

## Appendices 1. Lesson Plan first meeting of cycle 1

### Lesson plan (First meeting)

Name of School : SMPN 6 Kayan Hilir  
 Grade/Semester : VII / 1  
 Subject : English  
 Skill Focus : Vocabulary  
 Time Allotment : 2 x 45

#### A. Kompetensi Inti

**KI1** :Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

**KI2** :Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

## B. Basic Competence and Indicators

Basic Competence	Indicators
<p><b>3.5</b> Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve giving and asking for information related to the names of objects and buildings in the school environment in students' daily lives.</p>	<p><b>3.5.1</b> Identify social functions and linguistic elements of spoken and written texts that involve actions in providing information about nouns in the school and classroom environment.</p> <p><b>3.5.2</b> identify the form and meaning of nouns both orally and in writing which involve actions in providing information about some words found in the school and classroom environment.</p>
<p><b>4.4</b> Develop text transactional interactions oral and simple and simple that involves giving and requesting information related to the name and number of animals, objects, and public buildings close to the life of everyday students, by paying attention to social functions, text structures, and true elements and according to context.</p>	<p><b>4.4.1</b> state the number of objects in the classroom or school area with good and clear pronunciation and spelling and state their meaning</p>

## C. Learning Purpose

1. Identify objects around the classroom or school environment.
2. Memorize the names of objects around the classroom and school environment.

3. Able to mention the words in the classroom or around the school with good and clear pronunciation, spelling and meaning of words.

#### **D. Learning Material**

1. Social function

Maintain the relationship between the teacher and student.

2. Discussion material

Improving the students ability in pronunciation, spelling, meaning and numbers of words.

3. Linguistic elements

- Using mix methods in communicating with students.
- Good in pronunciation, spelling and the meaning of word.
- Book, white board, board marker, eraser, window, door, flagpole, hat, flag, shoes, fence, gate, bag, chair, desk, and clock.

#### **E. Learning Method**

Communicative approach

#### **F. Media/Tool and Source**

1. Media/Tool : Laptop, white board and mind mapping card
2. Source : Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2016, Bahasa Inggris When English Rings a Bell

### G. Teaching Procedure

Teaching	Students Activity
Activity	
Pre-activity (15)	The students greet the teacher
	The students pray
	The students listen to a warming up
	The students listen the instruction about the lesson
Main-activity (60)	The students listen to the teacher's explanation about vocabulary
	The students pay attention to what the teacher showson mind mapping
	The students guess the picture on the mind mapping
	The students listen to the teacher pronounce, spell andthe meaning of words
	The students pronounce, spell and mention themeaning of word one by one
	The students listen the feedback giving by the teacher
Post-activity (15)	The students listen and pay attention about theteacher's instruction to the next meeting.
	The students listen to the motivation giving by theteacher
	The students pray

## H. Assessment

1. The assessment techniques through observation, writing, and practice.
2. Assessment of instrument (attached).
3. Performance in oral form.

Researcher

Yuvinus Herkolanus Indra  
NIM: 170107043

Batu netak, 22 november 2022  
Teacher

Fitrahidayahyunus, S. Pd  
NIP:-

Headmaster of SMPN 06 kayan hilir

Katarina, S. Pd  
NIP: 198402012011012008

## Appendices 2. Lesson Plan second meeting of cycle 1

### Lesson Plan ( second metting)

Name of School : SMPN 6 Kayan Hilir  
 Grade/Semester : VII / 1  
 Subject : English  
 Skill Focus : Vocabulary  
 Time Allotment : 2 x 45

#### A. Kompetensi Inti

**KI1** :Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

**KI2** :Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

#### B. Basic Competence and Indicators

Basic Competence	Indicators
3.5 Identify social functions, text structures, and linguistic elements	3.5.1 Identify social functions and linguistic elements of spoken and

of spoken and written transactional interaction texts that involve giving and asking for information related to the names of objects and buildings in the school environment in students' daily lives.	<p>written texts that involve actions in providing information about nouns in the school and classroom environment.</p> <p><b>3.5.2</b> identify the form and meaning of nouns both orally and in writing which involve actions in providing information about some words found in the school and classroom environment.</p>
<b>4.4</b> Develop text transactional interactions oral and simple and simple that involves giving and requesting information related to the name and number of animals, objects, and public buildings close to the life of everyday students, by paying attention to social functions, text structures, and true elements and according to context.	<b>4.4.1</b> state the number of objects in the classroom or school area with good and clear pronunciation and spelling and state their meaning

### C. Learning Purpose

1. Identify objects around the classroom or school environment.
2. Memorize the names of objects around the classroom and school environment.
3. Able to mention the words in the classroom or around the school with good and clear pronunciation, spelling and meaning of words.

