

## APPENDICES

### APPENDIX 1

#### SILABUS

Satuan Pendidikan : SMPN 04 Sintang  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII / 1-2 (Ganjil & Genap)  
 Alokasi Waktu :  
 Tahun Pelajaran : 2022/2023

#### Standar Kompetensi (KI)

**KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

**KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

| Kompetensi Dasar                                                                                                                                                                                                                                                | Materi Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Indikator                                                                                                                                                                                                                                                                                                                                                                            | Nilai karakter                                                                                                                                                                       | Kegiatan pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Alokasi waktu | Sumber belajar                                                                                                                                                                                                                                            | Penilaian                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya | <ul style="list-style-type: none"> <li>Fungsi sosial<br/>Melaporkan, mengambil teladan, membanggakan</li> <li>Struktur teks<br/>Dapat mencakup               <ul style="list-style-type: none"> <li>orientasi</li> <li>urutan kejadian/kegiatan</li> <li>orientasi ulang</li> </ul> </li> <li>Unsur kebahasaan               <ul style="list-style-type: none"> <li>Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i></li> <li>Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi teks recount tentang pengalaman pribadi seseorang</li> <li>Menceritakan kejadian, kegiatan yang dialami secara kronologis</li> <li>Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.</li> <li>Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks,</li> </ul> | 20 JP         | <ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul> | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul> |
| 4.11. Teks recount                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Menuliskan teks-teks</li> </ul>                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> </ul>                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> </ul>                                                            |

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| <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan</p> | <p>sebagainya.</p> <ul style="list-style-type: none"> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik</li> </ul> <p>Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI</p> | <p>pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru</p> <ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau</li> <li>• Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul> | <ul style="list-style-type: none"> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <p>dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul> |
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| unsur kebahasaan, secara benar dan sesuai konteks                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                                                                                                                                                                                                                                           |                                                                                                                                                |
| <p>3.12</p> <p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> | <ul style="list-style-type: none"> <li>• Fungsi sosial</li> </ul> <p>Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</p> <ul style="list-style-type: none"> <li>• Struktur text</li> </ul> <p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- Judul atau tujuan pengumuman</li> <li>- Informasi rinci yang diumumkan</li> </ul> <ul style="list-style-type: none"> <li>• Unsur kebahasaan</li> </ul> <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</li> </ul> | <ul style="list-style-type: none"> <li>• Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>• Menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>- Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> <li>- Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas</li> </ul> | 12 JP | <ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul> | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul> |
| <p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan</p>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> </ul>                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>                       |

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| <p>(notice)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah,</p> | <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik<br/>Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia<br/>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</li> </ul> | <p>beberapa pengumuman/ pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</p> | <ul style="list-style-type: none"> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <p>secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Portofolio</li> </ul> |
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| dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |  |  |  |  |  |  |  |
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**APPENDIX 2**

STUDY AREA : ENGLISH LANGUAGE AND LITERATURE  
CLASS/SEMESTER : VIII/GANJIL  
SUBJECT MATTER : ORAL AND SIMPLE WRITTEN RECOUNT  
TEXTS (About Personal Experience)



**SMPN 04 SINTANG**

TAHUN 2022/2023

## RENCANA PELAKSANAAN PEMBELAJARAN

### PERTEMUAN 1

|                           |                                             |
|---------------------------|---------------------------------------------|
| Name of Education Unit    | : SMPN 04 SINTANG                           |
| Subject or Theme/Subtheme | : English/General                           |
| Class/Semester            | : VIII/ EIGHT                               |
| Subject Matter            | : Recount Texts, About Experiential Events. |
| Time Allocation           | : 1x Meeting (2/120 minutes)                |

#### A. Kompetensi Inti SMA

**KI-1 dan KI-2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

**KI-3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI-4 :** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

#### B. Kompetensi dasar dan indikator pencapaian kompetensi

| Kompetensi Dasar                                                                                                                                                                                                          | Indikator Pencapaian Kompetensi                                                                                                                                                                      |
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| <b>3.11</b> Comparing the social functions, text structures, and linguistic elements of several oral and written personal recount texts by giving and requesting information related to personal experiences in the past, | <b>3.11.1</b> The students are able to identify the social functions of recount text related to the text structure and linguistic elements in simple recount text about experiences according to the |



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| short and simple, according to the context of use | context of use.<br><br><b>3.11.2</b> The students are able to differentiate the social functions of recount text related to the text structure and linguistic elements about experiences.                                                                               |
| <b>4.11.</b> Recount text                         | <b>4.11.1</b> The students are able to capture the meaning contextually related to the social functions, text structure, and linguistic elements of very short and simple oral and written recount texts related to personal experiences in the past (Personal Recount) |

### C. Learning Objectives

After observing recount texts, learners can identify the social function of recount texts and the linguistic structure in a simple recount text, observing oral and written recount texts, learners can analyze the linguistic elements in a recount text correctly and studying recount texts, learners are able to deliver an oral recount text of a historical event according to the method and linguistic elements.

### D. Learning Materials

#### 1) Social Function

The purpose of recount text is to entertain and inform the readers. The communication purpose of recount text is to tell an experience or event that happened in the past with the aim to entertain and inform the reader.

#### 2) Text Structure

Generic structure of Recount Text:

1. Orientation In this section contains the introduction of the character, time, and place of the event.
2. Series of events In this section contains a series of events or events that are told in sequence.
3. Re-orientation This concluding section summarizes the events. The author also includes opinions and impressions of the event or event.

### 3) Language Elements

The language features of recount text that must be used are: Using the subject I, My friends, I and We, and others. Using Simple Past Tense and Using chronological connection words, such as then, first, finally, after that, and others.

Personal Recount Text tells about the researcher's personal experience. Factual Recount Text Presents a report of an event that really happened, for example, a report on the results of an experiment, a traffic accident or an incident report made by the police. Imaginative Recounts an experience based on one's imagination or imagination.

| Pertemuan | Materi Pembelajaran                                                                                             |
|-----------|-----------------------------------------------------------------------------------------------------------------|
| 1         | Recount text (Personal Recount) related to social functions, text structure, language elements in recount texts |

### E. Learning Methods

CIRC (Cooperative Integrated Reading and Composition) Learning.

### F. Model Media, Alat, dan Sumber Pembelajaran:

1. Media: White board.
2. Tools : PPT, LCD, Laptop.
3. Learning resources: English Student Book class VIII

## G. Learning Activities

### Meeting 1

| PRELIMINARY ACTIVITIES (10 MINUTES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| TEACHER ACTIVITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | STUDENT ACTIVITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>1. The teacher says greetings</li> <li>2. Teacher asks the class leader to lead the prayer</li> <li>3. Teacher checks students' attendance</li> <li>4. The teacher asks about the students' current condition</li> <li>5. Teacher motivates students</li> <li>6. Apperception</li> <li>7. The teacher asks about the students' prior knowledge by giving questions related to the material to be taught.</li> <li>8. The teacher tells about the indicators and learning objectives that will be achieved on that day.</li> </ol>                                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>1. Students Answer Teacher's Greetings</li> <li>2. Class Leader Leads Prayer</li> <li>3. Students Inform the Attendance</li> <li>4. Students Answer Teacher's Questions</li> <li>5. Students Find Motivation to Start Learning</li> <li>6. Apperception</li> <li>7. 6) Students explain what they know related to the teacher's questions</li> <li>8. 7) Students know about the indicators and learning objectives that will be achieved that day.</li> </ol>                                                                                                                                                                                                                                                              |
| Core Activity (100 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ol style="list-style-type: none"> <li>1. The teacher gives students an example of a recount text</li> <li>2. The teacher invites the students to read the example of recount text provided</li> <li>3. The teacher asks the students to identify the social function, text structure and linguistic elements of the given recount text.</li> <li>4. The teacher asks the students to mention the vocabulary they know in the recount text.</li> <li>5. The teacher draws a crossword puzzle game on the blackboard</li> <li>6. The teacher divides the students into several groups</li> <li>7. The teacher gives some questions related to the recount text that has been learned.</li> <li>8. The teacher corrects the group answers</li> <li>9. The teacher gives the recount text</li> </ol> | <ol style="list-style-type: none"> <li>1. Students receive an example of a recount text</li> <li>2. Students follow the teacher reading the recount text</li> <li>3. Students identify the social function, text structure and linguistic elements of the given recount text.</li> <li>4. Students mention the vocabulary they know in the recount text</li> <li>5. Students understand the recount text that has been distributed</li> <li>6. Students are divided into groups</li> <li>7. Students receive the questions distributed by the teacher</li> <li>8. Students receive teacher correction</li> <li>9. Students receive the recount text</li> <li>10. Students work on the recount text</li> <li>11. Students answer the teacher's questions</li> </ol> |

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| 10. The teacher asks the students to work on the recount text<br>11. The teacher asks questions related to the shared recount text<br>12. The teacher explains the shared recount text                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 12. Students listen to the teacher's explanation                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Closing activity (10 minutes)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1. Teacher reviews the lesson of this meeting<br>2. The teacher gives students the opportunity to ask questions about the lesson that has been given.<br>3. Teacher asks some questions related to today's lesson<br>4. The teacher gives students the opportunity to summarize today's material.<br>5. The teacher calculates the conclusion of the material<br>6. The teacher conveys the material that will be discussed in the next meeting<br>7. The teacher asks the students to make a simple recount text related to personal experience as a homework assignment.<br>8. The teacher motivates the students<br>9. Teacher asks students to lead the prayer | 1. Students Listen to the Teacher's Review<br>2. Students ask questions about the lesson that has been given.<br>3. Students Answer the teacher's questions<br>4. Students Summarize Today's Material<br>5. Students listen to the conclusions conveyed by the teacher Teacher<br>6. Students Listen to the Teacher's Submission<br>7. students to create simple recount text related to personal experience as home assignment<br>8. Students receive motivation<br>9. Students Lead Prayer |

## H. Penilaian

1. Teknik penilaian melalui observasi, tulisan, penugasan, praktik
2. Instrumen penilaian (terlampir)
3. Pembelajaran remedial akan dilaksanakan apabila nilai peserta didik tidak memenuhi KKM yang ada dan bisa dilaksanakan pada saat KBM berlangsung atau bisa juga diluar jam pelajaran tergantung jumlah siswa.
4. Peserta didik yang telah mencapai diatas KKM, diberikan pengayaan dengan langkah sebagai berikut.
  - a. Peserta didik yang mencapai nilai KKM sampai dengan 70, akan diberikan pengayaan sesuai dengan permasalahan untuk mencapai nilai KD yang lebih tinggi.
  - b. Peserta didik yang telah mencapai nilai 70-100, akan diberikan pengayaan dengan penulisan **Recount Teks**

Sintang, May 11<sup>th</sup> 2023

Mengetahui

Guru Mata Pelajaran

Peneliti

**Nurmawati, S.Pd.Ing**  
NIP.196506081987032011

**Reksi**  
NIM:190307112

## Lampiran RPP

### 1. Penilaian Kompetensi Sikap

- a. Sikap yang menjadi focus penilaian adalah jujur, disiplin, tanggung jawab, peduli, kerjasama, toleran, santun, responsif, dan pro-aktif.
- b. Jurnal Penilaian Sikap:

| No | Hari dan tanggal | Nama Peserta Didik | Kelas | Kejadian/prilaku | Butir sikap | Kategori |   | Tindak lanjut |
|----|------------------|--------------------|-------|------------------|-------------|----------|---|---------------|
|    |                  |                    |       |                  |             | +        | - |               |
|    |                  |                    |       |                  |             |          |   |               |
|    |                  |                    |       |                  |             |          |   |               |
|    |                  |                    |       |                  |             |          |   |               |

Catatan: Hasil penilaian sikap dalam jurnal akan direkap dalam satu semester dan diserahkan ke wali kelas, untuk dipertimbangkan dalam penilaian sikap dalam rapor (menunjang penilaian sikap dari guru PAI dan guru PPKN).

