

Appendix 1

Silabus kelas 7

Silabus Berkarakter

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Satuan Pendidikan : SMP/MTs

Kompetensi Inti:

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 - Sikap spiritual (KI 1) dan sikap sosial (KI 2) dibentuk melalui pembelajaran tidak langsung, antara lain melalui pembelajaran kompetensi pengetahuan (KD pada KI 3) dan kompetensi keterampilan (KD pada KI 4) serta pembiasaan dan keteladanan
 - Penilaian sikap spiritual (KI 1) dan sikap sosial (KI 2) dilakukan, antara lain melalui observasi, penilaian diri, penilaian antarteman, dan/atau jurnal (catatan pendidik)
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Waktu	Sumber Belajar	Nilai Karakter
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan me-	<i>Good morning, Mr. Bimo</i>	Mengamati - Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa serta menanggapi, sesuai dengan konteks penggunaannya - Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan serta menanggapi, sesuai dengan konteks penggunaannya - Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengucapkan terima kasih, serta menanggapi, sesuai dengan konteks penggunaannya - Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya Menanya - Mengidentifikasi beberapa fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	- Memahami ungkapan-ungkapan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf - Membedakan ungkapan-ungkapan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf - mempraktikkan dan merespons ungkapan-ungkapan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf - Membuat percakapan berisi ungkapan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf	Sikap - Observasi Pengetahuan - Penugasan (Tugas Terstruktur/ Tugas Mandiri/Tes Tertulis) Keterampilan - Portofolio - Proyek	16 x 40'	- Buku Bahasa Inggris VII - Buku paket - Buku referensi lain	- Bersahabat/komunikatif - Disiplin - Kreatif - Rasa ingin tahu - Tanggung jawab

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Waktu	Sumber Belajar	Nilai Karakter
minta maaf, dan menanggapi-nya dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		Mengumpulkan In-formasi - Mengumpulkan in-formasi tentang kapan bisa menggunakan ungkapan menyapa serta menanggapi-nya, sesuai dengan konteks penggunaannya - Mengumpulkan in-formasi tentang kapan bisa menggunakan ungkapan berpamitan, serta menanggapi-nya, sesuai dengan konteks penggunaannya - Mengumpulkan in-formasi tentang kapan bisa menggunakan ungkapan mengucapkan terima kasih, serta menanggapi-nya, sesuai dengan konteks penggunaannya - Mengumpulkan in-formasi tentang kapan bisa menggunakan ungkapan meminta maaf, serta menanggapi-nya, sesuai dengan konteks penggunaannya Menalar/Mengasosiasi - Menganalisis beberapa dialog dan teks sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, dan menanggapi-nya dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks - Mendiskusikan beberapa ungkapan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, dan memberikan tanggapan untuk ungkapan tersebut - Menyimpulkan tentang beberapa informasi					

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Waktu	Sumber Belajar	Nilai Karakter
		yang diperoleh dari guru dan sumber belajar lain - Menghubungkan berbagai informasi yang diperoleh dari guru dan sumber belajar lain Mengomunikasikan - Mengisi beberapa bagian yang kosong menggunakan ungkapan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, di dalam teks/dialog - Mempraktikkan beberapa dialog yang menggunakan ungkapan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf - Menjawab beberapa pertanyaan berdasarkan pada informasi dari dialog/teks - Membaca dan menyimpulkan beberapa ungkapan yang digunakan dalam dialog/teks - Menulis sebuah dialog atau teks menggunakan ungkapan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta responsnya					
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek	<i>I am Karisa</i>	Mengamati - Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya menggunakan unsur kebahasaan dan kosa-kata terkait hubungan keluarga; <i>pronoun (subjective, objective, possessive)</i> - Mengamati beberapa	- Memahami ungkapan memperkenalkan diri, mengungkapkan jati diri, hobi, dan anggota keluarga, serta <i>pronoun</i> - Menulis perkenalan diri, jati diri, hobi, dan anggota keluarga, serta <i>pronoun</i> - Membuat kalimat berisi perkenalan, jati diri, hobi, dan anggota keluarga, serta <i>pronoun</i>	Sikap - Observasi Pengetahuan - Penugasan (Tugas Terstruktur/ Tugas Mandiri/Tes Tertulis)	20 x 40'	- Buku Bahasa Inggris VII - Buku paket - Buku referensi lain	- Bersahabat/komunikatif - Disiplin - Kreatif - Rasa ingin tahu - Tanggung jawab

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Waktu	Sumber Belajar	Nilai Karakter
dan sederhana, se-suai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga; <i>pronoun</i> (<i>subjective, objective, possessive</i>)) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang		pa cara memper-kenalkan diri dan menceritakan ten-tang keluarga Menanya - Mengidentifikasi beberapa fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya - Mengidentifikasi penggunaan unsur kebahasaan dan kosakata terkait hubungan keluarga; <i>pronoun</i> (<i>subjective, objective, possessive</i>) Mengumpulkan Informasi - Mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya - Mengumpulkan informasi tentang penggunaan <i>pronoun</i> (<i>subjective, objective, possessive</i>) dalam menceritakan jati diri dan keluarga Menalar/Mengasosiasi - Menganalisis beberapa dialog dan teks sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks dengan menggunakan	Menulis teks berisi pengenalan, jati diri, hobi, dan anggota keluarga, serta <i>pronoun</i> - Menyebutkan <i>pronoun</i>	Keterampilan - Portofolio - Proyek			

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Waktu	Sumber Belajar	Nilai Karakter
benar dan sesuai k o n teks		un-sur kebahasaan dan kosakata terkait hubungan keluar-ga; <i>pronoun (sub-jective, objective, possessive)</i> - Mendiskusikan be-berapa dialog dan teks sederhana yang melibatkan tindak-an memberi dan meminta informasi terkait jati diri, pen-dek dan sederha-na, sesuai dengan konteks dengan menggunakan un-sur kebahasaan dan kosakata ter-kait hubungan ke-luarga; <i>pronoun (subjective, objec-tive, possessive)</i> - Menyimpulkan ten-tang beberapa in-formasi yang di-peroleh dari guru dan sumber bela-jar lain - Menghubungkan berbagai informa-si yang diperoleh dari guru dan sum-ber belajar lain Mengomunikasikan - Mengisi beberapa bagian yang kosong menggunakan ung-kapan memberi dan meminta informasi terkait jati diri, pen-dek dan sederha-na, sesuai dengan konteks dengan menggunakan un-sur kebahasaan dan kosakata ter-kait hubungan ke-luarga; <i>pronoun (subjective,object-tive, possessive)</i> di dalam teks/dialog - Mempraktikkan be-berapa dialog yang menggunakan ung-kapan memberi dan meminta informasi terkait jati diri, pen-dek dan sederha-na, sesuai dengan konteks dengan menggunakan un-sur kebahasaan dan kosakata ter-kait hubungan ke-luarga; <i>pronoun (subjective, objec-tive,</i>					