## D. Learning Material

### 1. Social function

Maintain the relationship between the teacher and student.

### 2. Discussion material

Improving the students ability in pronunciation, spelling, meaning and numbers of words

### 3. Linguistic elements

- Using mix methods in communicating with students.
- Good in pronunciation, spelling and the meaning of word.
- Book, white board, board marker, eraser, window, door, flagpole, hat, flag, shoes, fence, gate, bag, chair, desk, and clock.

## E. Learning Method

Communicative approach

## F. Media/Tool and Source

1. Media/Tool : Laptop, white board and mind mapping card
2. Source : Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2016, Bahasa Inggris When English Rings a Bell

## G. Teaching Procedure

Teaching Activity	Students Activity
	The students greet the teacher



Pre-activity (15)	The students pray
	The students listen to a warming up
	The students listen the instruction about the lesson
Main-activity (60)	The students listen to the teacher's review previous material about vocabulary
	The students pay attention to what the teacher shows on mind mapping
	The students guess the picture on the mind mapping
	The students listen to the teacher pronounce, spell and the meaning of words
	The students pronounce, spell and mention the meaning of word one by one
Post-activity (15)	The students do the test about vocabulary
	The students listen and pay attention about the teacher's instruction to the next meeting.
	The students listen to the motivation giving by the teacher
	The students pray

## H. Assessment

1. The assessment techniques through observation, writing, and practice.
2. Assessment of instrument (attached).
3. Performance in oral form.

Researcher

Yuvinus Herkolanus Indra  
NIM: 170107043

Batu netak, 22 November 2022  
Teacher

Fitrahidayahyunus, S. Pd  
NIP:-

Headmaster of SMPN 06 kayan hilir

Katarina, S. Pd  
NIP: 1198402012011012008

### Appendices 3. The Result of Observation Sheet Cycle I

#### The Result of Observation Sheet Cycle I

Class : VII Date : 22 november 2022  
 Observer : Fitrahidayahyunus, S.pd Meeting : 1

No	Aspect	Indicators	Score			
			1	2	3	4
1.	Pre-activity	a. The students greet the teacher				√
		b. The students pray				√
		c. The students listen to a warming up			√	
		d. The students listen to the teacher's instruction about the lesson			√	
2.	Main-activity	a. The students listen to the teacher's explanation about vocabulary		√		
		b. The students pay attention to what the teacher shows on the mind mapping		√		
		c. The students guess the picture on the mind mapping		√		
		d. The students listen to the teacher's drilling of the words		√		
		e. The students repeat to the teacher's pronounce, spell and the meaning of the word one by one.			√	

		f. The students listen to the feedback giving by the teacher		√		
3.	Post-activity	a. The students listen and pay attention about the teacher's instruction to the next meeting		√		
		b. The students listen to the motivation giving by the teacher		√		
		c. The students pray				√
Total Score			35			

$$\text{Percentage} = \frac{\text{Obtain score} \times 100}{\text{total score}} =$$

$$\frac{35 \times 100}{52} = 67,30$$

Batu Netak, 22 November 2022

Collaborator

Researcher

Fitrahidayahyunus, S. Pd  
NIP: -

Yuvinus Herkolanus Indra  
NIM: 170107043

#### Appendices 4. The Result of Observation Sheet Cycle I

##### The Result of Observation Sheet Cycle I

Class : VII Date : 24 November 2022  
 Observer : Fitra hidayahyunus, S.Pd Meeting : 2