## 2. Penilaian Kompetensi Pengetahuan

| IPK                                                                                                                                                                                                                                                                                                                                                  | Teknik                        | Bentuk   | Instrument          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------|---------------------|
| <p><b>3.11.1</b> Identify the social functions of recount text related to the text structure and linguistic elements in simple recount text about experiences according to the context of use.</p> <p><b>3.11.2</b> Differentiate the social functions of recount text related to the text structure and grammatical elements about experiences.</p> | Observasi<br>(reading<br>Log) | Tertulis | Menjawab pertanyaan |

a. Look At The Table Bellow!

| Vocabulary                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Yesterday</li> <li>• Last month</li> <li>• Last year</li> <li>• Last holiday</li> <li>• Last week</li> <li>• An hour ago</li> <li>• Last (Sunday-Saturday)</li> <li>• First</li> <li>• Next</li> <li>• After</li> <li>• Than</li> <li>• Before</li> <li>• At Last/Last</li> <li>• Finally</li> </ul> | <ul style="list-style-type: none"> <li>• My</li> <li>• A</li> <li>• Their</li> <li>• Those</li> <li>• This</li> <li>• The</li> <li>• Beach</li> <li>• Montain</li> <li>• Waterfal</li> <li>• Garden</li> <li>• Zoo</li> <li>• Paradise</li> <li>• Name of city/Place</li> </ul> | <ul style="list-style-type: none"> <li>• Fishing</li> <li>• Traveling</li> <li>• Hiking</li> <li>• Playing</li> <li>• Surfing</li> <li>• Sunbathing</li> <li>• Happy</li> <li>• Sad</li> <li>• Execited</li> <li>• Enjoy</li> <li>• Boring</li> </ul> |

|  |  |         |
|--|--|---------|
|  |  | • Tired |
|--|--|---------|

b. Look At The Text and Answer The Question Below!

### Short Holiday In Kuta Beach

| Generic Structure                                                                                                      | Text                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Orientation</b><br>(introduction,<br>Who,When, Where, etc)                                                          | Last holiday I and my family went to Kuta beach.<br><br>Had a short holiday <i>in Kuta beach</i> was a perfect choice. The beach was so beautiful. <i>I</i> could spend all day looking at a clear sea view.                      |
| <b>Events:</b><br>(chronological<br>connection)                                                                        | On the <i>first day</i> , I spent my whole day sunbathing. <i>The next day</i> , I went exploring the Kuta market. I bought many souvenirs for my friends. <i>On the last day</i> , I signed up for surfing as the wave got high. |
| <b>Reorientation</b><br>(conclusion it could be<br>happy or sad ending or<br>you tell what you feel<br>after holiday ) | It was a perfect short holiday for me. I should explore more paradise in Indonesia                                                                                                                                                |

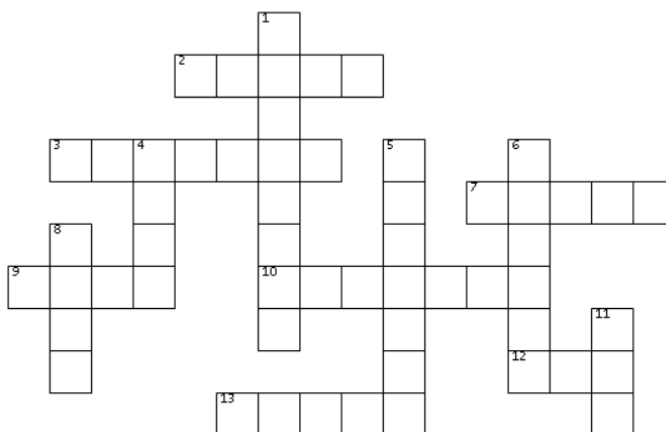
### CROSSWORD PUZZLE GAME TEST

.....(4) Last holiday I and my family ....(9) Went to Kuta beach.

Had a short .....(3) Holiday *in Kuta beach* was a perfect choice. The .....(2)Beach was so beautiful. *I* .....(7) Could spend all day looking at a clear sea view.

On the ....(11) *First day*, I spent My whole day Sunbathing. *The* ....(8)Next *day*, I went exploring the Kuta market. I ..... (6) Bought many souvenirs for my friends. *On* ..... (12)The *last day*, I signed up for .....(10) Surfing as the wave got high. It was a ..... (5) Perfect short holiday for me. I should explore more ..... (1) Paradise in Indonesia.





Memorize the Answer And Interpret It In Front Of The Class!

| No | IPK                                                                                                                                                                                                                                             | Teknik                | Bentuk      | Instrument                |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|---------------------------|
| 1. | <b>4.11.1</b> Decipher the meaning contextually related to the social functions, text structure, and linguistic elements of very short and simple oral and written recount texts related to personal experiences in the past (Personal Recount) | Crossword puzzle game | Unjuk kerja | Vocabulary scoring rubric |

### 3. Penilaian Kompetensi Keterampilan

#### a. Instrument IPK 4.11.1

#### Vocabulary

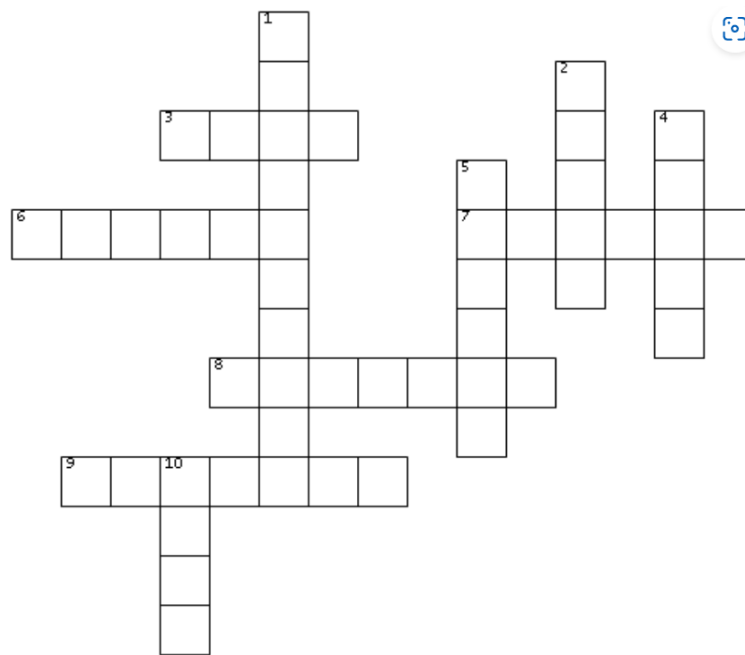
- Yesterday
- Last month
- Last year
- Last holiday
- My
- A
- Their
- Those
- Fishing
- Traveling
- Hiking
- Playing

- Last week
- An hour ago
- Last (Sunday-Saturday)
- First
- Next
- After
- Than
- Before
- At Last/Last
- Finally
- This
- The
- Beach
- Mountain
- Waterfall
- Garden
- Zoo
- Paradise
- Name of city/Place
- Surfing
- Sunbathing
- Happy
- Sad
- Excited
- Enjoy
- Boring
- Tired

***Read The Text And Answer The Question Below!***

| Generic Structure                                                                                             | Text                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Orientation</b><br>(introduction, Who, When, Where, etc)                                                   | Last holiday I and my family went to Kuta beach.<br>Had a short holiday <i>in Kuta beach</i> was a perfect choice. The beach was so beautiful. <i>I</i> could spend all day looking at a clear sea view.                          |
| <b>Events:</b><br>(chronological connection)                                                                  | On the <i>first day</i> , I spent my whole day sunbathing. <i>The next day</i> , I went exploring the Kuta market. I bought many souvenirs for my friends. <i>On the last day</i> , I signed up for surfing as the wave got high. |
| <b>Reorientation</b><br>(conclusion it could be happy or sad ending or you tell what you feel after holiday ) | It was a perfect short holiday for me. I should explore more paradise in Indonesia                                                                                                                                                |

### CROSSWORD PUZZLE TEST



#### ACROSS

1. How many days the writer in the Kuta beach?
4. How is the writer feeling after holiday in kuta beach?
5. What is the writer buy in the kuta market?
7. Who that accompany the writer to go to kuta beach?
8. What is the writer do in the first day?
9. What is the writer do in the third days?
10. How is sea view there?

#### DOWN

2. What is the writer do in the second days?
3. Why the writer went to kuta beach?
6. How the beach look like?

Memorize the Answer And Interpret It In Front Of The Class!

Rubric score Instrument IPK 4.11.1

| <b>Aspect</b>             | <b>Score</b> | <b>Description</b>                                                   | <b>Actual Score</b> |
|---------------------------|--------------|----------------------------------------------------------------------|---------------------|
| <b>Quantity<br/>(30%)</b> | 4            | The student can memorize 12-15 words                                 | <b>X 7,5</b>        |
|                           | 3            | The student can memorize 8-11 words                                  |                     |
|                           | 2            | The student can memorize 4-7 words                                   |                     |
|                           | 1            | The student can memorize 1-3 words                                   |                     |
| <b>Meaning<br/>(30%)</b>  | 4            | The students can interpret 11-15 words                               | <b>X 7,5</b>        |
|                           | 3            | The students can interpret 8-11 words                                |                     |
|                           | 2            | The students can interpret 4-7 words                                 |                     |
|                           | 1            | The students can interpret 1-3 words                                 |                     |
| <b>Spelling (20%)</b>     | 4            | The student can spell the word properly                              | <b>X 5</b>          |
|                           | 3            | The students can spell the word but not properly                     |                     |
|                           | 2            | The students can spell the word but not used English spell technique |                     |
|                           | 1            | The students can not spell the word                                  |                     |
|                           | 4            | The student can pronounce the vocabulary properly                    | <b>X5</b>           |

|                                |   |                                                                                    |  |
|--------------------------------|---|------------------------------------------------------------------------------------|--|
| <b>Pronunciation<br/>(20%)</b> | 3 | The students can pronounce the word but not properly                               |  |
|                                | 2 | The students can pronounce the vocabulary but not used English pronounce technique |  |
|                                | 1 | The students cannot pronounce the vocabulary                                       |  |

a. Student Worksheet

Please Memorize the words above and Interpret in front of your class!

**Vocabulary**

- |                |            |              |
|----------------|------------|--------------|
| - Yesterday    | - Their    | - Surfing    |
| - Last holiday | - Those    | - Sunbathing |
| - First        | - Beach    | - Happy      |
| - After        | - Paradise | - Beautiful  |
| - Before       | - Market   | - Perfect    |

**LESSON PLAN**  
**(RPP)**



STUDY AREA : ENGLISH LANGUAGE AND LITERATURE  
CLASS/SEMESTER : VIII/GANJIL  
SUBJECT MATTER : ORAL AND SIMPLE WRITTEN RECOUNT  
TEXTS (About Personal Experience)

**SMPN 04 SINTANG**

**TAHUN 2022/2023**

## RENCANA PELAKSANAAN PEMBELAJARAN

### PERTEMUAN 1

|                           |                                             |
|---------------------------|---------------------------------------------|
| Name of Education Unit    | : SMPN 04 SINTANG                           |
| Subject or Theme/Subtheme | : English/General                           |
| Class/Semester            | : VIII/ EIGHT                               |
| Subject Matter            | : Recount Texts, About Experiential Events. |
| Time Allocation           | : 1x Meeting (2/120 minutes)                |

#### I. Kompetensi Inti SMA

**KI-1 dan KI-2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

**KI-3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI-4 :** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

#### J. Kompetensi dasar dan indikator pencapaian kompetensi

| Kompetensi Dasar                                                                                                                                                                                                          | Indikator Pencapaian Kompetensi                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11</b> Comparing the social functions, text structures, and linguistic elements of several oral and written personal recount texts by giving and requesting information related to personal experiences in the past, | <b>3.11.1</b> The students are able to identify the social functions of recount text related to the text structure and linguistic elements in simple recount text about experiences according to the context of use. |

|                                                   |                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| short and simple, according to the context of use | <b>3.11.2</b> The students are able to differentiate the social functions of recount text related to the text structure and linguistic elements about experiences.                                                                                                      |
| <b>4.11.</b> Recount text                         | <b>4.11.1</b> The students are able to capture the meaning contextually related to the social functions, text structure, and linguistic elements of very short and simple oral and written recount texts related to personal experiences in the past (Personal Recount) |

## K. Learning Objectives

After observing recount texts, learners can identify the social function of recount texts and the linguistic structure in a simple recount text, observing oral and written recount texts, learners can analyze the linguistic elements in a recount text correctly and studying recount texts, learners are able to deliver an oral recount text of a historical event according to the method and linguistic elements.

## L. Learning Materials

### 1) Social Function

The purpose of recount text is to entertain and inform the readers. The communication purpose of recount text is to tell an experience or event that happened in the past with the aim to entertain and inform the reader.

### 2) Text Structure

Generic structure of Recount Text:

1. Orientation In this section contains the introduction of the character, time, and place of the event.



2. Series of events In this section contains a series of events or events that are told in sequence.

3. Re-orientation This concluding section summarizes the events. The author also includes opinions and impressions of the event or event.

### 3) Language Elements

The language features of recount text that must be used are: Using the subject I, My friends and we, and others. Using Simple Past Tense and using chronological connection words, such as then, first, finally, after that, and others.

