

Appendix 1. Results of Observation Checklist Meeting 1 in Cycle I

Observation Checklist

Education units : SMP Joseph Khatulistiwa
 Subject : English
 Class/semester : VIII/2 (genap)
 Subject matter : Vocabulary
 Sub material : Action verb and things around us
 Date and time : 6 October 2022
 Time Alloctaion : 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 beginig			✓	
2.	While Activity	Students listen to the material delivered by the teacher about what vocabulary they will learn today	✓		✓	
		Students try to understand the vocabulary that has been explained by the teacher		✓		
		Students pay close attention to the teacher's instructions about the implementation of the Total Physical Response method		✓		
		Students follow the instructions given by the teacher		✓		
		Students 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	Students express their opinions freely after participating in this teaching and learning activity	✓			
		Students pay attention and listen to what the conclusion of this meeting		✓		
		Students listen carefully to the material for the next meeting delivered by the teacher		✓		
		Students answer the greeting from the				

		teacher with the expression of parting in English			✓
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Description:

No	Description
4	Almost all of students do the activities (20-25 students)
3	Half students do the activities (13-19 students)
2	There are some students do the activities (7-12 students)
1	Only few students do the activities (0-6 students)

This the formula to calculate the percentages in this observation:

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

Sungai Ukoi, 6 October 2022
Observer


M.M.W. Susanti Niti, S.Pd
NIP.

Appendix 2. Results of Observation Checklist Meeting 2 in Cycle I

Observation Checklist

Education units : SMP Joseph Khatulistiwa
 Subject : English
 Class/semester : VIII/2 (genap)
 Subject matter : Vocabulary
 Sub material : Action verb and things around us
 Date and time : 7 October 2022
 Time Alloctaion : 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 beginig				✓
2.	While Activity	Students listen to the material delivered by the teacher about what vocabulary they will learn today		✓		
		Students try to understand the vocabulary that has been explained by the teacher			✓	
		Students pay close attention to the teacher's instructions about the implementation of the Total Physical Response method		✓		
		Students follow the instructions given by the teacher			✓	
		Students 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			✓	
		Students fill on the worksheets that have been provided by the teacher related to the vocabulary that has been explained			✓	
		Students ask about vocabulary especially action verb and noun in classroom	✓			
3.	Post-Activity	Students express their opinions freely after participating in this teaching and learning activity	✓			

	Students pay attention and listen to what the conclusion of this meeting		✓	
	Students listen carefully to the material for the next meeting delivered by the teacher		✓	
	Students answer the greeting from the teacher with the expression of parting in English			✓

Description:

No	Description
4	Almost all of students do the activities (20-25 students)
3	Half students do the activities (13-19 students)
2	There are some students do the activities (7-12 students)
1	Only few students do the activities (0-6 students)

This the formula to calculate the percentages in this observation:

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

Sungai Ukoi, 7 October 2022
Observer


M.M.W. Susanti Niti, S.Pd
NIP.

Appendix 3. Results of Observation Checklist Meeting 1 in Cycle II

Observation Checklist

Education units : SMP Joseph Khatulistiwa
 Subject : English
 Class/semester : VIII/2 (genap)
 Subject matter : Vocabulary
 Sub material : Action verb and things around us
 Date and time : 10 October 2022
 Time Alloctaion : 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 beginig				✓
2.	While Activity	Students listen to a brief explanation of action verb and noun			✓	
		Students try to express the vocabulary with their friends use Total Physical Response method			✓	
		Students follow the instructions given by the teacher			✓	
		Students 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			✓	
		Students fill on the worksheets that have been provided by the teacher related to the vocabulary that has been explained				✓
3.	Post-Activity	Students express their opinions freely after participating in this teaching and learning activity		✓		
		Students pay attention and listen to what the conclusion of this meeting	✓			
		Students listen carefully to the material for the next meeting delivered by the teacher			✓	
		Students respond to the greeting from the teacher with the expression of farewell				✓

		before going home				
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Description:

No	Description
4	Almost all of students do the activities (20-25 students)
3	Half students do the activities (13-19 students)
2	There are some students do the activities (7-12 students)
1	Only few students do the activities (0-6 students)

This the formula to calculate the percentages in this observation:

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

Sungai Ukoi, 19 October 2021
Observer


M.M.W. Susanti Niti, S.Pd
NIP.

Appendix 4. . Results of Observation Checklist Meeting 2 in Cycle II

Observation Checklist

Education units : SMP Joseph Khatulistiwa
 Subject : English
 Class/semester : VIII/2 (genap)
 Subject matter : Vocabulary
 Sub material : Action verb and things around us
 Date and time : 11 October 2022
 Time Alloctaion : 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 begining				✓
2.	While Activity	Students response the brainstorming by the teacher about the vocabulary the have learned last week				✓
		Students answer some question by the teacher				✓
		Students try to understand the vocabulary that has been explained by the teacher			✓	
		Students pay close attention to the teacher's instructions about the implementation of the Total Physical Response method			✓	
		Students follow the instructions given by the teacher			✓	✓
		Students 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			✓	
		Students fill the blank on the worksheets that have been provided by the teacher but it is different from cycle 1			✓	
3.	Post-Activity	Students express their opinions freely after participating in this teaching and learning activity		✓		

	Students pay attention and listen to what the conclusion of this meeting			✓
	Students listen carefully the motivation was given by the teacher			✓
	Students respond to the greeting from the teacher with the expression of farewell before going home			✓

Description:

No	Description
4	Almost all of students do the activities (20-25 students)
3	Half students do the activities (13-19 students)
2	There are some students do the activities (7-12 students)
1	Only few students do the activities (0-6 students)

This the formula to calculate the percentages in this observation:

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

Sungai Ukoi, 11 October 2022
Observer

M.M.W. Susanti Niti, S.Pd
NIP.

Appendix 5. Results of Field Note Meeting 1 in Cycle I

Field Note

Date and time : 6 October 2022
 Education units : SMP Joseph Khatulistiwa
 Class/semester : VIII/ganjil
 Topic : Vocabulary
 Cycle/Meeting : 1/1
 Time Allocation : 2x40 minutes
 Teacher : Lusia

No	Description
1.	The teacher greets and ask students to lead the pray. Teacher check attendance list
2.	Some students response the teacher greets. The teacher explain the subject matter. the students can't follow the instructions by the teacher
3.	Student's still confused to follow instructions from the teacher. students not attention to the teacher explanation.

