

Appendix 1.

Results of Observation Checklist Cycle I

Observation Checklist

Education units : SMP Negeri 2 Belimbing
 Subject : English
 Class/semester : VIII/2 (genap)
 Subject matter : Vocabulary
 Sub material : Action verb and things around us
 Date and time : 4 June 2024
 Time allocation : 2x40 minutes

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre-Activity	Students respond politely and well to the greeting given by the teacher		✓		
		Students lead prayers before learning activities beginning.			✓	
2.	While activity	Student listen to the material delivered by the teacher about what vocabulary they will learn today		✓		
		Student try to understand the vocabulary that has been explained by the teacher	✓			
		Student pay close attention to the teacher's instruction about the implementation of the Total Physical Response method		✓		
		Student follow the instructions given by the teacher		✓		
		Student practice the vocabulary use of Total Physical Response method with their friends based on the intrusion given by the teacher and repeat the vocabulary with correct pronunciation and spelling.				
3.	Post-Activity	Student express their opinions freely after participating in this teaching and learning activity			✓	
		Student pay attention and listen to what the conclusion of this meeting		✓		
		Student listen carefully to the material for the next meeting delivered by the teacher		✓		

		Student answer the greeting from the teacher with the expression of parting in English			✓	
--	--	--	--	--	---	--

Description:

No	Description
4	Almost all of student do the activities (13-15)
3	Half student do the activities (9-12)
2	There are some student do the activities (5-8)
1	Only few student do the activities (0-4)

This the formula to calculate the percentage in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{total score}} \times 100$$

Batu Nanta, ... 4 ... June ... 2024

Observer



Aqsa Nur Safira, S.pd.I

NIP.

Appendix 2

Results of Observation Checklist Cycle II

Observation Checklist

Education units : SMP Negeri 2 Belimbing
 Subject : English
 Class/semester : VIII/2 (genap)
 Subject matter : Vocabulary
 Sub material : Action verb and things around us
 Date and time : 7 June 2024
 Time allocation : 2x40 minutes

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre-Activity	Students respond politely and well to the greeting given by the teacher				✓
		Students lead prayers before learning activities beginning.				✓
2.	While activity	Student response the brainstorming by the teacher about the vocabulary the have learned last week			✓	
		Student answer some question by the teacher			✓	
		Student try to understand the vocabulary that has been explained by the teacher			✓	
		Student pay close attention to the teacher's instructions about the implementation of the Total Physical Response method			✓	
		Student follow the instructions gives by the teacher			✓	
		Student practice the vocabulary use of Total Physical Response method with their friends based on the intrusion given by the teacher and repeat the vocabulary with correct pronunciation and spelling.		✓		
		Student fill the blank on the worksheets that have been provided by the teacher but it is different from cycle I				✓
3.	Post-Activity	Student express their opinions freely after				

		participating in this teaching and learning activity			✓	
		Student pay attention and listen to what the conclusion of this meeting			✓	
		Student listen carefully the motivation was gives by the teacher				✓
		Student respond to the greeting from the teacher with the expression of farewell before going home				✓

Description:

No	Description
4	Almost all of student do the activities (13-15)
3	Half student do the activities (9-12)
2	There are some student do the activities (5-8)
1	Only few student do the activities (0-4)

This the formula to calculate the percentage in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{total score}} \times 100$$

Batu Nanta, ... 7 June 2024

Observer



Aqsa Nur Safira, S.pd.I

NIP.

Appendix 3

Results of Field note Cycle I

Field Note

Date and time : 4 June 2024
 Education units : SMP Negeri 2 Belimbong
 Class/semester : VIII/genap
 Topic : Vocabulary
 Cycle : 1
 Time Allocation : 2x40 minutes
 Teacher : Hendri Susadi

No	Description
1.	The teacher greets and ask student to read the pray Teacher check the attendance list
2.	The students response the teacher greets The teacher explain the materials.
3.	Student still confused to follow instructions from the teacher Student pay attention to the teacher explanation

Batu Nanta, 4 June 2024

Observer



Aqsa Nur Safira, S.pd

NIP.

Appendix 4

Results of Field note Cycle II

Field Note

Date and time : 7 June 2024
 Education units : SMP Negeri 2 Belimbing
 Class/semester : VIII/genap
 Topic : Vocabulary
 Cycle : 2
 Time Allocation : 2x40 minutes
 Teacher : Hendri Susadi

No	Description
1.	Students respond to the greeting given from the teacher
2.	The student enjoy and active learning in the classroom
3.	Student do the assignment given by the teacher

Batu Nanta, 7... Jun... 2024...

Observer



Aqsa Nur Safira, S.pd

NIP.

Appendix 5

Transcripts of Interview in Cycle I

Name of Student : CO

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : Difficult to find the meaning from the new words.

2. How excited are you in learning English today?

Answer : I'm very excited to follow the lesson today.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : When study the materials about action verb and noun
verb, I gets to find new words and interested

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : I'm very happy because get the interesting words in
English lesson.

5. After the study was over, did you find a new vocabulary?

Answer : I find the new words, like "run and Read".

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because we learned the words with TPR
method.

7. What motivated you to continue improving your vocabulary?

Answer : I will mastering in English to next level.

Name of Student : AST

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : Difficult to find the answer.

2. How excited are you in learning English today?

Answer : I'm very excited and happy.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : This materials so can help the students to understanding.

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : I'm very happy and so understand the materials.

5. After the study was over, did you find a new vocabulary?

Answer : I find the new words in action and noun verb.