Personal Recount Text tells about the writer's personal experience. Factual Recount Text Presents a report of an event that really happened, for example, a report on the results of an experiment, a traffic accident or an incident report made by the police. Imaginative Recounts an experience based on one's imagination or imagination.

| Pertemuan | Materi Pembelajaran                                                                                             |
|-----------|-----------------------------------------------------------------------------------------------------------------|
| 1         | Recount text (Personal Recount) related to social functions, text structure, language elements in recount texts |

### M. Learning Methods

CIRC (Cooperative Integrated Reading and Composition) Learning.

### N. Model Media, Alat, dan Sumber Pembelajaran:

4. Media: White board.
5. Tools : PPT, LCD, Laptop.
6. Learning resources: English Student Book class VIII

## O. Learning Activities

### Meeting 1

| PRELIMINARY ACTIVITIES (10 MINUTES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEACHER ACTIVITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | STUDENT ACTIVITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ol style="list-style-type: none"> <li>1. The teacher says greetings</li> <li>2. Teacher asks the class leader to lead the prayer</li> <li>3. Teacher checks students' attendance</li> <li>4. The teacher asks about the students' current condition</li> <li>5. Teacher motivates students</li> <li>6. Apperception</li> <li>7. The teacher asks about the students' prior knowledge by giving questions related to the material to be taught.</li> <li>8. The teacher tells about the indicators and learning objectives that will be achieved on that day.</li> </ol>                                                                                                                                                                                                                                                                                                                                                        | <ol style="list-style-type: none"> <li>1. Students Answer Teacher's Greetings</li> <li>2. Class Leader Leads Prayer</li> <li>3. Students Inform the Attendance</li> <li>4. Students Answer Teacher's Questions</li> <li>5. Students Find Motivation to Start Learning</li> <li>6. Apperception</li> <li>7. Students explain what they know related to the teacher's questions</li> <li>8. Students know about the indicators and learning objectives that will be achieved that day.</li> </ol>                                                                                                                                                                                                                                                                                                                              |
| Core Activity (100 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ol style="list-style-type: none"> <li>1. The teacher gives students an example of a recount text</li> <li>2. The teacher invites the students to read the example of recount text provided</li> <li>3. The teacher asks the students to identify the social function, text structure and linguistic elements of the given recount text.</li> <li>4. The teacher asks the students to mention the vocabulary they know in the recount text.</li> <li>5. The teacher draws a crossword puzzle game on the blackboard</li> <li>6. The teacher divides the students into several groups</li> <li>7. The teacher gives some questions related to the recount text that has been learned.</li> <li>8. The teacher corrects the group answers</li> <li>9. The teacher gives the recount text</li> <li>10. The teacher asks the students to work on the recount text</li> <li>11. The teacher asks questions related to the</li> </ol> | <ol style="list-style-type: none"> <li>1. Students receive an example of a recount text</li> <li>2. Students follow the teacher reading the recount text</li> <li>3. Students identify the social function, text structure and linguistic elements of the given recount text.</li> <li>4. Students mention the vocabulary they know in the recount text</li> <li>5. Students understand the recount text that has been distributed</li> <li>6. Students are divided into groups</li> <li>7. Students receive the questions distributed by the teacher</li> <li>8. Students receive teacher correction</li> <li>9. Students receive the recount text</li> <li>10. Students work on the recount text</li> <li>11. Students answer the teacher's questions</li> <li>12. Students listen to the teacher's explanation</li> </ol> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| shared recount text<br>12. The teacher explains the shared recount text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Closing activity (10 minutes)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ol style="list-style-type: none"> <li>1. Teacher reviews the lesson of this meeting</li> <li>2. The teacher gives students the opportunity to ask questions about the lesson that has been given.</li> <li>3. Teacher asks some questions related to today's lesson</li> <li>4. The teacher gives students the opportunity to summarize today's material.</li> <li>5. The teacher calculates the conclusion of the material</li> <li>6. The teacher conveys the material that will be discussed in the next meeting</li> <li>7. The teacher asks the students to make a simple recount text related to personal experience as a homework assignment.</li> <li>8. The teacher motivates the students</li> <li>9. Teacher asks students to lead the prayer</li> </ol> | <ol style="list-style-type: none"> <li>1. Students Listen to the Teacher's Review</li> <li>2. Students ask questions about the lesson that has been given.</li> <li>3. Students Answer the teacher's questions</li> <li>4. Students Summarize Today's Material</li> <li>5. Students listen to the conclusions conveyed by the teacher</li> <li>6. Students Listen to the Teacher's Submission</li> <li>7. students to create simple recount text related to personal experience as home assignment</li> <li>8. Students receive motivation</li> <li>9. Students Lead Prayer</li> </ol> |

#### P. Penilaian

5. Teknik penilaian melalui observasi, tulisan, penugasan, praktik
6. Instrumen penilaian (terlampir)
7. Pembelajaran remedial akan dilaksanakan apabila nilai peserta didik tidak memenuhi KKM yang ada dan bisa dilaksanakan pada saat KBM berlangsung atau bisa juga diluar jam pelajaran tergantung jumlah siswa.
8. Peserta didik yang telah mencapai diatas KKM, diberikan pengayaan dengan langkah sebagai berikut.
  - c. Peserta didik yang mencapai nilai KKM sampai dengan 70, akan diberikan pengayaan sesuai dengan permasalahan untuk mencapai nilai KD yang lebih tinggi.
  - d. Peserta didik yang telah mencapai nilai 70-100, akan diberikan pengayaan dengan penulisan **Recount Teks**

Sintang, June 27<sup>th</sup> 2023

Mengetahui

Guru Mata Pelajaran

Peneliti

**Nurmawati, S.Pd.Ing**  
NIP.196506081987032011

**Reksi**  
NIM:190307112

## Lampiran RPP

### 4. Penilaian Kompetensi Sikap

Sikap yang menjadi focus penilaian adalah jujur, disiplin, tanggung jawab, peduli, kerjasama, toleran, santun, responsif, dan pro-aktif.

Jurnal Penilaian Sikap:

| No | Hari dan tanggal | Nama Peserta Didik | Kelas | Kejadian/prilaku | Butir sikap | Kategori |   | Tindak lanjut |
|----|------------------|--------------------|-------|------------------|-------------|----------|---|---------------|
|    |                  |                    |       |                  |             | +        | - |               |
|    |                  |                    |       |                  |             |          |   |               |
|    |                  |                    |       |                  |             |          |   |               |
|    |                  |                    |       |                  |             |          |   |               |

Catatan: Hasil penilaian sikap dalam jurnal akan direkap dalam satu semester dan diserahkan ke wali kelas, untuk dipertimbangkan dalam penilaian sikap dalam rapor (menunjang penilaian sikap dari guru PAI dan guru PPKN).

## 5. Penilaian Kompetensi Pengetahuan

| IPK                                                                                                                                                                                                                                                                                                                                                  | Teknik                     | Bentuk   | Instrument          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|---------------------|
| <p><b>3.11.1</b> Identify the social functions of recount text related to the text structure and linguistic elements in simple recount text about experiences according to the context of use.</p> <p><b>3.11.2</b> Differentiate the social functions of recount text related to the text structure and grammatical elements about experiences.</p> | Observasi<br>(reading Log) | Tertulis | Menjawab pertanyaan |

c. Look At The Table Bellow!

### Vocabulary

- Holiday
- family
- Beach
- Last holiday
- Last week
- An hour ago
- Last (Sunday-Saturday)
- First
- Next
- After
- Than
- Before
- My
- We
- Their
- Tourist
- Famous
- Beach
- Montain
- Amazing
- Garden
- Zoo
- Town.
- Name of city/Place
- Fishing
- Traveling
- Hiking
- Playing
- Surfing
- Sunbathing
- Happy
- Sad
- Execited
- Enjoy
- Boring
- Tired

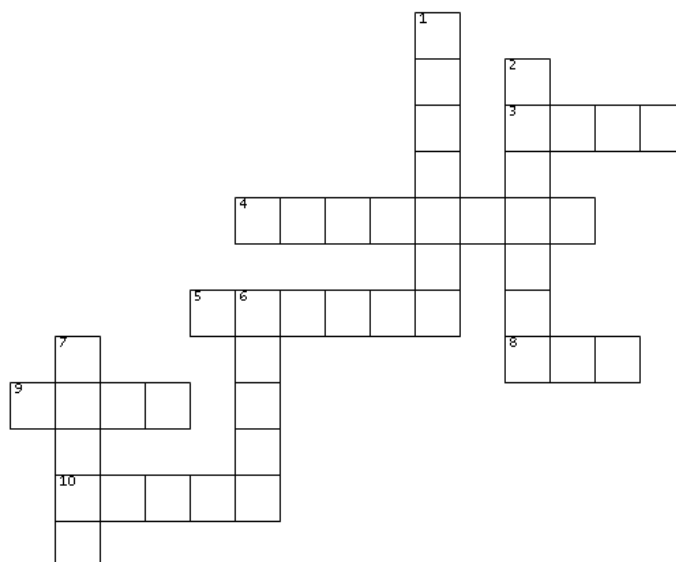
d. Look At The Text and Answer The Question Below!

### Short Holiday In Berastagi

| Generic Structure                                                                                             | Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Orientation</b><br>(introduction, Who, When, Where, etc)                                                   | Last holiday , my family and I went to Berastagi. We went there on Wednesday. We stayed at Pariban Hotel which is not far from Berastagi town. We stayed there for two nights.                                                                                                                                                                                                                                                                                                             |
| <b>Events:</b><br>(chronological connection)                                                                  | On Thursday, we went around at Berastagi town. There are three famous tourist objects there, Gundaling, Pasar Buah Berastagi and Taman Alam Lumbini. They are really amazing. We visited only Gundaling and Berastagi Fruit Market because Taman Alam Lumbini was very crowded. On Friday morning, we went to Pemandian Air Panas Sidebuk-debuk. We were lucky because we were led by a smart and friendly guide. We arrived there at four p.m. At six p.m, we decided to go to our hotel. |
| <b>Reorientation</b><br>(conclusion it could be happy or sad ending or you tell what you feel after holiday ) | After enjoying some tourist objects in Berastagi, in the evening, we left for our home by bus. The places were really beautiful and we all enjoyed the trip very much.                                                                                                                                                                                                                                                                                                                     |

### CROSSWORD PUZZLE GAME TEST

Last holiday .....(1), my family and I went to Berastagi. We....(2) went there on Wednesday. We stay at Pariban Hotel which is not far from Berastagi town....(3). We stay there for two nights. On Thursday, we went around at Berastagi town. There are three famous....(5) tourist objects there, Gundaling, Pasar Buah Berastagi and Taman Alam Lumbini. They are really amazing....(6) We visited only Gundaling and Berastagi Fruit Market because Taman AlamLumbini was very crowded. On Friday morning, we went to Pemandian Air Panas Sidebuk-debuk. We were lucky.....(7) because we were led by a smart....(8) and friendly guide....(9). We arrived there at four p.m. At six p.m, we decided to go to our hotel. After enjoying some tourist objects in Berastagi, in the evening, we left for our home by bus. The places were really beautiful...(10) and we all enjoyed the trip very much.



Memorize the Answer And Interpret It In Front Of The Class!

| No | IPK                                                                                                                                                                                                                                      | Teknik                | Bentuk      | Instrument                |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|---------------------------|
| 2. | 4.11.1 Decipher the meaning contextually related to the social functions, text structure, and linguistic elements of very short and simple oral and written recount texts related to personal experiences in the past (Personal Recount) | Crossword puzzle game | Unjuk kerja | Vocabulary scoring rubric |



## 6. Penilaian Kompetensi Keterampilan

### b. Instrument IPK 4.11.1

#### Vocabulary

- |                          |                      |              |
|--------------------------|----------------------|--------------|
| • Holiday                | • My                 | • Fishing    |
| • family                 | • We                 | • Traveling  |
| • Beach                  | • Their              | • Smart      |
| • Last holiday           | • Tourist            | • Playing    |
| • Last week              | • Famous             | • Surfing    |
| • An hour ago            | • Beach              | • Sunbathing |
| • Last (Sunday-Saturday) | • Mountain           | • Happy      |
| • First                  | • Amazing            | • Sad        |
| • Next                   | • Garden             | • Excited    |
| • After                  | • Zoo                | • Enjoy      |
| • Than                   | • Town.              | • Lucky      |
| • Before                 | • Name of city/Place | • Tired      |

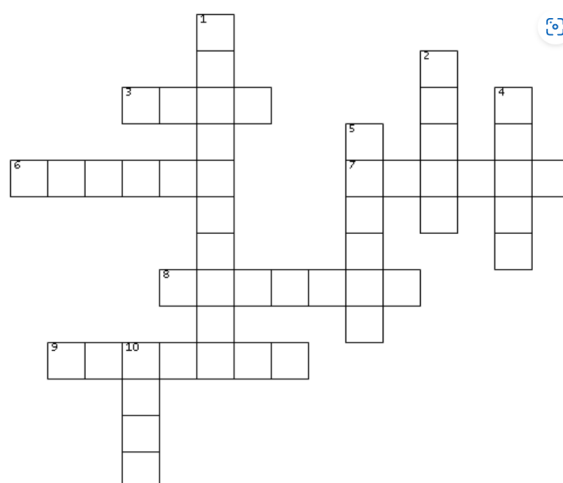
#### ***Read The Text And Answer The Question Below!***

Last holiday , my family and I went to Berastagi. We went there on Wednesday. We stayed at Pariban Hotel which is not far from Berastagi town. We stayed there for two nights.

