the back line. Then the students were asked to listen to the researcher, she explained them the instruction of each tasks. The first task was answering some questions related to the procedure text of germinating petunia seeds. The second was completing the crossword puzzle, and the third was giving underline for noun and circle for adjective in the procedure text of germinating petunia seeds. After the students finished all the tasks and discuss them together with the researcher, they were asked to make their own vocabulary cards. The researcher showed them nouns and adjectives that consisted on the procedure text of germinating petunia seeds before they made their own

vocabulary cards. She asked the students to make the vocabulary cards based on the procedure text of how making vocabulary cards on the previous meeting. The researcher asked them to play their own vocabulary cards, and also the rules were still the same with the previous meeting.

After that, the students were asked to play vocabulary cards. At that day, the students played the vocabulary cards in different topic. The topic of the vocabulary cards was the same with the topic of the procedure text in part of speech noun and adjective, germinating petunia seeds. At that day the researcher told the students, for the group who won the game, she would give them a reward. She prepared some snacks and chocolate for the winner. Suddenly the class was becoming noisy; every group declared that their group would win the game. The researcher asked them to calm down, and asked them to play the cards better than yesterday. The researcher moved to one other group to another to monitor and to observe them playing vocabulary cards and also explain something when the groups asked a question or found some difficulties. In that day, some students seemed difficult to give clues of some vocabulary cards. Every group often asked the researcher to help them thinking about what clues they should give to the other groups. “*Miss ini klunya apa ya Miss? Saya bingung.*” One of the students said and asked the researcher came closer the group 4. Then she helped him by giving the group 4 three clues of the vocabulary card. The researcher helped them to live by announcing the gift for the winner. “*Bantu dong Miss. Klu nya ni lho Miss.*” Nia asked for the researcher helps. The class was becoming very noisy. The game ran crowded because the students still often speak in bahasa Jawa, such as ‘*Opo kwi artine*’. The researcher then said “What is it, Guys. *Bukan Opo kwi artine ya...*” The winner of that day was the group 1 and the researcher gave them the gift. Then, the teacher asked them to collect the vocabulary cards and put it on the desk. At that day, the students seemed difficult in mentioning clues, and answering the clues from every group.

After the game the students and the researcher together reviewing the materials that they have learnt that day. Then the bell rang and the students prepared to pray together. One of the students led the prayer before going home. The researcher reminded them that they were going to play the vocabulary cards and bring dictionary for the next meeting.

#### Vignette 6

Activity : Conducting Cycle 2 - Meeting II

Date : February 27<sup>th</sup>, 2016

Participant : English teacher, students of VII B, and researcher

The researcher came to the classroom and started the lesson. She greeted the students. “Assalamu ‘alaikum warrahmatullaahi wabarakaatuh. Good morning, everyone.....” the researcher greeted. “Good morning, Miss.” they replied. “Well. Before we start our lesson today, I will check the attendance first. Is everybody here?”. “Yes Miss” they replied. “Great. Um.....do you still remember what we have learnt in the last three meetings?”. “Yes....” “What we have learnt?” asked the researcher. The students gave the answer very well. Let’s start our lesson today bay saying Basmallah.” The researcher leaded.

After praying the researcher started the lesson by giving the students the same procedure text, germinating petunia seeds. As usual the other students helped her to distribute the text to the other students. The students were asked the same activity before moving to practices. At that day the researcher explained them about part of speech of verb and adverb and the she showed the materials on the slide while asking the students to write them on their own books. Then one of the students said “Miss *kok nulis terus sih Miss. Capek Miss tadi ki habis nulis juga.*” “*Lho tadikan bukan mata pelajaran bahasa Inggris, sekarang kan mata pelajaran bahasa Inggris.*” The researcher tries to give the students motivation that if they write the materials they can re-read the materials at home and they can understand the important of re-read materials of subject.

Next, after discussing about part of speech verb and adverb, the teacher took worksheets and distributed the worksheets to the students. Then the students were asked to listen to the researcher, she explained them the instruction of each tasks. The first practice was answering some questions. The students should fill the answer based on the text of germinating petunia seeds. The second was matching picture. The students were asked to match picture in column A with the appropriate words of the picture on column B. The students were asked to give line between the picture and the right word. The third was giving underline for the verb and circle for the adverb. The fourth was finding the word which not belongs to the group by giving symbol check and giving the name of the part of the speech that they had given symbol check.

After the students finished all the tasks and discussed it together with the researcher, the students were showed vocabularies of verb and adverb on the slide. One of students said “Game lagi ye ye game lagi.”. The students looked excited when the researcher started showing them the slide. The researcher asked them to play their own vocabulary cards, and also the rules were still the same with the previous meeting. The teacher asked the students from the front line counting until

the back one, each student should make their own vocabulary cards based on the number they got and work it in pair. The researcher let them practice their own, but sometimes some students asked how to spell the word and what clues should they give to their pair. At that day, the student made the cards related to the same topic like the previous meeting but in different part of speech, they had to make their own vocabulary cards based on the part of speech verb and adverb.

Afterwards the students were invited to play the vocabulary cards again. The topic of the vocabulary cards was still the same in different part of speech, germinating petunia seeds, and they play it with the same rule. Then, the researcher started asking the students make a group of 5 and she put the vocabulary cards among the groups. At that day the game ran much better than yesterday. The students started good in doing the game. But in the middle of the game, two of the groups were debating each other because each group claimed that they answer the question faster than the other. The English teacher and the researcher asked the group to play professionally, no cheat. The class was handled. Consequently, the class became noisy and crowded. The students played the game very enthusiastically and lively, although there were some errors between one to the other group. As the rules, the winner will win the rewards. After all the groups had finished the game, the researcher asked the students to submit the vocabulary cards.

Before the researcher ended the lesson, she invited the students to make a conclusion of what they have learnt at that day and gave them feedback of their mistakes they had when they play the vocabulary cards. The researcher did not forget to remind the students to bring dictionary in the next meeting. Then she ended the lesson by asking one of the students leaded the prayer.

#### Vignette 7

Activity : Conducting Cycle 2 - Meeting III

Date : March 4<sup>th</sup>, 2016

Participant : English teacher, students of VII B, and researcher

The researcher came to the classroom and started the lesson. She greeted the students. "*Assalamu 'alaikum warrahmatullaahi wabarakaatuh*. Good morning, everyone...." the researcher greeted. "Good morning, Miss." they replied. "How are you today guys?" the researcher asked. "I am fine. And you?" "Good. I am fine, guys. Thanks. Well. Before we start our lesson today, I will check the attendance first. Is everybody here?". "Yes Misss" they replied. "Great. Do you still remember what we have learnt in the last meetings?". "Yes...." "What

we have learnt?” asked the researcher. The students gave the answer better. Let’s start our lesson today bay saying Basmallah.” The researcher leaded. Then Nia asked for permission to take dictionaries in the library “Miss excuse me *ya, mau ambil dictionary di perpustakaan.*” “Yes. Please. *Silahkan, Nia*”

After the researcher leaded the prayer, she started the lesson by giving them materials about part of speech of noun, adjective, and verb that she applied on the slide. The researcher explained the function of each part of speech, gave the students examples of word and sentence of each part of speech, the researcher explained as usual as the previous meeting. The researcher asked the students to write the material on their book. As same as the previous meeting few students were complaining when the researcher asked them to write materials in book. Then the researcher showed them a picture in the slide and asked the students to have a look at the picture and identify it carefully. The researcher asked the students to answer some questions related to the picture in the slide. Some students raised their hand and answer the questions. The researcher prompted the other students to answer the question by saying “*Ada yang bisa menjawab lagi?*” Do not be afraid of making mistakes *ya guys. Jangan takut salah ya guys.*”

After discussing about the picture, the researcher gave the students some practices and asked them to do it individually. The researcher gave the students a new procedure text, titled drawing insects. The students were asked to read the text, before reading the text the students were asked to find the meaning using their own dictionary, how to pronounce the words that they did not know. Then one of the students that sat in front of the researcher said to the researcher slowly “*Teks ini lebih mudah Miss.*” “The text is easier? *Teks nya lebih mudah ya?*” the researcher said. “Yes, Miss. Easier.” The students responded. Then the researcher and the students who sat in the front line distributed worksheet to the students who sat in the back line. The students were asked to discuss and answer some questions related to the procedure text that they had just read. Then the students were asked to find vocabularies in the words search box. And the last the students were asked to match picture. The students should match picture that contained in column A to the right word in column B. The students should gave lines to connect the picture in the column A to the right words in the column B. the researcher gave minutes to finish all tasks and then they would discuss them together with the researcher.

When they had done discussing the tasks, the students was invited to play vocabulary cards game related to the procedure text of drawing insects. The rules was the same with the previous game, but at that day the students were asked to

play the vocabulary cards in all part of speech that they had just discussed in the early of teaching and learning process, noun, verb, and adjective. The researcher started putting the cards among the groups and asked the win group of the previous meeting to pick up the cards first. The game ran so fun. The group seemed easier in mentioning the clues and answering the clues. At that day the students seemed more enthusiastic that the previous meeting, maybe the topic influenced the atmosphere and the students' mood in the teaching learning process. In that day the students were rare to ask about the clues to the researcher and few students kept quiet, tended to let their friends lead the groups. But after all the game was going better and they played the game very well than before and the students seemed enjoying the game so much.

The bell rang, it meant that the classroom was over and the students prepared their selves to go home. Before going home the researcher gave the students feedback and reviewing the material that they had just learnt at that day. The researcher did not forget to remind the students that in the next meeting they would conduct the second post-test.

#### Vignette 8

Activity : Conducting Post-Test

Date : March 5<sup>th</sup>, 2016

Participant : English teacher, students of VII B, and researcher

The researcher and the teacher came in the classroom. Then the researcher prepared everything needed to conduct the post-test. The researcher started the lesson by greeting and led the prayer. Then, she explained briefly what they had to do in the post-test. She also asked the students whether they were ready or not to do the post-test.

The researcher gave the students questions; there were 30 questions that she applied in the worksheet and divided into 4 parts and every right answer will be given 10 points for each questions. The first part was choosing the right answer. The students were asked to choose the right answer in the optional answers: A, B, C, and D. It consisted of fifteen questions. The second was finding the word which not belongs to the group by giving symbol check and it could be noun, verb, adjective, and adverb. It consisted of 5 questions. The third was labeling each part of the picture with the correct vocabulary. The students were asked to write the right words in each box to every part of the butterfly's body. It

consisted of 5 questions. And the last was completing the sentences on the sheet with the appropriate words from the list. It consisted of 5 questions.

After all the students finished the test, the researcher some feedback related to the test that the student just done. Then the researcher gave gift for their classroom because it was the last meeting that the researcher conducted. Because of that was the last meeting, the researcher took leave. She did not forget to thank them for being cooperative in this study and suggest all the students to study hard and never give up. She ended the lesson by leading a prayer. Then the researcher and the teacher leave the class.



## INTERVIEW TRANSCRIPTS

### Interview 1

Date : August 24<sup>th</sup>, 2015  
Place : Teacher Office  
Participants : Researcher (R) and English Teacher (ET)  
Transcript :

- R : Assalamualaikum. Permisi, Bu. Saya Zeni Safirah mahasiswa PBI UNY. Saya mau penelitian di kelas Ibu. Tadi saya sudah menemui bapak kepala sekolah, suratnya sudah masuk ke TU, Bu.
- ET : Oya. Dulu juga ada mahasiswa dari UNY jurusan keolahragaan penelitian disini.
- R : Oh begitu ya, Bu. Dulu saya juga pernah observasi disini Bu, untuk salah satu mata kuliah bahasa Inggris. Gini, Bu. Saya kan mau bikin PTK di kelas tujuh, tapi saya mau observasi dulu di kelas Ibu untuk mencari *problems*-nya, Bu.
- ET : Oh ya saya ngajar di kelas tujuh, delapan, dan sembilan semua kelas.
- R : Oh ya, Bu. Saya mau observe di kelas tujuh aja, Bu. Yang deket deket ini ngajar kelas apa ya bu?
- ET : Oh ya boleh. Besok hari sabtu saya ngajar di kelas 7b. Kalau mau besok langsung masuk aja ke kelas hari sabtu jam 10.30. Baru observasi aja kan?
- R : Iya, Bu. Baru observasi dulu.
- ET : Oh boleh boleh.
- R : Kalau gitu saya pamit dulu ya, Bu. Maaf mengganggu jam pelajaran Ibu.
- ET : Oh hehe nggak papa, Mbak.
- R : Hehe terimakasih ya, Bu.
- ET : Iya. Sama-sama, Mbak.

### Interview 2

Date : August 25<sup>th</sup>, 2015  
Place : Teacher Office

Participants : Researcher (R) and English Teacher (ET)

Transcript :

R : Selamat pagi, Bu. Maaf menggagu. Bu, bisa minta waktunya sebentar nggak untuk wawancara?

ET : Oh iya silahkan. Boleh boleh.

R : Biasanya kegiatan belajar mengajar apa saja yang Ibu ajarkan dalam kelas?

ET : Saya biasanya ngasih murid materi materi, games, dan test. Ya yang paling sering saya memberikan mereka materi sama latihan latihan aja sih.

R : Skill dan sub-skill apa yang anda anggap sulit dalam mengajarkan bahasa inggris pada murid?

ET : Paling susah sebetulnya speaking ya mbak, Cuma reading juga masih terasa sulit untuk anak-anak disini.

R : Oh gitu ya Bu. Kalo dari segi vocabulary, itu bagaimana bu?

ET : Iya sulit juga anak-anak untuk menghafal kosakata dengan cepat gitu ya. Paling Cuma beberapa anak aja yang bisa menghafal cepat.

R : Trus biasanya teknik mengajar apa saja yang Ibu gunakan dalam pengajaran vocabulary?

ET : Metode fun learning.

R : oh gitu ya. Itu biasanya ngapai aja ya bu? Kegiatannya gitu?

ET : Biasanya ya seperti mengumpulkan gambar dan mengingat kosakata yang tepat dengan gambarnya.

R : Untuk medianya Ibu mnggunakan apa Bu?

ET : Biasanya menggunakan kamus saja.

R : Berarti setiap anak harus bawa kamus masing-masing ya Bu?

ET : Ada yang bawa sendiri ada juga yang pinjam dari sekolah. Sekolah juga menyediakan kamus kok, soalnya tidak semua siswa menyanggupi beli kamus kan. Soalnya ada yang tidak mampu orang tuanya.

- R : Oh gitu. Terus mmm sarana/ fasilitas apa saja Bu yang tersedia di sekolah ini untuk mendukung prose belajar mengajar Bahasa Inggris?
- ET : Ya tadi kan ada kamus. Sekolah juga menyediakan laboratorium bahasa.
- R : Menurut Ibu, bagaimana partisipasi siswa-siswi di kelas ketika Ibu sedang mengajarkan vocabulary gitu?
- ET : Ya mereka biasanya yang membawa gambar sendiri saja begitu dan bawa kamus saja.
- R : Tugas apa saja yang biasa Ibu berikan kepada siswa untuk meningkatkan vocabularynya?
- ET : Ya latihan-latihan tadi itu ya, ya lebih tepatnya saya minta murid untuk mendeskripsikan sebuah gambar dan meminta mereka untuk menghafal vocabulary baru.
- R : Apakah Ibu pernah dengar tehnik mengajar menggunakan vocabulary cards?
- ET : Pernah. Iya saya pernah dengar. Cuma tidak begitu ya.
- R : Apakah menurut Ibu mengajar Bahasa Inggris menggunakan vocabulary cards efektif untuk mengajar vocabulary?
- ET : Saya rasa efektif ya dan menyenangkan agar siswa nggak gampang jenuh.

### Interview 3

- Date : August 29<sup>th</sup>, 2015
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Assalamualaikum.
- S : Waalaikusalam.
- R : Apa kabar?
- S : Baik.

- R : Namanya siapa?
- S : Nia. Nia Megasari.
- R : Gini mbak mau tanya-tanya sedikit nih sama nia. Menurut kamu gimana pelajaran bahasa Inggris?
- S : Enak. Ya enak-enak gitu tapi agak susah.
- R : Susahnya bagian apa?
- S : Di katanya, perkataannya. Terus artinya.
- R : Oh gitu. Biasanya pas pelajaran bahasa Inggris *vocabulary*/ kosakata belajarnya apa aja?
- S : Belajar antonim.
- R : Terus apalagi?
- S : Mmm nggak tau lupa. Ya sukanya kosakata gitu sama ngerjain tugas.
- R : Oh gitu. Oke. Makasih ya Nia.

#### Interview 4

- Date : August 29<sup>th</sup>, 2015
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Halo Firda. Kamu apa kabar?
- S : Halo Miss. Baik Miss.
- R : Masih Inget nggak sama Miss?
- S : Masih.
- R : Mbak tanya-tanya bentar ya. Nggak papa kan?
- S : Iya nggak papa.
- R : Kamu suka nggak sama pelajaran bahasa Inggris?
- S : Suka.
- R : Sukanya dimananya?
- S : Nggak tau.
- R : Hehe kok nggak tau? Kalo tau berarti ada yang kamu suka dong di pelajaran bahasa Inggris.

- S : Suka sama gurunya.
- R : Oh suka sama gurunya. Biasanya kalo di kelas bahasa Inggris biasanya ngapain aja?
- S : Ngerjain tugas, nyatet, udah.
- R : Kalo belajar bahasa Inggris susahnya dimananya?
- S : Banyak.
- R : Banyaknya apa aja? Contohnya?
- S : Mmm nggak tau.
- R : Nggak tau? Oh yaudah. Makasih Firda.
- S : Iya Miss.