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because understand the new words.

7. What motivated you to continue improving your vocabulary?

Answer : I very motivated to mastering the new words.

Name of Student : CDD

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : I difficult to find the words after the study was over.

2. How excited are you in learning English today?

Answer : I'm very like, so enjoy and enthusiastic.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : I almost get the interesting word, after follow the lesson.

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : I'm very happy and so understand the materials because the teacher teach the materials it well and easy to understand.

5. After the study was over, did you find a new vocabulary?

Answer : I find the new words like "clean and eraser".

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because gets many word and understand the new words.

7. What motivated you to continue improving your vocabulary?

Answer : I very motivated and will to improve vocabulary mastery it well.

Name of Student : Rp

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : I difficult to understand the words.

2. How excited are you in learning English today?

Answer : I'm very enthusiastic to follow the lesson today.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : I find some the new words , although I very happy to learn English.

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : I'm very happy and so understand the materials because the method that teacher use so interested and so easy to understand.

5. After the study was over, did you find a new vocabulary?

Answer : I can gets the new vocabulary.

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because I can to understanding the lesson today.

7. What motivated you to continue improving your vocabulary?

Answer : I very motivated and will to improve vocabulary mastery it well.

Name of Student : Y

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : I difficult to understand the meaning the words.

2. How excited are you in learning English today?

Answer : I'm very enthusiastic to follow the lesson today.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : To improve the new vocabulary.

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : I'm very happy and so understand the materials because
can improve vocabulary mastery.

5. After the study was over, did you find a new vocabulary?

Answer : I find "Run"

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because I can to find the new words.

7. What motivated you to continue improving your vocabulary?

Answer : I very motivated and will to improve vocabulary mastery
it well.

Appendix 6

Transcripts of Interview in Cycle II

Name of Student : YS

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : Difficult to find the meaning of the word.

2. How excited are you in learning English today?

Answer : I'm very excited to English lesson.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : This method very effective to improve vocabulary mastery, because related with daily activity.

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : Yes, of course I'm enjoy because get the interesting words and I can find the new words.

5. After the study was over, did you find a new vocabulary?

Answer : I find the new words, like "hold, sweep, and eraser".

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because TPR method can help the students' to improve vocabulary mastery.

7. What motivated you to continue improving your vocabulary?

Answer : Learning English so importance for students.

Name of Student : KAA

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : Difficult to say the pronunciation of the word

2. How excited are you in learning English today?

Answer : I'm very excited to English lesson.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : This method can make easy to increase the words

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : Yes, of course I'm enjoy because I understand what the purpose of this method for students.

5. After the study was over, did you find a new vocabulary?

Answer : I find the new words, like "window".

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because get the some new words before that I don't know.

7. What motivated you to continue improving your vocabulary?

Answer : Yes , because English lesson so needed in new era.

Name of Student : MGT

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : Difficult to understand in each meaning of word

2. How excited are you in learning English today?

Answer : I'm very excited to English lesson.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : I can more free to finding new word and this method so fun and also interested.

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : Yes, of course I'm enjoy because I understand more about vocabulary

5. After the study was over, did you find a new vocabulary?

Answer : Yes, I finding the new vocabulary, like "board marker".

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because get the some new words before that I don't know and this method so effectively to students.

7. What motivated you to continue improving your vocabulary?

Answer : I have the motivation to improve vocabulary mastery , after that I will master in speaking ability.

Name of Student : A

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : I just little confused in how to spelling the words.

2. How excited are you in learning English today?

Answer : I'm very excited to English lesson.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : This method very can help the students especially in vocabulary mastery.

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : Yes, of course I'm enjoy because get the many words to know.

5. After the study was over, did you find a new vocabulary?

Answer : Yes, I finding the new vocabulary, like "blackboard".

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because get the some new words before that I don't know and this method so effectively to students.

7. What motivated you to continue improving your vocabulary?

Answer : I have the motivation to improve vocabulary mastery in next class.

Name of Student : R

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer : I'm difficult to say the pronunciation of the words.

2. How excited are you in learning English today?

Answer : I'm very excited to English lesson.

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer : So interesting and also we can use this method to improve the skills in English.

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer : Yes, of course I'm enjoy because get the many words to know.

5. After the study was over, did you find a new vocabulary?

Answer : Yes, I finding the new vocabulary, like "hold".

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer : I'm so happy because get the some new words before that I don't know and this method so effectively to students.

7. What motivated you to continue improving your vocabulary?

Answer : I have the motivation to improve vocabulary mastery in next level.

Appendix 7

Result of Test Cycle 1

73

Exercise 2

Please look at the pictures below carefully! And write the vocabulary based on the picture with correct writing. After that, mention in correct spelling and pronunciation.



Answer:

action verb	noun verb	P. = 1
- Run ✓	- Table ✓	S = 2
- clean clean ✓	- Eraser ✓	M = 2
- Read ✓	- Blackboard ✓	Q = 4
- Sweeps ✓	- Clock ✓	
- Lend ✓	- Book ✓	
- Walk ✓	- Door ✓	
- Write ✓	- Window ✓	
- go ✓	- Shoe ✓	
- hold book ✓	- window ✓	
- cleaning ✓	- floor ✓	
- board ✓	- clock ✓	

56,25

nama : Putra

kelas : VIII (E) B

73

Exercise 2

Please look at the pictures below carefully! And write the vocabulary based on the picture with correct writing. After that, mention in correct spelling and pronunciation.