On Thursday, we went around at Berastagi town. There are three famous tourist objects there, Gundaling, Pasar Buah Berastagi and Taman Alam Lumbini. They are really amazing. We visited only Gundaling and Berastagi Fruit Market because Taman Alam Lumbini was very crowded. On Friday morning, we went to Pemandian Air Panas Sidebuk-debuk. We were lucky because we were led by a smart and friendly guide. We arrived there at four p.m. At six p.m, we decided to go to our hotel.

After enjoying some tourist objects in Berastagi, in the evening, we left for our home by bus. The places were really beautiful and we all enjoyed the trip very much.

### CROSSWORD PUZZLE TEST



#### ACROSS

1. How many days the writer in the kuta beach?
4. How is the writer feeling after holiday in kuta beach?
5. What is the writer buy in the kuta market?
7. Who that accompany the writer to go to kuta beach?
8. What is the writer do in the first day?
9. What is the writer do in the third days?
10. How is sea view there?

#### DOWN

2. What is the writer do in the second days?
  3. Why the writer went to kuta beach?
  6. How the beach look like?
- Memorize the Answer And Interpret It In Front Of The Class!

Rubric score Instrument IPK 4.11.1

| Aspect                    | Score | Description                          | Actual Score |
|---------------------------|-------|--------------------------------------|--------------|
| <b>Quantity<br/>(30%)</b> | 4     | The student can memorize 12-15 words | <b>X 7,5</b> |
|                           | 3     | The student can memorize 8-11 words  |              |
|                           | 2     | The student can memorize 4-7 words   |              |
|                           | 1     | The student can memorize 1-3 words   |              |

|                                |   |                                                                                    |              |
|--------------------------------|---|------------------------------------------------------------------------------------|--------------|
| <b>Meaning<br/>(30%)</b>       | 4 | The students can interpret 11-15 words                                             | <b>X 7,5</b> |
|                                | 3 | The students can interpret 8-11 words                                              |              |
|                                | 2 | The students can interpret 4-7 words                                               |              |
|                                | 1 | The students can interpret 1-3 words                                               |              |
| <b>Spelling<br/>(20%)</b>      | 4 | The student can spell the word properly                                            | <b>X 5</b>   |
|                                | 3 | The students can spell the word but not properly                                   |              |
|                                | 2 | The students can spell the word but not used english spell technique               |              |
|                                | 1 | The students can not spell the word                                                |              |
| <b>Pronunciation<br/>(20%)</b> | 4 | The student can pronounce the vocabulary properly                                  | <b>X5</b>    |
|                                | 3 | The students can pronounce the word but not properly                               |              |
|                                | 2 | The students can pronounce the vocabulary but not used english pronounce technique |              |
|                                | 1 | The students can not pronounce the vocabulary                                      |              |

## b. Student worksheet

*Please Memorize the words above and Interpret in front of your class*

**Vocabulary**

- |          |            |           |
|----------|------------|-----------|
| - Lucky  | - tourist  | - Bus     |
| - Family | - Went     | - Town    |
| - First  | - Beach    | - Happy   |
| - After  | - Enjoy    | - Smart   |
| - Before | - Friendly | - Perfect |

## APPENDIX 3

Students' Attendance list And Students' Score Every Cycle.

| No      | STUDENTS' CODE | STUDENTS' ATTENDANCE LIST |           |           |           | TEST     |         |
|---------|----------------|---------------------------|-----------|-----------|-----------|----------|---------|
|         |                | CYCLE 1                   |           | CYCLE 2   |           | CYCLE 1  | CYCLE 2 |
|         |                | MEETING 1                 | MEETING 2 | MEETING 1 | MEETING 2 |          |         |
| 1.      | AM             | ✓                         | ✓         | ✓         | ✓         | 33       | 40      |
| 2.      | AR             | ✓                         | ✓         | ✓         | ✓         | 58       | 100     |
| 3.      | ANR            | ✓                         | ✓         | ✓         | ✓         | 50       | 100     |
| 4.      | DA             | ✓                         | ✓         | ✓         | ✓         | 59       | 100     |
| 5.      | DS             | ✓                         | ✓         | ✓         | ✓         | 59       | 100     |
| 6.      | EPL            | ✓                         | ✓         | ✓         | ✓         | 40       | 100     |
| 7.      | GRS            | ✓                         | ✓         | ✓         | ✓         | 75       | 100     |
| 8.      | HFI            | ✓                         | ✓         | ✓         | ✓         | 30       | 100     |
| 9.      | HA             | ✓                         | ✓         | ✓         | ✓         | 75       | 95      |
| 10.     | HJ             | ✓                         | ✓         | ✓         | ✓         | 50       | 90      |
| 11.     | IF             | ✓                         | ✓         | ✓         | ✓         | 41       | 100     |
| 12.     | K              | ✓                         | ✓         | ✓         | ✓         | 25       | 99      |
| 13.     | KN             | ✓                         | ✓         | ✓         | ✓         | 40       | 60      |
| 14.     | MTP            | ✓                         | ✓         | ✓         | ✓         | 59       | 99      |
| 15.     | MAAF           | ✓                         | ✓         | ✓         | ✓         | 50       | 70      |
| 16.     | MAS            | ✓                         | ✓         | ✓         | ✓         | 83       | 100     |
| 17.     | NA             | ✓                         | ✓         | ✓         | ✓         | 33       | 60      |
| 18.     | NHF            | ✓                         | ✓         | ✓         | ✓         | 66       | 75      |
| 19.     | RDP            | ✓                         | ✓         | ✓         | ✓         | 42       | 90      |
| 20.     | RP             | ✓                         | ✓         | ✓         | ✓         | 50       | 90      |
| 21.     | RM             | ✓                         | ✓         | ✓         | ✓         | 42       | 100     |
| 22.     | RK             | ✓                         | ✓         | ✓         | ✓         | 70       | 100     |
| 23.     | RM             | ✓                         | ✓         | ✓         | ✓         | 59       | 92      |
| 24.     | SR             | ✓                         | ✓         | ✓         | ✓         | 75       | 100     |
| 25.     | RTS            | ✓                         | ✓         | ✓         | ✓         | 66       | 70      |
| 26.     | SK             | ✓                         | ✓         | ✓         | ✓         | 60       | 98      |
| 27.     | TI             | ✓                         | ✓         | ✓         | ✓         | 50       | 70      |
| 28.     | TA             | ✓                         | ✓         | ✓         | ✓         | 66       | 100     |
| 29.     | VH             | ✓                         | ✓         | ✓         | ✓         | 75       | 95      |
| 30.     | ZAF            | ✓                         | ✓         | ✓         | ✓         | 75       | 95      |
| 31.     | ZRR            | ✓                         | ✓         | ✓         | ✓         | 78       | 100     |
| AVERAGE |                |                           |           |           |           | 56       | 90      |
|         |                |                           |           |           |           | 72,93548 |         |

## APPENDIX 4

## ENGLISH ASPECT POINT CYCLE 1

| No  | STUDENTS' CODE | The Number Of The Correct Point In Aspects |                  |                      |                 | Score |
|-----|----------------|--------------------------------------------|------------------|----------------------|-----------------|-------|
|     |                | Quantity<br>X 7,5                          | Meaning<br>X 7,5 | Pronunciation<br>X 5 | Spelling<br>X 5 |       |
| 1.  | AM             | 0                                          | 4                | 4                    | 1               | 55    |
| 2.  | AR             | 1                                          | 0                | 1                    | 0               | 12    |
| 3.  | ANR            | 3                                          | 0                | 1                    | 0               | 27    |
| 4.  | DA             | 1                                          | 4                | 4                    | 3               | 72    |
| 5.  | DS             | 0                                          | 3                | 3                    | 0               | 37    |
| 6.  | EPL            | 4                                          | 0                | 0                    | 3               | 45    |
| 7.  | GRS            | 4                                          | 0                | 4                    | 1               | 55    |
| 8.  | HFI            | 4                                          | 0                | 3                    | 0               | 45    |
| 9.  | HA             | 3                                          | 1                | 4                    | 3               | 64    |
| 10. | HJ             | 1                                          | 3                | 0                    | 1               | 44    |
| 11. | IF             | 4                                          | 0                | 4                    | 3               | 65    |
| 12. | K              | 4                                          | 0                | 0                    | 0               | 30    |
| 13. | KN             | 3                                          | 4                | 1                    | 0               | 57    |
| 14. | MTP            | 0                                          | 1                | 4                    | 0               | 27    |
| 15. | MAAF           | 3                                          | 0                | 4                    | 0               | 42    |
| 16. | MAS            | 2                                          | 0                | 4                    | 0               | 35    |
| 17. | NA             | 2                                          | 0                | 4                    | 3               | 50    |
| 18. | NHF            | 4                                          | 4                | 3                    | 0               | 75    |
| 19. | RDP            | 1                                          | 4                | 4                    | 3               | 72    |
| 20. | RP             | 4                                          | 1                | 2                    | 0               | 47    |
| 21. | RM             | 4                                          | 0                | 0                    | 3               | 45    |
| 22. | RK             | 3                                          | 4                | 0                    | 3               | 67    |
| 23. | RM             | 4                                          | 0                | 4                    | 0               | 50    |
| 24. | SR             | 0                                          | 4                | 1                    | 3               | 50    |
| 25. | RTS            | 2                                          | 3                | 0                    | 4               | 47    |
| 26. | SK             | 4                                          | 4                | 3                    | 0               | 75    |
| 27. | TI             | 1                                          | 4                | 4                    | 3               | 72    |
| 28. | TA             | 0                                          | 3                | 3                    | 0               | 37    |
| 29. | VH             | 1                                          | 4                | 1                    | 3               | 57    |
| 30. | ZAF            | 3                                          | 0                | 1                    | 0               | 27    |
| 31. | ZRR            | 3                                          | 4                | 4                    | 0               | 72    |

## CYCLE 2

| No  | STUDENTS<br>' CODE | The Number Of The Correct Point In Aspects |                  |                      |                 | Score |
|-----|--------------------|--------------------------------------------|------------------|----------------------|-----------------|-------|
|     |                    | Quantity<br>X 7,5                          | Meaning<br>X 7,5 | Pronunciation<br>X 5 | Spelling<br>X 5 |       |
| 1.  | AM                 | 4                                          | 4                | 4                    | 3               | 95    |
| 2.  | AR                 | 3                                          | 4                | 4                    | 3               | 87    |
| 3.  | ANR                | 4                                          | 1                | 4                    | 4               | 77    |
| 4.  | DA                 | 3                                          | 4                | 3                    | 3               | 82    |
| 5.  | DS                 | 4                                          | 4                | 4                    | 3               | 95    |
| 6.  | EPL                | 3                                          | 4                | 4                    | 4               | 92    |
| 7.  | GRS                | 4                                          | 4                | 3                    | 4               | 95    |
| 8.  | HFI                | 2                                          | 2                | 4                    | 4               | 70    |
| 9.  | HA                 | 4                                          | 4                | 4                    | 4               | 100   |
| 10. | HJ                 | 3                                          | 4                | 4                    | 2               | 82    |
| 11. | IF                 | 2                                          | 4                | 3                    | 4               | 80    |
| 12. | K                  | 4                                          | 3                | 3                    | 4               | 87    |
| 13. | KN                 | 3                                          | 4                | 4                    | 2               | 82    |
| 14. | MTP                | 4                                          | 4                | 4                    | 4               | 100   |
| 15. | MAAF               | 3                                          | 3                | 4                    | 1               | 70    |
| 16. | MAS                | 4                                          | 1                | 2                    | 4               | 67    |
| 17. | NA                 | 4                                          | 4                | 4                    | 4               | 100   |
| 18. | NHF                | 4                                          | 4                | 2                    | 3               | 85    |
| 19. | RDP                | 2                                          | 1                | 2                    | 4               | 57    |
| 20. | RP                 | 3                                          | 4                | 4                    | 3               | 87    |
| 21. | RM                 | 4                                          | 2                | 4                    | 4               | 85    |
| 22. | RK                 | 3                                          | 3                | 2                    | 4               | 75    |
| 23. | RM                 | 4                                          | 4                | 4                    | 3               | 95    |
| 24. | SR                 | 4                                          | 3                | 4                    | 4               | 92    |
| 25. | RTS                | 1                                          | 2                | 1                    | 4               | 47    |
| 26. | SK                 | 4                                          | 4                | 4                    | 4               | 100   |
| 27. | TI                 | 4                                          | 3                | 4                    | 4               | 92    |
| 28. | TA                 | 3                                          | 4                | 4                    | 3               | 87    |
| 29. | VH                 | 4                                          | 4                | 4                    | 4               | 100   |
| 30. | ZAF                | 4                                          | 4                | 4                    | 3               | 95    |
| 31. | ZRR                | 3                                          | 4                | 1                    | 4               | 77    |