Sungai Ukoi, 6 October 2022

Observer



M.M.W. Susanti Niti, S.Pd
NIP.

Appendix 6. Results of Field Note Meeting 2 in Cycle I

Field Note

Date and time : 7 October 2022
 Education units : SMP Joseph Khatulistiwa
 Class/semester : VIII/ganjil
 Topic : Vocabulary
 Cycle / Meeting : 1 / 2
 Time Allocation : 2x40 minutes
 Teacher : Lusia

No	Description
1.	Students response teachers greetings. Teacher check attendance list
2.	Some students are still confused when the teacher give a question
3.	Some students are not enthusiastic and involved to following the instructions given by the teacher The students can't give their opinion

Sungai Ukoi, 8 October 2022
 Observer



M.M.W. Susanti Niti, S.Pd
 NIP.

Appendix 7. Results of Field Note Meeting 1 in Cycle II

Field Note

Date and time : 10 October 2022
 Education units : SMP Joseph Khatulistiwa
 Class/semester : VIII/ganjil
 Topic : Vocabulary
 Cycle / Meeting : 2 / 1
 Time Allocation : 2x40 minutes
 Teacher : Lusia

No	Description
1.	Teachers greets the students and students response it. Really Polixly students understand the teachers explanation
2.	Students can mention some vocabularies. students following the instructions with their friend
3.	The students can give a their opinion

Sungai Ukoi, 10 October 2022
 Observer



M.M.W. Susanti Niti, S.Pd
 NIP.

Appendix 8. Results of Field Note Meeting 2 in Cycle II

Field Note

Date and time : 11 October 2022
 Education units : SMP Joseph Khatulistiwa
 Class/semester : VIII/ganjil
 Topic : Vocabulary
 Cycle / Meeting : 2 / 2
 Time Allocation : 2x40 minutes
 Teacher : Lusia

No	Description
1.	Students respond to the greeting given from the teacher. Politely.
2.	The students enjoy and active learning in the classroom. The students follow the instructions by the teacher.
3.	Students do the assignments given by the teacher.

Sungai Ukoi, 11 October 2022

Observer



M.M.W. Susanti Niti, S.Pd
 NIP.

Appendix 9. Transcripts of Interview in Cycle I

Name of Student : ANM

Class/Time : VIII/11:30-11:38 a.m (8 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Banyak Miss saya tidak bisa mengucapkan kata Miss.

2. Apakah anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Saya masih bingung dengan perbedaan kosakata terutama pada *action verb* dan *noun* yang baru saja Miss jelaskan.

3. Apakah anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Sudah Miss, tapi banyak kosakata yang tidak bisa saya temukan dari gambar tersebut Miss.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Saya kurang paham ketika mendengar penjelasan untuk melakukan instruksi sesuai dengan Miss berikan.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Sedikit Miss, dan saya sudah lupa.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Saya sangat senang walaupun saya masih bingung Miss.

7. Apakah Anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Tentu saja Miss, saya akan lebih giat lagi belajar.

Name of student : CDK

Class/Time : VIII/11:39-11-11:49 a.m (10 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Ada banyak Miss, *Pronunciation* saya tidak lancar Miss.

2. Apakah Anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Saya sangat bersemangat Miss, tapi saya juga bingung Miss belajar menggunakan Total Physical Response.

3. Apakah Anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Iya Miss, saya sudah mengerjakan tugas yang sudah Miss berikan.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Sebenarnya saya tidak paham Miss instruksi yang Miss berikan.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Tidak ada Miss.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Senang Miss, saya bisa sambil bermain dengan teman saya.

7. Apakah Anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Iya Miss, supaya saya bisa berbicara menggunakan Bahasa Inggris.

Name of student : N

Class/Time : VIII/11:50-11:58 a.m (8 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Kendala saya adalah saya tidak bisa mengucapkan kata Miss, apalagi harus mengeja kata.

2. Apakah Anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Sedikit Miss soalnya masih bingung Miss.

3. Apakah Anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Saya terlibat Miss, saya sudah berusaha mengerjakannya.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Sedang Miss, soalnya saya masih bingung dengan instruksi yang Miss berikan.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Ada Miss tapi hanya sedikit yang saya ingat.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Senang Miss.

7. Apakah Anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Sangat Miss soalnya saya suka mata pelajaran Bahasa Inggris

Name of student : VAP

Class/Time : VIII/11:59-12:08 p.m (9 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Banyak sekali Miss, saya tidak bisa mengeja kata-kata dan saya juga masih ragu ketika mengucapkan kata.

2. Apakah anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Sangat bersemangat Miss.

3. Apakah anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Saya sudah mengerjakan tugas yang telah Miss berikan semaksimal mungkin.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Iya Miss, tapi saya masih bingung dengan instruksi yang Miss berikan soalnya teman-teman ribut.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Ada Miss beberapa kosakata baru terutama pada action verb.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Sangat senang karena saya dapat belajar menggunakan metode baru.

7. Apakah Anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Sangat termotivasi Miss, karena semakin banyak kosakata saya dapat mempermudah komunikasi dalam Bahasa Inggris.

Name of student : YN

Class/Time : VIII/12:08-12:16 p.m (8 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Banyak sekali Miss. Pertama saya tidak mengerti Bahasa Inggris, kedua saya tidak paham sama sekali Miss apa itu kosakata.

2. Apakah Anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Saya sangat bersemangat Miss.

3. Apakah Anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Saya sudah mengerjakan Miss.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Tidak Miss karena saya tidak mengerti Miss dengan instruksi yang Miss berikan.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Tidak ada Miss

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Saya rasa Total Physical Response sangat sulit dipahami, Miss.

7. Apakah Anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Tidak Miss karena saya tidak suka Bahasa Inggris, Miss.

Appendix 10. Transcripts of Interview in Cycle II

Name of student : ANM

Class/Time : VIII/10:30-10:40 a.m (10 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer: Kendala saya adalah saya kesulitan menemukan arti dari kosakata yang baru pertama kali saya dengar.