#### Interview 5

- Date : August 29<sup>th</sup>, 2015
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Hai, Dit. Kamu apa kabar?
- S : Baik-baik saja.
- R : Kamu masih inget nggak sama Miss/
- S : Nggak hehehe
- R : Hehehe yaudah nggak papa. Gimana pelajaran bahasa Inggris hari ini?
- S : Ya nggak gimana-mana.
- R : Kamu suka pelajaran bahasa Inggris nggak?
- S : Suka,
- R : Sukanya apa?
- S : Mmm enak hahaha
- R : Hahaha enaknya gimana? Dimananya enakunya?
- S : Mmm opo ya? Mmm dimana ya?
- R : Suka ngerasa susah nggak di pelajaran bahasa Inggris?
- S : Terjemahannya. Udah.

R : Biasanya kalo pelajara bahasa Inggris ngapain aja?

S : Belajar, main, ya belajar, nulis, dengerin. Dah.

R : Oke makasih Adit.

#### Interview 6

Date : August 29<sup>th</sup>, 2015

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Halo, Tiara. Apa kabar

S : Baik.

R : Tiara suka nggak pelajaran bahasa Inggris?

S : Suka.

R : Sukanya dimananya?

S : Paling suka kalo ada permainan.

R : Oh gitu. Menurutmu pelajaran bahasa Inggris susah nggak?

S : Nggak tau arti-artinya.

R : Kana da kamus. Kamus kan mempermudah belajar vocab.

S : Iya Miss hehe

R : Biasanya ngapain aja kegiatannya di kelas bahasa Inggris?

S : Permainan, baca kamus, nulis.

R : Oh yaudah. Makasih Tiara.

#### Interview 7

Date : February 13<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Halo Yudhis. Miss minta waktunya bentar ya.

S : Iya Miss.

- R : Tadi Miss Fira minta kamu bikin kartu kosakata kan? Menurut mu gimana?
- S : Menyenangkan Miss. Seru. Biasanya nggak pernah. Tapi ya susah soalnya Miss suruh bikin sendiri.
- R : Tadi kan masih dibantuin hehe Tadi waktu game gimana?
- S : Seru Miss.
- R : Paham nggak sama peraturan game nya? Tadi kan harusnya tetap duduk dengan kelompok masing-masing ya
- S : Ya pada gitu ya saya ikutan Miss hehe
- R : hehe yaudah makasih ya Yudis.

#### Interview 8

- Date : February 13<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Hai, Tirta. Gimana tadi Miss ngajarnya?
- S : Lumayan senang. Enak ada gamenya.
- R : Mudeng nggak sama game tadi?
- S : Lumayan Miss. Mudeng tapi masih bingung ngasih klu-klunya Miss.
- R : Kan da kamus kok nggak di pake?
- S : Bukan punya saya Miss. Lha lama Miss kalo pake kamus. Kan bisa tanya langsung sama Miss

#### Interview 9

- Date : February 13<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Hai Bowo. Mudeng nggak sama permainan kartunya tadi?

- S : Mudeng Miss.  
 R : Mudengnya gimana tuh?  
 S : Ya mudeng Miss. Kan sambil Miss jelasin.  
 R : Hafal nggak sama kosakata-kosata tadi?  
 S : Belum semua Miss.  
 R : Tadi waktu Miss minta bikin kartu sendiri mudeng nggak?  
 S : Pas Miss jelasin mudeng tapi pas Miss kasih teks kurang paham.  
 R : Kamu sih kamusnya dianggurin, jadi kurang paham deh hehe

#### Interview 10

- Date : February 13<sup>th</sup>, 2016  
 Place : Classroom  
 Participants : Researcher (R) and Student (S)  
 Transcript :  
 R : Halo Taufik. Tadi Miss Fira ngasih materinya jelas nggak?  
 S : Agak.  
 R : Agaknya gimana?  
 S : Ada yang mudeng ada yang nggak.  
 R : Nggak mudengnya dibagian mana?  
 S : Yang dibagian bagan itu Miss.  
 R : Kalo pas main game kartunya gimana?  
 S : Menyenangkan Miss.  
 R : Menyenangkannya gimana, kamu merasa terbantu nggak?  
 S : Ya terbantu Miss, nggak membosankan. Ya menyenangkan aja Miss jadi bisa belajar sambil main.  
 R : Trus trus?  
 S : Ya kalo ada gambarnya tu inget Miss itu apa, tapi bahasa Inggrisnya agak lupa-lupa Miss.

#### Interview 11

- Date : February 19<sup>th</sup>, 2016



Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Halo agus. Miss tanya-tanya bentar boleh ya?

S : Iya boleh.

R : Yang seriusan lho ya. Menurut kamu bagaimana tadi pelajaran Bahasa inggrisnya?

S : Menyenangkan Miss. Enak belajarnya kelompok kelompokan bisa kerjasama.

R : Bisa lebih paham ya daripada yang sebelumnya ya. Kekurangan miss apa biar Miss perbaiki lagi?

S : Nggak ada Miss.

R : Kamu enjoy nggak main vocab cards tadi?

S : So much Miss haha

R : Haha makasih ya, Gus.

#### Interview 12

Date : February 19<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Halo, Ika. Miss minta waktunya bentar ya sebelum pulang buat wawancara?

S : Iya, Miss.

R : Menurut Ika tadi gimana pelajaran Bahasa Inggrisnya?

S : Seru banget, Miss.

R : Serunya dibagian manaya tuh hehehe

S : Pas tadi game tebak kartu Miss.

R : Rame ya. Kalo sebelum masuk game?

S : Pas bikin kartu itu ya Miss, itu juga menyenangkan kok Miss. Mudengnya game kartu ya dari bikin kartu itu Miss menurut ku.

R :.Makasih Ika.  
S : Sama-sama Miss.

#### Interview 13

Date : February 19<sup>th</sup>, 2016  
Place : Classroom  
Participants : Researcher (R) and Student (S)  
Transcript :  
R : Halo, Ali. Gimana tadi pelajaran Bahasa Inggrisnya?  
S : Menyenangkan Miss.  
R : Menyenangkannya kayak bagaimana, Li?  
S : Yang waktu bikin kartu vocabulary Miss sama yang gamenya.  
R : Kamu merasa terbantu nggak sama caranya Miss ngajar pake kartu tadi?  
S : Membantu kok Miss. Jadi lebih mudah hafalinnya Miss soalnya langsung ada artinya. Kalo pake kamus tu ndadak buka cari-cari lagi e Miss.  
R : Keren. Kamu ada masukan buat Miss nggak? Ada yang perlu ditambah apa gimana gitu?  
S : Ya selalu kasih masukan aja terus Miss biar saya dong sama apa yang dah Miss ajar.  
R : Ada yang lain, Li?  
S : Nggak Miss. Udah.  
R :Yaudah makasih ya, Li.

#### Interview 14

Date : February 19<sup>th</sup>, 2016  
Place : Classroom  
Participants : Researcher (R) and Student (S)  
Transcript :

- R : Halo, Lia. Miss wawancara sebenar nggak papa ya? Pulangnya agak telat dikit ya?
- S : Iya, Miss nggak papa. Jangan lama-lama ya Miss.
- R : Tadi kan Miss minta kamu bikin vocab cards, menurut mu gimana? Mudeng nggak?
- S : Menyenangkan Miss, nggak pernah jadi kurang paham.
- R : Kan ada instruksinya di teks procedure, trus bisa liat kamus kalo nggak tau artinya.
- S : Nggak bawa kamus Miss. Mau pinjam tapi habis. Hehe map Miss. Tapi seru kok Miss pas gamenya itu.
- R : Membantu nggak belajar pake kartu tadi?
- S : Iya Miss. Tapi nggak hafal semua Miss.
- R : Iya nggak papa kan pelan pelan. Yaudah makasih ya Lia.
- S : Iya Miss.

#### Interview 15

- Date : February 19<sup>th</sup>, 2016
- Place : Teacher Office
- Participants : Researcher (R) and English Teacher (ET)
- Transcript :
- R : Selamat siang, Bu. Bagaimana menurut Ibu, setelah implementasi Cycle 1 ini, apakah ada peningkatan vocabulary anak-anak?
- ET : Kalo saya lihat, pertama, dari segi antusias saja mereka tinggi ya. Apalagi mbak Fira mengajarnya pakai media kartu seperti ini, ini mereka tertarik ya. Jangankan menggunakan kartu, waktu anak-anak membuat kartu itu saya rasa mereka senang ya seperti bikin prakarya, jadi seperti tidak dalam pelajaran. Kemudian dalam menyebutkan ciri-ciri dari kosakata yang mereka buat itu mereka berantusias, mungkin kaya main tebak-tebakan biasa tapi sebenarnya itu membantu siswa untuk menggali kemampuan mereka menyebutkan kosakata-kosakata yang mereka ketahui. Dan

saat bermain game tadi ya, saat mbak Fira memberikan satu set vocabulary cards itu ya, mereka lebih senang karna lebih menarik belajar dengan kartu, apalagi kalo game itu mereka udah mau mengikuti lah. Apalagi kalo sudah berkelompok kaya tadi itu menumbuhkan rasa kerjasama sama kelompoknya ya, jadi berusaha bagaimana kelompok mereka itu bisa memenangkan game. Rasa kompetisinya bagus, dilihat dalam hal positif ya mbak.

R : kalau dalam hal kemampuan mengingat kosakata mereka ada peningkatan tidak menurut Ibu?

ET : Dalam menyebutkan ciri-ciri saja itu saya rasa sudah ada perubahan peningkatan. Saat menebak-nebak kosakata itu mereka sudah bagus.

R : Kalau untuk pronunciation, Bu? Apakah sudah ada peningkatan?

ET : Saya rasa mereka mereka masih sulit untuk membaca vocabulary dengan tepat ya. Pronunciation nya masih salah-salah. Tapi saya lihat, kemarin ada beberapa anak yang mengikuti cara mengucapkan pronunciation dengan benar ya. Soalnya menirukan pronunciation secara langsung saya rasa membantu sekali, apalagi mbak juga menggunakan kamus digital. Jadi murid-murid mendengarkan langsung menirukan bagaimana mengucapkan vocabulary dengan baik dan ikutan suara audio dari kamusnya ya.

R : Menurut Ibu, di Cyle 1 ini, apakah ada yang Ibu lihat kurang dan harus saya benahi?

ET : Terus pada saat jam pelajaran mau habis usahakan review semua pelajaran atau materi apa saja yang diberikan kepada siswa itu dijelaskan lagi ya mbak. Biar mereka belajar mengingat kembali apasaja yang sudah dipelajari hati itu.

R : Oh iya Bu. Ada yang harus saya maksumalkan lagi nggak Bu?

ET : Materinya di copy terus ya mbak biar bisa untuk siswa pelajari lagi di rumah. Terus coba tolong dikondisikan lagi ya mbak

waktunya, harus pintar-pintar ngatur waktu lagi ya mbak biar kegiatan selanjutnya juga bisa maksimal.

R : Oh iya waktunya tadi kurang. Mungkin karna terlalu berantusias jadi lupa waktu, Bu. Kalo untuk copyan, saya selalu copy kan semua materi atau pun bahan latihan kepada anak-anak kok, Bu.

ET : Anak-anak juga beli apa gitu biar lebih termotivasi. Dulu juga yang penelitian disini kaya begitu biar mereka tu agak manut gitu mbak.

R : Oh iya Bu nanti saya siapkan. Nanti di akhir pertemuan anak-anak juga akan saya berikan kenang-kenangan gitu Bu. Ya sudah kalo gitu Bu, wawancaranya. Makasih banyak ya bu untuk masukannya.

ET : Oh iya mbak Fira. Sama-sama.

#### Interview 16

Date : February 26<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Hallo, Agus. Gimana procedure teks tadi?

S : Ada yang gampang ada yang susah Miss. Tapi ini lebih susah e Miss

R : Kasih tau dong, bagian mana yang kamu rasa susah sama gampang?

S : susahnya tu tadi yang jawab jenis kata tu lho Miss masih bingung. Yang gampang itu, ya nggak gampang juga Miss tapi yo bisa jawab aja Miss.

R : Gimana kalo sama bikin vocab cards sendiri?

S : Dah mudeng lah Miss. Kemarin kan Miss cerewet biar kamusnya dipakai. Tadi saya pakai kok Miss

- R : Hehe kan nginggetin kalian biar kamus itu digunakan terus. Kan disediakan perpustakaan juga.
- S : hehe oke Miss.

#### Interview 17

- Date : February 26<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Selamat siang, Ali. Apa kabar?
- S : Baik Miss.
- R : Pelajaran hari ini gimana?
- S : Teksnya lebih sulit e Miss. Kata-katanya aneh-aneh.
- R : Kan tadi miss dah kasih ajarin artinya sama fungsinya. Bikin vocab cards hari ini gimana?
- S : Gampang kok Miss. Yang susah jawab klu dari temen Miss.
- R : Lha tadi kamusnya dipakai nggak?
- S : Ya dipake Miss tetep aja agak susah hehe

#### Interview 18

- Date : February 26<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Halo, Andi. Miss minta waktunya bentar ya?
- S : Iya Miss.
- R : Tadi kan bikin vocab cards lagi? Kamu rasa ada perubahan nggak sama kemampuan mu sendiri?
- S : Kalo perubahannya pasti Miss, soalnya belajarnya sambil tebak-tebakan gitu Miss.
- R : Kalo pas game tadi gimana?

- S : Ya hamper sama Miss sama yang bikin vocab cards tadi Cuma tadikan kelompokan jadi lebih mudah soalnya bisa diskusi sama temen-temen.
- R : lha tadi kamusnya digunakan nggak?
- S : Ya digunakan Miss.
- R : Oh bagus bagus. Kamus kamu pinjam dari perpustakaan atau punya sendiri?
- S : Pinjem Miss lha nggak punya kok Miss.
- R : Ya uang sakunya ditabung biar bisa punya sendiri hehehe
- S : Ya Miss kapan kapan haha
- R : Okelah makasih ya.

#### Interview 19

- Date : February 26<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Selamat siang, april. Maaf ya Miss mengganggu sebentar. Kemarin kan Miss mengajarkan teks *how to make oriental fried rice*. Menurut kamu gimana?
- S : Ya paham, Miss.
- R : Pahamnya gimana, Pril?
- S : Ya teksnya udah paham.
- R : Tadi paham nggak waktu Miss minta kalian bikin kartu sendiri terus menuliskan kata dan artinya? Masih ingat kan dengan teks making vocabulary cards kemarin?
- S : Kalo itu dah paham Miss. Tadi partner saya nggak paham jadi bisa tanya sama saya, tapi saya juga kurang paham Miss. Tapi paling nggak kan kita bisa diskusi Miss. Masih lah Miss.
- R : Game hari ini bias membantu membantu kosakata kamu belum?

- S : Iya, Miss lumayan. Apalagi ada hadiahnya Miss jadi kita rebutan jawaban terus hahaha.
- R : Jadi lebih agresif kalian tadi hehe bawa kamus nggak tadi hayo?
- S : Lha pas pergantian pelajaran kan udah pinjem di perpustakaan Miss.
- R : Oh iya. Yaudah makasih ya.

#### Interview 20

- Date : February 26<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Selamat, Siang, Arie. Miss minta waktu bentar ya buat wawancara?
- S : Iya, Miss.
- R : Kemarin kan Miss mengajarkan teks *how to make oriental fried rice*. Menurut kamu gimana?
- S : Nggak gimana-gimana Miss.
- R : Menurut kamu bisa dipahami nggak?
- S : Bisa, Miss.
- R : Kosakata Bahasa Inggris kamu terbantu nggak dengan membuat vocabulary cards sama game tadi?
- S : Iya membantu Miss.
- R : Kalo yang hari ini gimana, kan teksnya beda tuh?
- S : Susah e Miss.
- R : Lah kan ada kamus. Kamus itu kan membantu sangat kalo kita nggak tau artinya.
- S : Iya Miss hehe
- R : Lha tadi buka nggak tadi kamus nya?
- S : Dikit Miss.
- R : hmmm kamu nggak buka sih ya pantes kamu merasa susah hehe
- S : hehe maaf Miss besok tak buka wis Miss.



R : haha yaudah tengkiu ya.

#### Interview 21

Date : February 26<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Selamat, siang, Hendra. Maaf ya mengganggu bentar, Miss minta waktunya buat wawancara.

S : Iya Miss.

R : Kemarin kan Miss mengajarkan teks *how to make oriental fried rice*. Menurut kamu gimana?

S : Ya bisa dimengerti, Miss.

R : Kamu merasa terbantu nggak dengan Miss memberikan teks kemarin dan latihan-latihan?

S : Lumayan Miss. Pas yang individu ya agak susah Miss. Tapi pas bikin vocabulary cards itu kan kita bisa kerjasama dengan pasangan kita masing-masing jadi agak lebih mudah.

R : Kemarin kan Miss minta kalian belajar menggunakan kartu, gimana menurut kamu?

S : Menyenangkan, Miss. Seru. Nggak bosen Miss.

R : Kalo dengan menggunakan kamus aja?

S : Bosan, Miss. Enakan kaya gini Miss. Seru.

R : Tapi selalu dipakai ya kamusnya. Kalo untuk pelajaran yang tadi gimana?

S : Kayanya lebih sulit Miss. Saya bawa terus kok Miss.

R : Sulitnya menurut kamu bagian mana?

S : Teksnya miss. Kayanya lebih susah ini Miss daripada yang kemarin.

R : Berarti kalo masih merasa susah dipelajari lagi dirumah ya/

S : Iya, Miss. Insyallah hehe

R : yaudah makasih ya Hen.

#### Interview 22

Date : February 27<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Selamat siang, Dian. Maaf ya Miss mengganggu bentar mau tanya-tanya nih.

S : Iya, Miss.

R : Tadi kan Miss ngasih teks sama kaya kemarin, kamu bisa memahami nggak isi teks nya?

S : Udah lumayan sih Miss.

R : Limayannya gimana nih?

S : Yang pas ngisi soal yang not belong itu Miss, ada yang susah ada yang gampang.