## APPENDIX 5

## Students Score in Cycle 1

Name : A M R  
Class : V A C

A. Fill the clump section below and place your answer in the crossword puzzle game column!

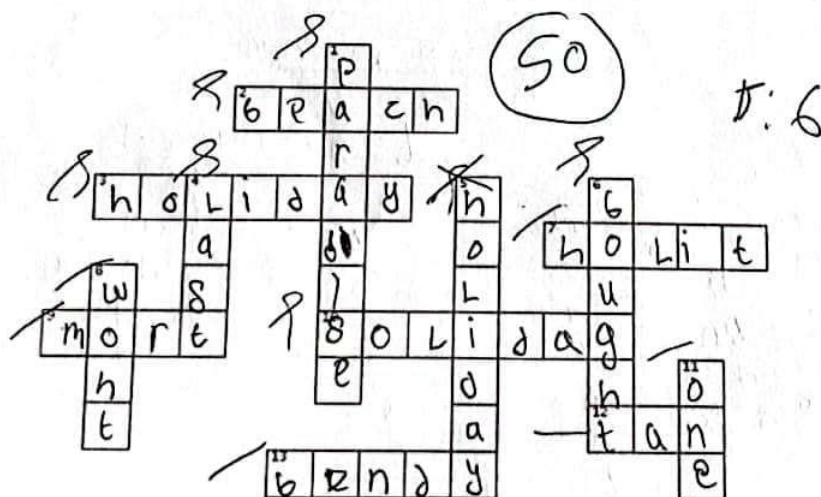
## KUTA BEACH

.....(4) holiday I and my family .....(9) to Kuta beach.

Had a short .....(3) in Kuta beach was a perfect choice. The .....(2) was so beautiful. I .....(7) spend all day looking at a clear.... (11) view.

On the ....(13) day, I spent My whole day Sunbathing. The ....(8) day, I went exploring the Kuta market. I ..... (6) many souvenirs for my friends. On ..... (12) last day, I signed up for .....(10) as the wave got high. It was a ..... (5) short holiday for me. I should explore more ..... (1) in Indonesia.

## CROSSWORD PUZZLE GAME TEST





Name : H - A

Class : VII C

A. Fill the clump section below and place your answer in the crossword puzzle game column!

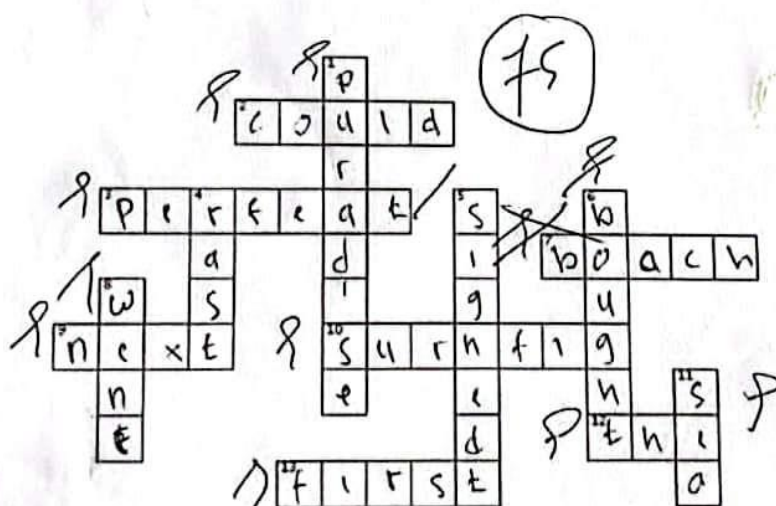
## KUTA BEACH

.....(4) holiday I and my family ....(9) to Kuta beach.

Had a short .....(3) in Kuta beach was a perfect choice. The .....(2) was so beautiful. I .....(7) spend all day looking at a clear.... (11) view.

On the ....(13) day, I spent My whole day Sunbathing. The ....(8) day, I went exploring the Kuta market. I ..... (6) many souvenirs for my friends. On ..... (12) last day, I signed up for .....(10) as the wave got high. It was a ..... (5) short holiday for me. I should explore more ..... (1) in Indonesia.

## CROSSWORD PUZZLE GAME TEST



Name : *Am*Class : *VIII*

A. Fill the clump section below and place your answer in the crossword puzzle game column!

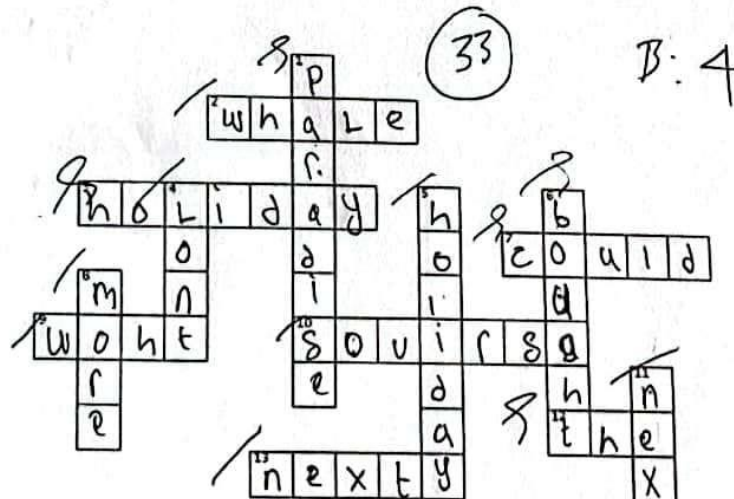
## KUTA BEACH

.....(4) holiday I and my family ....(9) to Kuta beach.

Had a short .....(3) in Kuta beach was a perfect choice. The .....(2) was so beautiful. I .....(7) spend all day looking at a clear.... (11) view.

On the ....(13) day, I spent My whole day Sunbathing. The ....(8) day, I went exploring the Kuta market. I ..... (6) many souvenirs for my friends. On ..... (12) last day, I signed up for .....(10) as the wave got high. It was a ..... (5) short holiday for me. I should explore more ..... (1) in Indonesia.

## CROSSWORD PUZZLE GAME TEST



Name : ZRP  
Class : VCC

A. Fill the clump section below and place your answer in the crossword puzzle game column!

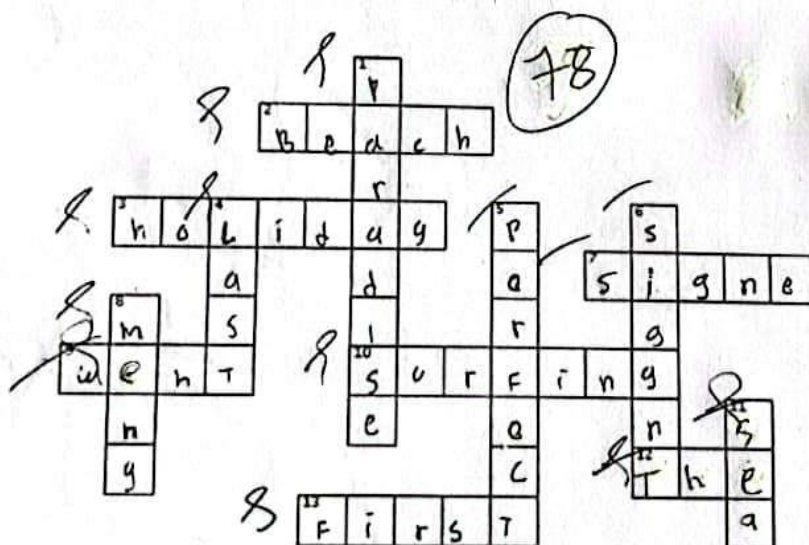
### KUTA BEACH

.....(4) holiday I and my family .....(9) to Kuta beach.

Had a short .....(3) in Kuta beach was a perfect choice. The .....(2) was so beautiful. I .....(7) spend all day looking at a clear..... (11) view.

On the ....(13) day, I spent My whole day Sunbathing. The ....(8) day, I went exploring the Kuta market. I ..... (6) many souvenirs for my friends. On ..... (12) last day, I signed up for .....(10) as the wave got high. It was a ..... (5) short holiday for me. I should explore more ..... (1) in Indonesia.

### CROSSWORD PUZZLE GAME TEST



Name : M. A. S.  
Class : BC

A. Fill the clump section below and place your answer in the crossword puzzle game column!

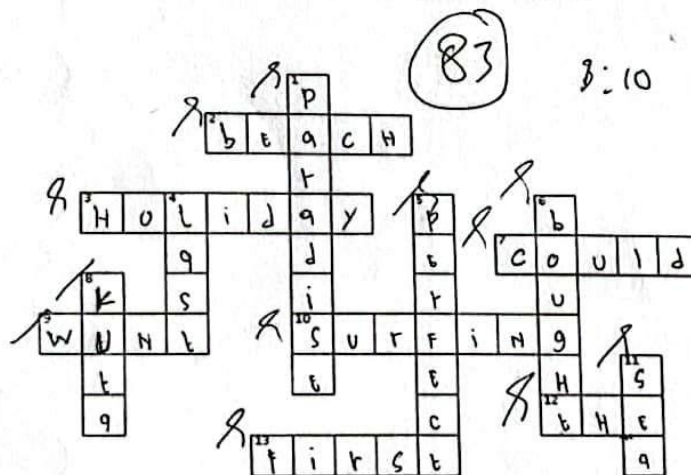
### KUTA BEACH

.....(4) holiday I and my family ....(9) to Kuta beach.

Had a short .....(3) in Kuta beach was a perfect choice. The .....(2) was so beautiful. I .....(7) spend all day looking at a clear.... (11) view.

On the ....(13) day, I spent My whole day Sunbathing. The ....(8) day, I went exploring the Kuta market. I ..... (6) many souvenirs for my friends. On ..... (12) last day, I signed up for .....(10) as the wave got high. It was a ..... (5) short holiday for me. I should explore more ..... (1) in Indonesia.

### CROSSWORD PUZZLE GAME TEST



## STUDENTS' TEST CYCLE 2

Name: A.M.

Class: VII C

A. Fill the clump section below and place your answer in the crossword puzzle game column!  
Words can go across or down.

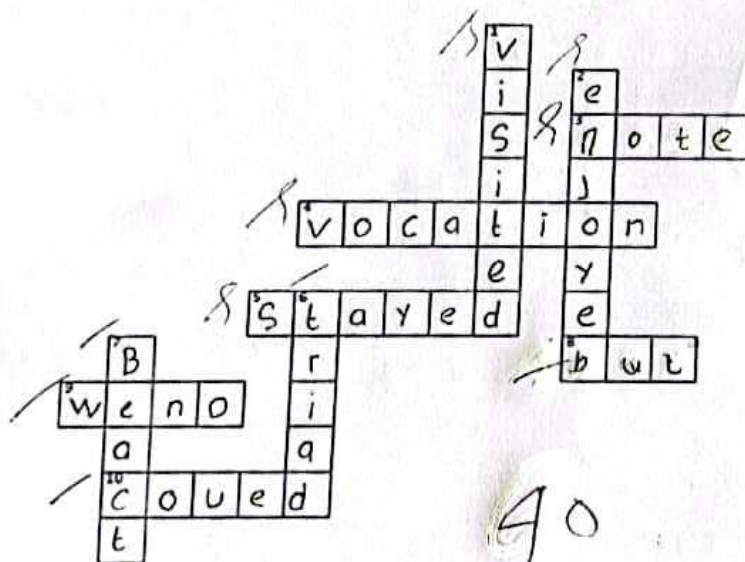
## HOLIDAY IN BALI

This ..... (4), I ..... (9) to Bali with my family. We ..... (5) in a villa in the Seminyak area and spent a week on beautiful island.

On the first ..... (8), we went to the Kuta .... (7). We.... (2) the beach atmosphere, played in the water, and ..... (6) some Balinese food.