2. Apakah Anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Saya sangat bersemangat Miss untuk mengikuti kegiatan belajar hari ini, apalagi belajar kosakata.

3. Apakah Anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Iya Miss, saya mengerjakan tugas yang telah Miss berikan bersama teman-teman saya.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Iya Miss saya sudah paham mengikuti perintah atau instruksi yang Miss berikan.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Saya menemukan beberapa kosakata baru Miss. Dan saya juga dapat membedakan antara jenis kosakata kata benda dan kata kerja.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Perasaan saya sangat senang Miss apalagi saya rasa kegiatan belajar hari ini lebih santai Miss.

7. Apakah Anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Tentu saja Miss saya akan terus semangat untuk meningkatkan kosakata saya.

Name of Student : CDK

Class/Time : VIII/10:41-10:49 a.m (8 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Kendala saya yaitu, saya tidak hafal banyak kosakata Miss.

2. Apakah Anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Iya Miss saya sangat tertarik untuk belajar hari ini.

3. Apakah Anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Saya sudah mengerjakan tugas sesuai dengan instruksi yang Miss berikan.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Iya Miss pelajarannya jadi seru.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Saya menemukan kosakata baru yang ada disekitar saya.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Menurut saya, sekarang saya sudah bisa memahami dan memberikan instruksi kepada teman saya.

7. Apakah Anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Sangat termotivasi karena semakin banyak kosakata yang saya dapatkan maka dapat mempermudah untuk berkomunikasi.

Name of Student : N

Class/Time : VIII/10:50-11:00 a.m (10 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Banyak Miss, terutama saya tidak tahu arti kosakata. Dan terkadang jika saya mencari di kamus banyak kosakata yang tidak bisa saya temukan.

2. Apakah anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Saya sangat senang untuk mengikuti kegiatan belajar hari ini karena saya rasa santai.

3. Apakah anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Iya Miss sudah saya kerjakan.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Menurut saya belajar kosakata menggunakan Total Physical Response sangat menyenangkan karena instruksinya sedikit demi sedikit dapat dipahami.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Iya Miss, saya rasa kosakata yang saya dapatkan belum pernah saya dengar.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Saya rasa cukup menyenangkan karena saya bisa bermain bersama teman saya.

7. Apakah anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Sangat termotivasi

Name of Student : VAP

Class/Time : VIII/11:00-11:12 a.m (12 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Salah satu kendala saya adalah saya masih kurang dalam mengartikan Bahasa Inggris ke Bahasa Indonesia.

2. Apakah anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Sangat antusias Miss, karena saya bisa belajar dengan metode ini.

3. Apakah anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Saya terlibat menjalankan instruksi yang telah diberikan dan saya juga sudah mengerjakan tugas kosakata mulai dari mengerjakan tes.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Saya sangat menikmati belajar kosakata menggunakan Total Physical Response karena bagi saya ini merupakan metode belajar yang pertama kali saya gunakan.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Iya Miss, saya menemukan kosakata yang baru saya ketahui contohnya *bookshelf*, *chalk*, *map* dan masih banyak lagi.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Saya sangat senang Miss.

7. Apakah Anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Saya akan terus meningkatkan kosakata saya supaya dapat mempermudah saya dalam belajar Bahasa Inggris.

Name of Student : YN

Class/Time : VIII/11:13-11:25 a.m (12 minutes)

1. Apakah kendala yang anda hadapi saat belajar kosakata dikelas?

Answer : Kendala yang saya hadapi adalah pengucapan saya kurang jelas.

2. Apakah anda antusias untuk mengikuti kegiatan belajar hari ini?

Answer : Saya sangat tertarik mengikuti kegiatan belajar hari ini karena saya rasa lebih santai.

3. Apakah anda terlibat dalam mengerjakan tugas kosakata yang telah diberikan?

Answer : Saya berusaha aktif untuk mengikuti kegiatan belajar hari ini dan mengerjakan semua tugas yang telah diberikan.

4. Apakah anda menikmati belajar kosakata menggunakan Total Physical Response?

Answer : Saya sangat menyukai metode ini karena saya bisa berbagi dengan teman saya menggunakan metode belajar seperti ini.

5. Setelah kegiatan belajar selesai, apakah anda menemukan kosakata yang baru dikenal atau ditemui?

Answer : Ada beberapa kosakata ynag baru saya ketahui padahal sering kali ditemui dalam kegiatan sehari-hari.

6. Apakah yang anda rasakan setelah mengikuti pembelajaran Bahasa Inggris khususnya kosakata menggunakan Total Physical Response?

Answer : Tentunya saya sangat senang sekali karena dapat belajar bersama teman-teman saya.

7. Apakah anda termotivasi untuk terus belajar meningkatkan kosakata anda?

Answer : Saya akan terus mencoba meningkatkan kosakata saya, walaupun saya tidak suksa Bahasa Inggris

Appendix 11. Results of Students' Score Cycle I

No	Name	Vocabulary Aspect																Score
		Pronunciation				Spelling				Meaning				Quantity				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.	AC	1				1				1				1				25
2	AA		2			1					2				2			43,75
3.	AV	1				2				2					2			43,75
4.	ANM	1				1				1					2			31,25
5.	AK		2				2				2			1				43,75
6.	CDK			3			2						4				4	81,25
7.	DLS	1				1					2				2			37,5
8.	D	2					2				2			1				43,75
9.	EV	1				1					2				2			37,5
10.	EJGK	1				1				1				1				25
11.	FEP		2				2				2			1				43,75
12.	FN	1					2			1				1				31,25
13.	I	1				1				1					2			31,25
14.	K		2				2			1				1				37,5
15.	KJ	1				1				1				1				25
16.	NAR			3				3		1				1				50
17.	NON	1					2			1				1				31,25
18.	NOV	1				1					2				2			37,5
19.	PK		2				2						4			3		68,75
20.	P	1				1				1				1				25
21.	SLU	1					2				2			1				37,5
22.	T		2				2					3				3		62,5
23.	TEJ			3				3				3					4	81,25
24.	VAP		2					3				3					4	75