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Waktu	Sumber Belajar	Nilai Karakter
		<i>possessive</i>) - Menjawab beberapa pertanyaan berdasarkan pada informasi dari dialog/ teks - Membaca dialog/ teks yang berisi tentang jati diri dan hubungan keluarga - Menulis sebuah dialog atau teks tentang jati diri dan hubungan dalam keluarga menggunakan <i>pronoun</i> (<i>subjective, object-ive, possessive</i>)					
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya (perhatikan kosakata terkait angka kardinal	- <i>May I know what time it is?</i>	Mengamati - Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya (perhatikan kosakata terkait angka kardinal dan ordinal) Menanya - Mengidentifikasi beberapa teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya (perhatikan kosakata terkait angka kardinal dan ordinal) Mengumpulkan Informasi - Mengumpulkan informasi tentang pengertian angka kardinal dan ordinal - Mengumpulkan informasi tentang fungsi sosial, struktur	- Memahami waktu, tanggal, hari, dan bulan - Menyebutkan waktu, tanggal, hari, dan bulan - Menulis waktu, tanggal, hari, dan bulan - Menulis kalimat berisi waktu, tanggal, hari, dan bulan - Menulis teks berisi waktu, tanggal, hari, dan bulan - Membuat percakapan berisi ungkapan meminta dan menerangkan waktu, tanggal, hari, dan bulan	Sikap - Observasi Pengetahuan - Penugasan (Tugas Terstruktur/ Tugas Mandiri/Tes Tertulis) Keterampilan - Portofolio - Proyek	20 x 40'	- Buku Bahasa Inggris VII - Buku paket - Buku referensi lain	- Bersahabat/komunikatif - Disiplin - Kreatif - Rasa ingin tahu - Tanggung jawab

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Waktu	Sumber Belajar	Nilai Karakter
dan ordinal) 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		teks, dan unsur kebahasaan teks in-teraksi interperso-nal lisan dan tulis terkait nama hari, bulan, nama wak-tu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai de-ngan konteks penggunaannya (perhatikan kosa-kata terkait angka kardinal dan ordi-nal) Menalar/Mengasosiasi - Menganalisis bebe-rapa dialog dan teks sederhana yang melibatkan tindakan memberi dan meminta in-formasi terkait angka kardinal dan ordinal - Mendiskusikan be-berapa dialog dan teks sederhana terkait nama hari, bulan, nama wak-tu dalam hari, waktu dalam ben-tuk angka, tang-gal, dan tahun, se-suai dengan konteks penggunaannya (perhatikan kosa-kata terkait angka kardinal dan or-dinal) - Menyimpulkan ten-tang beberapa in-formasi yang dipe-roleh dari guru dan sumber belajar lain - Menghubu-ng-kan berbagai infor-masi yang diper-oleh dari guru dan sumber belajar lain Mengomunikasikan - Mengisi beberapa bagian yang ko-song mengguna-kan ungkapan memberi dan me-minta informasi terkait nama hari, bulan, nama wak-tu dalam hari, waktu dalam ben-tuk angka, tang-gal, dan tahun, sesuai dengan kon-tekst penggunaannya (perhatikan kosakata terkait angka kar-dinal dan ordinal) - Mempraktikkan be-berapa dialog yang menggunakan ung-kapan terkait na-ma hari, bulan, nama waktu da-lam hari, waktu dalam bentuk angka, tanggal,					

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		dan tahun, sesuai dengan konteks penggunaannya (perhatikan kosakata terkait angka kardinal dan ordinal) - Menjawab beberapa pertanyaan berdasarkan pada informasi dari dia-log/teks - Membaca dialog/ teks yang berisi tentang nama hari, bulan, nama wak-tu dalam hari, waktu dalam bentuk angka, tang-gal, dan tahun, se-suai dengan konteks penggunaannya (perhatikan kosakata terkait angka kardinal dan ordinal) - Menulis sebuah di-alog atau teks ter-kait nama hari, bulan, nama wak-tu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya (perhatikan kosaka-ta terkait angka kardinal dan ordinal)					
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan	- <i>Our school has a library</i>	Mengamati - Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>) Menanya - Mengidentifikasi beberapa teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya (perhatikan unsur	- Memahami kata benda dan <i>article a, an</i>, dan <i>the</i> - Membedakan benda abstrak dan konkret; benda dapat dihitung dan tak dapat dihi-tung; benda tunggal dan ja-mak - Memahami ka-ta benda yang berhubungan dengan bina-tang, benda, dan tempat-tempat umum - Menulis kata benda yang berhubungan dengan bina-tang, benda, dan tempat-tem-pat umum	Sikap - Observasi Pengetahuan - Penugasan (Tugas Mandiri/ Ter-gas) Keterampilan - Portofolio - Proyek	16 x 40'	- Buku Bahasa Inggris VII - Buku paket - Buku refe-rensi lain	- Bersa-habat/ komu-nikatif - Disip-lin - Kreatif - Rasa ingin tahu - Tang-gung jawab

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publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>) 4.4 Menyusun teks interaksi transaksional lisan dan tulis singkat dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat		kebahasaan dan kosakata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>) Mengumpulkan Informasi - Mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks terkait tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>) Menalar/Mengasosiasi - Menganalisis beberapa dialog dan teks sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>) - Mendiskusikan beberapa dialog dan teks sederhana terkait tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>) - Menyimpulkan tentang beberapa informasi yang diperoleh dari guru dan sumber belajar lain - Menghubungkan berbagai informasi yang diperoleh dari guru dan sumber belajar lain Mengomunikasikan	Membuat kalimat berisi kata benda yang berhubungan dengan binatang, benda, dan tempat-tempat umum Menulis teks berisi kata benda yang berhubungan dengan binatang, benda, dan tempat-tempat umum				

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dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		Mengisi beberapa bagian yang kosong menggunakan ungkapan terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya dengan memperhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the</i>, <i>plural</i> dan <i>singular</i> Mempraktikkan beberapa dialog yang menggunakan ungkapan terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the</i>, <i>plural</i> dan <i>singular</i>) Menjawab beberapa pertanyaan berdasarkan pada informasi dari dialog/teks Membaca dialog/ teks yang berisi tentang yang informasi terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the</i>, <i>plural</i> dan <i>singular</i>) Menulis sebuah dialog atau teks terkait nama dan jumlah binatang, benda, dan bangunan publik sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the</i>, <i>plural</i> dan <i>singular</i>)					

Mengetahui
Kepala Sekolah

Jasliadi, S.Pi

NIP. 196911222007011020

Dedai, Juli 2023

Guru Mata Pelajaran

Siti Nurhasanah, S.Pd

NIP.

Appendix 2

LESSON PLAN

Name of Education Unit	: SMPN 1 Dedai
Subjects or Themes/Subthemes	: English
Class/Semester	: VII/1
Subject matter	: Objects
Time Allocation	: 1 x 60 Minutes
Cycle	: 1

A. Core Competencies

1. Appreciate and appreciate the teachings of the religion he/she professes.
2. Demonstrate honest, disciplined, responsible, caring (tolerance, mutual cooperation), courteous, confident behavior in interacting effectively with the social and natural environment within the range of association and existence.
 - Spiritual attitudes (KI 1) and social attitudes (KI 2) are formed through indirect learning, among others through learning knowledge competencies (KD in KI 3) and skill competencies (KD in KI 4) as well as habituation and exemplary behavior.
 - Assessment of spiritual attitudes (KI 1) and social attitudes (KI 2) is carried out, among others, through observation, self-assessment, peer assessment, and / or journals (educator notes).
3. Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture related to visible phenomena and events.
4. Trying, processing, presenting in the concrete realm (using, parsing, assembling, modifying, and making) and the abstract realm (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in the point of view/theory.

B. Basic competencies and indicators of competency achievement:

Basic Competencies	Indicators of Competence Achievement
3.4. Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the names and numbers of animals, objects, and public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular)	3.4.1 Identify the Objects' names around the students 3.4.2 Mention the name and number of objects that are around us
4.4 Compile very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to everyday life, taking into account social functions, text structures, and correct linguistic elements. and in context.	4.4.1 List the names of objects 4.4.2 Mention the meaning of the names of objects 4.4.3 Spelling the names of objects and their pronunciation

C. Learning Objectives

After following a series of learning activities, students can:

1. Identify the names of objects around the classroom and school.
2. Students can mention the name and number of objects around the class.
3. Students can say the meaning of the names of the objects one by one.
4. Students can spell and pronounce the names of objects correctly.