**Answer:**

Action verb

- Clean ✓
- Read ✓
- Run ✓
- Hold Book ✓
- Come ✓
- go ✓
- look ✓
- walk ✓
- Swbaps ✓
- write ✓

Noun Verb

- Table ✓
- Chair ✓
- Window ✓
- Door ✓
- Eraser ✓
- Bag ✓
- shoes ✓
- Black board ✓
- Book ✓
- Hat ✓

P = 3

S = 3

M = 4

P = 9

87.5

Nama
Kelas

Alber Hiskia Slamet
VIII B

73

Exercise 2

Please look at the pictures below carefully! And write the vocabulary based on the picture with correct writing. After that, mention in correct spelling and pronunciation.



Answer:

Noun verb

Table ✓

Book ✓

Go

Write

Run

Sweep ✓

Action verb

Door ✓

hold ✓

bag

P = 1

S = 1

M = 2

Q = 1

31,25

Nama: CHAISTIA DIHYARIA DESTI
Kelas: VIII B (8B)

73

Exercise 2

Please look at the pictures below carefully! And write the vocabulary based on the picture with correct writing. After that, mention in correct spelling and pronunciation.



Answer:

Action	Verb	Thing around us/Noun	Verb
- Clean	✓	- Table	✓
- Read	✓	- Window	✓
- Run	✓	- Door	✓
- Sweeps	✓	- Eraser	✓
- Go	✓	- Blackboard	✓
- Come	✓	- Shelves	✓
- Cleaning Board	✓	- Chair	✓
- Walk	✓	- Bag	✓
- Write	✓	- Book	✓
- Hold Book	✓	- Hat	✓

P = 1
S = 1
M = 2
D = 4

50

Appendix 8

Results of Test Cycle 2

Name : Andre
Class : 8 B

P = 3
S = 3
M = 4
Q = 4

87.5

Write the correct vocabulary (action verb and noun) into the blanks based on the picture below in correct writing! After that, mention it in correct spelling and pronunciation.

a. Action verb



Run



Jump ✓



Clean +



Throw ✓



Read ✓



Write ✓



Sing +



Teach ✓



Cry ✓



Draw ✓

P = 3
S = 4
M = 4
Q = 4

93,75

Name : Alfa

Class : VIII (Dripan) B

Write the correct vocabulary (action verb and noun) into the blanks based on the picture below in correct writing! After that, mention it in correct spelling and pronunciation.

a. Action verb



Run ✓



Jump ✓



Sweep ✓



Clean ✓



Read ✓



Write ✓



Listen ✓



Teach ✓



Cry ✓



Pointed ✓

P = 3
S = 3
M = 3
P = 4

8/25

Name : Chewy

Class : Viii B

Write the correct vocabulary (action verb and noun) into the blanks based on the picture below in correct writing! After that, mention it in correct spelling and pronunciation.

a. Action verb



Run ✓



Jump ✓



Mop ✓



Throw ✓



Read ✓



Write ✓



Sing ✓



Team ✓



Cry ✓



Paint ✓

P = 2
S = 2
M = 4
Q = 1

75

Name : Kirana Saskia Dewi

Class : VII (Delapan)

Write the correct vocabulary (action verb and noun) into the blanks based on the picture below in correct writing! After that, mention it in correct spelling and pronunciation.

a. Action verb



Run ✓



Jump ✓



Mop ✓



Press ✓



Read ✓



Write ✓



Listen ✓



Teach ✓



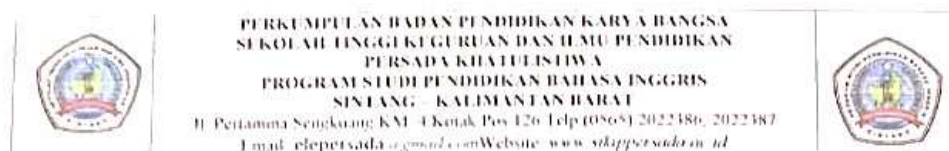
Cry ✓



Drawing ✓

Appendix 9

Research Permission



Nomor : 319/B-6/G/1/V/2024
Lampiran : 1 (satu) lembar
Perihal : Izin Penelitian

Kepada

Yth. Kepala SMPN 2 Belimbing

Di Tempat

Dengan hormat,

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

Nama : Hendri Susadi
NIM : 180207062
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

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

"The Implementation of Total Physical Response (TPR) To Improve Students' Vocabulary Mastery At Grade VIII B of SMP Negeri 2 Belimbing ". 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, 31 Mei 2024

Mengetahui

Ketua STKIP Porsada Khatulistiwa

Didin Syafrudin, S.P., M.Si
NIDN.1102066603

Ketua Prodi PBI
Sijono, M.Pd.
NIDN. 1115028901

Appendix 10

Validation Sheets of Instrumentation of Data Collection

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Perumnas Sengkuang Km. 4, Kotak Pos 126, Telp. (0565) 2022386, 2022387</i> <i>Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id</i>		
	FORMULIR SURAT PERMOHONAN VALIDASI INSTRUMEN PENELITIAN TA		
Kode :	Edisi	Revisi	Tanggal Terbit
018FA3-1	I	I	1 Agustus 2021

Hal : Permohonan Validasi Instrumen TA
 Lampiran : 1 Bendel

Kepada Yth.
 Ibu Hlinawati, M.Pd.
 Dosen Prodi Pendidikan Bahasa Inggris
 Di
 Tempat

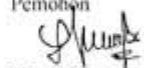
Dengan hormat,
 Sehubungan dengan pelaksanaan Tugas Akhir (TA), dengan ini saya:
 Nama : Hendri Susadi
 NIM : 180207062
 Program Studi : Pendidikan Bahasa Inggris
 Judul AT : The Implementation of Total Physical Responses to Improve Student Vocabulary Mastery
 at Grade VIII B of SMP Negeri 2 Belimbing

mohon Bapak/Ibu berkenan memberikan validasi terhadap instrumen penelitian TA yang telah saya susun. Sebagai bahan pertimbangan, bersama ini saya lampirkan; (1) Proposal TA, (2) kisi-kisi instrumen penelitian TA, dan (3) draft instrumen penelitian TA.