25.	YN	1				1				2				2			37,5
Average score = $\frac{1087,5}{25}$																	43,5

Criteria of Students' Vocabulary Mastery		
Levels	Number of students	Score range
Excellent	2 students	80-100
Good	1 student	70-79,99
Fair	3 students	50-69,99
Poor	19 students	<49,99

Appendix 12. Students' Test in Cycle I

Student's worksheets

Name : T
Class : VIII / 8 / eight

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



Answer:

Noun

Verb

- | | | |
|---------------------------|--------------|--------------------------|
| 1. sweep ✓ | 11. window ✓ | 1. go ✓ |
| 2. cleaning ✓ | 12. Floor ✓ | 2. Run walk ✓ |
| 3. corner text | 13. chair ✓ | 3. swim x |
| 4. cleaning ✓ | | 4. swim window x |
| 5. cleaning | | |
| 6. sweep x | | |
| 7. white board ✓ | | |
| 8. Book ✓ | | |
| 9. Bag ✓ | | |
| 10. Table ✓ | | |

$$\begin{array}{r} 2 + 2 + 3 + 3 = 10 \\ \times 1.5 \\ \hline 15 \end{array}$$

62.5

Student's worksheets

Name : PK
Class : VIII/8.

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



Answer:

- | | | |
|-----------------|-------------|------------|
| 1. broom ✓ | 8. hat ✓ | 1. Go ✓ |
| 2. table ✓ | 9. S.D.H. ✓ | 2. welcome |
| 3. Bag ✓ | 10. Board | 3. enter ✓ |
| 4. Book ✓ | 11. ✓ | 4. clean ✓ |
| 5. Chair ✓ | | 5. |
| 6. Window ✓ | | 6. |
| 7. Whiteboard ✓ | | 7. |
| | | 8. |
| | | 9. |
| | | 10. |

P...S...M...Q...
 $2 + 2 + 4 + 3 = \frac{11}{16} \times 100 = 68.75$

68.75

Student's worksheets

Name : CDK
Class : 8 (VIII) Right

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



Answer:

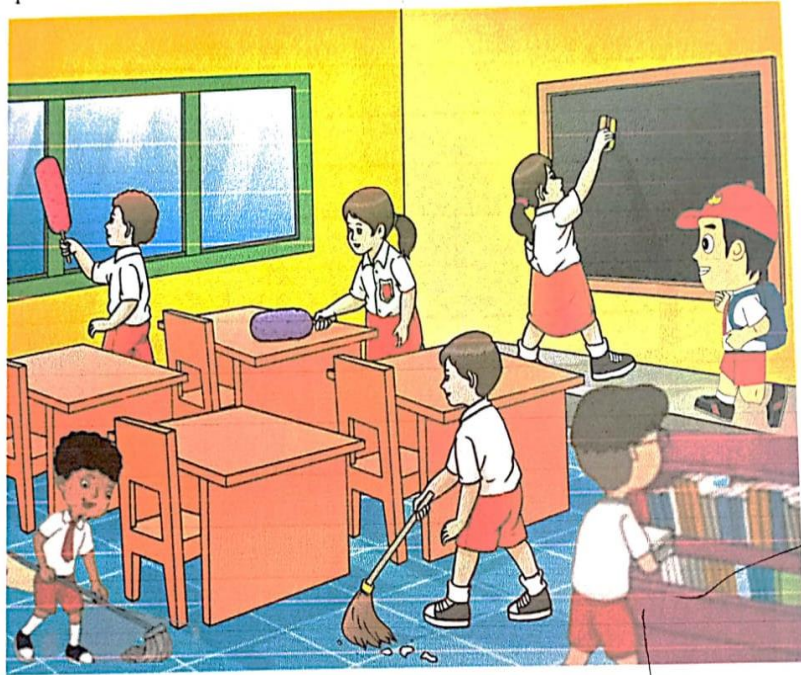
- | | |
|-----------------------|-------------------|
| 1. sweeping | 11. black board ✓ |
| 2. cleaning | 12. bag ✓ |
| 3. come ✓ | 13. trash ✓ |
| 4. cleaning clothes ✓ | 14. window ✓ |
| 5. cleaning board ✓ | 15. shoes ✓ |
| 6. sweep ✓ | 16. chair ✓ |
| 7. hat ✓ | 17. walk ✓ |
| 8. book ✓ | 18. sock ✓ |
| 9. broom ✓ | 19. pant ✓ |
| 10. table ✓ | 20. wall ✓ |

$$\frac{1}{3} + \frac{2}{2} + \frac{4}{4} + \frac{9}{9} = \frac{13}{16} \times 100 = 81.25$$

Student's worksheets

Name : A A
Class : VII

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



Answer:

1. go ✓ 10
2. table ✓ 11
3. chair ✓ 12
4. book ✓ 13
5. wall ✓ 14
6. bag ✓ 15
7. window ✓ 16
8. floor ✓ 17
9. lamp ✓ 18

43.75

$$\frac{2+1+2+2}{16} \times 100 = 43.75$$

Student's worksheets

Name : TEJ
Class : VIII (Delpan)

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



Answer:

Verb	Noun	
• Go ✓	• Floor ✓	P: 3'
• Write ✓	• Table ✓	5'
• Look ✓	• Book ✓	max. 3
• Come ✓	• Bag ✓	$Q = 4 \times \frac{13}{16} \times 100 = 81,25$
• Walk ✓	• Windows ✓	
• Sweeps ✓	• Chair ✓	
• Hold Book	• Blackboard ✓	
• Cleaning Class	• Shoess ✓	
• Clean Black Board		