The ..... (3) day, we went to the Tanah Lot Temple. We ..... (10) see sunset view and ..... (1) several souvenir in there.

## CROSSWORD PUZZLE GAME



Name : K. N. N.  
Class : 8 C

A. Fill the clump section below and place your answer in the crossword puzzle game column!  
Words can go across or down

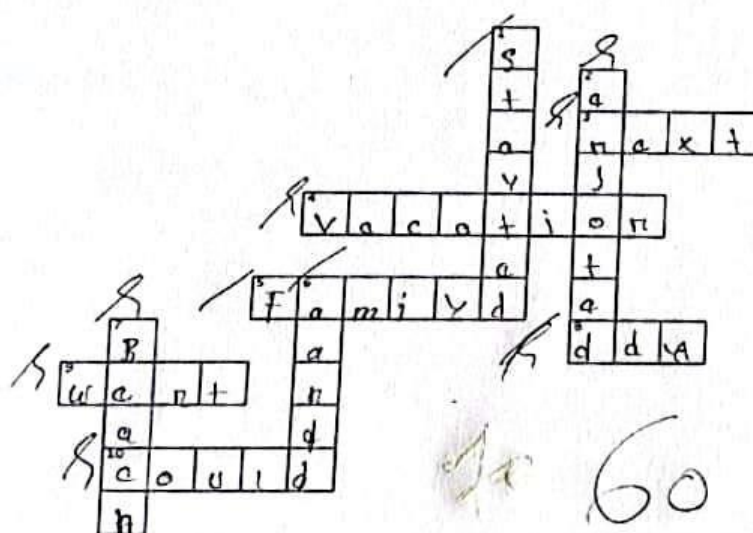
### HOLIDAY IN BALI

This ..... (4), I ..... (9) to Bali with my family. We ..... (5) in a villa in the Seminyak area and spent a week on beautiful island.

On the first ..... (8), we went to the Kuta .... (7). We .... (2) the beach atmosphere, played in the water, and ..... (6) some Balinese food.

The ..... (3) day, we went to the Tanah Lot Temple. We ..... (10) see sunset view and ..... (1) several souvenir in there.

### CROSSWORD PUZZLE GAME



60





Name : M. A. S

Class : VII C

A. Fill the clump section below and place your answer in the crossword puzzle game column!  
Words can go across or down.

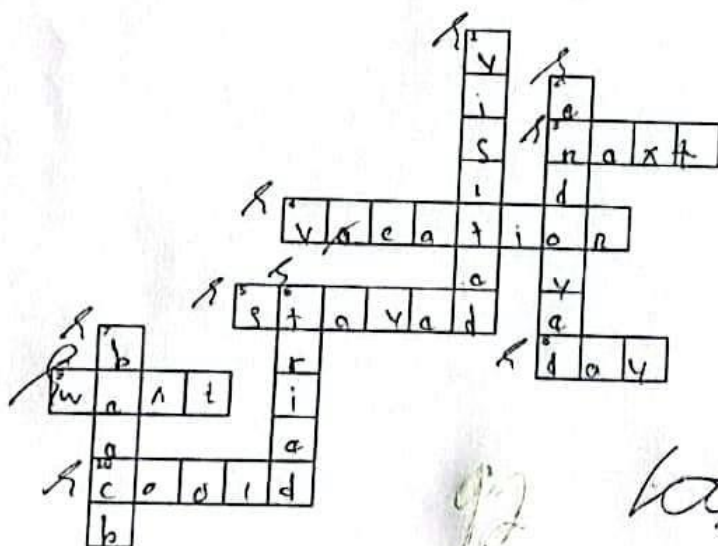
### HOLIDAY IN BALI

This ..... (4), I ..... (9) to Bali with my family. We ..... (5) in a villa in the Seminyak area and spent a week on beautiful island.

On the first ..... (8), we went to the Kuta .... (7). We .... (2) the beach atmosphere, played in the water, and ..... (6) some Balinese food.

The ..... (3) day, we went to the Tanah Lot Temple. We ..... (10) see sunset view and ..... (1) several souvenir in there.

### CROSSWORD PUZZLE GAME





Name : A.N.R.

Class : VIII C

A. Fill the clump section below and place your answer in the crossword puzzle game column!  
Words can go across or down.

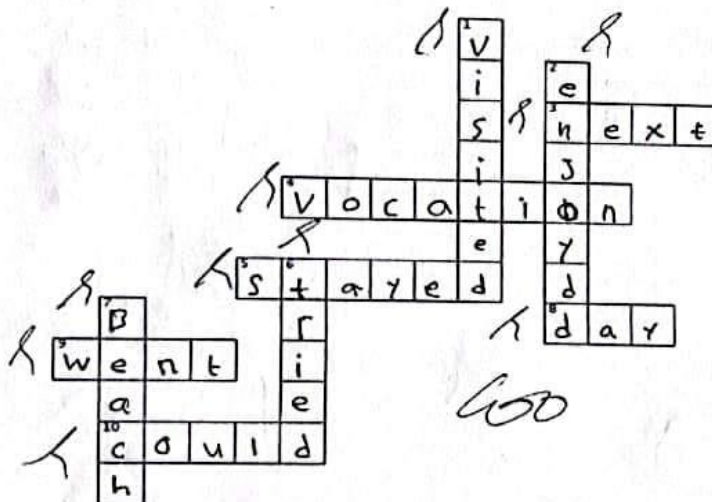
### HOLIDAY IN BALI

This ..... (4), I ..... (9) to Bali with my family. We ..... (5) in a villa in the Seminyak area and spent a week on beautiful island.

On the first ..... (8), we went to the Kuta ..... (7). We .... (2) the beach atmosphere, played in the water, and ..... (6) some Balinese food.

The ..... (3) day, we went to the Tanah Lot Temple. We ..... (10) see sunset view and ..... (1) several souvenir in there.

### CROSSWORD PUZZLE GAME



Name : Z.R.R  
Class : 8.c

A. Fill the clump section below and place your answer in the crossword puzzle game column!  
Words can go across or down.

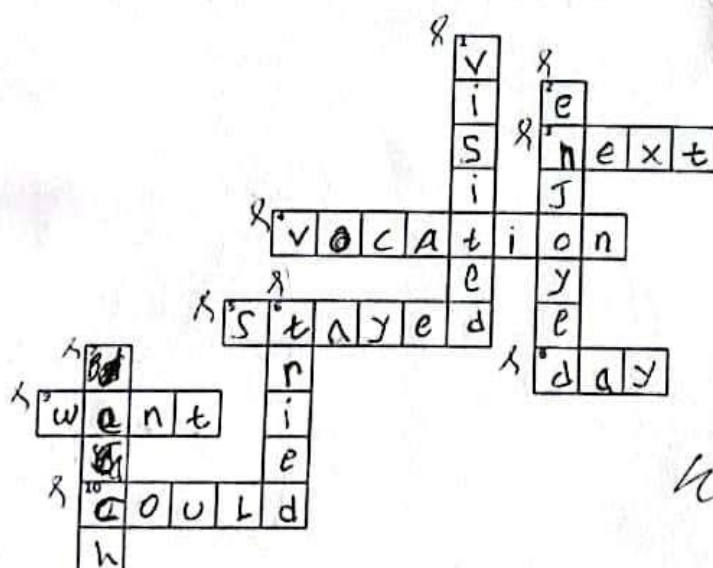
### HOLIDAY IN BALI

This ..... (4), I ..... (9) to Bali with my family. We ..... (5) in a villa in the Seminyak area and spent a week on beautiful island.

On the first ..... (8), we went to the Kuta .... (7). We .... (2) the beach atmosphere, played in the water, and ..... (6) some Balinese food.

The ..... (3) day, we went to the Tanah Lot Temple. We ..... (10) see sunset view and ..... (1) several souvenir in there.

### CROSSWORD PUZZLE GAME



## APPENDIX 6

## Interview Results

| No | Question                                  | Student's Code | Answer                                                                                                                                                                                                                         |
|----|-------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | What do you think about learning English? | AM             | Menurut saya Belajar Bahasa Inggris Sangat menarik.<br><i>In my opinion learn English is very interesting.</i>                                                                                                                 |
|    |                                           | KN             | Mm.. sangat menyenangkan dan saya menyukainya.<br><i>English is fun and I like learning English</i>                                                                                                                            |
|    |                                           | ZRR            | Belajar Bahasa Inggris membuat pengetahuan.<br><i>Learning English can improve knowledge .</i>                                                                                                                                 |
|    |                                           | MAS            | Menurut saya Belajar Bahasa Inggris menyenangkan tapi saya kesusahan dalam setiap bicara dalam Bahasa Inggris.<br><i>In my opinion learning English is fun but it's difficult for me to speak English.</i>                     |
|    |                                           | ANR            | Bahasa Inggris itu seru dan banyak digunakan di berbagai negara itu menurut saya.<br><i>I think, English is fun and a lot of countries use this language .</i>                                                                 |
|    |                                           | HA             | Bahasa Inggris dapat membuat kita memahami berbagai bahasa misalnya saat kita ke luar negeri<br><i>English can make us understand various languages, for example when we go abroad</i>                                         |
| 2. | Why do we have to learn English?          | AM             | Karena Bahasa Inggris susah banyak digunakan dan kita pun harus menggunakannya dan kita harus belajar Bahasa Inggris<br><i>Because English is difficult for many to use and we have to use it and we have to learn English</i> |
|    |                                           | KN             | Agar kita bisa pergi kemana saja dan bisa berbicara dengan orang dan menggunakan Bahasa Inggris.<br><i>So that we can go anywhere and can talk to people and use English.</i>                                                  |
|    |                                           | ZRR            | Jika kita ingin keluar negeri kita bisa menggunakan Bahasa Inggris dan suatu saat nanti kita kerja di kantor kita harus memahami dalam Bahasa Inggris karena di perkantoran yang bekerjasama dengan                            |

|    |                                                                 |     |                                                                                                                                                                                                                 |
|----|-----------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                 |     | negara lain misalnya<br><i>If we want to go abroad we can use English and one day when we work in an office we have to understand English because there are offices that collaborate with other countries.</i>  |
|    |                                                                 | MAS | Untuk berkomunikasi misalnya bertemu dengan orang inggris kita bisa memahami apa yang mereka katakan<br><i>To communicate, for example when meeting English people, we can understand what they are saying.</i> |
|    |                                                                 | ANR | Biar kita bisa keliling duania dan lancer berbahasa inggris<br><i>So we can go around world and fluent in English.</i>                                                                                          |
|    |                                                                 | HA  | Karena kita harus belajar agar saat keluar negeri kita bisa bicara sepatah dua patah kata<br><i>Because we have to learn so that when we leave the country we can talk a few words.</i>                         |
| 3. | What is your problem in learning English?                       | AM  | Tidak mudah dan sulit menerjemahkan<br><i>It's not easy and difficult to translate.</i>                                                                                                                         |
|    |                                                                 | KN  | Sulit dan tidak mengerti.<br><i>Difficult and don't understand</i>                                                                                                                                              |
|    |                                                                 | ZRR | Saya sulit memahami apalagi jika disampaikan dalam Bahasa inggris.<br><i>I find it difficult to understand, especially when it is conveyed in English.</i>                                                      |
|    |                                                                 | MAS | Bahasa inggris sulit diingat kosa katanya.<br><i>English vocabulary is difficult to remember.</i>                                                                                                               |
|    |                                                                 | ANR | Saya tidak bisa menguasai Bahasa inggris.<br><i>I can't master English.</i>                                                                                                                                     |
|    |                                                                 | HA  | Susah menghafal dan menyebut karena saya baru belajar Bahasa inggris di SMP.<br><i>It's difficult to memorize and pronounce because I only learned English in junior high school.</i>                           |
| 4. | Have you ever learned vocabulary through Crossword Puzzle Game? | AM  | Belum pernah<br><i>Not yet</i>                                                                                                                                                                                  |
|    |                                                                 | KN  | Belum pernah<br><i>Not yet</i>                                                                                                                                                                                  |
|    |                                                                 | ZRR | Belum pernah<br><i>Not yet</i>                                                                                                                                                                                  |
|    |                                                                 | MAS | Belum pernah<br><i>Not yet</i>                                                                                                                                                                                  |