No	Aspects	Indicators	Score			
			1	2	3	4
1.	Pre-activity	a. The students greet the teacher				√
		b. The students pray				√
		c. The students listen to a warming up			√	
		d. The students listen to the teacher's instruction about the lesson		√		
2.	Main-activity	a. The students come in front of the class one by one				√
		b. The students conclude the lesson		√		
3.	Post-activity	a. The students listen and pay attention about the teacher's instruction to the next meeting			√	
		b. The students listen to the motivation giving by the teacher			√	
		c. The students pray				√
Total Score			29			

$$\text{Percentage} = \frac{\text{Obtain score} \times 100}{\text{total score}} =$$
$$\frac{29 \times 100}{36} = 80,55$$

Batu Netak, 24 November 2022

Collaborator

Researcher

Fitrahidayahyunus, S. Pd  
NIP: -

Yuvinus Herkolanus Indra  
NIM: 170107043

## Appendices 5. The Result of Observation Sheet Cycle II

### The Result of Observation Sheet Cycle II

Class : VII Date : 28 November 2022  
 Observer : Fitrahidayahyunus, S. Pd Meeting : 3

No	Aspect	Indicators	Score			
			1	2	3	4
1.	Pre-activity	a. The students greet the teacher				√
		b. The students pray				√
		c. The students listen to a warming up				√
		d. The students listen to the teacher's instruction about the lesson				√
2.	Main-activity	a. The students listen to the teacher's explanation about vocabulary			√	
		b. The students pay attention to what the teacher shows on the mind mapping			√	
		c. The students guess the picture on the mind mapping			√	
		d. The students listen to the teacher's drilling of the words				√
		e. The students repeat to the teacher's pronounce, spell and the meaning of the word one by one.				√
		f. The students listen to the feedback giving by the teacher			√	

3.	Post-activity	a. The students listen and pay attention about the teacher's instruction to the next meeting			√	
		b. The students listen to the motivation giving by the teacher			√	
		c. The students pray				√
Total Score			46			

$$\text{Percentage} = \frac{\text{Obtain score} \times 100}{\text{total score}} =$$

$$\frac{46 \times 100}{52} = 88,46$$

Collaborator

Batu Netak, 28 November 2022

Researcher

Fitrahidayahyunus, S. Pd  
NIP: -

Yuvinus Herkolanus Indra  
NIM: 170107043



## Appendices 6. The Result of Observation Sheet Cycle II

### The Result of Observation Sheet Cycle II

Class : VII Date : 30 November 2022  
 Observer : Fitrahidayahyunus, S. Pd Meeting : 4

No	Aspects	Indicators	Score			
			1	2	3	4
1.	Pre-activity	a. The students greet the teacher				√
		b. The students pray				√
		c. The students listen to a warming up				√
		d. The students listen to the teacher's instruction about the lesson			√	
2.	Main-activity	a. The students come in front of the class one by one				√
		b. The students conclude the lesson			√	
3.	Post-activity	a. The students listen and pay attention about the teacher's instruction to the next meeting				√
		b. The students listen to the motivation giving by the teacher			√	
		c. The students pray				√
Total Score			33			

$$\text{Percentage} = \frac{\text{Obtain score} \times 100}{\text{total score}} =$$
$$\frac{33 \times 100}{36} = 91,66$$

Batu Netak, 30 November 202

Collaborator

Researcher

Fitrahidayahyunus, S. Pd  
NIP: -

Yuvinus Herkolanus Indra  
NIM: 170107043

### Appendices 5. Interview guideline

Name of student :

Date :

No	Questions	Answers
1.	Do you happy in learning English using mind mapping map ?	
2.	Do you interested in learning vocabulary using mind mapping map ?	
3.	Do you agree if mind mapping map can improve your vocabulary ?	
4.	Are you able to remember vocabulary easily using mind mapping map ?	
5.	Do you have difficulty in learning vocabulary using mind mapping map ?	