Appendix 13. Results of Students' Score Cycle II

No	Name	Vocabulary Aspect																Score
		Pronunciation				Spelling				Meaning				Quantity				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.	AC	1					2					3				3		56,25
2	AA		2				2					3				3		62,5
3.	AV		2				2					3					4	68,75
4.	ANM			3				3					4				4	87,5
5.	AK		2				2						4				4	75
6.	CDK			3				3					4				4	87,5
7.	DLS			3				3				3				3		75
8.	D			3				3					4				4	87,5
9.	EV		2				2						4				4	75
10.	EJGK		2				2						4				4	75
11.	FEP			3				3				3			2			68,75
12.	FN		2						4				4			3		81,25
13.	I		2				2						4				4	75
14.	K		2				2					3				3		62,5
15.	KJ		2				2						4				4	75
16.	NAR			3				3					4				4	87,5
17.	NON		2					3					4				4	81,25
18.	NOV		2					3					4				4	81,25
19.	PK			3				3					4				4	87,5
20.	P		2					3					4				4	81,25
21.	SLU		2				2						4				4	75
22.	T			3				3				3			2			75

23.	TEJ			3				3					4				4	87,5
24.	VAP				4			3					4				4	93,75
25.	YN				4		2						4				4	87,5
Average score = $\frac{1950}{25}$																		78

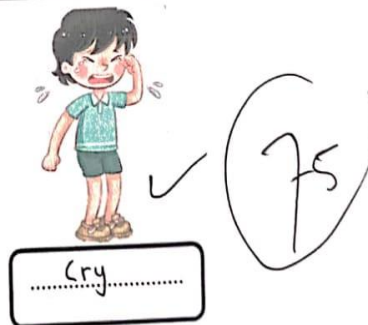
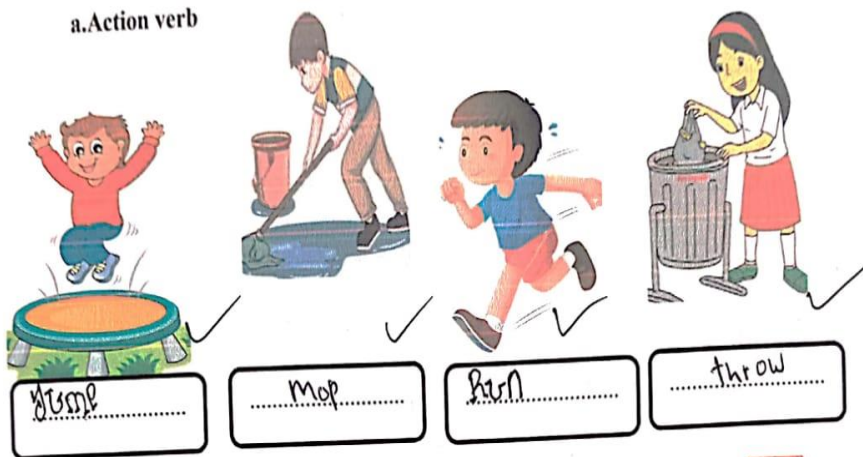
Criteria of Students' Vocabulary Mastery		
Levels	Number of students	Score range
Excellent	12 students	80-100
Good	8 students	70-79,99
Fair	5 students	50-69,99
Poor		<49,99

Appendix 14. Students' Test in Cycle II

Name: AkberistiClass: VIII

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

a. Action verb



$$\begin{matrix} P & S & M & Q \\ 2 & 2 & 4 & 4 \end{matrix} = \frac{12}{16} \times 100 = 75 -$$

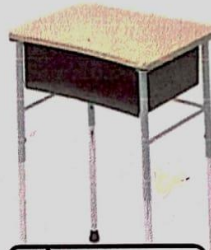
b.Noun



Chalk



Dasybin



Tebel



Clock



Book



Board Marker



Chair



Globe



Bilyardtaibi



Map

Name: NClass: VIII C de la Part

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

a. Action verb

			
.....Jump.....	Sweep.....	Run.....	Wash.....
			
.....Study.....	Listen.....	Teach.....	Write.....
			
.....Painting.....		cry.....	

$$P \quad S \quad M \quad Q.$$

$$2 + 3 + 4 + 1 = \frac{13}{10} \times 100 = 130\%$$

81,25

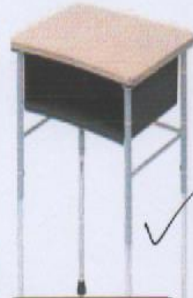
b. Noun



Chalk



trash bin



table



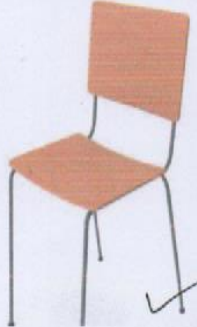
clock



paper



board marker



chair



globe



whiteboard



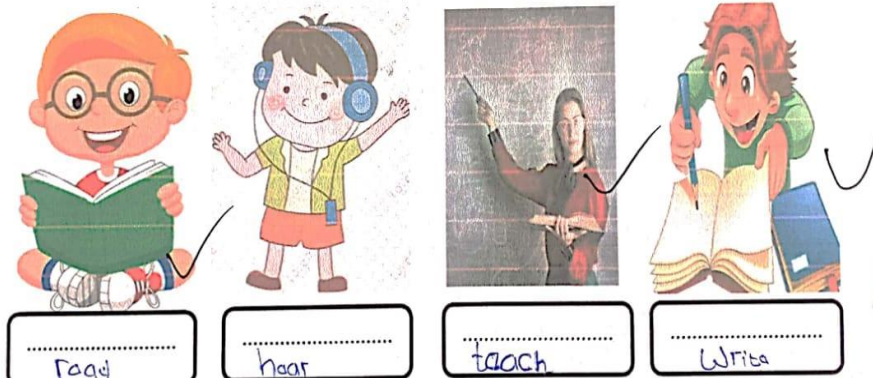
map

Name: FN

Class: VIII

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

a. Action verb



81,25

$$P. S. m. q. \\ 2 + 9 + 9 + 3 = \frac{13}{16} \times 100 = 81,25$$

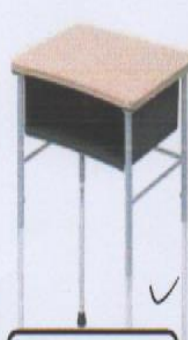
b. Noun



Chalk



Dustbin



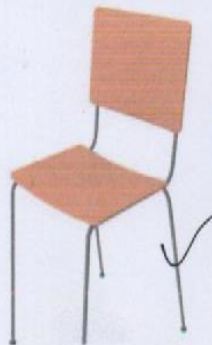
Table



Clock



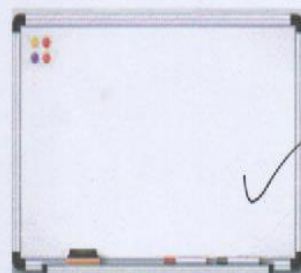
Book

White board
Marker

Chair



Globe

White
Board

Map

Name: CDK TUD.N

Class: 4/11/2018 (8)

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

a. Action verb



.....jump.....