|    |                                                                                                |     |                                                                                                                                                                                                                                        |
|----|------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                | ANR | Belum pernah<br><i>Not yet</i>                                                                                                                                                                                                         |
|    |                                                                                                | HA  | Belum pernah<br><i>Not yet</i>                                                                                                                                                                                                         |
| 5. | What do you think about the activities in learning vocabulary using the crossword Puzzle game? | AM  | Sangatalah mempermudah karena dilatih mengingat huruf demi huruf.<br><i>It's very easy because they are trained to remember letter by letter.</i>                                                                                      |
|    |                                                                                                | KN  | Pendapat saya tts sangat membantu memahami Bahasa inggris dan belajar menghafal.<br><i>My opinion is very crossword puzzle game helps understand English and learn to memorize.</i>                                                    |
|    |                                                                                                | ZRR | Agak sulit karena jawabanya harus pas dan benar.<br><i>It's a bit difficult because the answer has to be appropriate and correct.</i>                                                                                                  |
|    |                                                                                                | MAS | Seru dan menarik.<br><i>Fun and interesting.</i>                                                                                                                                                                                       |
|    |                                                                                                | ANR | Awalnya susah karena saya belum pernah tapi ternyata sangat membantu saya lebih mudah ingat artinya.<br><i>At first it was difficult because I had never done it before, but it really helped me remember the meaning more easily.</i> |
|    |                                                                                                | HA  | Tidak seru dan tidak menarik.<br><i>Not fun and not interesting.</i>                                                                                                                                                                   |
|    |                                                                                                |     |                                                                                                                                                                                                                                        |
| 6. | How did you feel after learned vocabulary using crossword puzzle game?                         | AM  | Belajar Bahasa inggris jadi lebih seru.<br><i>Learning English becomes more fun.</i>                                                                                                                                                   |
|    |                                                                                                | KN  | Bahasa inggris jadi aktif kelasnya.<br><i>English Class Be More Active.</i>                                                                                                                                                            |
|    |                                                                                                | ZRR | Saya menjadi lebih memahami banyak kosa kata dan mampu menghafalnya.<br><i>I became more understand a lot of vocabulary and are able to memorize it.</i>                                                                               |
|    |                                                                                                | MAS | Tts adalah game paling seru bisa digunakan untuk meningkatkan semangat dalam belajar Bahasa inggris.<br>Crossword puzzle game is the most exciting game that can be used to increase enthusiasm for learning English.                  |
|    |                                                                                                | ANR | Tekatekisilang adalah solusi agar Bahasa inggris tidak membosankan.<br>The crossword puzzle is solution so that English is not boring.                                                                                                 |
|    |                                                                                                | HA  | Crossword puzzle game sangat sulit dipahami dan saya sering bingung                                                                                                                                                                    |

|    |                                                                                    |     |                                                                                                                                                                                                                                                                                                                                                                                                |
|----|------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                    |     | <i>Crossword puzzle game is very difficult to understand and I often get confused.</i>                                                                                                                                                                                                                                                                                                         |
| 7. | Do Crossword Puzzle Game useful for you to improving your vocabulary?              | AM  | Iya, semenjak ada ts saya bisa menghafal lebih dari 5 kosa kata dalam satu jam pelajaran.<br><i>Yes, since there was ts I can memorize more than 5 vocabulary words in one meeting.</i>                                                                                                                                                                                                        |
|    |                                                                                    | KN  | Sangat meningkatkan dulu saya selalu lupa yang dipejari setelah pulang sekolah tapi dengan tts saya masih bisa ingat karena saya sudah memasukan kata dalam kotak Crossword puzzle game.<br><i>It improved a lot, I used to always forget what I learned after coming home from school but with tts I can still remember because I have entered the word in the Crossword puzzle game box.</i> |
|    |                                                                                    | ZRR | Iya dan meningkatkan ketelitian juga.<br><i>Yes and increases accuracy too.</i>                                                                                                                                                                                                                                                                                                                |
|    |                                                                                    | MAS | Lumayan berkat tts saya menjadi tidak ngantuk juga saat belajar Bahasa Inggris.<br><i>Not bad, thanks to Crossword Puzzle Game I don't feel sleepy.</i>                                                                                                                                                                                                                                        |
|    |                                                                                    | ANR | Crossword puzzle game sangat membantu saya dalam menghafal kosa kata.<br><i>helps me a lot in memorizing vocabulary.</i>                                                                                                                                                                                                                                                                       |
|    |                                                                                    | HA  | Tidak terlalu, karena terlalu banyak kata-kata dalam kotak.<br><i>Not really, because there are too many words in the box.</i>                                                                                                                                                                                                                                                                 |
| 8  | What are the difficulties faced when you learning English using crossword puzzles? | AM  | Jumlah kotak kadang tidak cukup dengan jawabanya.<br><i>Sometimes the number of boxes is not enough for the answer.</i>                                                                                                                                                                                                                                                                        |
|    |                                                                                    | KN  | Saat belum mengerti pertama kali menggunakan saya sering bingung yang mendatar dan menurun.<br><i>When you don't understand first time use me often flat and descending confusion.</i>                                                                                                                                                                                                         |
|    |                                                                                    | ZRR | Kurang pandai menyusun kata atau hurufnya.<br><i>Not good at organizing the word or letter.</i>                                                                                                                                                                                                                                                                                                |
|    |                                                                                    | MAS | Susah dalam mengingat isinya jadi sering salah isi dalam kotak.<br><i>It's difficult to remember the contents so it's often the wrong contents in the box.</i>                                                                                                                                                                                                                                 |

|  |  |     |                                                                                                                                                                                            |
|--|--|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ANR | susah dalam mengingat katanya.<br><i>it's hard to remember what he said.</i>                                                                                                               |
|  |  | HA  | Saya tidak bisa mengisinya karena kadang hurufnya tidak lengkap yang saya simpan dikotak.<br><i>I can't fill it in because sometimes the letters are incomplete which I keep in a box.</i> |

Sintang,

2023

Observer

**Reksi**

NIM.190307112

## APPENDIX 7

111

OBSERVATION CHECKLIST  
(FOR STUDENTS)

Teacher name : Nurmawati, S.pd  
 Education Unit : Bahasa Inggris  
 Class/Semester : VIII / 2  
 Sub Material : Recount Text  
 Date and Time : 11/01/2023 07.00 - 08.20  
 Time Allocation : 80 Menit

| No | Aspect                 | Indicator                                                                                      | Rating |   |   |   |   |
|----|------------------------|------------------------------------------------------------------------------------------------|--------|---|---|---|---|
|    |                        |                                                                                                | 1      | 2 | 3 | 4 | 5 |
| 1  | Preliminary activities | a. Students answer the teacher's greeting.                                                     |        |   |   |   | ✓ |
|    |                        | b. The students pray before they start the lesson.                                             |        |   |   |   | ✓ |
|    |                        | c. Students provide answers to the attendance checklist.                                       |        |   |   |   | ✓ |
|    |                        | d. Students pay attention to teacher who give a new vocabulary and translate it by dictionary. |        |   |   | ✓ |   |
| 2  | Main Activity          | a. The students pay attention to the explanation about the material recount text.              |        |   | ✓ |   |   |
|    |                        | b. The students pay attention when the teacher give an instruction the procedure of            |        |   |   | ✓ |   |



|   |                    |                                                                                                                               |  |   |   |   |   |  |
|---|--------------------|-------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|---|--|
|   |                    | Crossword Puzzle Game.                                                                                                        |  |   |   |   |   |  |
|   |                    | c. The students showed their interest in using Crossword Puzzle Game.                                                         |  |   |   | ✓ |   |  |
|   |                    | d. The student participate or follow the instruction of Crossword Puzzle Game.                                                |  |   |   | ✓ |   |  |
|   |                    | e. The students fill in the puzzle box according to the recount text learned.                                                 |  |   |   |   | ✓ |  |
|   |                    | f. The students are active during the teaching and learning process and participate in learning using crossword puzzle games. |  | ✓ |   |   |   |  |
| 3 | Closing activities | a. Students repeat some of the vocabulary they have learned.                                                                  |  |   | ✓ |   |   |  |
|   |                    | b. The students listen to the next lesson plan that will be done at the next meeting                                          |  |   |   |   | ✓ |  |

P.5 : 5

P.4 : 3

P.1 : 2

P.2 : 1

Sintang, 11 Mei 2023

Observer

Numawati, S.Pd

NIP. 196506081984032011

**OBSERVATION CHECKLIST**  
(FOR STUDENTS)

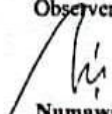
Teacher name : Dumaswati, S.pd  
 Education Unit : Bahasa Inggris  
 Class/Semester : VII / 2  
 Sub Material : Recount Text  
 Date and Time : 18/mbi/2023 7.00 - 08.20  
 Time Allocation : 80 menit

| No | Aspect                 | Indicator                                                                                      | Rating |   |   |   |   |
|----|------------------------|------------------------------------------------------------------------------------------------|--------|---|---|---|---|
|    |                        |                                                                                                | 1      | 2 | 3 | 4 | 5 |
| 1  | Preliminary activities | a. Students answer the teacher's greeting.                                                     |        |   |   |   | ✓ |
|    |                        | b. The students pray before they start the lesson.                                             |        |   |   |   | ✓ |
|    |                        | c. Students provide answers to the attendance checklist.                                       |        |   |   |   | ✓ |
|    |                        | d. Students pay attention to teacher who give a new vocabulary and translate it by dictionary. |        |   |   |   | ✓ |
| 2  | Main Activity          | a. The students pay attention to the explanation about the material recount text.              |        |   |   | ✓ |   |
|    |                        | b. The students pay attention when the teacher give an instruction the procedure of            |        |   |   | ✓ |   |

|   |                    |                                                                                                                               |  |   |   |   |   |
|---|--------------------|-------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|---|
|   |                    | Crossword Puzzle Game.                                                                                                        |  |   |   |   |   |
|   |                    | c. The students showed their interest in using Crossword Puzzle Game.                                                         |  | ✓ | W |   |   |
|   |                    | d. The student participate or follow the instruction of Crossword Puzzle Game.                                                |  |   |   | ✓ |   |
|   |                    | e. The students fill in the puzzle box according to the recount text learned.                                                 |  |   |   |   | ✓ |
|   |                    | f. The students are active during the teaching and learning process and participate in learning using crossword puzzle games. |  |   |   |   | ✓ |
| 3 | Closing activities | a. Students repeat some of the vocabulary they have learned.                                                                  |  |   |   | ✓ |   |
|   |                    | b. The students listen to the next lesson plan that will be done at the next meeting                                          |  |   |   |   | ✓ |

Sintang, 10 Mei 2023

Observer

  
Numawati, S.Pd

NIP.19650603198703204

**OBSERVATION CHECKLIST**  
(FOR STUDENTS)

Teacher name : Nuzumati, Spd  
 Education Unit : Bahasa Inggris  
 Class/Semester : VIII / 2  
 Sub Material : Recount text  
 Date and Time : 25 Mei 2023  
 Time Allocation : 80 menit

| No | Aspect                 | Indicator                                                                                      | Rating |   |   |   |   |
|----|------------------------|------------------------------------------------------------------------------------------------|--------|---|---|---|---|
|    |                        |                                                                                                | 1      | 2 | 3 | 4 | 5 |
| 1  | Preliminary activities | a. Students answer the teacher's greeting.                                                     |        |   |   |   | ✓ |
|    |                        | b. The students pray before they start the lesson.                                             |        |   |   |   | ✓ |
|    |                        | c. Students provide answers to the attendance checklist.                                       |        |   |   |   | ✓ |
|    |                        | d. Students pay attention to teacher who give a new vocabulary and translate it by dictionary. |        |   |   |   | ✓ |
| 2  | Main Activity          | a. The students pay attention to the explanation about the material recount text.              |        |   |   | ✓ |   |
|    |                        | b. The students pay attention when the teacher give an instruction the procedure of            |        |   |   |   | ✓ |

|   |                    |                                                                                                                               |  |  |  |  |  |  |   |
|---|--------------------|-------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|---|
|   |                    | Crossword Puzzle Game.                                                                                                        |  |  |  |  |  |  |   |
|   |                    | c. The students showed their interest in using Crossword Puzzle Game.                                                         |  |  |  |  |  |  | ✓ |
|   |                    | d. The student participate or follow the instruction of Crossword Puzzle Game.                                                |  |  |  |  |  |  | ✓ |
|   |                    | e. The students fill in the puzzle box according to the recount text learned.                                                 |  |  |  |  |  |  | ✓ |
|   |                    | f. The students are active during the teaching and learning process and participate in learning using crossword puzzle games. |  |  |  |  |  |  | ✓ |
| 3 | Closing activities | a. Students repeat some of the vocabulary they have learned.                                                                  |  |  |  |  |  |  | ✓ |
|   |                    | b. The students listen to the next lesson plan that will be done at the next meeting                                          |  |  |  |  |  |  | ✓ |

Sintang, 25 Mei 2023

Observer

Numawati, S.Pd

NIP. 66506021987072011

## OBSERVATION CHECKLIST

(FOR STUDENTS)