R : Kalo tadi pas main kartu, paham nggak sama vocabulary yang Miss ajarkan hari ini, kana ada clue gambar sama ciri-cirinya tuh.

S : Iya miss, kalo pas game lebih paham lagi.

R : lha tadi kamusnya dipakai nggak?

S : Pakai kok Miss.

R : Tapi tadi kamu masih tanya terus artinya sama Miss.

S : Ribet e Miss ndadak buka-buka lagi. Kalo tanya sama Miss kan praktis hehe

R : Besok belajar buka kamus ya, cari artinya sendiri. Biar terbiasa dan bisa. Makasih Dian.

#### Interview 23

Date : February 27<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Selamat siang, Indah. Maaf ya Miss mengganggu bentar mau tanya-tanya nih.

S : Boleh Miss.

R : Tadi kan Miss ngasih teks sama kaya kemarin, kamu bisa memahami nggak isi teks nya?

S : Lebih sulit Miss.

R : Sulitnya dibagian manaya?

S : Artinya lebih sulit-sulit Miss.

R : Kan ada kamus kalo nggak tau artinya kan bisa liat kamus. Kamusnya tadi dipakai nggak?

S : Iya maksudnya kata-katanya tu asing gitu Miss. Pakai kok Miss.

R : Wah good job good job, selalu dipakai ya kamusnya. Pas latihan bikin vocab cards gimana?

S : Mudah Miss. Kan selalu bikin Miss jadi ya terbiasalah gitu Miss.

R : Jadi paham dong sama teks making vocabulary cards yang Miss kasih?

S : Iya Miss sekarang udah ngerti.

#### Interview 24

Date : February 27<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Selamat siang, Lintang. Maaf ya Miss mengganggu bentar mau tanya-tanya nih.

S : Iya, Miss.

R : Tadi mengingat kosakata pakai kartu waktu game tadi membantu kamu nggak?

S : Sangat, Miss.

- R : Menurut kamu tadi gimana gamenya, sekarang sekarang ini? Masih susah hafalin kosakata nggak?
- S : Seru, Miss. Lebih mudah paham Miss. Saya rasa juga lebih mudah nginget kata-kata gitu Miss.
- R : Wah bagus lah. Tadi kelompok kamu ya yang menang.
- S : Iya Miss hehe
- R : Oke. Makasih, Lintang.

#### Interview 25

- Date : February 27<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Hai, Mayta. Selamat siang.
- S : Hai, Miss. Selamat siang juga.
- R : gimana pelajaran hari ini?
- S : Lebih seru Miss.
- R : Lebih serunya gimana? Udah terbiasa kan cari cari kosakata sendiri cari-cari klu klu gitu?
- S : Bener-bener Miss. Apalagi ada hadiahnya Miss hehe
- R : hafal banyak artinya dari yang kemarin sampe sekarang?
- S : ya hafal Miss Cuma ya nggak semua to Miss. Alon –alon Miss hehe
- R : Wah keren-keren. Kemarin Miss suruh kamu bawa kamus dibawa nggak?
- S : Bawa lah Miss.
- R : punya mu sendiri atau pinjam di perpustakaan?
- S : punya ku sendiri Miss, aku kan bawa sendiri terus Miss.
- R : Nah gitu, dibawa terus ya kamusnya biar kamu juga terbantu.
- S : Oke Miss.

## Interview 26

Date : March 4<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Hai, Miko. Selamat siang.

S : Selamat siang, Miss.

R : Gimana pelajaran hari ini, paham nggak dengan kosakata dari teks-teks yang tadi Miss kasih?

S : Paham kok Miss.

R : Pahamnya gimana tuh?

S : Ya teksnya pendek Miss daripada teks yang kemarin.

R : Tapi teks-teksnya mudah dipahami kan?

S : Iya, Miss.

R : Yang paling membantu, menurut kamu?

S : Pas game vocabulary cards, Miss.

R : Gimana menurut kamu pas game vocabulary cards? Gimana sama kelompok yang lain tadi?

S : Tadi pas game tu kelompok kita rebutan sama kelompok yang lainnya Miss. Enak Miss kerja kelompokan ya gitu Miss, bisa saling bantu.

R : Oke. Makasih ya, Miko atas waktunya.

S : Sama-sama, Miss.

## Interview 27

Date : March 4<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Hai, Adi. Selamat siang.

S : Selamat siang juga, Miss.

- R : Gimana sama game tadi? Mudah nggak mengingat kosakata pas game tadi?
- S : Seru Miss. Hari ini lebih mudah kata-katanya. Tapi kayanya kok tambah banyak gitu ya Miss?
- R : Iya hari inikan vocab cardsnya ada noun adjective sama verb. Jadi agak banyakan kartunya. Tapi nggak ada masalah kan ya?
- S : Iya Miss. Nggak ada Miss.

#### Interview 28

- Date : March 4<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Selamat siang, Noval.
- S : Selamat siang, Miss.
- R : Tadi kan Miss kasih teks lagi tuh, paham nggak dengan materi hari ini?
- S : Paham Miss.
- R : Dengan instruksi di teks tadi, paham nggak langkah-langkah nya menggamabarnya tadi?
- S : Paham kok Miss.
- R : Pas game tadi gimana/
- S : seperti biasa Miss. Seru kok Miss. Hari ini lebih mudah ingetnya kayanya lebih mudah hari ini.
- R : Iya. Hari ini kan topiknya lebih mudah dari yang kemarin. Tapi miss kasih lebih banyak kartunya.
- S : Iya Mis. Banyak banget jadi kelabakan jawabnya.
- R : Kok kelabakan gimana? Kan bisa kerjasama sama temannya, apalagi pada ada kamus kan?
- S : Iya Miss. Tapi ya gitu lah Miss. Rebutan jawab mungkin Miss soale.

R : Yak an malah seru to hehe. Yaudah makasih ya.

#### Interview 29

Date : March 4<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Hai, Qiella. Selamat siang. Maaf ya mengganggu waktu kamu sebentar.

S : Iya, Miss. Nggak papa.

R : Tadi kan Miss memberikan teks latihan-latihan dan game. Menurut kamu gimana tadi?

S : Ada yang mudah ada yang sulit, Miss.

R : Sulitnya dimana? Kan ada kamus. Bisa bantu kamu kalo nggak tau artinya. Dipakai nggak tadi kamusnya?

S : Iya Miss. Kebanyakan soal Miss hehe dipakai kok Miss. Saya hari ini bawa sendiri.

R : Bagus. Pertahankan ya? Biasakan buka kamus kalo terbiasa nanti jadi bisa hehe

S : Iya Miss.

#### Interview 30

Date : March 5<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Selamat Siang, Nia. Kita wawancari lagi nggak papa ya/

S : Iya, Miss nggak papa kok.

R : Tadi kan Miss ngasih post-test nih, menurut mu gimana tadi?

S : Lebih mudah dipahami Miss.

- R : Menurut mu, pembelajaran-pembelajaran yang kemarin Miss berikan membantu nggak untuk menjawab soal-soal tadi?
- S : Sangat membantu, Miss.
- R : Dibandingkan dengan test yang pertama, test hari ini menurut kamu lebih mampu untuk menjawab ya?
- S : Iya, Miss.
- R : Berarti ada peningkatan lah ya?
- S : Iya, Miss. Lebih mudah jawab soal-soalnya Miss.
- R : Makasih ya, Nia.
- S : Iya sama-sama Miss.

#### Interview 31

- Date : March 5<sup>th</sup>, 2016
- Place : Classroom
- Participants : Researcher (R) and Student (S)
- Transcript :
- R : Selamat Siang, Mayta. Kita wawancari lagi nggak papa ya?
- S : Iya, Miss nggak papa kok.
- R : Tadi kan Miss ngasih post-test nih, menurut mu gimana tadi?
- S : Ada yang susah ada yang gampang, Miss.
- R : Susahnya yang bagian mana?
- S : Yang soal not belong itu, Miss.
- R : Kan kemarin pernah dikasih materi yang sama.
- S : Iya, Miss. Tapi nggak sesusah kemarin kok, Miss.
- R : Menurut mu, pembelajaran-pembelajaran yang kemarin Miss berikan membantu nggak untuk menjawab soal-soal tadi?
- S : Iya, Miss. Membantu sekali.
- R : Dibandingkan dengan test yang pertama, test hari ini menurut kamu lebih mampu untuk menjawab ya?
- S : Iya, Miss. Kan sudah dibahas semua kemarin.
- R : Kamu merasa meningkat nggak kemampuan manjawab kamu?



- S : Iya, Miss. Meningkat.  
 R : Oke, Mayta. Makasih ya waktunya untuk wawancara.  
 S : Iya, Miss. Sama-sama.

#### Interview 32

- Date : March 5<sup>th</sup>, 2016  
 Place : Classroom  
 Participants : Researcher (R) and Student (S)  
 Transcript :
- R : Hai, Rosa. Selamat siang. Miss minta waktunya sebentar untuk wawancara ya?
- S : Iya, Miss.
- R : Tadi kan Miss ngasih post-test nih, menurut mu gimana tadi, menurut mu gimana?
- S : Gampang-gampang susah, Miss. Tapi saya bisa jawabnya kok Miss.
- R : Menurut mu, pembelajaran-pembelajaran yang kemarin Miss berikan membantu nggak untuk menjawab soal-soal tadi?
- S : Ya sangat membantu, Miss.
- R : Berarti kemarin Miss mengajar kamu paham ya?
- S : Iya, Miss. Mudah kok Miss hafalin kosakata kemarin. Tapi pas ada yang susah miss. Yang pas teks seeds-seeds itu lho Miss.
- R : Tapi tapi bisa menjawab pertanyaan-pertanyaan yang Miss berikan kan?
- S : Iya, Miss.
- R : Dibandingkan dengan test yang pertama, test hari ini menurut kamu lebih mampu untuk menjawab ya?
- S : Iya, Miss. Sekarang lebih bisa.
- R : Berarti kamu merasa meningkatkan kemampuan pelajaran bahasa Inggrisnya?
- S : Mudahan, Miss.

R : Oke deh, Rosa. Makasih ya waktunya.

S : Iya, Miss. Sama-sama.

### Interview 33

Date : March 5<sup>th</sup>, 2016

Place : Classroom

Participants : Researcher (R) and Student (S)

Transcript :

R : Hai, Feiza. Selamat siang. Miss minta waktunya sebentar untuk wawancara ya?

S : Iya, Miss.

R : Tadi kan Miss ngasih post-test nih, menurut mu gimana tadi, menurut mu gimana?

S : Saya bisa jawab, Miss. Tapi tadi ada yang beberapa yang susah.

R : Susahnya bagian mana?

S : Yang jawab pertanyaan not belong itu, Miss.

R : Tapi tadi bisa mengisi jawabannya kan?

S : Bisa, Miss.

R : Menurut mu, pembelajaran-pembelajaran yang kemarin Miss berikan membantu nggak untuk menjawab soal-soal tadi?

S : Membantu sekali, Miss.

R : Berarti kamu mendengarkan dan paham ya apa yang Miss sampaikan?

S : Iya, Miss. Saya paham.

R : Dibandingkan dengan test yang pertama, test hari ini menurut kamu lebih mampu untuk menjawab ya?

S : Iya, Miss. Tadi nggak begitu kesulitan jawabnya.

R : Berarti kamu merasa meningkatkan kemampuan pelajaran bahasa Inggrisnya?

S : Iya, Miss.

R : Yaudah. Makasih ya, Feiza untuk waktunya.

## Interview 34

Date : March 5<sup>th</sup>, 2016

Place : Teacher Office

Participants : Researcher (R) and English Teacher (ET)

Transcript :

R : Berdasarkan apa yang Ibu amati di cycle II ini, ada nggak Bu peningkatannya murid-murid? Apa saja bu?

ET : Secara keseluruhan lebih baik daripada di cycle 1 kemarin ya mbak. Ini lah yang dinamakan process. Sebelumnya di cycle 1 memang mereka terlihat aktif bicara pakai bahasa Inggris. Di cycle 2 ini juga aktif. Tingkat kepercayaan diri mereka juga tinggi. Mereka seerti sudah terbiasa begitu. Kalau sebelumnya mungkin mereka masih adaptasi dengan cara mengajar yang berbeda, dengan guru yang berbeda, kebiasaan yang berbeda, tetapi setelah cycle II seperti lebih teratur. Ibaratnya kalau dilihat itu lebih enak.

R : apakah penggunaan kosa kata pada vocabulary cards sudah sesuai dengan penggunaan fungsinya bu?

ET : Penggunaan kosakata sudah bagus lah mabk menurut saya. Apalagi mbak sudah menggunakan kamus digital untuk cari-cari cara pengucapan dan artinya.

R : kemarin di cycle 1 kan kosakata sama pronounciationnya murid-murid masih kurang ya bu jadi harus di perbaiki di cycle 2. Nah kalau di cycle 2 ini gimana menurut ibu?

ET : Untuk cycle 2 ini, saya lihat ada siswa yang bisa membetulkan temannya ya mbak, misal pengucapannya salah atau keliru itu bisa diambil kesimpulan bahwa mereka sudah lebih paham bagaimana mengucapkan kosakata dan juga lebih mudah mengeluarkan kosakata dalam bahasa Inggris.

R : Ada yang lain nggak, Bu?

ET : Saya senang ya mbak. Gamenya itu menarik, mbak juga memberikan motivasi siswa untuk aktif dalam gamenya. Contohnya mbak selalu memberikan hadiah bagi kelompok yang memenangkan gamenya.

- R : Berarti reward itu juga membantu memotivasi siswa ya Bu?
- ET : Iya mbak, jelas itu. Murid - murid jadi lebih berantusias dan jiwa kompetitif mereka itu uturus ada gitu. Itu membuat mereka lebih semangat karena semua pengen dapat hadiah juga. Ya sudah bagus, mbak fira ya. Saya rasa sudah bagus.
- R : Secara keseluruhan, vocabulary mastery mereka meningkat nggak, Bu?
- ET : tentu saja meningkat mbak fira.
- R : Oiya Bu. Saya besok masih mengadakan post-test untuk anak-anak.
- ET : Oh iya mbak silahkan.
- R : Berarti tinggal besok pas post-test saya terakhir masuk di kelas Bu.
- ET : Oh iya iya mbak.
- R : Yasudah, saya pamit dulu ya Bu. Terimakasih banyak Bu saran-sarannya.

STUDENTS'S SCORE  
STUDENTS' VOCABULARY IN PRE-TEST

No.	Name	Pre-test Score
1	AGUS	53
2	IKA	63
3	ALI	36
4	LIA	56
5	ANDI	63
6	APRIL	33
7	ARIE	50
8	HENDRA	56
9	DIAN	50
10	FIRDA	33
11	INDAH	46
12	LINTANG	56
13	MAYTA	63
14	ADIT	50
15	MIKO	46
16	NIA	50
17	NOVAL	56
18	ADI	36
19	QIELLA	60
20	ROSA	50
21	BOWO	54
22	TAUFIK	56
23	TIARA	43
24	TIRTA	50
25	YUDHIS	36
26	FEIZA	39
	MEAN	49.3

STUDENTS'S SCORE  
STUDENTS' VOCABULARY IN POST-TEST

No.	Name	Post-test II Score
1	AGUS	70
2	IKA	80
3	ALI	50
4	LIA	60
5	ANDI	70
6	APRIL	56
7	ARIE	80
8	HENDRA	83
9	DIAN	76
10	FIRDA	56
11	INDAH	60
12	LINTANG	80
13	MAYTA	76
14	ADIT	83
15	MIKO	66
16	NIA	66
17	NOVAL	66
18	ADI	66
19	QIELLA	73
20	ROSA	76
21	BOWO	56
22	TAUFIK	66
23	TIARA	70
24	TIRTA	66
25	YUDHIS	76
26	FEIZA	63
	MEAN	68.8

## COURSE GRID

Standard of competency: Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competence	Learning Objectives	Indicators	Topics	Materials	Activities	Media	Assessment	Time Allocation
Students are able to respond to the meaning and rhetoric steps found in short functional written texts.	Given a procedure text, the students are able to respond to the meaning found in the procedure texts correctly.	1. Identify the topic of procedure text 2. Identify the detail information of procedure text 3. Identify the nouns of procedure text 4. Identify the adjectives of procedure text.	How to Make Oriental Fried Rice	<b>Input Text</b> Written texts that contains procedure of how to make or to do something.	Presentation 1. Given procedure text of how to make oriental fried rice. 2. Identifying and answer the procedure text of how to make oriental fried rice 3. Finding unfamiliar words and the teacher will explain them using vocabulary cards. 4. Identifying and discussing about part of speech noun and adjective in the procedure text of how to make oriental fried rice.  Practice 1. Answering some question related to the procedure text of how to make oriental fried rice. 2. Finding nouns and adjectives in the procedure text. 3. Reading the procedure text	Worksheet and vocabulary cards	Form: Written production  Technique : Answering written text	2 x 40 minutes
				<b>Vocabulary</b> Noun:				
				Fried rice				
				Meatball				
				Chicken fillet				
				Pieces				
				Pepper				
				Salt				
				Adjective:				
				Oriental				
				Small				
				Frozen				
				Hot				

					<p>of making vocabulary cards and discussing unfamiliar words with the teacher using a dictionary.</p> <p>4. Making vocabulary cards of noun and adjective based on the instruction of procedure text of making vocabulary cards.</p> <p>5. Playing games 'What am I?' Work in pairs. ('What am I' game is a game that played by guessing a vocabulary using vocabulary cards. The owner of the card describes the card by giving his/ her partner 3 clues).</p> <p>Production Mentioning vocabulary by picking up one card and give the other students some clues orally without gestures at all.</p>			
--	--	--	--	--	--	--	--	--