D. Learning Materials

1) *Social function*

Maintain interpersonal relationships with teachers and friends

2) *Text structure*

Mention the names of the Objects

3) *Linguistic elements*

Names of objects found at home, classroom and school.

4) Topic:

- Objects around the classroom and school and statements and questions related to the names of objects.

Meeting	Learning materials
	Names of objects in the classroom and school environment

2) Learning Methods:

Based learning by involving role play techniques.

3) Media, Tools, And Learning Resources:

1. Media Student textbooks, pictures of objects
2. Tools: Whiteboard, pictures of objects and Student Book "When English Rings a Bell", Jakarta: Ministry of Education and Culture 2017.

E. Learning Activities

	Aspect	Indicators	
		Teacher	Student
1.	Preliminary activities	a. Greet students by asking how they are.	a. Students give response to the greeting given by the teacher
		b. Prepare students to follow the learning process with one person leading the prayer.	b. Students listen carefully to follow the learning process given by the teacher
		c. Checking student attendance.	c. Student give response to checking attendance
		d. Motivate students contextually according to the benefits of learning from the material to be delivered	d. Students listen to motivation of the teacher
2.	Main activities	a. The teacher explains the material to the students about the names of objects	a. Students listen to the material from the teacher about the names of objects
		b. The teacher gives a list of names of objects	b. Students read the list of names of objects.
		c. The teacher asks the students to name the objects	c. Students listen carefully to the teacher's mention of the names of objects

		d. The teacher trains the students to say the meanings of the names of objects	d. Students repeat after the teacher the meaning of the names of objects
		e. The teacher asks the students to say the meaning of the names of the objects	e. Students can say the meaning of the names of objects
		f. The teacher asks the students to name the objects around the classroom one by one.	f. Students listen to the teacher name objects and repeat vocabulary
		g. The teacher teaches the students how to spell the vocabulary of the names of objects	g. Students listen in spell the vocabulary
		h. The teacher explains about using puzzle games to learn vocabulary	h. Students listen to the teacher's explanation
		i. The teacher asks the students to put together the prepared puzzle and answer it according to the vocabulary they have mastered.	i. Students compose the puzzle given by the teacher and fill in according to what they are good at.
		j. The teacher asks the students to put together a puzzle and asks them to name the object that the puzzle is composed of	j. Students arrange the puzzle and name the objects they have arranged.
		k. The teacher instructs the rest to spell the name of the object.	k. Students follow the teacher to spell the name of the object.
		l. The teacher asks the students to mention the use of the object.	l. Students state the use of the object
		m. The teacher asks the remnants to remember the names of the objects they have learned.	m. Students remember the name of the objects they have learned
3.	Closing activities	a. The teacher give conclusion to the learning material of this meeting	a. Students listen carefully to the conclusion of the learning at this meeting
		b. The teacher asks students' understanding of the material to be delivered and gives students to ask questions	b. Students answer the teacher of the material
		c. The teacher closed the class and great the students	c. Students respond to the greeting given by the teacher in closing the activities

F. Evaluation

1. Assessment techniques through observation, assignment, practice
2. Assessment instrument (attached)

Sintang, 2023

Mengetahui:
Guru Mata Pelajaran



Siti Nurhasanah, S.Pd
NIP.

Mahasiswa



Putri Syinta Bella
NIM.190307111

RPP Attachment

1. Attitude Competency Assessment

a. The attitudes that are the focus of the assessment are discipline, responsibility, care for the environment, cooperation, conscientious and creative.

b. Attitude assessment rubric

No	Student's name	Discipline	Responsible	Cooperation	Conscientious	Creative	Environmental care
1							
2							
3							

The behavioral aspect column is filled with numbers that meet the following criteria:

Very good (4)

Good (3)

Enough (2)

Less (1)

c. Journal of Attitude Assessment

No	Day and date	Student Name	Class	Occurrence/behavior	Attitude points	Category		Follow up
						+	-	

Note: The results of the attitude assessment in the journal will be recapitulated in one semester and submitted to the teacher, to be considered in the attitude assessment in the report (supporting the attitude assessment of PAI teachers and PPKN teachers).

2. Knowledge Competence Assessment

No	Indicators of Competence Achievement	Technique	Form	Instrument
1.	1.4.1 Identify the names of objects around the classrooms 1.4.2 List the names and numbers of objects around us	Observation (vocabulary Log)	Oral	List the names of objects around the classroom

a. Vocabulary: list of Object names

No	Objects	No	Objects
1.	Board	13.	Pen
2.	Desk	14.	Clock
3.	Sharpener	15.	Shoes
4.	Paper	16.	Globe
5.	Pencil	17.	Fan
6.	Chair	18.	Scissors
7.	Ruler	19.	Dictionary
8.	Eraser	20.	Marker
9.	Bag	21.	Crayons
10.	Lamp	22.	Book
11.	Hat	23.	Pencil case
12.	Waste place	24.	Sock

- b. Instruction in test the students' knowledge compatibility
- Mentioned the objects' names around the students

c. Knowledge competency assessment rubric

Aspect	Score	Description
Items	80-100 (excellent)	Students are able to mentioned 9 to 10 the Objects' names around them
	71-79 (good)	Students are able to mentioned 6 to 8 the Objects' names around them
	61-70 (fair)	Students are able to mentioned 3 to 5 the Objects' names around them
	10-20 (poor)	Students are able to mentioned 1 to 2 the Objects' names around them

$$\text{Total score} = I X \Omega$$

I : how much item mentioned by the students

Ω : 10

3. Skills Competency Assessment

Aspect	Score	Description
Quantity (30 %)	4	Can write all vocabulary correctly
	3	Able to write some vocabulary correctly
	2	Able to write some vocabulary but the writing is still wrong
	1	Can't write vocabulary at all
Meaning (30 %)	4	Students can mention the meaning of vocabulary in Indonesian correctly without errors
	3	Students mention vocabulary words in Indonesian well
	2	Often misinterprets words.
	1	The student cannot correctly translate into Indonesian.
Spelling (20%)	4	Spells the vocabulary well and correctly.
	3	Sometimes there are incorrect spellings but they do not affect the meaning
	2	Vocabulary spelling is lacking
	1	Spelling of vocabulary is incomprehensible
Pronunciation (20%)	4	Very clear so easily understood
	3	Easy to understand even though the influence of mother tongue can detected
	2	There is a pronunciation problem so the listener needs to full concentration
	1	There is a serious pronunciation problem so it does not can be understood.

This is the formula to calculate the students' score:

$$\text{Total score/ Percentages} = \frac{\text{obtain score}}{\text{Total score}} \times 100 \%$$

Total score = number of aspects observed X highest rating

Appendix 3

LESSON PLAN

Name of Education Unit	: SMPN 1 Dedai
Subjects or Themes/Subthemes	: English
Class/Semester	: VII/1
Subject matter	: Objects
Time Allocation	: 1 x minutes
Cycle/meeting	: 2/2

A. Core Competencies

1. Appreciate and appreciate the teachings of the religion he/she professes.
2. Demonstrate honest, disciplined, responsible, caring (tolerance, mutual cooperation), courteous, confident behavior in interacting effectively with the social and natural environment within the range of association and existence.
 - Spiritual attitudes (KI 1) and social attitudes (KI 2) are formed through indirect learning, among others through learning knowledge competencies (KD in KI 3) and skill competencies (KD in KI 4) as well as habituation and exemplary behavior.
 - Assessment of spiritual attitudes (KI 1) and social attitudes (KI 2) is carried out, among others, through observation, self-assessment, peer assessment, and / or journals (educator notes).
3. Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture related to visible phenomena and events.
4. Trying, processing, presenting in the concrete realm (using, parsing, assembling, modifying, and making) and the abstract realm (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in the point of view/theory.