.....sweep.....



.....run.....



.....Throw.....



.....study.....



.....listen.....



.....Teach.....



.....write.....



.....draw.....



.....cry.....

$$\frac{315}{31314} + \frac{9}{9} = \frac{19}{16} \times 100 = 87.5.$$

27.5

b. Noun



chalk



dustbin



table



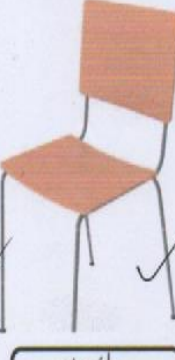
clock



book



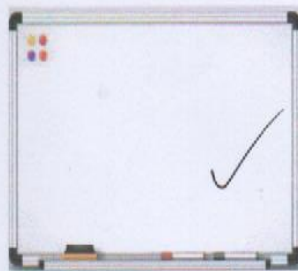
white board
marker



chair



globe



white board



map

Name: VAP

Class: VIII (B)

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

a. Action verb

			
Jump	Mop	Run	Throw
			
Read	Listen	Teach	Write
			
Draw		Cry	

$$\begin{array}{r}
 P. S. M. Q. \\
 9 + 3 + 9 + 9 = 35 \\
 \times 100 = 3575 \\
 \hline
 16
 \end{array}$$

9375

b.Noun



Chalk



Rubbish bin



Table



Clock



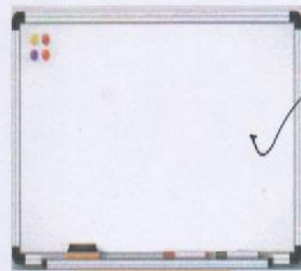
Paper



Board marker



Chair



White board



Map

Appendix 15. Syllabus

Sekolah : SMP Joseph Khatulistiwa
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil

Kompetensi Inti

- **KI1 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, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** 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.
- **KI4:** 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, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, 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>Excuse me, Is it clear?, Great, I think so.,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara	- 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

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	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	sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
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, will</i>)	• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi,	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, 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 - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil
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 benar dan sesuai konteks	ejaan, tanda baca, dan tulisan tangan • 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	temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
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, 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, (don't) have to..., should,</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan	- 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
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	keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	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 <i>a. let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - 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 ijin yang dapat menumbuhkan perilaku yang termuat di KI	- 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 interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan	• Fungsi sosial Menjaga hubungan interpersonal dengan	- Mencermati dan menemukan perbedaan dan

beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	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	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
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	• Unsur Kebahasaan - 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	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain - Mengidentifikasi 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</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>.	- 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

is/are)		
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	- Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain 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	jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-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

Appendix 16. Lesson Plan Cycle I

Name of Education Unit	: SMP Joseph Khatulistiwa
Subjects or Themes/Subtheme	: English
Class/Semester	: VIII/1
Subject matter	: Vocabulary (Verb and Noun)
Time Allocation	: 2x Meeting (2x40 minutes)

A. Standard Competencies

KI 1 and KI 2 : Appreciate and live the religion they profess and Appreciate and live honest, disciplined, polite, confident, caring, and responsible behavior 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 insights related to visible phenomena and events.

KI 4: 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 indicators of competency achievement:

Basic Competencies	Indicators of Competence Achievement
3.6 Social interaction, text structure, and linguistic elements of spoken and written interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of their use. (Pay attention to the linguistic elements is / are)	3.6.1 The students are able to mention name object which there is in the classroom, that is includes stationary. 3.6.2 The students 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 involve the act of giving and asking for	4.6.1 The Students are able to write a vocabulary related pictures whereabouts of classrom activity.

information regarding the whereabouts of people, objects, animals, taking into account social functions, text structure, and linguistic elements that are correct and in context	
--	--

C. Learning Objectives

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

1. The students are able to pronounce and spelling the words correctly
2. Students are able to means of the words
3. Students are able to pronounce and interpret the vocabulary that has been given by teacher.
4. Students 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/unexpected)

3) *Linguistic elements*

- Speech, stress, intonation, spelling, punctuation and handwriting

4) Topic: The presence of people, animals, objects, in the classroom, school, home, and surroundings that can foster the behavior contained in KI

E. Learning Material

Listen the teacher first and do it!

Action Verb		Noun Around us	
Open	Close	Book	Eraser
Mengunaakan	Write	Window	Trash
Sweep	Take	Whiteboard/Blackboard	Door
Run	Snip	Chair	Marker
Drop	Talk	Table	Floor
Walk	Touch	Mop	Wall

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: Students book and sheet print

H. Learning Activities**Meeting 1**

No	Description of Teaching Activity	Time Allocation
1.	Pre Activities	!0 Minutes
	a. Greetings. b. Pray. c. Check the attendance list of students. d. The teacher gives students motivation before start the lesson.	
2.	Main Activities	60 Minutes
	Exploration a. Introduction the topic to the students. b. Asking the questions to students that relate to the topic. Elaboration a. Review this was a fast-moving warm-up which individual students were moved with commands, the step is : 1. The teacher asks students to do fast-moving warm-up with vocabularies about "action verb and noun" that students already know, which individual students were moved with commands. b. New commands these verbs were introduced, the step is : 1. The teacher wrote new vocabularies on the whiteboard, after that teacher reads the vocabulary words and students repeat the words that read by the teacher.	