Standard of competency: Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competence	Learning Objectives	Indicators	Topics	Materials	Activities	Media	Assessment	Time Allocation
Students are able to respond to the meaning and rhetoric steps found in short functional written texts.	Given a procedure text, the students are able to respond to the meaning found in the procedure texts correctly.	1. Identify the topic of procedure text 2. Identify the detail information of procedure text 3. Identify vocabularies of verb of procedure text 4. Identify vocabularies of adverb of procedure text.	How to Make Oriental Fried Rice	<b>Input Text</b> Written texts that contains procedure of how to make or to do something.	Presentation 1. Reading procedure text about how to make oriental fried rice. 2. Identifying the procedure text and answer some question related to the procedure text of how to make oriental fried rice. 3. Finding unfamiliar words and the teacher will explain them by pictures. 4. Identifying and discussing about part of speech verb and adverb in the procedure text of how to make oriental fried rice.  Practice 1. Expressing meaning of the words on the table. 2. Answering questions. 3. Completing sentences with the words in the box.	Worksheet and vocabulary cards	Form: Written production  Technique : Answering written text	2 x 40 minutes
				<b>Vocabulary</b> Verb:				
				Make, made				
				Cut				
				Grind				
				Break				
				Stir				
				Make, made				
				Adverb:				
				Together				
				Then				
				Well				
				finally				

					<p>4. Underlining verb and circling adverb in the procedure text of germinating petunia seeds.</p> <p>5. Making vocabulary cards of verb and adverb based on the instruction of procedure text of making vocabulary cards.</p> <p>6. Playing games ‘What am I?’ Work in pairs.</p> <p>Production Mentioning vocabulary by picking up one card and give the other students some clues orally without gestures at all.</p>			
--	--	--	--	--	--	--	--	--

Standard of competency: Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competence	Learning Objectives	Indicators	Topics	Materials	Activities	Media	Assessment	Time Allocation
Students are able to respond to the meaning and rhetoric steps found in short functional written texts.	Given a procedure text, the students are able to respond to the meaning found in the procedure	<p>1. Identify the topic of procedure text.</p> <p>2. Identify the characteristics of</p>	Germinating Petunia Seeds	<p><b>Input Text</b> Written texts that contains procedure of how to make or to do something.</p> <p><b>Vocabulary</b> Noun:</p>	<p>Presentation</p> <p>1. Given procedure text about germinating petunia seeds.</p> <p>2. Identifying the procedure text and answer some question related to the procedure text of germinating petunia seeds.</p>	Worksheet and vocabulary cards	<p>Form: Written production</p> <p>Technique: Answering written text</p>	2 x 40 minutes

	texts correctly.	<p>procedure text.</p> <p>3. Identify nouns and adjectives of procedure text.</p> <p>4. Read a procedure text appropriately.</p> <p>5. Find nouns and adjectives in procedure text.</p> <p>6. Mention nouns and adjectives related to the procedure text in form of pair work.</p>		<table><tr><td>Seeds</td><td>3. Finding unfamiliar words</td></tr><tr><td>Petunia</td><td>and the teacher will</td></tr><tr><td>Packet</td><td>explain them using</td></tr><tr><td>You</td><td>pictures.</td></tr><tr><td>Tray</td><td>4. Identifying and discuss</td></tr><tr><td>Pots</td><td>about part of speech noun</td></tr></table> <p>Adjectives:</p> <table><tr><td>Small</td></tr><tr><td>Loamy</td></tr><tr><td>Friable</td></tr><tr><td>Warm</td></tr></table> <p>and adjective in the procedure text of germinating petunia seeds.</p> <p>Practice</p> <p>1. Answering some question related to the procedure text of germinating petunia seeds.</p> <p>2. Completing the crossword puzzle.</p> <p>3. Underlining noun and circling adjectives in the procedure text of germinating petunia seeds.</p> <p>4. Making vocabulary cards of noun and adjective based on the instruction of procedure text of making vocabulary cards.</p> <p>5. Playing games ‘What am I?’ Work in pairs.</p> <p>Production</p> <p>Mentioning vocabulary by picking up one card and give the other students some clues orally without gestures at all.</p>	Seeds	3. Finding unfamiliar words	Petunia	and the teacher will	Packet	explain them using	You	pictures.	Tray	4. Identifying and discuss	Pots	about part of speech noun	Small	Loamy	Friable	Warm			
Seeds	3. Finding unfamiliar words																						
Petunia	and the teacher will																						
Packet	explain them using																						
You	pictures.																						
Tray	4. Identifying and discuss																						
Pots	about part of speech noun																						
Small																							
Loamy																							
Friable																							
Warm																							

Standard of competency: Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competence	Learning Objectives	Indicators	Topics	Materials	Activities	Media	Assessment	Time Allocation										
Students are able to respond to the meaning and rhetoric steps found in short functional written texts.	Given a procedure text, the students are able to respond to the meaning found in the procedure texts correctly.	<div>1. Identify the topic of procedure text.</div> <div>2. Identify the characteristics of procedure text.</div> <div>3. Identify nouns and adjectives of procedure text.</div> <div>4. Read a procedure text appropriately.</div> <div>5. Find verbs and adverbs in procedure</div>	Germinating Petunia Seeds	<div><b>Input Text</b></div> <div>Written texts that contains procedure of how to make or to do something.</div> <div><b>Vocabulary</b></div> <div>Verb:</div> <table><tr><td>Germinate</td></tr><tr><td>Fill</td></tr><tr><td>Incorporate</td></tr><tr><td>Scatter</td></tr><tr><td>Cover</td></tr><tr><td>Press</td></tr></table> <div>Adverb:</div> <table><tr><td>Firmly</td></tr><tr><td>At least</td></tr><tr><td>Gently</td></tr><tr><td>Firmly</td></tr></table>	Germinate	Fill	Incorporate	Scatter	Cover	Press	Firmly	At least	Gently	Firmly	<div>Presentation</div> <div><div>1. Given procedure text about germinating petunia seeds.</div><div>2. Identifying the procedure text and answer some question related to the procedure text of germinating petunia seeds.</div><div>3. Finding unfamiliar words and the teacher will explain them using vocabulary cards.</div><div>4. Identifying and discuss about part of speech verb and adverb in the procedure text of germinating petunia seeds.</div></div> <div>Practice</div> <div><div>1. Answering some questions related to the procedure text of germinating procedure text.</div><div>2. Matching each picture in a column with the suitable</div></div>	Worksheet and vocabulary cards	<div>Form: Written production</div> <div>Technique : Answering written text</div>	2 x 40 minutes
Germinate																		
Fill																		
Incorporate																		
Scatter																		
Cover																		
Press																		
Firmly																		
At least																		
Gently																		
Firmly																		

		<p>text.</p> <p>6. Mention verbs and adverbs related to the procedure text in form of pair work.</p>			<p>words.</p> <p>3. Underlining verb and circling adverb in the procedure text of germinating petunia seeds.</p> <p>4. Finding the word which not belongs to the group by giving symbol check (√).</p> <p>5. Making vocabulary cards of verb and adverb based on the instruction of procedure text of making vocabulary cards.</p> <p>6. Playing games 'What am I?'</p> <p>Production</p> <p>Mentioning vocabulary by picking up one card and give the other students some clues orally without gestures at all.</p>			
--	--	--	--	--	--	--	--	--

Standard of competency: Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competence	Learning Objectives	Indicators	Topics	Materials	Activities	Media	Assessment	Time Allocation
Students are able to respond to the meaning	Given a procedure text, the students are	1. Identify the topic of procedure	Germinating Petunia Seeds	<b>Input Text</b> Written texts that contains procedure of how	Presentation 1. Answering some questions about the previous topic and part of speech noun,	Worksheet and vocabulary cards	Form: Written production	2 x 40 minutes

and rhetoric steps found in short functional written texts.	able to respond to the meaning found in the procedure texts correctly.	<div>text.</div> <div>2. Identify the characteristics of procedure text.</div> <div>3. Identify the nouns, verbs, adjectives, and adverbs of procedure text.</div> <div>4. Read aloud a procedure text appropriately.</div> <div>5. Find vocabularies in the words search.</div> <div>6. Match pictures with the right words.</div>	<div>to make or to do something.</div> <div>Vocabulary</div> <div>Noun:</div> <div><div>Insects</div><div>You</div><div>Pencil</div><div>Circles</div><div>Eyes</div></div> <div>Adverb:</div> <div><div>Small -</div><div>Longer -</div></div> <div>Verb:</div> <div><div>Need</div><div>Have</div><div>Start</div><div>Add</div><div>Draw</div><div>Remember</div></div>	<div>adjective, verb and adverb.</div> <div>2. Given vocabulary cards.</div> <div>3. Identifying the vocabularies.</div> <div>4. Answering some questions related to the vocabulary cards.</div> <div>Practice</div> <div>1. Reading a procedure text of drawing insects.</div> <div>2. Discussing and answering some questions related to the procedure text of drawing insects.</div> <div>3. Finding vocabularies in the words search box.</div> <div>4. Matching pictures with the suitable word</div> <div>Production</div> <div>Mentioning vocabulary by picking up one card and give the other students some clues orally without gestures at all.</div>	Technique : Answering written text
---	--	---	--	---	------------------------------------

## LESSON PLAN

### LESSON PLAN (-1)

Name of School : SMP Institut Indonesia

Subject : Bahasa Inggris

Class/ Semester : VII/ 2

Topic : How to Make Oriental Fried Rice

Time Duration : 2 x 40'

Standard of Competence:

Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competency :

Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

Objectives :

Given a procedure text, the students are able to respond to the meaning found in the procedure texts correctly.

Indicators :

Students are able to:

1. Identify the topic of procedure text.
2. Identify the detail information of procedure text.
3. Identify the nouns of procedure text.
4. Identify the adjectives of procedure text.

Source :

Wardiman, Artono, Masduki B. Jahur, M. Sukirman Djusma. 2008. *English in Focus for Grade VII Junior High School*. Jakarta: Pusat Perbukuan Dinas Pendidikan Nasional.

Media:

Worksheet and vocabulary cards

Materials:

#### a. Procedure Text



#### How to Make **Oriental** Fried Rice

Preparation:

1. Cut up **meatballs** and **chicken fillet** into **small pieces**.
2. Grind together **garlic**, **pepper** and **salt**.
3. Break in and stir in one or two **eggs**.
4. To make oriental **fried rice**, you will need **a plate of rice**, **meatballs**, **eggs**, **leeks**, **chicken fillet**, **frozen green peas** soaked in **hot water**, **garlic**, **pepper** and **salt**, and a **spoonful** of **oyster sauce**.



5. Chop up the **leeks** into **very small pieces**.

How to make it:

1. Then, pour the **eggs** and **green peas**.
2. After that, pour the ground **garlic**, **pepper** and **salt**, adds a **spoonful** of **oyster sauce**. Put the **leeks** into **the mixture** and **a plate of rice**.
3. First of all, fry the **chicken fillet** and **meatballs**. Stir **the mixture** well.
4. Finally, serve **oriental fried rice** on **a plate** with **hot sauce**, if you like.

**b. Vocabularies related to the part of speech**

Noun	
Fried rice	Nasi goreng
Meatball	Bakso
Chicken fillet	Ayam tanpa tulang
Pieces	Potongan
Pepper	Lada
Salt	Garam
Egg	Telur
A plate of rice	Sepiring nasi
Leek	Daun bawang
Green peas	Kacang polong
Water	Air
Oyster sauce	Saus tiram
Mixture	Campuran
Sauce	Saus
Garlic	Bawang putih

Adjectives	
Oriental	Khas Timur
Small	Berukuran kecil
Frozen	Yang dibekukan
Hot	Panas, pedas
Very	Sangat

**c. Part of speech of noun and adjective**

Part of speech	Function or job	Example Words	Example sentences
Noun	Thing or person	Pen, dog, work, music, teacher, Jonh, London	This is my dog. He lives in my house. We

			live in London
Adjective	Describes a noun	Some, good, big, red, well, interesting	My dog is big. I like big dogs.

Method:

PPP (Presentation, Practice, Production)

Techniques:

Presentation, Discussion, and Game

Learning activities:

No	Activity	Time duration
1.	<p><b>PRE-TEACHING</b></p> <ol style="list-style-type: none"> <li>1. The teacher starts the lesson by greeting and saying a prayer.</li> <li>2. The teacher checks the students' attendance.</li> <li>3. The teacher introduces the topic of what they are going to learn today.</li> </ol>	5'
2.	<p><b>WHILST TEACHING</b></p> <p>Presentation</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to read the procedure text of how to make oriental fried rice.</li> <li>2. The teacher asks the students to identify and answer the procedure text of how to make oriental fried rice</li> <li>3. The teacher asks the students to find unfamiliar words and the teacher will explain the unfamiliar words using vocabulary cards.</li> <li>4. The teacher asks the students to identify and discuss about part of speech noun and adjective in the</li> </ol>	80'

	<p>procedure text of how to make oriental fried rice.</p> <p>Practice</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to answer some question related to the procedure text of how to make oriental fried rice.</li> <li>2. The teacher asks the students to find nouns and adjectives in the procedure text.</li> <li>3. The teacher asks the students to read the procedure text of making vocabulary cards and discuss unfamiliar words with the teacher using a dictionary.</li> <li>4. The teacher asks the students to make vocabulary cards of noun and adjective based on the instruction of procedure text of making vocabulary cards.</li> <li>5. The teacher asks the students to play games 'What am I?' Work in pairs. ('What am I' game is a game that played by guessing a vocabulary using vocabulary cards. The owner of the card describes the card by giving his/ her partner 3 clues).</li> </ol> <p>Production</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to make a group of 5. The teacher put one set of vocabulary cards among the students. The teacher points one of the students to pick up one card and give the other students some clues orally without gestures at all.</li> </ol>	
3.	<p>POST-TEACHING</p> <ol style="list-style-type: none"> <li>1. The teacher gives feedback</li> <li>2. The teacher and the students take a conclusion of what they are learning today.</li> <li>3. The teacher ends the lesson by saying a prayer.</li> </ol>	5'

Assessment:

- Form:  
Written production
- Techniques:  
Answering written text

Yogyakarta, 13 Februari 2016

English Teacher

Researcher

Christiana Eli Frida, Ssi.

Zeni Safirah

NIM. 09202241090

**LESSON PLAN (-2)**

Name of School : SMP Institut Indonesia

Subject : Bahasa Inggris

Class/ Semester : VII/ 2

Topic : How to Make Oriental Fried Rice

Time Duration : 2 x 40'

Standard of Competence :

Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competency :

Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

Objectives :

Given a procedure text, the students are able to respond to the meaning found in the procedure texts correctly.

Indicators :

Students are able to:

1. Identify the topic of procedure text.
2. Identify the detail information of procedure text.
3. Identify vocabularies of verb of procedure text.
4. Identify vocabularies of adverb of procedure text.

Source :

Wardiman, Artono, Masduki B. Jahur, M. Sukirman Djusma. 2008. *English in Focus for Grade VII Junior High School*. Jakarta: Pusat Perbukuan Dinas Pendidikan Nasional.

Media:

Worksheet and vocabulary cards

Materials:

#### a. How to Make Oriental Fried Rice



#### How to Make Oriental Fried Rice

Preparation:

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper and salt.
3. Break in and stir in one or two eggs.
4. To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster sauce.

5. **Chop up** the leeks into very small pieces.

How to make it:

1. **Then**, **pour** the eggs and green peas.
2. **After that**, pour the ground garlic, pepper and salt, **adds** a spoonful of oyster sauce. **Put** the leeks into the mixture and a plate of rice.
3. **First of all**, **fry** the chicken fillet and meatballs. Stir the mixture **well**.
4. **Finally**, **serve** oriental fried rice on a plate with hot sauce, if you **like**.

**b. Vocabularies related to the part of speech**

Verb	
Make, made	Membuat
Cut	Memotong
Grind	Uleg/ ulek
Break	Memecahkan
Stir	Aduk, mengaduk
Will, would	Akan
Need	Butuh
Soak	Merendam
Chop up	Cincang
Pour	Menuang
Add	Tambah
Put	Meletakkan
Fry	Goreng
Serve	Hidangkan
Like	Suka

Adverb	
Together	Bersama
How	Bagaimana
Then	Lalu, kemudian
After that	Setelah itu
Well	Pertama-tama
First of all	Dengan baik
finally	Terakhir, akhirnya

Method:

PPP (Presentation, Practice, Production)

Techniques:

Presentation, Discussion, and Game

Learning activities:

No	Activity	Time duration
1.	<p><b>PRE-TEACHING</b></p> <ol style="list-style-type: none"> <li>1. The teacher starts the lesson by greeting and saying a prayer.</li> <li>2. The teacher checks the students' attendance.</li> <li>3. The teacher introduces the topic of what they are going to learn today.</li> </ol>	5'
2.	<p><b>WHILST TEACHING</b></p> <p>Presentation</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to read the procedure text about how to make oriental fried rice.</li> <li>2. The teacher asks the students to identify the procedure text and answer some question related to the procedure text of how to make oriental fried rice.</li> <li>3. The teacher asks the students to find unfamiliar words and the teacher will explain the unfamiliar words by pictures.</li> <li>4. The teacher asks the students to identify and discuss about part of speech verb and adverb in the procedure text of how to make oriental fried rice.</li> </ol> <p>Practice</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to give meaning of the words on the table.</li> <li>2. The teacher asks the students to choose the best answer to the questions.</li> <li>3. The teacher asks the students to complete the following</li> </ol>	80'



	<p>sentences with the words in the box.</p> <ol style="list-style-type: none"> <li>The teacher asks the students to give underline for verb and circle for adverb in the procedure text of germinating petunia seeds.</li> <li>The teacher asks the students to make vocabulary cards of verb and adverb based on the instruction of procedure text of making vocabulary cards.</li> <li>The teacher asks the students to play games 'What am I?' Work in pairs. ('What am I' game is a game that played by guessing a vocabulary using vocabulary cards. The owner of the card describes the card by giving his/ her partner 3 clues).</li> </ol> <p>Production</p> <ol style="list-style-type: none"> <li>The teacher asks the students make a group of 5. The teacher put one set of vocabulary cards among the students. The teacher points one of the students to pick up one card and give the other students some clues orally without gestures at all.</li> </ol>	
3.	<p>POST-TEACHING</p> <ol style="list-style-type: none"> <li>The teacher gives feedback</li> <li>The teacher and the students take a conclusion of what they are learning today.</li> <li>The teacher ends the lesson by saying a prayer.</li> </ol>	5'

Assessment:

- Form:  
Written production
- Techniques:  
Answering written text

Yogyakarta, 19 Februari 2016

English Teacher

Researcher

Christiana Eli Frida, Ssi.