Demikian permohonan saya, atas bantuan dan perhatian Bapak/Ibu diucapkan terima kasih.

Mengetahui,
 Kaprodi Pendidikan Bahasa Inggris

Siyono, M.Pd.
 NIDN. 1115028901

Sintang, 1 Juni 2024
 Pemohon

Hendri Susadi
 NIM. 180207062

Observation Checklist

Education units : SMP Negeri 2 Belimbing
 Subject : English
 Class/semester : VIII/2 (genap)
 Subject matter : Vocabulary
 Sub material : Action verb and things around us
 Date and time :
 Time allocation : 2x40 minutes

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre-Activity	Students respond politely and well to the greeting given by the teacher				
		Students lead prayers before learning activities beginning.				
2.	While activity	Student response the brainstorming by the teacher about the vocabulary the have learned last week				
		Student answer some question by the teacher				
		Student try to understand the vocabulary that has been explained by the teacher				
		Student pay close attention to the teacher's instructions about the implementation of the Total Physical Response method				
		Student follow the instructions gives by the teacher				
		Student practice the vocabulary use of Total Physical Response method with their friends based on the intrusion given by the teacher and repeat the vocabulary with correct pronunciation and spelling.				
		Student fill the blank on the worksheets that have been provided by the teacher but it is different from cycle 1				
3.	Post-Activity	Student express their opinions freely after				



		participating in this teaching and learning activity					
		Student pay attention and listen to what the conclusion of this meeting					
		Student listen carefully the motivation was gives by the teacher					
		Student respond to the greeting from the teacher with the expression of farewell before going home					

Description:

No	Description
4	Almost all of student do the activities (13-15)
3	Half student do the activities (9-12)
2	There are some student do the activities (5-8)
1	Only few student do the activities (0-4)

This the formula to calculate the percentage in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{total score}} \times 100$$

Batu Nanta,.....

Observer

Aqsa Nur Safira, S.pd.I

NIP,

Field Note

Date and time :
 Education units : SMP Negeri 2 Belimbing
 Class/semester : VIII/genap
 Topic : Vocabulary
 Cycle :
 Time Allocation : 2x40 minutes
 Teacher : Hendri Susadi

No	Description
1.	
2.	
3.	

Batu Nanta,.....
 Observer

Aqsa Nur Safira, S.pd
 NIP.

Interview for Students

Name of Student :

Class : VIII B

1. What obstacles do you face when learning vocabulary in class?

Answer :

2. How excited are you in learning English today?

Answer :

3. How do you think the learning process using Total Physical Response to improve student vocabulary mastery in English?

Answer :

4. Did you enjoy studying vocabulary using Total Physical Response?

Answer :

5. After the study was over, did you find a new vocabulary?

Answer :

6. Did you feel happy after attending English studies in particular a vocabulary using Total Physical Response?

Answer :

7. What motivated you to continue improving your vocabulary?

Answer :

Exercise 1

Please look at the pictures below carefully! And write the vocabulary based on the picture with correct writing. After that, mention in correct spelling and pronunciation.



Answer:

[illegible]

Name :

Class :

Write the correct vocabulary (action verb and noun) into the blanks based on the picture below in correct writing! After that, mention it in correct spelling and pronunciation.

a. Action verb

			
.....			
			
.....			
			
.....			

b. Noun





















Appendix 11

Instrument Validation Statement Letter

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Pertamina Sengkawang Km. 1, Kotak Pos 126, Telp. (0565) 2922386, 2922387</i> <i>E-mail: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id</i>		
	FORMULIR SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA		
Kode :	Edisi	Revisi	Tanggal Terbit
019FA3-1	I	I	1 Agustus 2021

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA

Saya yang bertanda tangan di bawah ini:

Nama : Ilinawati, M.Pd
 NIDN : 1120118301
 Prodi : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:

Nama : Hendri Susadi
 NIM : 180207062
 Program Studi : Pendidikan Bahasa Inggris
 Judul TA : The Implementation of Total Physical Responses to Improve Student Vocabulary Mastery at Grade VIII B of SMP Negeri 2 Belimbing

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, 1 Juni 2024

Validator,



Ilinawati, M.Pd
 NIDN. 1120118301

☐ Ber-tanda ✓
 Catatan:

Appendix 12

Instrument Validation Results

HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa : Hwndri Susadi
 NIM : 180207062
 Judul TA : The Implementation of Total Physical Responses to Improve Student Vocabulary
 Mastery at Grade VIII B of SMP Negeri 2 Belimbing

No.	Variabel	Saran/Tanggapan
		Instrument penelitian dapat digunakan untuk memilih.
	Komentar Umum/Lain-lain:	