	2. The teacher drill the students to spell and pronounce the words. c. Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students, the steps are : 1. The teacher asks several students to become volunteers. 2. The teacher asks students who are volunteers to follow and respond to words that have been given by the teacher. 3. Students 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 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 Activities	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 advises the students	

	to keep memorizing vocabulary that learned today. d. Closing the meeting and giving closing-greeting.	
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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 students' knowledge about the topic. e. The teacher gives students motivation before start the lesson.	
2.	Main Activities	60 Minutes
	Exploration a. Introduction the topic to the students. b. Asking the questions to students that relate to the topic. Elaboration a. Review this was a fast moving warm-up which individual students were moved with commands, the step is : the teacher check memorizes' students about the material yesterday. b. New commands these verbs were introduced, the step is : The teacher drill the students to spell and pronounce the words. c. Role reversal: The teacher give a students' test and the students working the test until 10 minutes. d. Reading and writing, the step is :At the end of the lesson, the	

	students will pronounce and spell the words one by one. 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
	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 advises the students to keep memorizing vocabulary that learned today. d. Closing the meeting and giving closing-greeting.	

I. Rating

- a. Assesment technique through observation, writing, assignment, and pratice
- b. Assesment Instrument (attached)

Sungai Ukoi, 6 October 2022

Teacher of Subject

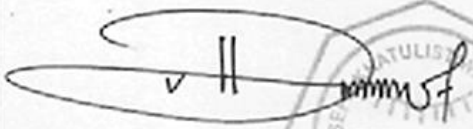

M.M.W. Susanti Niti, S.Pd
NIP.

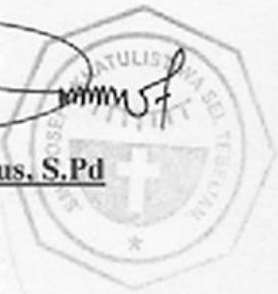
The Writer


Lusia
NIM. 180207068

Approved:

The Chair of SMP Joseph Khatulistiwa


Harmanus, S.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 students are able to mention name object which there is in the classroom, that is includes stationary. 3.6.2 The students 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 demonsrate 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 classrom activity.	Written test	Performance	Vocabulary rubric (attache)

c. Please write the some vocabulary based on the picture below!

Table. 3.1 Scoring Rubric and Assessment Indicators

Aspect	Score			
	1	2	3	4
Pronunciation	Do not know the pronoun of the word	Little confuse how to pronoun the word	Know the Pronoun of the word	Know and understand how to pronoun the word correctly
Spelling	Word is not spell not correctly	Word is spell incoherently	Word is spell clearly but there are some errors	Word is spell clearly and correctly
Meaning	The sentence is inhompherensible	The sentence can not be understood clearly	The sentence is quite and understandable	The sentence can be understood clearly
Quantity	The students are able to mention 5-7 vocabularies	The students are able to mention 7-10 vocabularies	The students are able to mention 10-15 vocabularies	The students are able to mention >15 vocabularies

$$\bar{x} = \frac{\sum x}{n} \times 100$$

Where :

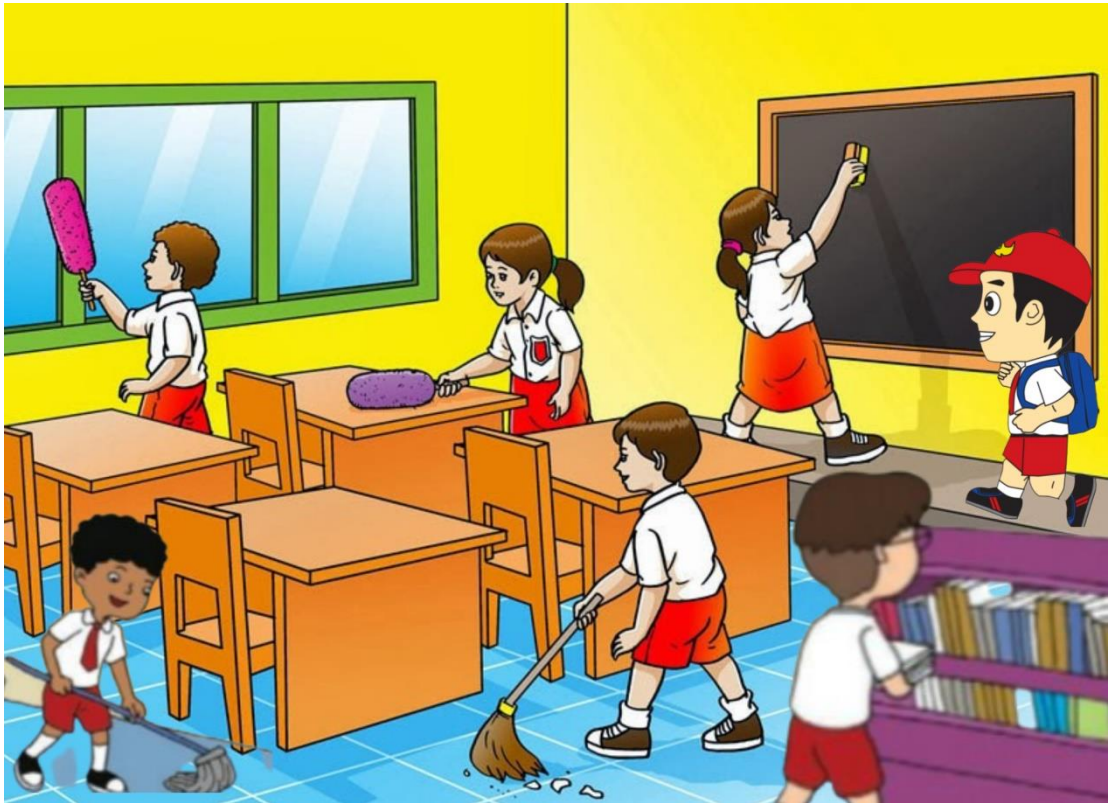
$\bar{x}$: The mean of students' score

$\sum x$: Total score

n : The number of the data

Students' worksheets

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



Answer:

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Appendix 17. Lesson Plan Cycle II

Name of Education Unit	: SMP Joseph Khatulistiwa
Subjects or Themes/Subtheme	: English
Class/Semester	: VIII/1
Subject matter	: Vocabulary (Verb and Noun)
Time Allocation	: 2x Meeting (2x40 minutes)

A. Standard Competencies

KI 1 and KI 2 : Appreciate and live the religion they profess and Appreciate and live honest, disciplined, polite, confident, caring, and responsible behavior 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 insights related to visible phenomena and events.