Zeni Safirah

NIM. 09202241090

**LESSON PLAN (-3)**

Name of School : SMP Institut Indonesia

Subject : Bahasa Inggris

Class/ Semester : VII/ 2

Topic : Germinating Petunia Seeds

Time Duration : 2 x 40'

Standard of Competence :

Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competency :

Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

Objectives :

Given a procedure text, the students are able to respond to the meaning found in the procedure texts correctly.

Indicators :

Students are able to:

1. Identify the topic of procedure text.
2. Identify the characteristics of procedure text.
3. Identify nouns and adjectives of procedure text.
4. Read a procedure text appropriately.
5. Find nouns and adjectives in procedure text.
6. Mention nouns and adjectives related to the procedure text in form of pair work.

Source :

Wardiman, Artono, Masduki B. Jahur, M. sukirman Djusma. 2008. *English in Focus for Grade VII Junior High School*. Jakarta: Pusat Perbukuan Dinas Pendidikan Nasional.

Media:

Worksheet and vocabulary cards

Materials:

#### **a. Procedure Text**

##### **1. Germinating Petunia Seeds**

To germinate **petunia seeds**:

**You** will need:

- A packet of **petunia seeds**
- A seed tray or **small pots**
- **Loamy friable** soil or **potting mix**
- **Water**
- **Fertilizer**

Step:

1. Fill **seed tray** with **soil**.
2. Incorporate **fertilizer** into **soil**.
3. Scatter **seeds** on the **surface** of the **soil**.
4. Cover **seeds** with a 3 mm **layer** of **soil**. Press firmly.
5. Spray **water** to moisten the **seed bed**.
6. Place **seed tray** in **warm, sunny position** (at least 25° C).
7. Keep **soil moist** by watering gently while **seeds** are germinating. **Seeds** will germinate in about 10-14 **days**.


2. Answer these following questions orally!

1. What kind of text is this?
2. What is the characteristic of the procedure text?
3. Which are the material and the step?

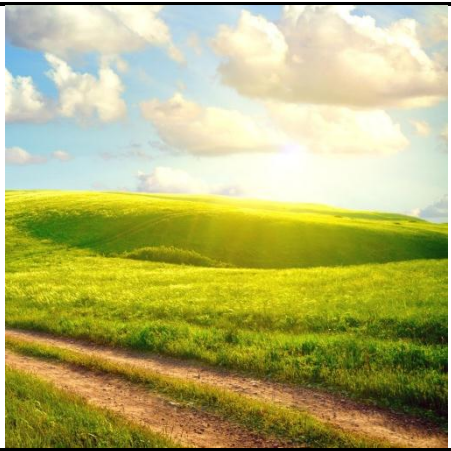
**b. Vocabulary cards**

1. Teacher's vocabulary cards

- Noun

	<p><b>Seed</b></p> <p>/si:d/</p> <p><b>Biji</b></p>
<p><b>FRONT SIDE</b></p>	<p><b>BACK SIDE</b></p>

- Adjective

	<p><b>Sunny</b></p> <p>/'sʌn.i/</p> <p><b>Cerah</b></p>
<p><b>FRONT SIDE</b></p>	<p><b>BACK SIDE</b></p>

2. Student's vocabulary cards

- Noun

<b>SEED</b>	<b>BIJI</b>
<b>FRONT SIDE</b>	<b>BACK SIDE</b>

- Adjective

<b>SUNNY</b>	<b>CERAH</b>
<b>FRONT SIDE</b>	<b>BACK SIDE</b>

**c. Vocabularies related to the part of speech**

Noun	
Seeds	Biji
Petunia	Bunga Petunia
Packet	Pak, bungkus, paket
You	Kamu
Tray	Penampan. baki
Pots	Pot
Soil	Tanah
Potting mix	Pot campuran
Water	Air
Fertilizer	Pupuk
Surface	Permukaan
Layer	Lapisan
seedbed	Persemaian
Position	Posisi

Adjective	
Small	Kecil
Loamy	Liat
Friable	Gembut
Warm	Hangat
Sunny	Cerah
Moist	Lembab

Days	Hari
------	------

**d. Part of speech; Noun and adjective**

Part of speech	Function or job	Example of Words	Example of sentences
Noun	Thing or person	Pen, dog, work, music, teacher, Jonh, London	<ul style="list-style-type: none"> <li>• This is my <u>dog</u>. He lives in my <u>house</u>. We live in <u>London</u>.</li> <li>• Miss Frida is my English <u>teacher</u>. She <u>works</u> here months ago.</li> <li>• <u>John</u> loves <u>music</u>.</li> <li>• My friend borrows my <u>pen</u>.</li> </ul>
Adjective	Describes a noun	Some, good, big, red, well, interesting	<ul style="list-style-type: none"> <li>• My dog is <u>big</u>. I like <u>big</u> dogs.</li> <li>• My dog is a <u>good</u> dog. It has <u>interesting</u> behavior. It protects my house <u>well</u>.</li> <li>• I love <u>some</u> books in the library. I love</li> </ul>

			the <u>red</u> one.
--	--	--	---------------------

Method:

PPP (Presentation, Practice, Production)

Techniques:

Presentation, Discussion, and Game

Learning activities:

No	Activity	Time duration
1.	<p><b>PRE-TEACHING</b></p> <ol style="list-style-type: none"> <li>1. The teacher starts the lesson by greeting and saying a prayer.</li> <li>2. The teacher checks the students' attendance.</li> <li>3. The teacher introduces the topic of what they are going to learn today.</li> </ol>	5'
2.	<p><b>WHILST TEACHING</b></p> <p>Presentation</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to read the procedure text about germinating petunia seeds.</li> <li>2. The teacher asks the students to identify the procedure text and answer some question related to the procedure text of germinating petunia seeds.</li> <li>3. The teacher asks the students to find unfamiliar words and the teacher will explain the unfamiliar words using pictures.</li> <li>4. The teacher asks the students to identify and discuss about part of speech noun and adjective in the procedure text of germinating petunia seeds.</li> </ol>	80'



	<p>Practice</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to answer some question related to the procedure text of germinating petunia seeds.</li> <li>2. The teacher asks the students to complete the crossword puzzle.</li> <li>3. The teacher asks the students to give underline noun and circle for adjectives in the procedure text of germinating petunia seeds.</li> <li>4. The teacher asks the students to make vocabulary cards of noun and adjective based on the instruction of procedure text of making vocabulary cards.</li> <li>5. The teacher asks the students to play games 'What am I?' Work in pairs. ('What am I' game is a game that played by guessing a vocabulary using vocabulary cards. The owner of the card describes the card by giving his/ her partner 3 clues).</li> </ol> <p>Production</p> <ol style="list-style-type: none"> <li>1. The students make a group of 5. The teacher put one set of vocabulary cards among the students. The teacher points one of the students to pick up one card and give the other students some clues orally without gestures at all.</li> </ol>	
3.	<p>POST-TEACHING</p> <ol style="list-style-type: none"> <li>1. The teacher gives feedback</li> <li>2. The teacher and the students take a conclusion of what they are learning today.</li> <li>3. The teacher ends the lesson by saying a prayer.</li> </ol>	5'

Assessment:

- Form:  
Written production
- Techniques:  
Answering written text

Yogyakarta, 26 Februari 2016

English Teacher

Researcher

Christiana Eli Frida, Ssi.

Zeni Safirah

NIM. 09202241090

**LESSON PLAN (-4)**

Name of School : SMP Institut Indonesia

Subject : Bahasa Inggris

Class/ Semester : VII/ 2

Topic : Germinating Petunia Seeds

Time Duration : 2 x 40'

Standard of Competence :

Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competency :

Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

Objectives :

Given a procedure text, the students are able to respond to the meaning found in the procedure texts correctly.

Indicators :

Students are able to:

1. Identify the topic of procedure text.
2. Identify the characteristics of procedure text.
3. Identify nouns and adjectives of procedure text.
4. Read a procedure text appropriately.
5. Find verbs and adverbs in procedure text.
6. Mention verbs and adverbs related to the procedure text in form of pair work.

Source :

Wardiman, Artono, Masduki B. Jahur, M. sukirman Djusma. 2008. *English in Focus for Grade VII Junior High School*. Jakarta: Pusat Perbukuan Dinas Pendidikan Nasional.

Media:

Worksheet and vocabulary cards

Materials:

#### **a. Procedure Text**

##### **1. Germinating Petunia Seeds**

To **germinate** petunia seeds:

You will **need**:

- A packet of petunia seeds
- A seed tray or small pots
- Loamy friable soil or potting mix
- Water
- Fertilizer

Step:

1. **Fill** seed tray with soil.
2. **Incorporate** fertilizer into soil.
3. **Scatter** seeds on the surface of the soil.
4. **Cover** seeds with a 3 mm layer of soil. **Press firmly**.
5. **Spray** water to **moisten** the seed bed.
6. **Place** seed tray in warm, sunny position (**at least** 25° C).
7. **Keep** soil moist by watering **gently** while seeds are **germinating**. Seeds will **germinate** in about 10-14 days.


2. Answer the following questions orally!

1. What are materials that we need to germinate petunia seeds?
2. How do we germinating petunia seeds?
3. If you want to germinate petunia seeds, how many days the seeds will be germinated?

b. Look at the picture then answer the questions orally.

1. Teacher's vocabulary cards

- Verb

	<p><b>Spray</b> /sprei/ <b>Siram/ menyiram</b></p>
<p><b>FRONT SIDE</b></p>	<p><b>BACK SIDE</b></p>

- Adverb

	<p><b>Firmly</b> /'fɜ:m.li/ <b>Dengan erat</b></p>
<p><b>FRONT SIDE</b></p>	<p><b>BACK SIDE</b></p>

2. Student's vocabulary cards

- Verb

<b>Spray</b>	<b>Siram/ menyiram</b>
<b>FRONT SIDE</b>	<b>BACK SIDE</b>

- Adverb

<b>Firmly</b>	<b>Dengan erat</b>
<b>FRONT SIDE</b>	<b>BACK SIDE</b>

**c. Vocabularies related to the part of speech**

Verb	
Germinate	Berkecambah
Germinatin g	Berkecambah
Fill	Isi/ mengisi
Incorporate	Gabung/ menggabunga n
Scatter	Sebar/ menyebarkan
Cover	Tutup/ menutup
Press	Tekan/ menekan
Spray	Semprot/ menyemprot

Adverb	
Firmly	Dengan rapat
At least	Paling tidak
Gently	Dengan hati-hati/ dengan lembut

Place	Tempatkan/ menempatkan
Keep	Jaga/ menjaga
Need	Butuh/ membutuhkan

**d. Part of speech (Verb and Adverb)**

Part of speech	Function or job	Example of Words	Example of sentences
Verb	Describes an action, condition or experience.	Read, match, need, incorporate, keep	<ul style="list-style-type: none"> <li>• I need a dress.</li> <li>• I will keep your book.</li> <li>• I match the top and the bottom.</li> <li>• We incorporate milk powder into the glass of water.</li> </ul>
Adverb	Gives more information about a verb, adjective, adverb or phrase	Easily, firmly, gently, speedy	<ul style="list-style-type: none"> <li>• I read the text easily.</li> <li>• We shake hand firmly.</li> <li>• I put the glass on the table gently.</li> <li>• I ride my bike speedy.</li> </ul>

Method:

PPP (Presentation, Practice, Production)

Techniques:

Presentation, Discussion, and Game

Learning activities:

No	Activity	Time duration
1.	<p><b>PRE-TEACHING</b></p> <ol style="list-style-type: none"> <li>1. The teacher starts the lesson by greeting and saying a prayer.</li> <li>2. The teacher checks the students' attendance.</li> <li>3. The teacher introduces the topic of what they are going to learn today.</li> </ol>	5'
2.	<p><b>WHILST TEACHING</b></p> <p>Presentation</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to read the procedure text about germinating petunia seeds.</li> <li>2. The teacher asks the students to identify the procedure text and answer some question related to the procedure text of germinating petunia seeds.</li> <li>3. The teacher asks the students to find unfamiliar words and the teacher will explain the unfamiliar words using vocabulary cards.</li> <li>4. The teacher asks the students to identify and discuss about part of speech verb and adverb in the procedure text of germinating petunia seeds.</li> </ol>	80'



	<p>Practice</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to answer some question related to the procedure text of germinating procedure text.</li> <li>2. The teacher asks the students to match each picture in column A with the right word in the column B.</li> <li>3. The teacher asks the students to give underline for verb and circle for adverb in the procedure text of germinating petunia seeds.</li> <li>4. The teacher asks the students to find the word which not belongs to the group by giving symbol check (✓). Work in pair.</li> <li>5. The teacher asks the students to make vocabulary cards of verb and adverb based on the instruction of procedure text of making vocabulary cards.</li> <li>6. The teacher asks the students to play games 'What am I?' Work in pairs. ('What am I' game is a game that played by guessing a vocabulary using vocabulary cards. The owner of the card describes the card by giving his/ her partner 3 clues).</li> </ol> <p>Production</p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to make a group of 5. The teacher put one set of vocabulary cards among the students. The teacher points one of the students to pick up one card and give the other students some clues orally without gestures at all.</li> </ol>	
3.	<p>POST-TEACHING</p> <ol style="list-style-type: none"> <li>1. The teacher gives feedback</li> <li>2. The teacher and the students take a conclusion of what they are learning today.</li> <li>3. The teacher ends the lesson by saying a prayer.</li> </ol>	5'

Assessment:

- Form:  
Written production
- Techniques:  
Answering written text

Yogyakarta, 27 Februari 2016

English Teacher

Researcher

Christiana Eli Frida, Ssi.

Zeni Safirah

NIM. 09202241090

**LESSON PLAN (-5)**

Name of School : SMP Institut Indonesia

Subject : Bahasa Inggris

Class/ Semester : VII/ 2

Topic : Germinating Petunia Seeds

Time Duration : 2 x 40'

Standard of Competence :

Students understand the meaning of functional written texts and short essays in the form of descriptive and procedure texts related to the social environment.

Basic Competency :

Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

Objectives :

Given a procedure text, the students are able to respond to the meaning found in the procedure texts correctly.

Indicators :

Students are able to:

1. Identify the topic of procedure text.
2. Identify the characteristics of procedure text.
3. Identify the nouns, verbs, adjectives, and adverbs of procedure text.
4. Read aloud a procedure text appropriately.
5. Find vocabularies in the words search.
6. Match pictures with the right words.

Source:

Wardiman, Artono, Masduki B. Jahur, M. sukirman Djusma. 2008. *English in Focus for Grade VII Junior High School*. Jakarta: Pusat Perbukuan Dinas Pendidikan Nasional.

Media:

Worksheet and vocabulary cards


Materials:

**a. Part of speech**

Part of speech	Function or job	Example of Words	Example of sentences
Noun	Thing or person	Pencil, circle, eyes, wings, head, shapes, insects.	<ul style="list-style-type: none"> <li>• The pencil is too expensive.</li> <li>• She has beautiful eyes.</li> <li>• My head is bigger than yours.</li> <li>• The car has beautiful shapes.</li> </ul>
Adjective	Describes a noun	Small, longer	<ul style="list-style-type: none"> <li>• The book is small.</li> <li>• I have longer hair than her.</li> </ul>
Verb	Describes an action, condition or experience.	Start, draw, remember, need, add.	<ul style="list-style-type: none"> <li>• I start the day by saying basmallah.</li> <li>• I draw my</li> </ul>

			<p>mom's face on the wall.</p> <ul style="list-style-type: none"> <li>• I remember where the book is.</li> <li>• She needs some money to pay the bill.</li> </ul>
--	--	--	---

**b. Look at the vocabulary card then answer the questions orally.**

	<p><b>Drawing</b> /'drɔːɪŋ/</p> <p><b>Gambar/ menggambar</b></p>
<p><b>FRONT SIDE</b></p>	<p><b>BACK SIDE</b></p>

1. What is he/she doing?
2. Do you like the activity, too?
3. Is it your hobby?
4. Can you tell the class why you like/dislike doing it?

### c. Procedure text

#### Drawing insects

You will **need**: a **pencil** and a **piece of paper**



1.

An insect's body **has** three parts, so **start** by **drawing** three shapes.

**Add small** circles for the eyes.



2.

An insect has **six** legs. When you **draw** the legs, **remember** that the back legs are **longer** than the front ones.



3.

**Draw** an **antenna** on their **head** and **wings** on their **thorax**.

4. **Name** your insect!