B. Basic competencies and indicators of competency achievement:

Basic Competencies	Indicators of Competence Achievement
3.5. Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the names and numbers of animals, objects, and public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular)	3.4.3 Identify the Objects' names around the students 3.4.4 Mention the name and number of objects that are around us
4.4 Compile very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to everyday life, taking into account social functions, text structures, and correct linguistic elements. and in context.	4.4.1 List the names of objects 4.4.2 Mention the meaning of the names of objects 4.4.3 Spelling the names of objects and their pronunciation

C. Learning Objectives

After following a series of learning activities, students can:

1. Identify the names of objects around the classroom and school.
2. Students can mention the name and number of objects around the class.
3. Students can say the meaning of the names of the objects one by one.
4. Students can spell and pronounce the names of objects correctly.

D. Learning Materials

1) *Social function*

Maintain interpersonal relationships with teachers and friends

2) *Text structure*

Mention the names of the Objects

3) *Linguistic elements*

Names of objects found at home, classroom and school.

4) Topic:

- Objects around the classroom and school and statements and questions related to the names of objects.

Meeting	Learning materials
	Names of objects in the classroom and school environment

2) Learning Methods:

Based learning by involving role play techniques.

3) Media, Tools, And Learning Resources:

1. Media Student textbooks, pictures of objects
2. Tools: Whiteboard, pictures of objects and Student Book "When English Rings a Bell", Jakarta: Ministry of Education and Culture 2017.

E. Learning Activities

	Aspect	Indicators	
		Teacher	Student
1.	Preliminary activities	a. The teacher greets the students	a. The students respond the teacher greeting
		b. The teacher give brainstorming to the students	b. Students listen carefully to the brainstorming given by the teacher
2.	Main activities	a. The teacher explains the material that has been taught about objects to the students.	a. Students listen to delivery of the material
		b. The teacher asks about objects and describes objects	b. Students answer the teacher's questions about objects and describe objects
		c. The teacher invites students to learn vocabulary by using puzzle game media.	c. Students follow learning using media
		d. The teacher provides rules to students to facilitate teaching and learning activities in the classroom by using puzzle game media.	d. Students listen to the explanation of the rules from the teacher
		e. The teacher gives several puzzles at random so that students can arrange the puzzles.	e. The students took the puzzle and assembled it with enthusiasm
		f. The teacher asks the	f. Students spell and

		students to spell the vocabulary and pronunciation.	pronunciation from the vocabulary
		g. The teacher instructs the students to complete the puzzle game correctly and precisely.	g. Students are able to complete the puzzle that has been given correctly and precisely
3.	Closing activities	a. The teacher conveys the learning activity for the next meeting	a. Students listen carefully to the learning activities for the next meeting.
		b. The teacher close the class and great the students	b. Students respond to the greeting given by the teacher in closing the activities

G. Evaluation

3. Assessment techniques through observation, assignment, practice
4. Assessment instrument (attached)

Sintang, 2023

Mengetahui:
Guru Mata Pelajaran



Siti Nurhasanah, S.Pd
NIP.

Mahasiswa



Putri Syinta Bella
NIM.190307111

RPP Attachment

1. Attitude Competency Assessment

a. The attitudes that are the focus of the assessment are discipline, responsibility, care for the environment, cooperation, conscientious and creative.

b. Attitude assessment rubric

No	Student's name	Discipline	Responsible	Cooperation	Conscientious	Creative	Environmental care
1							
2							
3							

The behavioral aspect column is filled with numbers that meet the following criteria:

Very good (4)

Good (3)

Enough (2)

Less (1)

c. Journal of Attitude Assessment

No	Day and date	Student Name	Class	Occurrence/behavior	Attitude points	Category		Follow up
						+	-	

Note: The results of the attitude assessment in the journal will be recapitulated in one semester and submitted to the teacher, to be considered in the attitude assessment in the report (supporting the attitude assessment of PAI teachers and PPKN teachers).

2. Knowledge Competence Assessment

No	Indicators of Competence Achievement	Technique	Form	Instrument
1.	1.4.3 Identify the names of objects around the classrooms 1.4.4 List the names and numbers of objects around us	Observation (vocabulary Log)	Oral	List the names of objects around the classroom

d. Vocabulary: list of Object names

No	Objects	No	Objects
1.	Board	13.	Pen
2.	Desk	14.	Clock
3.	Sharpener	15.	Shoes
4.	Paper	16.	Globe
5.	Pencil	17.	Fan
6.	Chair	18.	Scissors
7.	Ruler	19.	Dictionary
8.	Eraser	20.	Marker
9.	Bag	21.	Crayons
10.	Lamp	22.	Book
11.	Hat	23.	Pencil case
12.	Waste place	24.	Sock

- e. Instruction in test the students' knowledge compatibility
- Mentioned the objects' names around the students

f. Knowledge competency assessment rubric

Aspect	Score	Description
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	71-79 (good)	Students are able to mentioned 6 to 8 the Objects' names around them
	61-70 (fair)	Students are able to mentioned 3 to 5 the Objects' names around them
	10-20 (poor)	Students are able to mentioned 1 to 2 the Objects' names around them

$$\text{Total score} = I \times \Omega$$

I : how much item mentioned by the students

Ω : 10

3. Skills Competency Assessment

Aspect	Score	Description
Quantity (30 %)	4	Can write all vocabulary correctly
	3	Able to write some vocabulary correctly
	2	Able to write some vocabulary but the writing is still wrong
	1	Can't write vocabulary at all
Meaning (30 %)	4	Students can mention the meaning of vocabulary in Indonesian correctly without errors
	3	Students mention vocabulary words in Indonesian well
	2	Often misinterprets words.
	1	The student cannot correctly translate into Indonesian.
Spelling (20%)	4	Spells the vocabulary well and correctly.
	3	Sometimes there are incorrect spellings but they do not affect the meaning
	2	Vocabulary spelling is lacking
	1	Spelling of vocabulary is incomprehensible
Pronunciation (20%)	4	Very clear so easily understood
	3	Easy to understand even though the influence of mother tongue can detected
	2	There is a pronunciation problem so the listener needs to full concentration
	1	There is a serious pronunciation problem so it does not can be understood.