Sintang, 1 Juni 2024
 Validator,

Binawati, M.Pd
 NIDN. 1120118301

Appendix 13

SILABUS SMP

Sekolah : SMP Negeri 2 Belimbing

Mata Pelajaran : Bahasa Inggris

Kelas /Semester : VIII/ Genap

kompetensi inti

- **KI 1 dan KI2:** 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 alam sekitar, bangsa, negara, dan kawasan regional.
- **K13:** Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, 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.
- **K14:** 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	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman,	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i>	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara

menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can</i>, <i>will</i>)	• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks - MemulaiMenanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can</i>, <i>will</i>. - Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang	• Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	

benar dan sesuai konteks		
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must</i> , <i>should</i>)	• Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan keharusan, larangan, himbauan dengan modal <i>must</i>, (<i>don't</i>) <i>have to...</i>, <i>should</i>, - Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan

4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan a.l <i>let's ...</i>, <i>can you ...</i>, <i>would you like ...</i>, <i>may I, please</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam

4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta izin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di KI	interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks <i>greeting card</i> dapat mencakup - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain - Mengidentifikasi

4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• UnsurKebahasaan - Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI	perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)	• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya
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Appendix 14

Lesson Plan Cycle 1

Name of education unit	: SMP Negeri 2 Belimbing
Subject or theme /Subtheme	: English
Class/ Semester	: VIII/2
Subject matter	: Vocabulary (Verb and Noun)
Time Allocation	: 2x Meeting (2x 40 minutes)

A. Standard Competencies

KI and KI 2 : Appreciate and live the religion they profess and Appreciate and live honest, disciplined, polite, confident, caring, and responsible behaviour in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment, nations, countries and regions.

KI 3: Understand and apply factual, conceptual, procedural, and metacognitive, knowledge at technical and specific levels based on their curiosity about science, technology, art, culture, with human, national, and state insight related to visible phenomena and events.

KI4: Critical reasoning skills, processing and presenting creatively, productively, independently, collaboratively, and communicatively, in the concrete and abstract realms according to what is learned in school and other sources that are the same from a theoretical point of view.

B. Basic competencies and indicator of competency achievement :

Basic competencies	Indicators of competence achievement
3.6 Social interaction, text structure, and linguistic element of spoken and written interaction texts that involve the act of giving and asking for information regarding the where about people, objects, animals, according to the context of their use. (Pay attention to the linguistic element is / are).	3.6.1 The student are able to mention name object which there is in the classroom, that is includes stationary. 3.6.2 The student are able to demonstrate words and interpret vocabulary that has been given by the teacher.

4.6 Compose very short and simple spoken and written transactional interaction texts that involved the act of giving and asking for information regarding the whereabouts of people, objects, animals, taking into account social functions, text structure, and linguistic element that are correct and in context.	4.6.1 The Students are able to write a vocabulary related pictures whereabouts of classroom activity.
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C. Learning Objectives

After participating in a series of learning activities, student can:

1. The student are able to pronounce and spelling the words correctly
2. Student are able to means of the words
3. Student are able to pronounce and interpret the vocabulary that has been given by teacher.
4. Student are able to make simple sentences according to the vocabulary they have was given by the teacher.

D. Learning Materials

1. ***Social function***
Mention, describe, make an inventory, and so on.
2. ***Text structure***
 - start
 - Responding(expected /unspected)
3. ***Linguistic element***
 - Speech stress, intonation, spelling, punctuation and handwriting
4. Topic: The presence of people, animals, object, in the classroom, school, home, and surroundings that can foster the behaviour contained in KI

E. Learning material

Listen the teacher first and do it!

Action verb		Noun Around us	
Open	Close	Book	Eraser
Use	Write	Window	Trash

sweep	Take	Whiteboard /Blackboard	Door
Run	Read	Chair	Market
Listen	Talk	Table	Floor
Walk	Touch	Mop	Wall
Put	Move	Dictionary	Bag

F. Learning Methods

- Learning using the Total Physical Response method

G. Media, Tools, and Learning Resources:

1. Media : Student package books
2. Tools: Blackboard, markers
3. Learning resources: Student book and sheet print

H. Learning Activities

No	Description of Teaching Activity	Time Allocation
1.	Pre-Activity	10 Minutes
	a. Greetings b. Pray c. Check the attendance list of students. d. The teacher gives student motivation before start lesson.	
2.	Main Activities	60 minutes
	Exploration a. Introduction the topic to the student. b. Asking the questions to student that relate to the topic. Elaboration a. Review this was a fast moving warm-up which individual student were moved with commands, the step is: The teacher asks student to	

	do fast moving warm-up with vocabularies about “ verb and noun” that students already know, which individual student were moved with commands. b. New commands these verbs were introduced, the step is: The teacher wrote new vocabularies on the whiteboard, after that teacher reads the vocabularies words and student repeat the words that read by the teacher. c. Role reversal student readily volunteered to utter commands that manipulated the behaviour of the instructor and other student, the step are: 1. The teacher ask several student to become volunteers. 2. The teacher asks students who are volunteers to follow and the teacher are response to words that have been given by the teacher. 3. Student who are able to demonstrate the words given by the teacher are given the opportunity to practice to their friends. d. Reading and writing, the step is: 1. At the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the vocabularies learned today togetherly. Confirmation a. Give positive feedback to the students as appreciation for	
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	students that doing a great job. b. Doing reflection about the material learned today to get a meaningful experience of today's lesson.	
3.	Post-Activity	10 Minutes
	a. Asking the difficulty that faced by students during the lesson. b. Teacher give evaluation, feedback and conclusion about the today's lesson. c. The teacher advised the students to keep memorizing vocabulary that learned today. d. Closing the meeting and giving closing greeting.	