### d. Vocabularies related to the part of speech

Noun	
Insects	Serangga
You	Kamu
Pencil	Pensil
Piece of paper	Selembat kertas
Insect's body	Tubuh serangga
Three parts	Tiga bagian
Shapes -	Tiga bentuk

Adjective	
<b>Small -</b>	<b>Kecil</b>
<b>Longer -</b>	<b>Lebih panjang</b>

Verb	
Need	Butuh/ membutuhkan
Has -	Punya/

Circles	Lingkaran		mempunyai
Eyes	Mata	Starts -	Mulai/ memulai
Six legs-	Enam kaki	Add	Tambah/ menambah
Antenna -	Antenna	Draw	Gambar/ menggambar
Head	Kepala	Remember -	Ingat/ mengingat
Wings -	Sayap	Name	Namai
Thorax	Thorax (bagian tubuh yang tersusun oleh tulang dada)		

Method:

PPP (Presentation, Practice, Production)

Techniques:

Presentation, Discussion, and Game

Learning activities:

No	Activity	Time duration
1.	<b>PRE-TEACHING</b> <ol style="list-style-type: none"> <li>The teacher starts the lesson by greeting and saying a prayer.</li> <li>The teacher checks the students' attendance.</li> <li>The teacher introduces the topic of what they are going to learn today.</li> </ol>	5'
2.	<b>WHILST TEACHING</b> Presentation <ol style="list-style-type: none"> <li>The teacher asks the students to answer some questions</li> </ol>	80'

	<p>about the previous topic and part of speech noun, adjective, verb and adverb.</p> <ol style="list-style-type: none"> <li>The teacher asks the students to have a look at a vocabulary card.</li> <li>The teacher asks the students to identify the vocabulary card.</li> <li>The teacher asks the students to answer some questions related to the vocabulary cards.</li> </ol> <p>Practice</p> <ol style="list-style-type: none"> <li>The teacher asks the students to read a procedure text of drawing insects.</li> <li>The teacher asks the students to answer some questions related to the procedure text of drawing insects.</li> <li>The teacher asks the students to find vocabularies in the words search box.</li> <li>The teacher asks the students to match each picture in column A with the right word in the column B.</li> </ol> <p>Production</p> <ol style="list-style-type: none"> <li>The students make a group of 5. The teacher put one set of vocabulary cards among the students. The teacher points one of the students to pick up one card and give the other students some clues orally without gestures at all.</li> </ol>	
3.	<p>POST-TEACHING</p> <ol style="list-style-type: none"> <li>The teacher gives feedback</li> <li>The teacher and the students take a conclusion of what they are learning today.</li> <li>The teacher ends the lesson by saying a prayer.</li> </ol>	5'



Assessment:

- Form:  
Written production
- Techniques:  
Answering written text

Yogyakarta, 4 Maret 2016

English Teacher

Researcher

Christiana Eli Frida, Ssi.

Zeni Safirah

NIM. 09202241090

**Observation Checklist (-1)**

Observer : English teacher

Cycle : I

Meeting : 1

Date : February 13<sup>th</sup>, 2016

Topic : How to Make Original Fried Rice

**TEACHER'S ACTIVITY**

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, and gesture.	✓		
4	The teacher checks the students' attendance.	✓		
5	The teacher introduces the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
6	The teacher asks the students to read the procedure text of how to make oriental fried rice.	✓		
7	The teacher asks the students to identify and answer the procedure text of how to make oriental fried rice	✓		
8	The teacher asks the students to find difficult words and the teacher will	✓		

	explain the difficult words using vocabulary cards.			
9	The teacher asks the students to identify and discuss about part of speech noun and adjective in the procedure text of how to make oriental fried rice.	✓		
Practice				
11	The teacher asks the students to answer some question related to the procedure text of how to make oriental fried rice.	✓		
12	The teacher asks the students to find nouns and adjectives in the procedure text.	✓		
13	The teacher asks the students to read the procedure text of making vocabulary cards and discuss difficult words with the teacher using a dictionary.	✓		
14	The teacher asks the students to make vocabulary cards of noun and adjective based on the instruction of procedure text of making vocabulary cards.	✓		
15	The teacher asks the students to play games 'What am I?' Work in pairs.	✓		
Production				
16	The teacher introduces the vocabulary cards and explains the rules.	✓		
17	The teacher asks the students to play the vocabulary cards.	✓		
18	The teacher moves around the class to monitor the students playing the	✓		

	vocabulary cards.			
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
21	The teacher ends the lesson.	✓		

### STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right respond.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students read the procedure text of how to make oriental fried rice.	✓		
5	The students identify and answer the procedure text of how to make oriental fried rice	✓		
6	The students find difficult words and the teacher will explain the difficult words using vocabulary cards.	✓		
7	The students identify and discuss about part of speech noun and adjective in the	✓		

	procedure text of how to make oriental fried rice.			
Practice				
9	The students answer some question related to the procedure text of how to make oriental fried rice.	✓		
10	The students find nouns and adjectives in the procedure text.	✓		
11	The students read the procedure text of making vocabulary cards and discuss difficult words with the teacher using a dictionary.	✓		
12	The students make vocabulary cards of noun and adjective based on the instruction of procedure text of making vocabulary cards.	✓		
13	The students play games 'What am I?' Work in pairs.	✓		
Production				
14	The students got the introduction of the vocabulary cards and the explanation about the rules.	✓		
15	The students play the vocabulary cards.	✓		
16	The students are monitored by the teacher while playing the vocabulary cards.	✓		
POST-TEACHING				
17	The students get feedback from the teacher.	✓		
18	The students and the teacher take a conclusion.	✓		

**Observation Checklist (-2)**

Observer : English teacher

Cycle : I

Meeting : 2

Date : February 19<sup>th</sup>, 2016

Topic : How to Make Original Fried Rice

**TEACHER'S ACTIVITY**

No.	Aspects	Yes	No	Description (If Necessary)
<b>PRE-TEACHING</b>				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, and gesture.	✓		
4	The teacher checks the students' attendance.	✓		
5	The teacher introduces the topic of what they are going to learn today.	✓		
<b>WHILST TEACHING</b>				
<b>Presentation</b>				
6	The teacher asks the students to read the procedure text about how to make oriental fried rice.	✓		
7	The teacher asks the students to identify the procedure text and answer some question related to the procedure text of how to make oriental fried rice.	✓		
8	The teacher asks the students to find	✓		

	difficult words and the teacher will explain the difficult words using vocabulary cards			
9	The teacher asks the students to identify and discuss about part of speech verb and adverb in the procedure text of how to make oriental fried rice.	✓		
Practice				
10	The teacher asks the students to give meaning of the words on the table.	✓		
11	The teacher asks the students to choose the best answer to the questions.	✓		
12	The teacher asks the students to underline for verb and circle for adverb in the procedure text of germinating petunia seeds.	✓		
13	The teacher asks the students to complete the following sentences with the words in the box.	✓		
14	The teacher asks the students to make vocabulary cards of verb and adverb based on the instruction of procedure text of making vocabulary cards.	✓		
15	The teacher asks the students to play games 'What am I?' Work in pairs.	✓		
Production				
16	The teacher introduces the vocabulary cards and explains the rules.	✓		
17	The teacher asks the students to play the vocabulary cards.	✓		

18	The teacher moves around the class to monitor the students playing the vocabulary cards.	✓		
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
21	The teacher ends the lesson.	✓		

### STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right respond.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students read the procedure text about how to make oriental fried rice.	✓		
5	The students identify the procedure text and answer some question related to the procedure text of how to make oriental fried rice.	✓		
6	The students find difficult words and the teacher will explain the difficult words	✓		



	using vocabulary cards.			
7	The students identify and discuss about part of speech verb and adverb in the procedure text of how to make oriental fried rice.	✓		
Practice				
8	The students give meaning of the words on the table.	✓		
9	The students choose the best answer to the questions.	✓		
10	The students underline for verb and circle for adverb in the procedure text of germinating petunia seeds.	✓		
11	The students complete the following sentences with the words in the box.	✓		
12	The students make vocabulary cards of verb and adverb based on the instruction of procedure text of making vocabulary cards.	✓		
13	The students play games 'What am I?' Work in pairs.	✓		
Production				
14	The students got the introduction of the vocabulary cards and the explanation about the rules.	✓		
15	The students play the vocabulary cards.	✓		
16	The students are monitored by the teacher while playing the vocabulary cards.	✓		
POST-TEACHING				
17	The students get feedback from the	✓		

	teacher.			
18	The students and the teacher take a conclusion.	✓		

**Observation Checklist (-3)**

Observer : English teacher

Cycle : II

Meeting : 3

Date : February 26<sup>th</sup>, 2016

Topic : Germinating Petunia Seeds

**TEACHER'S ACTIVITY**

No.	Aspects	Yes	No	Description (If Necessary)
<b>PRE-TEACHING</b>				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, and gesture.	✓		
4	The teacher checks the students' attendance.	✓		
5	The teacher introduces the topic of what they are going to learn today.	✓		
<b>WHILST TEACHING</b>				
<b>Presentation</b>				
6	The teacher asks students to read the procedure text about germinating petunia seeds.	✓		
7	The teacher asks the students to identify the procedure text and answer some question related to the procedure text of germinating petunia seeds.	✓		
8	The teacher asks students to find difficult words and the teacher will explain the	✓		

	difficult words using vocabulary cards.			
9	The teacher asks the students to identify and discuss about part of speech noun and adjective in the procedure text of germinating petunia seeds.	✓		
Practice				
11	The teacher asks the students to answer some question related to the procedure text of germinating petunia seeds.	✓		
12	The teacher asks the students to underline noun and circle for adjectives in the procedure text of germinating petunia seeds.	✓		
13	The teacher asks the students to read the procedure text of making vocabulary cards and discuss difficult words with the teacher using a dictionary.	✓		
14	The teacher asks the students to make vocabulary cards of noun and adjective based on the instruction of procedure text of making vocabulary cards.	✓		
15	The teacher asks the students to play games 'What am I?' Work in pairs.	✓		
Production				
16	The teacher introduces the vocabulary cards and explains the rules.	✓		
17	The teacher asks the students to play the vocabulary cards.	✓		
18	The teacher moves around the class to monitor the students playing vocabulary	✓		

	cards.			
POST-TEACHING				
19	The teacher gives feedback.	✓		
20	The teacher invites the students to take a conclusion.	✓		
21	The teacher ends the lesson.	✓		

### STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right respond.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students read the procedure text about germinating petunia seeds.	✓		
5	The students identify the procedure text and answer some question related to the procedure text of germinating petunia seeds.	✓		
6	The students find difficult words and the teacher will explain the difficult words using vocabulary cards.	✓		
7	The students identify and discuss about	✓		

	part of speech noun and adjective in the procedure text of germinating petunia seeds.			
Practice				
9	The students answer some question related to the procedure text of germinating petunia seeds.	✓		
10	The students underline noun and circle for adjectives in the procedure text of germinating petunia seeds.	✓		
11	The students read the procedure text of making vocabulary cards and discuss difficult words with the teacher using a dictionary.	✓		
12	The students make vocabulary cards of noun and adjective based on the instruction of procedure text of making vocabulary cards.	✓		
13	The students play games 'What am I?' Work in pairs.	✓		
Production				
14	The students got the introduction of the vocabulary cards and the explanation about the rules.	✓		
15	The students play the vocabulary cards.	✓		
16	The students are monitored by the teacher while playing the vocabulary cards.	✓		
POST-TEACHING				
17	The students get feedback from the teacher.	✓		

18	The students and the teacher take a conclusion.	✓		
----	---	---	--	--

**Observation Checklist (-4)**

Observer : English teacher

Cycle : II

Meeting : 4

Date : February 27<sup>th</sup>, 2016

Topic : Germinating Petunia Seeds

**TEACHER'S ACTIVITY**

No.	Aspects	Yes	No	Description (If Necessary)
<b>PRE-TEACHING</b>				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, and gesture.	✓		
4	The teacher checks the students' attendance.	✓		
5	The teacher introduces the topic of what they are going to learn today.	✓		
<b>WHILST TEACHING</b>				
<b>Presentation</b>				
6	The teacher asks students to read the procedure text about germinating petunia seeds.	✓		
7	The teacher asks the students to identify the procedure text and answer some question related to the procedure text of germinating petunia seeds.	✓		
8	The teacher asks the students to find	✓		



	difficult words and the teacher will explain the difficult words using vocabulary cards.			
9	The teacher asks the students to identify and discuss about part of speech verb and adverb in the procedure text of germinating petunia seeds.	✓		
Practice				
10	The teacher asks the students to underline for verb and circle for adverb in the procedure text of germinating petunia seeds.	✓		
11	The students match each picture in column A with the right word in the column B.	✓		
12	The teacher asks the students to find the word which not belongs to the group by giving symbol check (✓). Work in pair.	✓		
13	The teacher asks the students to make vocabulary cards of verb and adverb based on the instruction of procedure text of making vocabulary cards.	✓		
14	The teacher asks the students to play games 'What am I?' Work in pairs.	✓		
Production				
15	The teacher introduces the vocabulary cards and explains the rules.	✓		
16	The teacher asks the students to play the vocabulary cards.	✓		

17	The teacher moves around the class to monitor the students playing the vocabulary cards.	✓		
POST-TEACHING				
18	The teacher gives feedback.	✓		
19	The teacher invites the students to take a conclusion.	✓		
20	The teacher ends the lesson.	✓		

### STUDENTS' ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
PRE-TEACHING				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right respond.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
WHILST TEACHING				
Presentation				
4	The students read the procedure text about germinating petunia seeds.	✓		
5	The students identify the procedure text and answer some question related to the procedure text of germinating petunia seeds.	✓		
6	The students find difficult words and the teacher will explain the difficult words	✓		

	using vocabulary cards.			
7	The students identify and discuss about part of speech verb and adverb in the procedure text of germinating petunia seeds.	✓		
Practice				
9	The students underline for verb and circle for adverb in the procedure text of germinating petunia seeds.	✓		
10	The students match each picture in column A with the right word in the column B.	✓		
11	The students find the word which not belongs to the group by giving symbol check (✓). Work in pair.	✓		
12	The students make vocabulary cards of verb and adverb based on the instruction of procedure text of making vocabulary cards.	✓		
13	The students play games 'What am I?' Work in pairs.	✓		
Production				
14	The students got the introduction of the vocabulary cards and the explanation about the rules.	✓		
15	The students play the vocabulary cards.	✓		
16	The students are monitored by the teacher while playing the vocabulary cards.	✓		
POST-TEACHING				
17	The students get feedback from the	✓		

	teacher.			
18	The students and the teacher take a conclusion.	✓		

**Observation Checklist (-5)**

Observer : English Teacher

Cycle : II

Meeting : 5

Topic : Drawing Insects

Date : March 4<sup>th</sup>, 2016**TEACHER'S ACTIVITY**

No.	Aspects	Yes	No	Description (If Necessary)
<b>PRE-TEACHING</b>				
1	The teacher starts the lesson by greeting and saying a prayer.	✓		
2	The teacher's voice is clear.	✓		
3	The teacher uses non-verbal language, such as eye contact, smile, and gesture.	✓		
4	The teacher checks the students' attendance.	✓		
5	The teacher introduces the topic of what they are going to learn today.			
<b>WHILST TEACHING</b>				
<b>Presentation</b>				
6	The teacher asks the students some questions about the previous topic and part of speech noun, adjective, verb and adverb.	✓		
7	The teacher asks the students to have a look at a vocabulary card.	✓		
8	The teacher asks the students to identify the vocabulary card.	✓		

9	The teacher asks the students answer some questions related to the vocabulary cards.	✓		
Practice				
10	The teacher asks the students to read a procedure text of drawing insects.	✓		
11	The teacher asks the students to discuss and answer some questions. Work in pairs.	✓		
12	The teacher asks the students to find vocabularies in the words search box.	✓		
13	The teacher asks the students to match each picture in column A with the right word in the column B.	✓		
Production				
14	The teacher introduces the vocabulary cards and explains the rules.	✓		
15	The teacher asks the students to play the vocabulary cards.	✓		
16	The teacher moves around the class to monitor the students playing the vocabulary cards.	✓		
POST-TEACHING				
17	The teacher gives feedback.	✓		
18	The teacher invites the students to take a conclusion.	✓		
19	The teacher ends the lesson.	✓		

**STUDENTS' ACTIVITY**

No.	Aspects	Yes	No	Description (If Necessary)
<b>PRE-TEACHING</b>				
1	The students greet the teacher and say a prayer.	✓		
2	The students comprehend what the teacher said and give right respond.	✓		
3	The students are given the introduction of the topic of what they are going to learn today.	✓		
<b>WHILST TEACHING</b>				
<b>Presentation</b>				
4	The students answer some questions about the previous topic and part of speech noun, adjective, verb and adverb.	✓		
5	The students have a look at a vocabulary card.	✓		
6	The students identify the vocabulary card.	✓		
7	The students answer some questions related to the vocabulary cards.	✓		
<b>Practice</b>				
8	The students read a procedure text of drawing insects.	✓		
9	The students discuss and answer some questions related to the procedure text of drawing insects. Work in pairs.	✓		
10	The students to find vocabularies in the words search box.	✓		

11	The students to find vocabularies in the words search box.	✓		
12	The students match each picture in column A with the right word in the column B.	✓		
Production				
13	The students got the introduction of the vocabulary cards and the explanation about the rules.	✓		
14	The students play the vocabulary cards.	✓		
15	The students are monitored by the teacher while playing the vocabulary cards.	✓		
POST-TEACHING				
16	The students get feedback from the teacher.	✓		
17	The students and the teacher take a conclusion.	✓		



## Materials

### a. Procedure text



### How to Make **Oriental** Fried Rice

Preparation:

1. Cut up **meatballs** and **chicken fillet** into **small pieces**.
2. Grind together **garlic**, **pepper** and **salt**.
3. Break in and stir in one or two **eggs**.
4. To make oriental **fried rice**, you will need a **plate of rice**, **meatballs**, **eggs**, **leeks**, **chicken fillet**, **frozen green peas** soaked in **hot water**, **garlic**, **pepper** and **salt**, and a **spoonful** of **oyster sauce**.
5. Chop up the **leeks** into **very small pieces**.

How to make it:

- a. Then, pour the **eggs** and **green peas**.
- b. After that, pour the ground **garlic**, **pepper** and **salt**, adds a **spoonful** of **oyster sauce**. Put the **leeks** into **the mixture** and a **plate of rice**.
- c. First of all, fry the **chicken fillet** and **meatballs**. Stir **the mixture** well.
- d. Finally, serve **oriental fried rice** on a **plate** with **hot sauce**, if you like.