This is the formula to calculate the students' score:

$$\text{Total score/ Percentages} = \frac{\text{obtain score}}{\text{Total score}} \times 100 \%$$

Total score = number of aspects observed X highest rating

Appendix 4

Surat Keputusan Dosen Penguji Proposal TA

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387</i> Email: persada@persadakhatulistiwa.ac.id Website: www.persadakhatulistiwa.ac.id			
	SURAT KEPUTUSAN DOSEN PENGUJI PROPOSAL TA			
Kode :	Edisi	Revisi	Tanggal Terbit	
038FA3-1	2	2	1 Agustus 2021	

SURAT KEPUTUSAN
KETUA STKIP PERSADA KHATULISTIWA SINTANG
NOMOR: 0022/A1/B5/VI/2023

TENTANG
PENGUJI PROPOSAL TA

KETUA STKIP PERSADA KHATULISTIWA SINTANG

Menimbang : 1. Bahwa untuk menyusun TA yang merupakan Tugas Akhir bagi mahasiswa yang akan menyelesaikan Sarjana Pendidikan di STKIP Persada Khatulistiwa perlu mendapat bimbingan dari Dosen Pembimbing.
 2. Bahwa untuk kelancaran pelaksanaan bimbingan TA tersebut perlu ditetapkan dengan Surat Keputusan Ketua STKIP Persada Khatulistiwa Sintang

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
 2. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi
 3. Peraturan Pemerintah Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia
 4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi
 5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 73 Tahun 2013 tentang Penyelenggaraan KKN di Perguruan Tinggi
 6. Peraturan Menteri, Riset dan Teknologi Nomor 44 Tahun 2015 Jo Permendikbud Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
 7. Surat Keputusan Menteri Pendidikan Nasional Nomor 189/D/O/2006 tentang Izin Penyelenggaraan Program-Program Studi dan Pendirian STKIP Persada Khatulistiwa
 8. Surat Keputusan Badan Akreditasi Nasional Perguruan Tinggi Nomor 0085/SK/BAN-PT/Ak-PPJ/PT/II/2021 tentang Peringkat Akreditasi STKIP Persada Khatulistiwa Sintang.
 9. Surat Keputusan Kemenristek Dikti Nomor BAN-PT No. 240/SK/BAN-PT/Akred/S/II/2019 tentang Izin Operasional Program Studi Pendidikan Bahasa Inggris pada STKIP Persada Khatulistiwa Sintang Terakreditasi BAN-PT.
 10. Pedoman Akademik STKIP Persada Khatulistiwa Sintang

Memperhatikan : Usulan penunjukan Dosen Penguji Proposal TA dari Ketua Program Studi Pendidikan Bahasa Inggris STKIP Persada Khatulistiwa Sintang tanggal 21 Juni 2023.

Appendix 5

Undangan Seminar Proposal Skripsi



PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA
STKIP PERSADA KHATULISTIWA SINTANG
SINTANG-KALIMANTAN BARAT
 Jl. Pertamina Sengkuang KM 4, Kotak Pos 126, Telp. (0565) 2022386, 2022387
 Email: persada@persadakhatulistiwa.ac.id Website: www.persadakhatulistiwa.ac.id

Nomor : 0022/A1/F5/VI/2023
 Lampiran : 1 Berkas
 Perihal : Undangan Seminar Proposal Skripsi

Kepada
 Yth:

1. Tuti, M.Pd
2. Ilinawati, M.Pd
3. Henry Elisa, M.Pd
4. Ferdinanda Itu Meo, M.Pd

Di
 Sintang

Dengan hormat, berdasarkan Surat Keputusan Ketua STKIP Persada Khatulistiwa Sintang Nomor : 0022/A1/F5/V/2023 tentang penunjukan Dosen Penguji Seminar Proposal Skripsi, maka diberitahukan kepada Bapak/Ibu Dosen bahwa pelaksanaan Seminar Proposal Skripsi mahasiswa:

Nama : Putri Syinta Bella
 NIM : 190307111
 Prodi : Pendidikan Bahasa Inggris
 Judul : THE IMPLEMENTATION OF PUZZLE GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE STUDENTS OF SMPN 1 DEDAI

Yang akan diselenggarakan pada:

Hari/Tanggal : Jumat, 23 Juni 2023
 Waktu : 08.30 – 10.00 WIB
 Tempat : Gedung ER 202

Dimohon kepada Bapak/Ibu Dosen agar dapat hadir tepat pada waktunya. Atas perhatian Bapak/Ibu Dosen diucapkan terima kasih.

Sintang, 21 Juni 2023
 Ketua STKIP Persada Khatulistiwa Sintang


Didin Syafruddin, SP., M.Si.
 NIDN. 1102066603

Appendix 6

Formulir Berita Acara Ujian Seminar Proposal TA

 PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387 Email: stkippersada@gmail.com Website: www.persadakhhatulistiwa.ac.id			
FORMULIR BERITA ACARA UJIAN SEMINAR PROPOSAL TA			
Kode :	Edisi	Revisi	Tanggal Terbit
015FA4-1	1	1	1 Agustus 2021

BERITA ACARA UJIAN SEMINAR PROPOSAL TA
STKIP PERSADA KHATULISTIWA
SEMESTER 8 TAHUN AKADEMIK 2021-2023

Pada hari ini Kamis, Tanggal 22 Bulan Juni Tahun 2023

Telah dilaksanakan Seminar Proposal TA atas Mahasiswa:

Nama : PUTRI SYINTA BELLA

NIM : 190307111

Program Studi : PB1

Yang bersangkutan telah menyusun dan mempertahankan Proposal TA yang diwajibkan padanya dengan Judul :

The Implementation of Puzzle Game to improve Students' Vocabulary Mastery at Seventh grade Students of SMPN 1 Dedai

Di hadapan Tim Penguji berikut dengan nilai:

No	Nama Penguji	NIDN	Jabatan	Nilai
1	Tuti, M.Pd	1105108302	Ketua Penguji	80,31
2	Ilmanawati, M.Pd	1120118301	Sekretaris	81,6
3	Henry Elisa, M.Pd	1131018703	Anggota Penguji I	80,54
4	Ferdinanda Iku Meo, M.Pd	1131129102	Anggota Penguji II	80,7
Jumlah				322,95
Rerata				80,73

Proposal yang bersangkutan dinyatakan :

☐ Lulus Tanpa Revisi

☒ Lulus Dengan Revisi (syarat merevisi paling lama 2 minggu)

☐ Tidak Lulus, yang bersangkutan diminta menyeminarkan ulang/mengajukan proposal ulang ke Program Studi.

Sintang, 22 Juni 2023

Anggota I

Henry Elisa, M.Pd.

Anggota II

Ferdinanda Iku Meo, M.Pd.

Ketua

Tuti, M.Pd

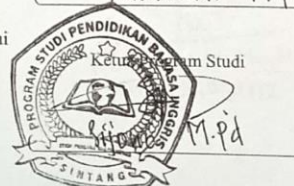
Sekretaris

Ilmanawati, M.Pd

Wakil Ketua Bidang Akademik

Dr. Adriana Grandasari, M.Pd

Menyetujui



Appendix 7

Fomulir Surat Permohonan Validasi Instrumen Penelitian TA

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

Hal : Permohonan Validasi Instrumen TA
 Lampiran : 1 Bendel

Kepada Yth. Ibu Ferdinanda Itu Meo, M.Pd
 Dosen Prodi Pendidikan Bahasa Inggris
 Di
 Tempat

Dengan hormat,

Sehubungan dengan pelaksanaan Tugas Akhir (TA), dengan ini saya:

Nama : Putri Syinta Bella

NIM : 190307111

Program Studi : Pendidikan Bahasa Inggris

Judul AT : The Implementation of Puzzle Game to Improve Students' Vocabulary
 Mastery of Seventh Grade Students in SMPN 1 Dedai

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,
 Kepala Prodi Pendidikan Bahasa Inggris

Sintang, 04 Agustus 2023
 NDN/1115028901

Sintang, 04 Agustus 2023

Pemohon



Putri Syinta Bella
 NIM.190307111

Appendix 8

Fomulir Surat Pernyataan Validasi Instrument Penelitian TA

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

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA

Saya yang bertanda tangan di bawah ini:

Nama : Ferdinanda Itu Meo, M.Pd
 NIDN : 11311129102
 Prodi : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:

Nama : Putri Syinta Bella
 NIM : 190307111
 Program Studi : Pendidikan Bahasa Inggris
 Judul TA : The Implementation of Puzzle Game to Improve Students' Vocabulary Mastery of Seventh Grade Students in SMPN 1 Dedai

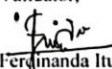
Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

☐	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, 31 Juli 2023
 Validator,


 Ferdinanda Itu Meo, M. Pd
 NIDN. 1131129102

☐ Benar tanda ✓
 Catatan:

Appendix 9

Hasil Validasi Instrumen Penelitian TA

HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa : Putri Syinta Bella
 NIM : 190307111
 Judul TA : The Implementation of Puzzle Game to Improve Students' Vocabulary
 Mastery of Seventh Grade Students in SMPN 1 Dedai

No.	Variabel	Saran/Tanggapan
1		Perbaiki Pkz pertanyaan instrumen
2		Perbaiki Pkz penggunaan ukuran huruf
Komentar Umum/Lain-lain:		

Sintang, 04 Agustus 2023
 Validator,


 Ferdnanda Itu Meo, M.Pd
 NIDN. 1131129102

Appendix 10

Observation sheet

Education units : SMP Negeri 1 Dedai
 Subjects : English
 Class/Semester : VII/1 Ganjil
 Date and Time : Wednesday, August 2th, 2023
 Observer : Siti Nurhasanah
 Subject Matter : Object's names
 Time Allocation : 1x40 minutes

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting.				✓
		b. The students pray before they start the lesson				✓
		c. Students give an answer toward the absentee checks			✓	
		d. The students pay to motivation			✓	
2.	Main activities	a. Students participate in brainstorming activities.		✓		
		b. Students listen carefully to the teacher's explanation of the names of the objects described.			✓	
		c. Students pay attention to the teacher's explanation well		✓		
		d. Students can describe the object well	✓			
		e. Students listen to the puzzle game rules enthusiastically		✓		
		f. Students can arrange the puzzle correctly		✓		

		g. Students can name the objects in the puzzle that have been arranged	✓			
		h. Students can spell the vocabulary that has been done well	✓			
		i. Students can follow the learning with great enthusiasm			✓	
		j. Students can master the vocabulary after the learning is done		✓		
3.	Closing activities	a. Students listen to the teacher summarizing the learning			✓	
		b. Students can repeat the vocabulary they have learned.		✓		
		c. students can respond to the teacher's closing activities			✓	

Description :

Score	Description
4	Almost all of the students do the activities
3	Half students do the activities
2	There are some students do the activities
1	Only few students do the activities

This is the formula to calculate the students' score:

$$\text{Total score/percentages} = \frac{41}{68} \times 100\%$$

$$= 60,29\%$$

Nanga Dedai, August 2nd 2023



(Siti Nurhasanah, S.Pd)

Appendix 11

Observation sheet

Education units : SMP Negeri 1 Dedai
 Subjects : English
 Class/Semester : VII/1 Ganjil
 Date and Time : Wednesday, August 9th, 2023
 Observer : Siti Nurhasanah
 Subject Matter : Object's names
 Time Allocation : 1x40 minutes

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. The students give respond to the greeting given by the teacher				✓
		b. The students listen carefully to the brainstorming given by the teacher			✓	
		c. Students give an answer toward the absentee checks			✓	
2.	Main activities	a. Students listen carefully when the teacher reminds them of the names of objects.				✓
		b. The students answer the questions given by the teacher about the names of the objects.			✓	
		c. Students are excited and listen carefully when the teacher explains learning by using puzzle game media.			✓	
		d. The students are enthusiastic and active in participating in teaching and learning activities through puzzle game media.				✓

		e. Students can arrange to form a picture				✓
		f. The students were able to complete all the puzzle media to form a picture of an object.				✓
3.	Closing activities	a. Students listen carefully to the conclusion of the learning at this meeting			✓	
		b. Students respond to the teacher in closing the activities				✓

Description :

Score	Description
4	Almost all of the students do the activities
3	Half students do the activities
2	There are some students do the activities
1	Only few students do the activities

This is the formula to calculate the students' score:

$$\begin{aligned}\text{Total score/percentages} &= \frac{39}{44} \times 100\% \\ &= 88,63 \%\end{aligned}$$

Nanga Dedai, August 9nd 2023



(Siti Nurhasanah, S.Pd)

APPENDIX 12

Field Note

Day Date : Monday, August 7th, 2023
 School : SMP Negeri 1 Dedai
 Grade/Semester : VII/1 Ganjil
 Subject/Aspect : English
 Cycle/Meeting : One
 Time Allotment : 2x40 minutes

No	Note/ description
	The researcher has done her job well in leading the teaching learning activities in the classroom. she led the class ensuring every student had the opportunity to participate in the Classroom activities. However, there are still many students who do not understand the technique used because they have never carried out learning using these techniques. And there are still many students who are still shy and hesitant to participate in the learning process. With this, researcher must pay attention to student participation so that learning is carried out well.

Observer



(Siti Nurhasanah, S.Pd)

Appendix 13**Field Note**

Day Date : Monday, August 14th, 2023
 School : SMP Negeri 1 Dedai
 Grade/Semester : VII/1 Ganjil
 Subject/Aspect : English
 Cycle/Meeting : Two
 Time Allotment : 2x40 minutes

No	Note/ description
	The researcher have done a good job on leading the teaching learning activity in the classroom. She lead the class by following the lesson plan and make sure every Student have a chance to participant on Classroom activity. Students are able to pronounce and spell the objects Shown by the researcher. Furthermore, with the guidance of the researcher, students are able to explain the use Of each object.

Observer


(Siti Nurhasanah, S.Pd)

Appendix 14

Interview Guideline

Name of Students : ES
 Day/Date : Monday, August 7th, 2023
 Cycle : One

This interview guide is made based on the issues in the research. The issues obtained based on research data are:

1. Student participant has 2 issues
2. Student ability has 2 issues
3. Vocabulary student has 6 issues

The questions based on the issues regarding the interview guideline are as follows:

1. R: Do you like English lessons?
 S: Yes, I like it.
2. R: Are English lessons difficult for you?
 S: Not difficult
3. R: Can you describe objects?
 S: Yes I can
4. R: Whether learning English vocabulary is easy or not?
 S: Yes, it's hard for me
5. R: What is your response if in learning English using games?
 S: This is very interesting for me
6. R: Did you have any difficulties in putting the puzzles together?
 S: No
7. R: Do you find it easy to understand English with the game method?
 S: Easy, because it's very exciting
8. R: Have you ever learned English using the game method, especially for puzzle games?
 S: Never been
9. R: Do you think the use of puzzle games can help you in learning vocabulary?
 S: Really helpful
10. R: Are you able to spell the vocabulary?
 S: I cannot

Interviewer



(Putri Syinta Bella)

Appendix 15

Interview Guideline

Name of Students : SL
 Day/Date : Monday, August 7th, 2023
 Cycle : One

This interview guide is made based on the issues in the research. The issues obtained based on research data are:

1. Student participant has 2 issues
2. Student ability has 2 issues
3. Vocabulary student has 6 issues

The questions based on the issues regarding the interview guideline are as follows:

1. R: Do you like English lessons?
 S: Yes, I like it.
2. R: Are English lessons difficult for you?
 S: Yes quite difficult
3. R: Can you describe objects?
 S: Yes I can
4. R: Whether learning English vocabulary is easy or not?
 S: Easy for me
5. R: What is your response if in learning English using games?
 S: I find the use of games in English learning very exciting.
6. R: Do you find it easy to understand English with the game method?
 S: yes, I's easy for me, because it's fun
7. R: Have you ever learned English using the game method, especially for puzzle games?
 S: never been
8. R: Did you have any difficulties I putting the puzzle together?
 S: difficult
9. R: Do you think the use of puzzle games can help you in learning vocabulary?
 S: Very exciting, because you can play while learning
10. R: Is the puzzle game method in English learning very difficult?
 S: No, because it's fun.