Meeting 2

No	Description of Teaching Activity	Time Allocation
1.	Pre-Activity	10 Minutes
	a. Greetings b. Pray c. Check the attendance list of students. d. Teacher gives question to check student' knowledge about the topic. e. The teacher gives students motivation before stars the lesson.	
2.	Main Activities	60 minutes
	Exploration a. Introduction the topic to the student. b. Asking the questions to student that relate to the topic. Elaboration a. Review this was a fast-moving warm-up which individual student	

	were moved with commands, the step is: The teacher asks student to do fast moving warm-up with vocabularies about “action verb and noun” that students already know, which individual student were moved with commands. b. New commands these verbs were introduced, the step is: The teacher wrote new vocabularies on the whiteboard, after that teacher reads the vocabularies words and student repeat the words that read by the teacher. The teacher drill the student to spell and pronounce the words. c. Role reversal student readily volunteered to utter commands that manipulated the behaviour of the instructor and other student, the step are: 1. The teacher ask several student to become volunteers. 2. The teacher asks students who are volunteers to follow and the teacher are response to words that have been given by the teacher. 3. Student who are able to demonstrate the words given by the teacher are given the opportunity to practice to their friends. d. Reading and writing, the step is: At the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the vocabularies learned today togetherly.	
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	Confirmation - Give positive feedback to the students as appreciation for students that doing a great job. - Doing reflection about the material learned today to get a meaningful experience of today's lesson.	
3.	Post-Activity	10 Minutes
	- Asking the difficulty that faced by students during the lesson. - Teacher give evaluation, feedback and conclusion about the today's lesson. - The teacher advised the students to keep memorizing vocabulary that learned today. - Closing the meeting and giving closing greeting.	

I. Rating**1. Attitude**

- a. Assessment technique: Written
- b. Instrument form: Observation checklist (attached)
- c. Scoring rubric: Total score/percentages = $\frac{\text{obtain score}}{\text{total score}} \times 100\%$

2. Knowledge

- a. Assessment technique: Written
- b. Instrument form: Essay
- c. Scoring rubric:
Total maximum score: $x 10 = 100$
The maximum score: 100
 $\frac{\text{Getting score}}{\text{Maximum score}} \times 100$

3. Skills

- a. Assessment technique : Performance
- b. Instrument form : Write
- c. Scoring rubric : Attached
- d. Scoring Guidelines : Attached

Batu Nanta,.....,.....2024

Teacher of Subject

The Writer

Aqsa Nur Safira, S.pd
NIP.

Hendri Susadi
NIM. 180207062

Approved:

The Chair of SMP Negeri 2 Belimbing

Slamet, M.Pd
NIP.

Lesson Plan Attachment

1. Attitude Assesment (Polite and care)

No.	Rated aspect	Criteria	Score
1.	Polite	Often use language accurately to teacher and friends using acceptable English	4
		Several time showing the attitude of using language accurately to teacher and friends using acceptable English	3
		Rarely show the attitude of using language accurately to teacher and friends using acceptable English	2
		Never show the attitude of using language accurately to teacher and friends using acceptable English	1
2.	Care	Often answer teacher and friends using English accurately which garteful	4
		Several answer teacher and friends using English accurately which garteful	3
		Rarely answer teacher and friends using English accurately which garteful	2
		Never answer teacher and friends using English accurately which garteful	1

2. Knowledge Competency Assesment

No.	IPK	Technique	Form	Instrument
1.	3.6.1 The student are able to mention name object which there is in the classroom, that is includes stationary. 3.6.2 The student are able to demonstrate words and interpret vocabulary that has been given by the teacher	Written test		Write the vocabulary

- a. please attention the teacher demonstrate the words and write down the correct vocabulary

- 1.
- 2.
- 3.
- 4.
- 5.

3. Skill Competency Assesment

No	IPK	Technique	Form	Instrument
1.	4.6.1 The students are able to write a vocabulary related pictures whereabouts of classroom activity.	Written test	Performance	Vocabulary rubric(attache)

- a. Please write the some vocabulary based on the pictures below!

Table. 1.1 scoring Rubric and Assessment Indicators

Aspect	Score			
	1	2	3	4
Pronounciati on	The student is able to pronounce 1-4 words correctly	The student is able to pronounce 5-8 words correctly	The student is able to pronounce 9 - 12 words correctly	The student is able to pronounce 13-16 words correctly
Spelling	The student is able to write and spell 1-4 words correctly	The student is able to write and spell 5-8 words correctly	The student is able to write and spell 9-12 words correctly	The student is able to write and spell 16- words correctly
Meaning	The student is able to understand 1-4 meanings of words	The student is able to understand 5-8 meanings of words	The student is able to understand 9-12 meanings of words	The student is able to understand 13-16 meanings of words
Quantity	The student is able to write about 1-4 words	The student is able to write about 5-8 words	The student is able to write about 9-12 words	The student is able to write about 13-16 words

$$\bar{x} = \frac{\Sigma X}{n} \times 100\%$$

Where:

$\bar{x}$: The mean of students' score

ΣX : The total score

n : The number of the data

Student's worksheets**Name :****Class :****Date :****Exercise 1****Instructions:**

Please follow the teacher instructions and write down with correct vocabulary!

1.....

2.....

3.....

4.....

5.....

6.....

7.....

8.....

9.....

10.....

Exercise 2

Please look at the pictures below carefully! And write the vocabulary based on the picture with correct writing. After that, mention in correct spelling and pronunciation.