**b. Vocabularies related to the part of speech**

Noun	
Fried rice	Nasi goreng
Meatball	Bakso
Chicken fillet	Ayam tanpa tulang
Pieces	Potongan
Pepper	Lada
Salt	Garam
Egg	Telur
A plate of rice	Sepiring nasi
Leek	Daun bawang
Green peas	Kacang polong
Water	Air
Oyster sauce	Saus tiram
Mixture	Campuran
Sauce	Saus
Garlic	Bawang putih

Adjectives	
Oriental	Khas Timur
Small	Berukuran kecil
Frozen	Yang dibekukan
Hot	Panas, pedas
Very	Sangat

**c. Part of speech of noun and adjective**

Part of speech	Function or job	Example Words	Example sentences
Noun	Thing or person	Pen, dog, work, music, teacher, Jonh, London	This is my dog. He lives in my house. We live in London
Adjective	Describes a noun	Some, good, big, red, well, interesting	My dog is big. I like big dogs.

**Practice 1. Answer the following question based on the procedure text of how to make oriental fried rice!**

1. What do we first?
2. What ingredients must we prepare?
3. Why must we grind garlic, pepper and salt together?
4. What do you do with frozen green peas?
5. How do you chop up the onion leaf?

**Practice 2. Read the text below carefully and underline for noun and the circle for adjective!**



How to Make Oriental Fried Rice

Preparation:

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper and salt.
3. Break in and stir in one or two eggs.
4. To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster sauce.
5. Chop up the leeks into very small pieces.

How to make it:

1. Then, pour the eggs and green peas.
2. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Put the leeks into the mixture and a plate of rice.
3. First of all, fry the chicken fillet and meatballs. Stir the mixture well.
4. Final, serve oriental fried rice on a plate with hot sauce, if you like.

**Practice 3. Read the following text carefully!**

Making Vocabulary Cards

You will need:

1. A piece of paper
2. A black pen
3. A red pen

Step:

1. Put the piece of paper on the table.
2. Use the black pen for noun and red pen for adjective.
3. Write the English word on the front side of the piece of paper, and
4. Write the meaning in Bahasa Indonesia on the back side of the piece of paper.

**Practice 4. Make a vocabulary card based on the text above!**

## Materials

### a. Procedure text



### How to Make Oriental Fried Rice

Preparation:

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper and salt.
3. Break in and stir in one or two eggs.
4. To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster sauce.
5. Chop up the leeks into very small pieces.

How to make it:

1. Then, pour the eggs and green peas.
2. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Put the leeks into the mixture and a plate of rice.
3. First of all, fry the chicken fillet and meatballs. Stir the mixture well.
4. Finally, serve oriental fried rice on a plate with hot sauce, if you like.

**b. Vocabularies related to the part of speech**

Verb	
Make, made	Membuat
Cut	Memotong
Grind	Uleg/ ulek
Break	Memecahkan
Stir	Aduk, mengaduk
Need	Butuh
Soak	Merendam
Chop up	Cincang
Pour	Menuang
Add	Tambah
Put	Meletakkan
Fry	Goreng
Serve	Hidangkan
Like	Suka

Adverb	
Together	Bersama
Then	Lalu, kemudian
After that	Setelah itu
Well	Dengan baik
First of all	Pertama-tama
finally	Terakhir, akhirnya

**c. Part of speech (Verb and Adverb)**

Part of speech	Function or job	Example of Words	Example of sentences
Verb	Describes an action, condition or experience.	Make, cut, grind, break, stir, need, soak, chop up, pour, add, put, fry, serve, like	<ul style="list-style-type: none"> <li>• I make a glass of milk for my mother.</li> <li>• You break the plate.</li> <li>• I need to go to market.</li> <li>• I put some books on the table.</li> </ul>

			<ul style="list-style-type: none"> <li>I like strawberries.</li> </ul>
Adverb	Gives more information about a verb, adjective, adverb or phrase	Together, well, finally, after that	<ul style="list-style-type: none"> <li>The teacher and the students discuss the materials together.</li> <li>Finally, we won the game.</li> <li>I drive the car well.</li> <li>I open the window after that I close the window.</li> </ul>

**Practice 1. Give the meaning of the words on the table below!**

Verb		Adverb	
(1).....	Uleg/ ulek	<b>Together</b>	(2).....
Break	Memecahkan	(3).....	<b>Bagaimana</b>
Stir	(4).....	<b>Then</b>	<b>Lalu, kemudian</b>
(5).....	Cincang	(6).....	<b>Setelah itu</b>
Pour	(7).....	<b>First of all</b>	<b>Pertama-tama</b>
Fry	Goreng	<b>Well</b>	(8).....
(9).....	Hidangkan	(10).....	<b>Terakhir, akhirnya</b>

**Practice 2. Choose the best answer according to the questions below!**

1. Cut up meatball and chicken fillet into small pieces. Kata cut up termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. verb
  - d. Adverb
2. Grind together garlic, pepper and salt. Kata together termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
3. Break in and stir in one or two eggs. Kata Break termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
4. To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, Kata need termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
5. Then, pour the eggs and green peas. Kata Then termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb



**Practice 3. Read the text below carefully and underline the verb and circle the adverb!**



#### How to Make Oriental Fried Rice

Preparation:

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper and salt.
3. Break in and stir in one or two eggs.
4. To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster sauce.
5. Chop up the leeks into very small pieces.

How to make it:

- a. Then, pour the eggs and green peas.
- b. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Put the leeks into the mixture and a plate of rice.
- c. First of all, fry the chicken fillet and meatballs. Stir the mixture well.
- d. Final, serve oriental fried rice on a plate with hot sauce, if you like.

**Practice 4. Complete the following sentences with the words in the box.**

<b>Fry</b>	<b>Grind</b>	<b>Garnish</b>	<b>Chop</b>	<b>Heat</b>
<b>Grill</b>	<b>Cut</b>	<b>Peel</b>	<b>Cook</b>	<b>Bake</b>

1. Father \_\_\_\_\_ beef and fish in the yard.
2. Don't forget to \_\_\_\_\_ the fried rice with cucumber, lettuce and tomato.
3. Be careful when you \_\_\_\_\_ onions, the knife is very sharp.
4. \_\_\_\_\_ up garlic into a very thin pieces.
5. \_\_\_\_\_ up begetables into small pieces.
6. \_\_\_\_\_ the oil in a fryong pan.
7. Mrs. Woro is very famous for her delicious \_\_\_\_\_ d brownies.
8. \_\_\_\_\_ the spices until aromatic.
9. At twelve o'clock, you must \_\_\_\_\_ rice for lunch.
10. \_\_\_\_\_ together onion, chilies and *terasi*.

**Practice 5. Make a vocabulary card based on the procedure text of making vocabulary!**

## Materials

### a. Procedure Text

#### Germinating Petunia Seeds

To germinate **petunia seeds**:

**You** will need:

- A **packet of petunia seeds**
- A **seed tray** or **small pots**
- **Loamy friable soil** or **potting mix**
- **Water**
- **Fertilizer**

Step:

1. Fill **seed tray** with **soil**.
  2. Incorporate **fertilizer** into **soil**.
  3. Scatter **seeds** on the **surface** of the **soil**.
  4. Cover **seeds** with a 3 mm **layer** of **soil**. Press firmly.
  5. Spray **water** to moisten the **seed bed**.
  6. Place **seed tray** in **warm, sunny position** (at least 25° C).
  7. Keep **soil moist** by watering gently while **seeds** are germinating.
- Seeds** will germinate in about 10-14 **days**.

### b. Answer these following questions orally!

1. What kind of text is this?
2. What is the characteristic of the procedure text?
3. Which are the material and the step?

### c. Vocabularies related to the part of speech

Noun	
Seeds	Biji
Petunia	Bunga Petunia

Adjective	
Small	Kecil
Loamy	Liat

Packet	Pak, bungkus, paket
You	Kamu
Tray	Penampan. baki
Pots	Pot
Soil	Tanah
Potting mix	Pot campuran
Water	Air
Fertilizer	Pupuk
Surface	Permukaan
Layer	Lapisan
seedbed	Persemaian
Position	Posisi
Days	Hari

Friable	Gembut
Warm	Hangat
Sunny	Cerah
Moist	Lembab

**d. Part of speech; Noun and adjective**

Part of speech	Function or job	Example of Words	Example of sentences
Noun	Thing or person	Pen, dog, work, music, teacher, Jonh, London	<ul style="list-style-type: none"> <li>This is my <u>dog</u>. He lives in my <u>house</u>. We live in <u>London</u>.</li> <li>Miss Frida is my English <u>teacher</u>. She <u>works</u> here months ago.</li> <li><u>John</u> loves <u>music</u>.</li> <li>My friend</li> </ul>

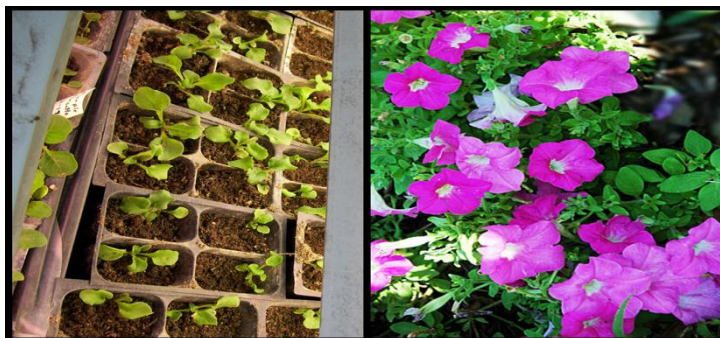
			borrows my <u>pen</u> .
Adjective	Describes a noun	Some, good, big, red, well, interesting	<ul style="list-style-type: none"> <li>• My dog is <u>big</u>. I like <u>big</u> dogs.</li> <li>• My dog is a <u>good</u> dog. It has <u>interesting</u> behavior. It protects my house <u>well</u>.</li> <li>• I love <u>some</u> books in the library. I love the <u>red</u> one.</li> </ul>

**Practice 1. Answer the following questions!**

1. What we need to germinate petunia seeds?
2. What is the first step to germinate petunia seeds?
3. After scatter seeds on the surface of the soil, what is the next step that should we do?
4. How to moisten the seedbed?
5. How many days we need to germinate petunia seeds?

**Practice 2. Read the text bellow carefully and gives the underline for noun and the circle for adjective!**

### Germinating Petunia Seeds



To germinate petunia seeds:

You will need:

- A packet of petunia seeds
- A seed tray or small pots
- Loamy friable soil or potting mix
- Water
- Fertilizer

Step:

8. Fill seed tray with soil.
9. Incorporate fertilizer into soil.
10. Scatter seeds on the surface of the soil.
11. Cover seeds with a 3 mm layer of soil. Press firmly.
12. Spray water to moisten the seed bed.
13. Place seed tray in warm, sunny position (at least 25° C).
14. Keep soil moist by watering gently while seeds are germinating.

Seeds will germinate in about 10-14 days.

**Practice 3. Read the following text carefully!**

### Making Vocabulary Cards

You will need:

1. A piece of paper
2. A black pen
3. A red pen

Step:

1. Put the piece of paper on the table.
2. Use the black pen for noun and red pen for adjective.
3. Write the English word on the front side of the piece of paper, and
4. Write the meaning in Bahasa Indonesia on the back side of the piece of paper.

**Practice 4. Make a vocabulary card based on the text above!**

## Material

### a. Procedure Text

#### Germinating Petunia Seeds

To **germinate** petunia seeds:

You will **need**:

- A packet of petunia seeds
- A seed tray or small pots
- Loamy friable soil or potting mix
- Water
- Fertilizer

Step:

1. **Fill** seed tray with soil.
2. **Incorporate** fertilizer into soil.
3. **Scatter** seeds on the surface of the soil.
4. **Cover** seeds with a 3 mm layer of soil. **Press firmly**.
5. **Spray** water to **moisten** the seed bed.
6. **Place** seed tray in warm, sunny position (**at least** 25° C).
7. **Keep** soil moist by watering **gently** while seeds are **germinating**. Seeds will **germinate** in about 10-14 days.

### b. Answer the following questions orally!

1. What are materials that we need to germinate petunia seeds?
2. How do we germinating petunia seeds?
3. If you want to germinate petunia seeds, how many days the seeds will be germinated?

### c. Vocabularies related to the part of speech

Verb		Adverb	
Germinate	Berkecambah	Firmly	Dengan rapat



Germinating	Berkecambah	At least	Paling tidak
Fill	Isi/ mengisi	Gently	Dengan hati-hati/ dengan lembut
Incorporate	Gabung/ menggabungkan		
Scatter	Sebar/ menyebarkan		
Cover	Tutup/ menutup		
Press	Tekan/ menekan		
Spray	Semprot/ menyemprot		
Place	Tempatkan/ menempatkan		
Keep	Jaga/ menjaga		
Need	Butuh/ membutuhkan		

**d. Part of speech (Verb and Adverb)**

Part of speech	Function or job	Example of Words	Example of sentences
Verb	Describes an action, condition or experience.	Read, match, need, incorporate, keep	<ul style="list-style-type: none"> <li>• I need a dress.</li> <li>• I will keep your book.</li> <li>• I match the top and the bottom.</li> <li>• We incorporate milk powder into the glass of water.</li> </ul>
Adverb	Gives more	Easily, firmly,	<ul style="list-style-type: none"> <li>• I read the text</li> </ul>

	information about a verb, adjective, adverb or phrase	gently, speedy	easily. <ul style="list-style-type: none"> <li>• We shake hand firmly.</li> <li>• I put the glass on the table gently.</li> <li>• I ride my bike speedy.</li> </ul>
--	---	----------------	--

**Practice 2. Match each picture in column A with the right word in the column B!**

No.	A
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

No.	B
1.	<b>Sunny</b>
2.	<b>Germinate</b>
3.	<b>Seedbed</b>
4.	<b>Fertilizer</b>
5.	<b>Moist</b>
6.	<b>Tray</b>
7.	<b>Scatter</b>
8.	<b>Fill</b>
9.	<b>Firmly</b>
10.	<b>Gently</b>

**Practice 3. Read the text bellow carefully and gives the underline for verb and the circle for adverb!**

### Germinating Petunia Seeds



To germinate petunia seeds:

You will need:

- A packet of petunia seeds
- A seed tray or small pots
- Loamy friable soil or potting mix
- Water
- Fertilizer

Step:

1. Fill seed tray with soil.
  2. Incorporate fertilizer into soil.
  3. Scatter seeds on the surface of the soil.
  4. Cover seeds with a 3 mm layer of soil. Press firmly.
  5. Spray water to moisten the seed bed.
  6. Place seed tray in warm, sunny position (at least 25° C).
  7. Keep soil moist by watering gently while seeds are germinating.
- Seeds will germinate in about 10-14 days.

**Practice 4. Find the word which not belongs to the group by giving symbol check (✓). The word could be noun, verb, adjective, and adverb!**

No	1	2	3	4	5	Kind of Group
.	Petunia	Seed	Germinate✓	Soil	Water	Verb
1	Loamy	Fertilizer	Small	Sunny	Moist	
2	Germinate	Moisten	Position	Incorporate	Fill	
3	Days	Surface	Tray	Seed	Firmly	
4	Moist	Moisten	Press	Scatter	Germinate	
5	Friable	Fill	Moist	Warm	Sunny	
6	Friable	Firmly	At	Least	Gently	
7	Potting mix	Soil	Seedbed	Water	Spray	
8	Press	Place	Cover	Keep	Gently	
9	Watering	Incorporate	Water	Spray	Scatter	
10	Seed	Cover	Packet	Surface	Fertilizer	

**Practice 5. Read the following text carefully!**

### **Making Vocabulary Cards**

You will need:

1. A piece of paper
2. A blue pen
3. A green pen

Step:

1. Put the piece of paper on the table.
2. Use the blue pen for verb and green pen for adverb.
3. Write the English word on the front side of the piece of paper, and
4. Write the meaning in Bahasa Indonesia on the back side of the piece of paper.

**Practice 6. Make a vocabulary card based on the text above!**


## Materials

### a. Part of speech

Part of speech	Function or job	Example of Words	Example of sentences
<b>Noun</b>	<b>Thing or person</b>	<b>Pencil, circle, eyes, wings, head, shapes, insects.</b>	<ul style="list-style-type: none"> <li>• The pencil is too expensive.</li> <li>• She has beautiful eyes.</li> <li>• My head is bigger than yours.</li> <li>• The car has beautiful shapes.</li> </ul>
<b>Adjective</b>	<b>Describes a noun</b>	<b>Small, longer</b>	<ul style="list-style-type: none"> <li>• The book is small.</li> <li>• I have a longer hair than her.</li> </ul>
<b>Verb</b>	<b>Describes an action, condition or experience.</b>	<b>Start, draw, remember, need, add.</b>	<ul style="list-style-type: none"> <li>• I start the day by saying basmallah.</li> <li>• I draw my mom's face on the wall.</li> <li>• I remember where the book is.</li> <li>• She needs some money to</li> </ul>

			pay the bill.
--	--	--	---------------

b. Look at the vocabulary card then answer the questions orally.

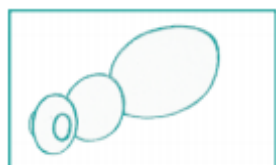
	<p><b>Drawing</b> /'drɔːɪŋ/</p> <p><b>Gambar/ menggambar</b></p>
FRONT SIDE	BACK SIDE

1. What is he/ she doing?
2. Do you like the activity, too?
3. Is it your hobby?
4. Can you tell the class why you like/ dislike doing it?

c. Procedure text

### Drawing insects

You will **need**: a **pencil** and a **piece of paper**



1.

An insect's body **has** three parts, so **start** by **drawing** three shapes.

**Add small circles** for the eyes.



2.

An insect has **six legs**. When you **draw** the legs, **remember** that the back legs are **longer** than the front ones.