Interviewer



(Putri Syinta Bella)

Appendix 16

Interview Guideline

Name of Students : DSA
 Day/Date : Monday, August 7th, 2023
 Cycle : One

This interview guide is made based on the issues in the research. The issues obtained based on research data are:

1. Student participant has 2 issues
2. Student ability has 2 issues
3. Vocabulary student has 6 issues

The questions based on the issues regarding the interview guideline are as follows:

1. R: Do you like English lessons?
 S: Yes, I like it.
2. R: Are English lessons difficult for you?
 S: Not really.
3. R: Can you describe objects?
 S: Yes, I can
4. R: Whether learning English vocabulary is easy or not?
 S: Easy to understand
5. R: What is your response if in learning English using games?
 S: It's very fun to learn while playing
6. R: Did you have any difficulties in putting the puzzles together?
 S: No
7. R: Do you find it easy to understand English with the game method?
 S: Yes, very easy. Because I like to learn English by playing.
8. R: Have you ever learned English using the game method, especially for puzzle games?
 S: Not yet
9. R: Do you think the use of puzzle games can help you in learning vocabulary?
 S: Yes, it's very helpful, because it can make me not feel bored while studying.
10. R: Are you able to spell the vocabulary well?
 S: Can, but not too passive

Interviewer



(Putri Syinta Bella)

Appendix 17

Interview Guideline

Name of Students : AKS
 Day/Date : Monday, August 7th, 2023
 Cycle : One

This interview guide is made based on the issues in the research. The issues obtained based on research data are:

1. Student participant has 2 issues
2. Student ability has 2 issues
3. Vocabulary student has 6 issues

The questions based on the issues regarding the interview guideline are as follows:

1. R: Do you like English lessons?
 S: Not too
2. R: Are English lessons difficult for you?
 S: Yes, it's difficult.
3. R: Can you describe objects?
 S: I cannot
4. R: Whether learning English vocabulary easy or not?
 S: Not too difficult.
5. R: What is your response if in learning English using games?
 S: Fun and not boring
6. R: Did you have any difficulties in putting the puzzles together?
 S: Difficult.
7. R: Do you find it easy to understand English with the game method?
 S: Yes, it's easy, because you can play while learning.
8. R: Have you ever learned English using the game method, especially for puzzle games?
 S: Not yet
9. R: Do you think the use of puzzle games can help you in learning vocabulary?
 S: Yes, it can help. because it makes learning fun
10. R: Are you able to spell the vocabulary well?
 S: Cannot

Interviewer



(Putri Syinta Bella)

Appendix 18

Interview Guideline

Name of Students : ES
 Day/Date : Monday, August 14th, 2023
 Cycle : Two

This interview guide is made based on the issues in the research. The issues obtained based on research data are:

1. Student participant has 2 issues
2. Student ability has 2 issues
3. Vocabulary student has 6 issues

The questions based on the issues regarding the interview guideline are as follows:

1. R: Do you like learning vocabulary using puzzle games?
 S: Yes, I like
2. R: Was learning using puzzles very difficult?
 S: Not difficult
3. R: Can you put the puzzle together correctly?
 S: Yes, I can
4. R: Can you mention the vocabulary objects correctly??
 S: Only a few that I can
5. R: How do you respond to learning vocabulary using puzzles??
 S: I think it's very fun and easy
6. R: Can you spell the vocabulary nouns correctly?
 S: Not so much, there are still some mistakes
7. R: whether spelling vocabulary is difficult, why?
 S: Yes, because I have never learned how to spell correctly before.
8. R: Can you pronounce the vocabulary of objects correctly??
 S: Yes, I can
9. R: Can you learn vocabulary easily by using the puzzle technique??
 S: Yes, I can
10. R: Can the use of puzzles during learning build your interest in learning English??
 S: Yes I can, because it's very cool

Interviewer



(Putri Syinta Bella)

Appendix 19

Interview Guideline

Name of Students : SL
 Day/Date : Monday, August 14th, 2023
 Cycle : Two

This interview guide is made based on the issues in the research. The issues obtained based on research data are:

1. Student participant has 2 issues
2. Student ability has 2 issues
3. Vocabulary student has 6 issues

The questions based on the issues regarding the interview guideline are as follows:

1. R: Do you like learning vocabulary using puzzle games?
 S: Yes, I like
2. R: Was learning using puzzles very difficult?
 S: It's not difficult
3. R: Can you put the puzzle together correctly?
 S: Yes, I can
4. R: Can you mention the vocabulary objects correctly??
 S: a little I can
5. R: How do you respond to learning vocabulary using puzzles??
 S: I find it very exciting
6. R: Can you spell the vocabulary nouns correctly?
 S: Not yet
7. R: whether spelling vocabulary is difficult, why?
 S: Yes, because I can't speak English.
8. R: Can you pronounce the vocabulary of objects correctly??
 S: only a few that I can pronounce
9. R: Can you learn vocabulary easily by using the puzzle technique??
 S: Yes, I can
10. R: Can the use of puzzles during learning build your interest in learning English??
 S: Yes I can, because it is very exciting

Interviewer



(Putri Syinta Bella)

Appendix 20

Interview Guideline

Name of Students : DSA
 Day/Date : Monday, August 14th, 2023
 Cycle : Two

This interview guide is made based on the issues in the research. The issues obtained based on research data are:

1. Student participant has 2 issues
2. Student ability has 2 issues
3. Vocabulary student has 6 issues

The questions based on the issues regarding the interview guideline are as follows:

1. R: Do you like learning vocabulary using puzzle games?
 S: Yes, I like
2. R: Was learning using puzzles very difficult?
 S: Not difficult
3. R: Can you put the puzzle together correctly?
 S: Yes, I can
4. R: Can you mention the vocabulary objects correctly??
 S: Yes, I can
5. R: How do you respond to learning vocabulary using puzzles??
 S: Very easy and fun
6. R: Can you spell the vocabulary nouns correctly?
 S: Yes, I can
7. R: whether spelling vocabulary is difficult, why?
 S: Yes, because I have never learned to spell English correctly before.
8. R: Can you pronounce the vocabulary of objects correctly??
 S: Yes, I can
9. R: Can you learn vocabulary easily by using the puzzle technique??
 S: Yes, I can
10. R: Can the use of puzzles during learning build your interest in learning English??
 S: Yes I can, because it is very fun and easy to understand.