Answer:

[illegible]

Appendix 15

Lesson plan Cycle II

Name of education unit	: SMP Negeri 2 Belimbing
Subject or theme /Subtheme	: English
Class/ Semester	: VIII/2
Subject matter	: Vocabulary (Verb and Noun)
Time Allocation	: 2x Meeting (2x 40 minutes)

J. Standard Competencies

KI and KI 2 : Appreciate and live the religion they profess and Appreciate and live honest, disciplined, polite, confident, caring, and responsible behaviour in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment, nations, countries and regions.

KI 3: Understand and apply factual, conceptual, procedural, and metacognitive, knowledge at technical and specific levels based on their curiosity about science, technology, art, culture, with human, national, and state insight related to visible phenomena and events.

KI4: Critical reasoning skills, processing and presenting creatively, productively, independently, collaboratively, and communicatively, in the concrete and abstract realms according to what is learned in school and other sources that are the same from a theoretical point of view.

K. Basic competencies and indicator of competency achievement :

Basic competencies	Indicators of competence achievement
3.6 Social interaction, text structure, and linguistic element of spoken and written interaction texts that involve the act of giving and asking for information regarding the where about people, objects, animals, according to the context of	3.6.1 The student are able to mention name object which there is in the classroom, that is includes stationary. 3.6.2 The student are able to demonstrate words and interpret vocabulary that has been given by

their use. (Pay attention to the linguistic element is / are).	the teacher.
4.6 Compose very short and simple spoken and written transactional interaction texts that involved the act of giving and asking for information regarding the whereabouts of people, objects, animals, taking into account social functions, text structure, and linguistic element that are correct and in context.	4.6.1 The Students are able to write a vocabulary related pictures whereabouts of classroom activity.

L. Learning Objectives

After participating in a series of learning activities, student can:

5. The student are able to pronounce and spelling the words correctly
6. Student are able to means of the words
7. Student are able to pronounce and interpret the vocabulary that has been given by teacher.
8. Student are able to make simple sentences according to the vocabulary they have was given by the teacher.

M. Learning Materials

3. ***Social function***
Mention, describe, make an inventory, and so on.
4. ***Text structure***
 - start
 - Responding(expected /unspected)
4. ***Linguistic element***
 - Speech stress, intonation, spelling, punctuation and handwriting
5. Topic: The presence of people, animals, object, in the classroom, school, home, and surroundings that can foster the behaviour contained in KI

N. Learning material

Listen the teacher first and do it!

Action verb		Noun Around us	
Open	Close	Book	Eraser
Use	Write	Window	Trash
sweep	Take	Whiteboard /Blackboard	Door
Run	Read	Chair	Market
Listen	Talk	Table	Floor
Walk	Touch	Mop	Wall
Put	Move	Dictionary	Bag

O. Learning Methods

- Learning using the Total Physical Response method

P. Media, Tools, and Learning Resources:

4. Media : Student package books
5. Tools: Blackboard, markers
6. Learning resources: Student book and sheet print

Q. Learning Activities

No	Description of Teaching Activity	Time Allocation
1.	Pre-Activity	10 Minutes
	e. Greetings f. Pray g. Check the attendance list of students. h. The teacher gives student motivation before start lesson.	
2.	Main Activities	60 minutes
	Exploration c. Introduction the topic to the student. d. Asking the questions to student that	

	relate to the topic. Elaboration e. Review this was a fast moving warm-up which individual student were moved with commands, the step is: The teacher asks student to do fast moving warm-up with vocabularies about “ verb and noun” that students already know, which individual student were moved with commands. f. New commands these verbs were introduced, the step is: The teacher wrote new vocabularies on the whiteboard, after that teacher reads the vocabularies words and student repeat the words that read by the teacher. g. Role reversal student readily volunteered to utter commands that manipulated the behaviour of the instructor and other student, the step are: 4. The teacher ask several student to become volunteers. 5. The teacher asks students who are volunteers to follow and the teacher are response to words that have been given by the teacher. 6. Student who are able to demonstrate the words given by the teacher are given the opportunity to practice to their friends. h. Reading and writing, the step is: 1. At the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher	
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	and students repeat the vocabularies learned today togetherly. Confirmation c. Give positive feedback to the students as appreciation for students that doing a great job. d. Doing reflection about the material learned today to get a meaningful experience of today's lesson.	
3.	Post-Activity	10 Minutes
	e. Asking the difficulty that faced by students during the lesson. f. Teacher give evaluation, feedback and conclusion about the today's lesson. g. The teacher advised the students to keep memorizing vocabulary that learned today. h. Closing the meeting and giving closing greeting.	