Teacher name : Nurmuwati, S.pd  
 Education Unit : Bh. Inggris  
 Class/Semester : VIII / 2  
 Sub Material : Recount Text  
 Date and Time : 31 Mei 2023  
 Time Allocation : 90 menit

| No | Aspect                 | Indicator                                                                                      | Rating |   |   |   |   |
|----|------------------------|------------------------------------------------------------------------------------------------|--------|---|---|---|---|
|    |                        |                                                                                                | 1      | 2 | 3 | 4 | 5 |
| 1  | Preliminary activities | a. Students answer the teacher's greeting.                                                     |        |   |   |   | ✓ |
|    |                        | b. The students pray before they start the lesson.                                             |        |   |   |   | ✓ |
|    |                        | c. Students provide answers to the attendance checklist.                                       |        |   |   |   | ✓ |
|    |                        | d. Students pay attention to teacher who give a new vocabulary and translate it by dictionary. |        |   |   |   | ✓ |
| 2  | Main Activity          | a. The students pay attention to the explanation about the material recount text.              |        |   |   |   | ✓ |
|    |                        | b. The students pay attention when the teacher give an instruction the procedure of            |        |   |   |   | ✓ |

|   |                    |                                                                                                                               |  |  |  |  |   |
|---|--------------------|-------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|---|
|   |                    | Crossword Puzzle Game.                                                                                                        |  |  |  |  |   |
|   |                    | c. The students showed their interest in using Crossword Puzzle Game.                                                         |  |  |  |  | ✓ |
|   |                    | d. The student participate or follow the instruction of Crossword Puzzle Game.                                                |  |  |  |  | ✓ |
|   |                    | e. The students fill in the puzzle box according to the recount text learned.                                                 |  |  |  |  | ✓ |
|   |                    | f. The students are active during the teaching and learning process and participate in learning using crossword puzzle games. |  |  |  |  | ✓ |
| 3 | Closing activities | a. Students repeat some of the vocabulary they have learned.                                                                  |  |  |  |  | ✓ |
|   |                    | b. The students listen to the next lesson plan that will be done at the next meeting                                          |  |  |  |  | ✓ |

Sintang, 31 Mei 2023

Observer

Numawati, S.Pd

NIP. 196506081984032011

## APPENDIX 8

## HASIL VALIDASI INSTRUMENT PENELITIAN

## HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa : Reksi  
 NIM : 190307112  
 Judul TA : The Use Of Crossword Puzzle Game For Teaching Vocabulary  
 Among Eight Grade Students In Smpn 4 Sintang

| No. | Variable                 | Saran/Tanggapan                                 |
|-----|--------------------------|-------------------------------------------------|
|     | 1                        | untuk observation checklist perbaiki bagian d.  |
|     | 2                        | untuk interview guideline perbaiki nomor 6 & 8. |
|     |                          |                                                 |
|     |                          |                                                 |
|     | Komentar Umum/Lain-lain: |                                                 |

Sintang, 07 Juni 2023  
 Validator,



Tuti, M.Pd  
 NIDN. 1105108302



## APPENDIX 10

## SURAT PERNYATAAN VALIDASI INSTRUMENT TA

|                                                                                   |                                                                                                                                                                                                                                                                                                       |               |                       |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------|
|  | <b>PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA</b><br><b>STKIP PERSADA KHATULISTIWA SINTANG</b><br><b>SINTANG-KALIMANTAN BARAT</b><br><i>Jl. Pertamina Sengkuang Km. 4, Kotak Pos 126, Telp. (0565) 2022386, 2022387</i><br><i>Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id</i> |               |                       |
|                                                                                   | <b>FORMULIR SURAT PERMOHONAN VALIDASI INSTRUMEN</b><br><b>PENELITIAN TA</b>                                                                                                                                                                                                                           |               |                       |
| <b>Kode :</b>                                                                     | <b>Edisi</b>                                                                                                                                                                                                                                                                                          | <b>Revisi</b> | <b>Tanggal Terbit</b> |
| 019FA3-1                                                                          | 1                                                                                                                                                                                                                                                                                                     | 1             | 1 Agustus 2021        |

## SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA

Saya yang bertanda tangan dibawah ini:

Nama : Tuti, M.Pd  
 NIDN : 1105108302  
 Prodi : Pendidikan Bahasa Inggris

Menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:

Nama : Reksi  
 NIM : 190307112  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul TA : The Use Of Crossword Puzzle Game For Teaching Vocabulary Among  
 Eight Grade Students In SMPN 4 Sintang

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

|   |                                                          |
|---|----------------------------------------------------------|
|   | Layak digunakan untuk penelitian                         |
| ✓ | Layak digunakan dengan perbaikan                         |
|   | Tidak layak digunakan untuk penelitian yang bersangkutan |

Dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Sintang, 07 Juni 2023  
 Validator



Tuti, M.Pd  
 NIDN. 1105108302

☐ Bertanda  
 Catatan:

## APPENDIX 11

## FIELD NOTE

Cycle/Meeting : 2 / meeting 1 dan 2  
 Day/Date : 25 May 2023 / 31 May 2023  
 Time : 160 menit : 2x 80  
 Place/Location : SMPN. 09 Sintang  
 Theme/Subtheme : Recount text

| No                   | Note/Description                                                                                                                                                                 |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| m.1<br>25/5<br>17    | <ul style="list-style-type: none"> <li>the students were active follow the class</li> <li>the student were able to maintain and put the answer in the crossword boxes</li> </ul> |
| m.1                  | <ul style="list-style-type: none"> <li>some student could pronounce, spell and mention the meaning of the word well</li> </ul>                                                   |
| 31/5/<br>2023<br>m.2 | <ul style="list-style-type: none"> <li>The classroom was conducive</li> <li>most of the student understood how to use crossword puzzle game</li> </ul>                           |
|                      | <ul style="list-style-type: none"> <li>the student active to give their opinion about the answer</li> </ul>                                                                      |
|                      | <ul style="list-style-type: none"> <li>the students were follow activities well event some student still low in vocabulary</li> </ul>                                            |

Sintang, 31 May 2023

Observer

Nurmawati, S.Pd

NIP. 196506081987072011

## FIELD NOTE

Cycle/Meeting : 1 / meeting 1 dan 2  
 Day/Date : 11 May 2023 / 10 May 2023  
 Time : 160 menit - 2x JP  
 Place/Location : SMPN. 04 Sintang  
 Theme/Subtheme : Recount Text / personal recount

| No             | Note/Description                                                                                                       |
|----------------|------------------------------------------------------------------------------------------------------------------------|
| 10/5/23<br>m.1 | The student don't understand the instruction well                                                                      |
| m.1            | the student hard to translate w the words                                                                              |
| m.1            | A lot of student confused                                                                                              |
| 10/5/23<br>m.2 | the student are serious to follow the class<br>- the student could use crossword and answer                            |
| m.2            | - Half of students still felt hard to translate some vocabularies<br>- at the end of the lesson the student felt happy |

Sintang, 31 may 2023

Observer

Normawati, S.Pd

NIP. 196506081987032011

## APPENDIX 12

## Surat Ijin Penelitian



Nomor : 236/B-6/G1/VI/2023

Lampiran : 1 (satu) lembar

Perihal : Izin Penelitian

Kepada

Yth. Kepala SMPN 4 Sintang

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama : Reksi

NIM : 090307112

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

**"The Use of Crossword Puzzle Game for Teaching Vocabulary Among Eighth Grade Students in SMPN 4 Sintang".** Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 08 Juni 2023

Mengesahkan  
Ketua STKIP Bersada Khatulistiwa  
Didin Saifuddin, S.P., M.Si  
NIDN.1102066603

Kepala Studi PBI  
Silomon N. Pd.  
NIDN.1115028901

## APPENDIX 13

## Surat permohonan ujian TA

**SURAT PERMOHONAN UJIAN TA**

Yang bertandatangan di bawah ini saya:

Nama : Reksi  
 NIM : 190307112  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul TA : The Use Of Crossword Puzzle Game In Teaching Vocabulary Among  
 Eight Grade Students In Smpn 04 Sintang

Dengan ini mengajukan permohonan ujian TA. Sebagai persyaratan saya lampirkan:

- Kartu Tanda Mahasiswa (KTM) sebagai mahasiswa STKIP Persada Khatulistiwa ✓
- Kartu Rencana Studi yang mencantumkan mata kuliah TA pada semester berjalan. ✓
- Kartu atau buku bimbingan TA yang telah diisi sesuai bimbingan. ✓
- Naskah laporan TA sebanyak 4 (empat) rangkap.
- Transkrip Nilai Sementara yang divalidasi oleh BAA. ✓
- Surat keterangan cuti kuliah (bagi mahasiswa yang pernah cuti).
- Kartu Bimbingan TA sudah disetujui Dosen Pembimbing dan Ketua Program Studi. ✓
- Review Daftar Pustaka ke Prodi

Menyerahkan syarat-syarat sebagai berikut ke Prodi:

- Fotocopy Registrasi/Daftar Ulang Semester berjalan ✓
- Fotocopy Slip Pembayaran Ujian TA ✓
- Fotocopy Ijazah SMA ✓
- Fotocopy Kartu Rencana Studi semester berjalan ✓
- Fotocopy Kartu Peserta Ujian TA dengan syarat 4 kali sebagai peserta dan 1 kali sebagai notulis ✓
- Hasil Review Daftar Pustaka
- Pas photo hitam putih ukuran 3 x 4 sebanyak 3 (tiga) lembar, ukuran 4 x 6 sebanyak 3 (tiga) lembar. ✓
- Sertifikat TOEFL ✓

Demikian permohonan ini diajukan. Atas perkenannya disampaikan terima kasih.

Sintang, Desember 2023

Mahasiswa,

  
 Reksi  
 NIM.190307112

## APPENDIX 14

## Validasi Daftar Pustaka

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                        |               |                       |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------|
|  | <b>PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA</b><br><b>STKIP PERSADA KHATULISTIWA SINTANG</b><br><b>SINTANG-KALIMANTAN BARAT</b><br>Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387<br>Email: <a href="mailto:stkippersada@gmail.com">stkippersada@gmail.com</a> Website: <a href="http://www.persadakhhatulistiwa.ac.id">www.persadakhhatulistiwa.ac.id</a> |               |                       |
|                                                                                   | <b>FORMULIR HASIL REVIEW DAFTAR PUSTAKA</b>                                                                                                                                                                                                                                                                                                                                            |               |                       |
| <b>Kode :</b>                                                                     | <b>Edisi</b>                                                                                                                                                                                                                                                                                                                                                                           | <b>Revisi</b> | <b>Tanggal Terbit</b> |
| 021FA3-1                                                                          | 1                                                                                                                                                                                                                                                                                                                                                                                      | 1             | 1 Agustus 2021        |

**HASIL REVIEW DAFTAR PUSTAKA**

Kepada

Yth. Kaprodi Pendidikan Bahasa Inggris

Di

Tempat

Yang bertanda tangan di bawah ini:

Nama : Ilinawati, M.Pd

Jabatan : Sekretaris Prodi

Telah mereview sumber pustaka yang disitasi oleh :

Nama : Reksi

NIM : 190307112

Prodi : Pendidikan Bahasa Inggris

Memberikan catatan sebagai berikut:

1. Sumber buku & artikel adalah valid dan dapat dijadikan sebagai referensi untuk penulisan skripsi / artikel akademik.
2. Setelah di cek dapat disimpulkan:  
Buku : 16  
Jurnal : 9  
Jumlah : 25

Dengan demikian, sumber pustaka tersebut (MEMENUHI/TIDAK MEMENUHI) kriteria penulisan karya ilmiah.

Sintang      Desember 2023

Reviewer



Ilinawati, M.Pd



## APPENDIX 15

## The Documentation of learning activities



Picture 1  
Pre-Observation



Picture 2  
Learning Activities

## BIOGRAPHY



Reksi is the writer of this thesis. The writer was born in Ayau II on January 3<sup>rd</sup> 2002. The writer is known as the second child from the couple of Samin and Juliana. The writer is the second child from three siblings and has a brother that is named Reky and younger sister that is named Oktari Amiliana. The writer was known as a person who had undergone her first education at SDN 03 Empura. Afterwards, the writer decided to continue her education at SMPN 02 Ketungau Hulu and graduated on 2012. After the writer had finished her education in the primary school, the writer registered at SMAN 1 Ketungau Tengah and finished her study on 2019. In the same year, the writer decided to continue her education in the college world by registering at STKIP Persada Khatulistiwa and chose to expand her skill by selecting the English Education Study Program as her first major. After the writer had studied for almost five years at STKIP Persada Khatulistiwa, the writer was declared to finish her study on December 2023. This book is the final result of her writing which is expected to be useful for many people both for the teachers, lecturers, and students from various circles and fields.