Interviewer



(Putri Syinta Bella)

Appendix 21

Interview Guideline

Name of Students : AKS
 Day/Date : Monday, August 14th, 2023
 Cycle : Two

This interview guide is made based on the issues in the research. The issues obtained based on research data are:

1. Student participant has 2 issues
2. Student ability has 2 issues
3. Vocabulary student has 6 issues

The questions based on the issues regarding the interview guideline are as follows:

1. R: Do you like learning vocabulary using puzzle games?
 S: Yes, I like
2. R: Was learning using puzzles very difficult?
 S: Not difficult
3. R: Can you put the puzzle together correctly?
 S: Yes, I can
4. R: Can you mention the vocabulary objects correctly??
 S: No
5. R: How do you respond to learning vocabulary using puzzles??
 S: Very exciting
6. R: Can you spell the vocabulary nouns correctly?
 S: I can't
7. R: whether spelling vocabulary is difficult, why?
 S: Yes, because I didn't know about English learning before
8. R: Can you pronounce the vocabulary of objects correctly??
 S: Cannot
9. R: Can you learn vocabulary easily by using the puzzle technique??
 S: Yes, I can
10. R: Can the use of puzzles during learning build your interest in learning English??
 S: Yes I can, because it is very exciting

Interviewer



(Putri Syinta Bella)

Appendix 22

Test Sheets

No	Name	Aspect to score																Students' score
		Quantity				Meaning				Spelling				Pronunciation				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1	AKS			✓				✓				✓					✓	43,75
2	AR			✓			✓					✓				✓		56,25
3	APA		✓				✓				✓				✓			75
4	AAF		✓					✓			✓				✓			68,75
5	CB			✓				✓				✓					✓	43,75
6	DSA	✓					✓				✓				✓			81,25
7	D		✓				✓					✓				✓		62,5
8	ES	✓						✓			✓				✓			75
9	FM	✓					✓				✓				✓			81,25
10	FM		✓				✓				✓				✓			75
11	MSD		✓					✓			✓					✓		62,5
12	MO			✓					✓		✓					✓		43,75
13	M		✓					✓			✓				✓			68,75
14	MD		✓					✓			✓				✓			68,75
15	MF		✓					✓				✓				✓		56,25
16	NU		✓					✓			✓				✓			68,75
17	NA		✓					✓			✓				✓			68,75
18	PE		✓					✓				✓				✓		56,25
19	RAJD			✓				✓					✓				✓	37,5
20	RWW		✓					✓			✓					✓		62,5
21	SL		✓				✓				✓				✓			75
22	ST		✓					✓				✓				✓		56,25
23	T		✓				✓				✓				✓			75
24	WP		✓				✓				✓				✓			75

Nanga Dedai, August 14nd 2023



(Putri Syinta Bella)

Appendix 23

Test Sheets

No	Name	Aspect to score																Students' score
		Quantity				Meaning				Spelling				Pronunciation				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1	AKS		✓				✓				✓					✓		68,75
2	AR		✓				✓				✓				✓			75
3	APA	✓					✓			✓					✓			87,5
4	AAF	✓					✓				✓				✓			81,25
5	CB		✓				✓						✓				✓	62,5
6	DSA	✓				✓				✓				✓				100
7	D		✓				✓				✓					✓		75
8	ES	✓				✓				✓					✓			93,75
9	FM	✓				✓				✓				✓				100
10	FM	✓				✓				✓				✓				87,5
11	MSD	✓				✓					✓				✓			87,5
12	MO		✓				✓				✓				✓			75
13	M	✓					✓			✓					✓			93,75
14	MD	✓					✓			✓					✓			93,75
15	MF	✓					✓				✓				✓			81,25
16	NU	✓				✓					✓				✓			87,5
17	NA	✓				✓					✓				✓			87,5
18	PE	✓				✓					✓					✓		81,25
19	RAJD		✓				✓				✓				✓			75
20	RWW	✓				✓					✓				✓			87,5
21	SL	✓					✓			✓				✓				100
22	ST	✓				✓				✓					✓			93,75
23	T	✓				✓				✓					✓			93,75
24	WP	✓				✓				✓					✓			100

Nanga Dedai, August 14nd 2023



(Putri Syinta Bella)

Student's Test

Name:	Class:	Date:
-------	--------	-------

Instruction:

Choose a picture below and come to the front of the class and answer questions from the teacher about the picture!



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- What is it?
- How do you spell it?
- What is its use?



- **What is it?**
- **How do you spell it?**
- **What is its use?**



- **What is it?**
- **How do you spell it?**
- **What is its use?**



- **What is it?**
- **How do you spell it?**
- **What is its use?**



- What is it?
- How do you spell it?
- What is its use?

Appendix 24

Izin penelitian

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN PERSADA KHATULISTIWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS SINTANG – KALIMANTAN BARAT Jl. Pertamina Sengkuang KM. 4 Kotak Pos 126 Telp (0565) 2022386, 2022387 Email: elepersada@gmail.com Website: www.stkipersada.ac.id	
---	--	---

Nomor : 253/B-6/G1/VIII/2023
Lampiran : 1 (satu) lembar
Perihal : Izin Penelitian

Kepada
 Yth. Kepala SMPN 1 Dedai
 Di Tempat

Dengan hormat,

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

Nama : Putri Syinta Bella
 NIM : 090307111
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

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

“The Implementation of Puzzle Game to Improve Students’ Vocabulary Mastery of Seventh Students in SMPN 1 Dedai ”. 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, 04 Agustus 2023

Mengetahui
Ketua STKIP Persada Khatulistiwa

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

Ketua Prodi PBI

Sijono, M.Pd.
 NIDN. 1115028901

Appendix 25

Surat keterangan



PEMERINTAH KABUPATEN SINTANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 DEDAI

Alamat : jl. Sepanegara No. 39 Nanga Dedai
NSS : 201130407001 – NIS : 200300 – NPSN : 30102423 Akreditasi : A
Email : smpn1dedaikalbar@gmail.com

SURAT IZIN PENELITIAN
No. 400.3.5/193/SMPN.1-A/2023

Berdasarkan Surat dari Ketua STKIP Persada Khatulistiwa Sintang tentang Izin Penelitian dengan Nomor : 238/B-6/G1/VI/2023, tanggal 14 Juni 2023 kami selaku Kepala SMP Negeri 1 Dedai tidak berkeberatan dan memberikan izin kepada :

Nama : PUTRI SYINTA BELLA
NIM : 190307111
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan Penelitian di SMP Negeri 1 Dedai khususnya di kelas 7, Dan selanjutnya akan berkoordinasi dengan guru matapelajaran Bahasa Inggris.

Demikian Surat izin Penelitian ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Nanga Dedai, 01 Agustus 2023
Kepala SMP Negeri 1 Dedai,

JASLIADI, S.Pi
Pembina

NIP. 19691122 200701 1 020

Appendix 26

DOCUMENTATION

1. The teacher explains the material about our school has a library using the puzzle game technique.



2. The teacher asks the students to name the objects, spell the names of the objects, pronounce the names of the objects and mention the uses of the objects in the pictures shown by the teacher.



3. Students look for the desired object picture puzzle that has been randomized by the teacher.



4. Students arrange the puzzle to form a picture of an object



BIOGRAPHY



Putri Syinta Bella is the author of this thesis. The author was born in Sintang on January 19, 2002. The author is known as the first child of Haidar Rahman and Kartini. The author is the eldest of three siblings and has two younger brothers named Putra Andre Stingky and Putra Andhika Crohim.

The author received her first education at TK ABA II Dedai in 2006-2007 and continuing education at SDN 01 Dedai in 2007-2013 and continuing education in Junior High School (SMP) in 2013-2016 at SMPN 01 Dedai, then continuing education in Senior High School (SMA) in 2016-2019 at SMAN 01 Dedai. Then in 2019 continued his education at STKIP Persada Khatulistiwa Sintang and chose the English Education Study Program. During his education at STKIP Persada Khatulistiwa Sintang, the researcher had participated in several UKM, namely Forkis Madani UKM, and Sports UKM. While participating in UKM, the researcher served as the management of Forkis Madani UKM for two periods in 2020-2022, the management of HMPS ELLSA in 2021-2022 and the management of BEM in 2020-2021.

This book is the final result of his writing which is expected to be useful for many people, both for teachers, lecturers, and students from various circles and fields. various circles and fields.