Meeting 2

No	Description of Teaching Activity	Time Allocation
1.	Pre-Activity	10 Minutes
	f. Greetings g. Pray h. Check the attendance list of students. i. Teacher gives question to check student' knowledge about the topic. j. The teacher gives students motivation before stars the lesson.	
2.	Main Activities	60 minutes
	Exploration	

	d. Introduction the topic to the student. e. Asking the questions to student that relate to the topic. Elaboration e. Review this was a fast-moving warm-up which individual student were moved with commands, the step is: The teacher asks student to do fast moving warm-up with vocabularies about “action verb and noun” that students already know, which individual student were moved with commands. f. New commands these verbs were introduced, the step is: The teacher wrote new vocabularies on the whiteboard, after that teacher reads the vocabularies words and student repeat the words that read by the teacher. The teacher drill the student to spell and pronounce the words. g. Role reversal student readily volunteered to utter commands that manipulated the behaviour of the instructor and other student, the step are: 4. The teacher ask several student to become volunteers. 5. The teacher asks students who are volunteers to follow and the teacher are response to words that have been given by the teacher. 6. Student who are able to demonstrate the words given by the teacher are given the opportunity to practice to their friends. h. Reading and writing, the step is: At	
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	the end of the lesson, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the vocabularies learned today togetherly. Confirmation c. Give positive feedback to the students as appreciation for students that doing a great job. d. Doing reflection about the material learned today to get a meaningful experience of today's lesson.	
3.	Post-Activity	10 Minutes
	e. Asking the difficulty that faced by students during the lesson. f. Teacher give evaluation, feedback and conclusion about the today's lesson. g. The teacher advised the students to keep memorizing vocabulary that learned today. h. Closing the meeting and giving closing greeting.	

R. Rating

2. Attitude

- c. Assessment technique: Written
- d. Instrument form: Observation checklist (attached)
- f. Scoring rubric: Total score/percentages = $\frac{\text{obtain score}}{\text{total score}} \times 100\%$

3. Knowledge

- d. Assessment technique: Written
- e. Instrument form: Essay
- f. Scoring rubric:
Total maximum score: $x 10 = 100$
The maximum score: 100
 $\frac{\text{Getting score}}{\text{Maximum score}} \times 100$

4. Skills

- e. Assessment technique : Performance
- f. Instrument form : Write
- g. Scoring rubric : Attached
- h. Scoring Guidelines : Attached

Batu Nanta,.....,.....2024

Teacher of Subject

The Writer

Aqsa Nur Safira, S.Pd
NIP.

Hendri Susadi
NIM. 180207062

Approved:

The Chair of SMP Negeri 2 Belimbing

Slamet, M.Pd
NIP.

Lesson Plan Attachment

3. Attitude Assesment (Polite and care)

No.	Rated aspect	Criteria	Score
1.	Polite	Often use language accurately to teacher and friends using acceptable English	4
		Several time showing the attitude of using language accurately to teacher and friends using acceptable English	3
		Rarely show the attitude of using language accurately to teacher and friends using acceptable English	2
		Never show the attitude of using language accurately to teacher and friends using acceptable English	1
2.	Care	Often answer teacher and friends using English accurately which garteful	4
		Several answer teacher and friends using English accurately which garteful	3
		Rarely answer teacher and friends using English accurately which garteful	2
		Never answer teacher and friends using English accurately which garteful	1

4. Knowledge Competency Assesment

No.	IPK	Technique	Form	Instrument
1.	3.6.1 The student are able to mention name object which there is in the classroom, that is includes stationary. 3.6.2 The student are able to demonstrate words and interpret vocabulary that has been given by the teacher	Written test		Write the vocabulary

b. Please attention the teacher demonstrate the words and write down the correct vocabulary

- 1.
- 2.
- 3.
- 4.
- 5.

4. Skill Competency Assesment

No	IPK	Technique	Form	Instrument
1.	4.6.1 The students are able to write a vocabulary related pictures whereabouts of classroom activity.	Written test	Performance	Vocabulary rubric(attache)

b. Please write the some vocabulary based on the pictures below!

Table. 1.1 scoring Rubric and Assessment Indicators

Aspect	Score			
	1	2	3	4
Pronounciati on	The student is able to pronounce 1-4 words correctly	The student is able to pronounce 5- 8 words correctly	The student is able to pronounce 9 - 12 words correctly	The student is able to pronounce 13- 16 words correctly
Spelling	The student is able to write and spell 1-4 words correctly	The student is able to write and spell 5-8 words correctly	The student is able to write and spell 9-12 words correctly	The student is able to write and spell 16- words correctly
Meaning	The student is able to understand 1-4 meanings of words	The student is able to understand 5- 8 meanings of words	The student is able to understand 9- 12 meanings of words	The student is able to understand 13- 16 meanings of words
Quantity	The student is able to write about 1-4 words	The student is able to write about 5-8 words	The student is able to write about 9-12 words	The student is able to write about 13-16 words

$$\bar{x} = \frac{\Sigma X}{n} \times 100\%$$

Where:

$\bar{x}$: The mean of students' score

ΣX : The total score

n : The number of the data

Student's worksheets**Name :****Class :****Date :****Exercise 1****Instructions:****Guest the clue and write down the correct vocabulary you know!**

1.....

2.....

3.....

4.....

5.....

6.....

7.....

8.....

9.....

10.....

Name :

Class :

Write the correct vocabulary (action verb and noun) into the blanks based on the picture below in correct writing! After that, mention it in correct spelling and pronunciation.

a. Action verb



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b. Noun



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Appendix 16

Documentation







BIOGRAPHY



Hendri Susadi, The researcher was born on October 23th 1998 in Ranap. She lives at Dusun Ranap Desa Sungai Ranap, Kalimantan Barat. He is the eldest of six siblings and the beloved son of Mr. Entet and Mrs. Lena. The researcher began him education at SDN 26 Ranap and finish in 2013, then she continued to SMPN 2 Kayan Hilir for Junior High School and finish the study in 2015. Not long after, He went to SMAN 1 Kayan Hilir and graduate in 2018. Immediately after graduating from high school, the researcher enrolled at STKIP Persada Khatulistiwa Sintang, majoring in English Language Education. During him study, the researcher actively participated in several campus organizations and successfully completed him studies in 2024.