3. **Draw** an **antenna** on their **head** and **wings** on their **thorax**.
4. **Name** your **insect**!

d. Vocabularies related to the part of speech

Noun	
Insects	Serangga
You	Kamu
Pencil	Pensil
Piece of paper	Selembar kertas
Insect's body	Tubuh serangga
Three parts	Tiga bagian
Shapes -	Tiga bentuk
Circles	Lingkaran
Eyes	Mata
Six legs-	Enam kaki
Antenna -	Antenna
Head	Kepala
Wings -	Sayap
Thorax	Thorax (bagian tubuh yang tersusun oleh tulang dada)

Adjective	
Small -	Kecil
Longer -	Lebih panjang

Verb	
Need	Butuh/ membutuhkan
Has -	Punya/ mempunyai
Starts -	Mulai/ memulai
Add	Tambah/ menambah
Draw	Gambar/ menggambar
Remember -	Ingat/ mengingat
Name	Namai






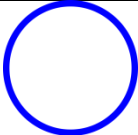

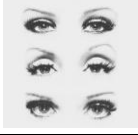

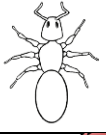


**Practice 1. Answer the following questions.**

1. What do we do first?
2. Where should we put the eyes?
3. What must you remember when you draw the legs?
4. What should we draw on their thorax?
5. What is the last step?
- 6.

**Practice 2. Find 10 vocabularies in the words search box.****Words Box**

A	N	T	E	N	N	A	S	D	C
B	C	J	K	L	M	S	T	U	V
I	H	K	N	M	O	P	A	H	W
R	E	M	E	M	B	E	R	T	I
S	T	D	E	F	G	H	T	U	N
M	V	B	D	E	F	G	U	S	G
A	B	W	X	Y	K	L	E	G	S
L	O	N	G	E	R		H	A	S
L	K	I	T	U	S	P	Q	R	O
M	J	N	H	S	H	A	P	E	S

**Practice 3. Match each picture in column A with the right word in the column B!**

No.	A
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

No.	B
1.	<b>Insect's body</b>
2.	<b>Antenna</b>
3.	<b>Head</b>
4.	<b>Drawing</b>
5.	<b>Pencil</b>
6.	<b>Small</b>
7.	<b>Piece of paper</b>
8.	<b>Insects</b>
9.	<b>Circle</b>
10.	<b>Eyes</b>

## VOCABULARY CARDS

### Vocabulary Cards 1

Topic : 'How to Make Oriental Fried Rice'

Part of speech : Noun, and Verb

Equipments : Cards

Rules :

1. Each group should pick one card. After the group use the cards, they should pick a new card.
2. One of the students in the group give three clues of the card without gestures.
3. While the game runs, the students are not allowed to move from the group.
4. The group who can answer the card would have the cards.
5. The group who gets cards many more than others will win the game.



## Vocabulary Cards 2

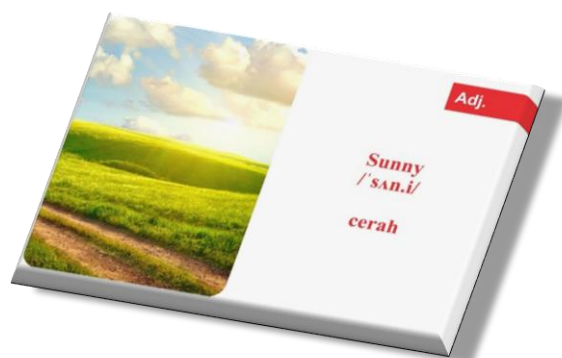
Topic : 'Germinating Petunia Seeds'

Part of speech : Noun, Verb, and Adverb

Equipments : Cards

Rules :

1. Each group should pick one card. After the group use the cards, they should pick a new card.
2. One of the students in the group give three clues of the card without gestures.
3. While the game runs, the students are not allowed to move from the group.
4. The group who can answer the card would have the cards.
5. The group who gets cards many more than others will win the game.



### Vocabulary Cards 3

Topic : 'Drawing Insects'

Part of speech : Noun, and Verb

Equipments : Cards

Rules :

1. Each group should pick one card. After the group use the cards, they should pick a new card.
2. One of the students in the group give three clues of the card without gestures.
3. While the game runs, the students are not allowed to move from the group.
4. The group who can answer the card would have the cards.
5. The group who gets cards many more than others will win the game.



### **Soal Pre-Test**

**Name :**

**Class/ Program :**

**Time : 40 minutes**

**a. Choose the most appropriate answer.**

1. We need 1 cup of milk in making cheese omelet. Kata *1 cup of milk* bermakna...
  - a. Satu mangkuk susu
  - b. Satu botol susu
  - c. Satu geles susu
  - d. Satu cangkir susu
2. We need frying pan fry the mixture. Kata *frying pan* bermakna...
  - a. Penanak nasi
  - b. Penggorengan
  - c. Panci
  - d. Pemanggang
3. We need cheese grater to grate the cheese. Kata *cheese grater* bermakna...
  - a. Parutan keju
  - b. Pemotong keju
  - c. Pamarut keju
  - d. Pemanggang keju
4. In making cheese omelet we have to crack an egg into a bowl. Kata *crack* bermakna...
  - a. Retak
  - b. Sobek
  - c. Pecah
  - d. Potong
5. Whisk the egg with a fork until it is smooth. Kata-kata *whisk the egg* bermakna...
  - a. Kocok telurnya
  - b. Cuci pancinya
  - c. Goreng telurnya
  - d. Potong telurnya
6. Grate the cheese into the bowl and stir. Kata *stir* bermakna...
  - a. Menggoreng
  - b. Memasak
  - c. Mengaduk
  - d. Mentiris
7. Heat the oil in a frying pan and pour the mixture into the frying pan. Kata-kata *heat the oil* memiliki makna...
  - a. Panaskan kompor
  - c. Oven



- b. Adjective  
d. Adverb
16. Pour the mixture into the frying pan. Kata *the mixture* termasuk jenis kata...
- a. Noun  
c. Verb  
b. Adjective  
d. Adverb
17. Cook both sides. Kata *cook* termasuk jenis kata...
- a. Noun  
c. Verb  
b. Adjective  
d. Adverb
18. We need 3 table spoons cooking oil. Kata *table spoon* termasuk jenis kata...
- a. Noun  
c. Verb  
b. Adjective  
d. Adverb
19. Place on a plate, spread salt and pepper. Kata *spread* termasuk jenis kata...
- a. Noun  
c. Verb  
b. Adjective  
d. Adverb
20. Eat while warm. Kata *warm* termasuk jenis kata...
- a. Noun  
c. Verb  
c. Adjective  
d. Adverb



**b. Complete the sentences below with the appropriate words from the list.**

<b>Steps</b>	<b>Lay</b>	<b>Hot</b>	<b>Lately</b>	<b>Tell</b>
<b>Novel</b>	<b>Read</b>	<b>Easy</b>	<b>Easily</b>	<b>Much</b>

It is easy to fall asleep (1) \_\_\_\_\_. Follow these (2) \_\_\_\_\_, first (3) \_\_\_\_\_ your body down in a comfortable sofa. Then, (4) \_\_\_\_\_ something that entrain you. After that, drink a glass of (5) \_\_\_\_\_ milk. Next, you will feel so sleepy.

Yuning : I'm hardly to sleep (6) \_\_\_\_\_, Solah. Can you help me?

Solah : well, actually too (7) \_\_\_\_\_ sleeping is not very good also. But, you know it's (8) \_\_\_\_\_ to fall asleep soon.

Yuning : Yes. (9) \_\_\_\_\_ me how.

Solah : Just read a (10) \_\_\_\_\_ or magazine that you interested in than you will so sleepy.

Yuning : Thanks, Solah. That's very helpful. I'll try.

**Do your best!**

**Soal Post-Test****Name:****Day, date:****Class :****Time : 40 minutes*****Saying Basmallah*****A. Choose the most appropriate answer!**

1. Cut up meatballs and chicken fillet into small pieces. Kata meatballs bermakna...
 

a. Daging	c. Bakso
b. Sate	d. Pentol
2. Put the leeks into the mixture and a plate of rice. Kata mixture bermakna...
 

a. Campuran	c. Campurkan
b. Dicampurkan	d. Bercampur
3. To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen, green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster sauce. Kata frozen dan oriental bermakna...
 

a. Yang didinginkan, khas barat timur	c. Yang dibekukan, khas
b. Yang kedinginan, khas utara selatan	d. Yang disimpan, khas
4. Grind together garlic, pepper and salt. Kata grind bermakna...
 

a. Uleg	c. Cincang
b. Potong	d. Suir
5. First of all, fry the chicken fillet and meatballs. Stir the mixture well. Kata chicken fillet bermakna...
 

a. Ayam tanpa tulang	c. Ayam panggang
b. Ayam tanpa bumbu	d. Ayam goreng
6. Then pour the eggs and green peas. Kata pour bermakna...



- a. Hangat, bercahaya                      c. Hangat, lembab  
b. Hangat, lembut                          d. Hangat, cerah

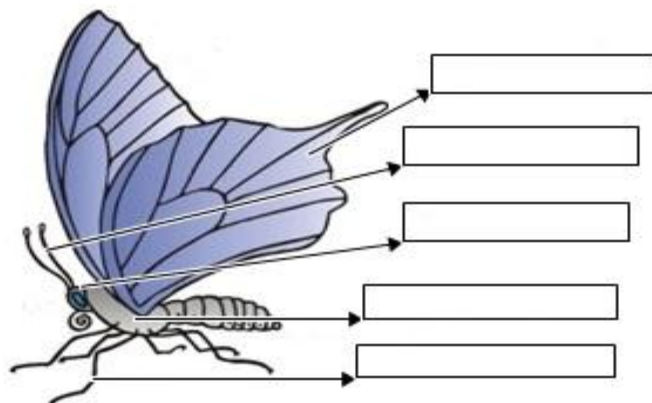
15. To germinate petunia seeds, you have to cover seeds with a 3mm layer of soil. Press firmly. Kata press firmly bermakna...

- a. Tekan dengan lembut                      c. Tekan dengan halus  
b. Tekan dengan rapat                      d. Tekan dengan keras

**B. Find the word which not belongs to the group by giving symbol check (√) (It could be noun, verb, adjective and adverb)!**

No.	1	2	3	4	5	Kind of Group
1	Hot	Very	Green peas	Red	Small	
2	After that	Well	First of all	Sauce	Then	
3	Press	Place	Cover	Keep	Gently	
4	Loamy	Fertilizer	Small	Sunny	Moist	
5	Petunia	Seed	Germinate	Soil	Water	

**C. Label each part of the picture with the correct vocabulary!**



**D. Complete the sentences below with the appropriate words from the list!**

Use	Table	The piece of paper	Need	Green
-----	-------	--------------------	------	-------

### Making Vocabulary Cards

You will (1) \_\_\_\_\_:

1. A piece of paper
2. A blue pen
3. A (2)\_\_\_\_\_ pen

Step:

1. Put the piece of paper on the (3) \_\_\_\_\_.
2. (4)\_\_\_\_\_ the blue pen for verb and green pen for adverb.
3. Write the English word on the front side of (5)\_\_\_\_\_,  
and
4. Write the meaning in Bahasa Indonesia on the back side of the  
piece of paper.

**Answers Key:****A.**

- |       |       |
|-------|-------|
| 1. C  | 11. D |
| 2. A  | 12. C |
| 3. C  | 13. A |
| 4. A  | 14. D |
| 5. A  | 15. B |
| 6. B  |       |
| 7. C  |       |
| 8. A  |       |
| 9. A  |       |
| 10. B |       |

**B.**

1. Green peas, Noun
2. Sauce, Noun
3. Gently, adverb
4. Fertilizer, noun
5. Germinate, verb

**C.**

1. Wing
2. Antenna
3. Head
4. Thorax
5. Leg

**D.**

1. Need
2. Green
3. Table
4. Use
5. The piece of paper

### STUDENT'S ATTENDANCE LIST

No.	Name	Pre-test	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Post-test II
01	AGUS	✓	✓	✓	✓	✓	✓	✓
02	IKA	✓	✓	✓	✓	✓	✓	✓
03	ALI	✓	✓	✓	✓	✓	✓	✓
04	LIA	✓	✓	✓	✓	✓	✓	✓
05	ANDI	✓	✓	✓	✓	✓	✓	✓
06	APRIL	✓	✓	✓	✓	✓	✓	✓
07	ARIE	✓	✓	✓	✓	✓	✓	✓
08	HENDRA	✓	-	✓	✓	✓	✓	✓
09	DIAN	✓	✓	✓	✓	✓	✓	✓
10	FIRDA	✓	✓	✓	✓	✓	✓	✓
11	INDAH	✓	✓	✓	✓	✓	✓	✓
12	LINTANG	✓	✓	✓	✓	✓	✓	✓
13	MAYTA	✓	✓	✓	✓	✓	✓	✓
14	ADIT	✓	✓	✓	✓	✓	✓	✓
15	MIKO	✓	-	✓	✓	✓	✓	✓
16	NIA	✓	✓	✓	✓	✓	✓	✓
17	NOVAL	✓	✓	✓	✓	✓	✓	✓
18	ADI	✓	✓	✓	✓	✓	✓	✓

<b>19</b>	QIELLA	✓	✓	✓	✓	✓	✓	✓
<b>20</b>	ROSA	✓	✓	✓	✓	✓	✓	✓
<b>21</b>	BOWO	✓	✓	✓	✓	✓	✓	✓
<b>22</b>	TAUFIK	✓	✓	✓	✓	✓	✓	✓
<b>23</b>	TIARA	✓	✓	✓	✓	✓	✓	✓
<b>24</b>	TIRTA	✓	✓	✓	✓	✓	✓	✓
<b>25</b>	YUDHIS	✓	✓	✓	✓	✓	✓	✓
<b>26</b>	FEIZA	✓	✓	✓	✓	✓	✓	✓



## **INTERVIEW GUIDELINES**

### **BEFORE IMPLEMENTATION**

#### **A. For The Teacher**

1. *Teknik apa yang Ibu pakai untuk mengajar bahasa Inggris khususnya pada saat mengajarkan vocabulary?*
2. *Apakah Ibu menggunakan media pembelajaran untuk mengajar vocabulary?*
3. *Bagaimana kondisi kegiatan belajar bahasa Inggris, khususnya vocabulary, di kelas Ibu? Apa sajakah kendala atau masalah yang Ibu hadapi ketika mengajar vocabulary? Apakah kesulitan yang dihadapi oleh siswa dalam belajar vocabulary?*

#### **B. For The Students**

1. *Apakah adik suka dengan bahasa Inggris?*
2. *Apa kesulitan yang adik alami ketika belajar bahasa Inggris?*
3. *Kegiatan apa yang adik sukai dalam belajar bahasa Inggris?*
4. *Apakah adik mengerti vocabulary?*
5. *Kegiatan mengajar vocabulary apa yang biasanya adik lakukan dalam kelas?*



**YAYASAN INSTITUT INDONESIA 48  
SMP INSTITUT INDONESIA YOGYAKARTA  
TERAKREDITASI "B"**

Alamat : Jl. Urip Sumoharjo Kelurahan Klitren Yogyakarta 55222 Telp. (0274) 563 860

**SURAT KETERANGAN**

Nomor : 047/I 13 I/SMP ii/I/III/2016

Yang bertanda tangan dibawah ini :

Nama : Drs. SUPARDI  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Institut Indonesia Yogyakarta  
Alamat : Jalan Urip Sumoharjo Yogyakarta

Menerangkan bahwa :

Nama : ZENI SAFIRAH  
NIM : 09202241090  
Status : Mahasiswa Fak. Bahasa & Seni UNY  
Alamat : Jalan Colombo No. 1 Yogyakarta

Benar-benar telah melakukan Penelitian dengan judul Proposal IMPROVING VOCABULARY MASTERY THROUGH VOCABULARY CARDS OF VII GRADE STUDENTS AT SMP INSTITUT INDONESIA YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016. Mulai tanggal 13 Februari s/d 19 Maret 2016

Demikian agar dapat dipergunakan sebagaimana mestinya.



Yogyakarta, 19 Maret 2016  
Kepala Sekolah

Drs. SUPARDI  
NIP. 19640104 199307 0346



PEMERINTAHAN KOTA YOGYAKARTA  
DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682  
Fax (0274) 555241  
E-MAIL : perizinan@jogjakota.go.id  
HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id  
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/0724

1370/34

Membaca Surat : Dari Dekan Fak. Bahasa & Seni UNY  
Nomor : 183p/UN/34/12/DT/II/2016 Tanggal : 19 Februari 2016

Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.  
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijinkan Kepada : Nama : ZENI SAFIRAH  
No. Mhs/ NIM : 09202241090  
Pekerjaan : Mahasiswa Fak. Bahasa & Seni UNY  
Alamat : Jl. Colombo No. 1, Yogyakarta  
Penanggungjawab : Dra. Jamilah, M.Pd  
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING VOCABULARY MASTERY THROUGH VOCABULARY CARDS OF VII GRADE STUDENTS AT SMP INSTITUT INDONESIA YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016

Lokasi/Responden : Kota Yogyakarta  
Waktu : 24 Februari 2016 s/d 24 Mei 2016  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan  
Pemegang Izin

ZENI SAFIRAH

Dikeluarkan di : Yogyakarta  
Pada Tanggal : 25-02-2016  
An. Kepala Dinas Perizinan  
Sekretaris



Drs. HARDONO  
MP. 195804101985031013

Tembusan Kepada :

- Yth 1. Walikota Yogyakarta (sebagai laporan)  
2. Ka. Dinas Pendidikan Kota Yogyakarta  
3. Kepala SMP Institut Indonesia Yogyakarta  
4. Dekan Fak. Bahasa & Seni UNY

**DOCUMENTATIONS**