KI 4: 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 indicators of competency achievement:

Basic Competencies	Indicators of Competence Achievement
3.6 Social interaction, text structure, and linguistic elements of spoken and written interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of their use. (Pay attention to the linguistic elements is / are)	3.61 The students are able to mention name object which there is in the classroom, that is includes stationary. 3.6.2 The students 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 involve the act of giving and asking for information regarding the	4.6.1 The Students are able to write a vocabulary related pictures whereabouts of classrom activity.

whereabouts of people, objects, animals, taking into account social functions, text structure, and linguistic elements that are correct and in context	
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C. Learning Objectives

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

- The students are able to pronounce and spelling the words correctly
- Students are able to means of the words
- Students are able to pronounce and interpret the vocabulary that has been given by teacher.
- Students 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/unexpected)

3) *Linguistic elements*

-Speech, stress, intonation, spelling, punctuation and handwriting

- Topic: The presence of people, animals, objects, in the classroom, school, home, and surroundings that can foster the behavior contained in KI

E. Learning Material

Listen the teacher first and do it!

Action Verb		Noun Around us	
Open	Close	Book	Eraser
Menggunakan	Write	Window	Trash
Sweep	Take	Whiteboard/Blackboard	Door
Run	Read	Chair	Marker
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: Students book and sheet print

H. Learning Activities

Meeting 1

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 students motivation before start the lesson.	
2.	Main Activities	60 Minutes
	Exploration a. Introduction the topic to the students. b. Asking the questions to students that relate to the topic. Elaboration a. Review this was a fast-moving warm-up which individual students were moved with commands, the step is: The teacher asks students to do fastmoving warm-up with vocabularies about "verb and noun" that students already know, which individual students were moved with commands. b. New commands these verbs were introduced, the step is : The teacher wrote new vocabularies on the whiteboard, after that the teacher reads the vocabulary words and students repeat the words that read by the teacher. c. Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students,	

	the steps are : 1. The teacher asks several students to become volunteers. 2. The teacher asks students who are volunteers to follow and respond to words that have been given by the teacher. 3. Students 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. Confirmation a. Give positive feedback to the students as appreciation for 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 advises 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 students' knowledge about the topic..	
2.	Main Activities	60 Minutes
	Exploration a. The teacher asks the students to repeat the vocabulary that taught at the last meeting. Elaboration a. Review this was a fast-moving warm-up which individual students were moved with commands, the step is : The teacher asks students to do fastmoving warm-up with vocabularies about "verb and noun" that students study at the last meeting, which individual students were moved with commands. b. New commands these verbs were introduced, the steps are : 1. The teacher give a test to the students 2. The setudents work the test until ten minutes c. Role reversal: Every students pronounce and spelling the vocabulary that they wrote d. Reading and writing, the step is : At the end of the lesson, students will write the vocabulary and drill the vocabulary with the teacher Confirmation a. Give positive feedback to the students as appreciation for 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 advises the students to keep memorizing vocabulary that learned today. d. Closing the meeting and giving closing greeting.	
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I. Rating

- a. Assesment technique through observation, writing, assignement, and pratice
- b. Assesment Instrument (attached)

Sungai Ukoi, 10 October 2022

Teacher of Subject



M.M.W. Susanti Niti, S.Pd
NIP.

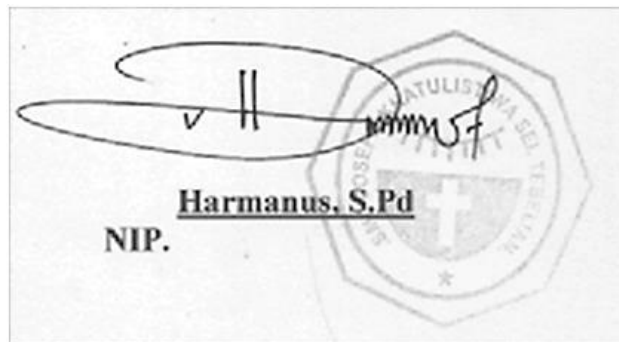
The Writer



Lusia
NIM. 180207068

Approved:

The Chair of SMP Joseph Khatulistiwa



Harmanus. S.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 students are able to mention name object which there is in the classroom, that is includes stationary. 3.6.2 The students 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 demonsrate the words and write down the correct vocabulary!

3. Skill Competency Assesment

No.	IPK	Technique	Form	Instrument
2.	4.6.1 The Students are able to write a vocabulary related pictures whereabouts of classrom activity.	Written test	Performance	Vocabulary rubric (attache)

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

Table. 3.1 Scoring Rubric and Assessment Indicators

Aspect	Score			
	1	2	3	4
Pronunciation	Do not know the pronoun of the word	Little confuse how to pronoun the word	Know the Pronoun of the word	Know and understand how to pronoun the word correctly
Spelling	Word is not spell not correctly	Word is spell incoherently	Word is spell clearly but there are some errors	Word is spell clearly and correctly
Meaning	The sentence is inchoompherensible	The sentence can not be understood clearly	The sentence is quite and understandable	The sentence can be understood clearly
Quantity	The students are able to mention 5-7 vocabularies	The students are able to mention 7-10 vocabularies	The students are able to mention 10-15 vocabularies	The students are able to mention >15 vocabularies

$$\bar{x} = \frac{\sum x}{n} \times 100$$

Where :

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

$\sum x$: Total score

n : The number of the data

Students' worksheets

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

a.Action verb



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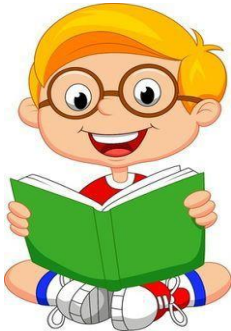
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b.Noun



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Appendix 18. Documentation



Picture 1. The writer is teaching using Total Physical Response method



Picture 2. The writer explain the materials to the students



Picture 3. The students practice use the Total Physical Response method



Picture 4. The writer interview the student