### **Appendices 7. The result of Field note**

No	: First meeting
Name of school	: SMPN 6 Kayan Hilir
Grade/semester	: VII/I
Subject	: English
Skill Focus	: Vocabulary
Time Allotment	: 2 x 45

On Tuesday, November 22, 2022, the researcher arrived at the school at 8.36 WIB. After arriving at the teacher's room, the researcher greeted the teachers and talked with them. At the first meeting in the first cycle at 9.45 WIB, the researcher entered the VII class room together with the collaborator, before the researcher introduced himself, the collaborator explained to the students about the purpose of the researcher's coming to this school. Then, the researcher introduced himself and continued to teach them. At the first meeting, the researcher found that almost all students did not pay attention when the researcher explained the material and they were busy talking with their own friends. When the researcher showed the mind mapping, many of the students did not pay attention when the researcher showed the mind mapping. At the first meeting, the class situation became increasingly unfavorable when students from other classes paid attention while the researcher was teaching. Then the class got louder as it was almost time to go home. At that time, at 11.15 WIB, the researcher rang the bell to go home and all students left the class. Next, the researcher entered the teacher's room and told stories for a while and then all the teachers and researchers went home.

No : second meeting  
Name of school : SMPN 6 Kayan Hilir  
Grade/semester : VII/I  
Subject : English  
Skill Focus : Vocabulary  
Time Allotment : 2 x 45

On Thursday, November 24, 2022, the researcher came to the school at 08.30 WIB and the researcher entered the teacher's room and then greeted and talked to them about many things. Furthermore, at 09.00 WIB the researcher and collaborator entered the class to give tests to students. At the second meeting in the first cycle the researcher gave instructions to the students before they took the test. During the test session, when one student came forward to take the test, almost all of the students did not pay attention and listened to what student A said. This was repeated until all students finished taking the test. This problem is what makes it difficult for researcher to give an assessment to students who are taking the test. After all students took the test, there was still time left before the time ran out, the researcher used this opportunity to invite students to repeat the words that had been taught by the researcher. After everything was done and the lesson was over, the researcher and students left the room. Next, the researcher returned to the teacher's room and told the teacher in the room. After that the teachers and researcher left the room and went home.

No : Thirth meeting  
 Name of school : SMPN 6 Kayan Hilir  
 Grade/semester : VII/I  
 Subject : English  
 Skill Focus : Vocabulary  
 Time Allotment : 2 x 45

At the first meeting in the second cycle which was held on Monday, 28, 2021, the researcher arrived at the school at 09.45 WIB, when he arrived at the teacher's room, the researcher talked to the teachers in the office. At 10.15 WIB, researcher and collaborator entered the classroom. When the researcher showed the mind mapping to students, almost all students paid attention when the mind mapping was shown, only a few students did not pay attention. In the first meeting in the second cycle the students were more enthusiastic in following the lesson because in the second cycle the researcher gave a game in mentioning the words that had been learned, so that students were more active in following the learning process. At the second meeting, students were also active in answering the questions given by the researcher. In this cycle the class situation became more active than the first meeting cycle in the first cycle. Until they didn't feel the bell for going home was rung and all the students and researcher left the room, then the researcher returned to the teacher's room and told stories about many things and then the teachers and researcher went home.

No : Fourth meeting  
Name of school : SMPN 6 Kayan Hilir  
Grade/semester : VII/I  
Subject : English  
Skill Focus : Vocabulary  
Time Allotment : 2 x 45

At the second meeting in the second cycle which was held on Wednesday, November 30, 2022, the researcher arrived at the school at 08.45 WIB. Arriving at the teacher's room, the researcher asked the collaborator many things about this research. After that, at 09.00 WIB the researcher and collaborator entered the class and the researcher gave instructions on getting to know the test. After that, when the test was being given when student A came to the front of the class to take the test, almost all students paid attention to student A who was taking the test. At the second meeting in the second cycle, the researcher found that almost all students took the test well, so the class situation became more conducive until all students finished taking the test. After that, at the end of the lesson the researcher asked the students to repeat the words that the researcher had taught together. Until the lesson ended the researcher and all students left the classroom and the researcher returned to the room and went home.

### Appendix 1. The Result of Student Test in The First Cycle

#### The Result of Students Test in Cycle I

No	Students Name	Aspect				Score
		Q	P	S	M	
1	Students 1	2	2	1	3	52,5
2	Students 2	3	3	2	4	77,5
3	Students 3	2	3	2	4	70
4	Students 4	3	3	3	4	75
5	Students 5	3	3	2	4	70
6	Students 6	2	2	1	4	52,5
7	Students 7	2	2	1	3	52,5
8	Students 8	2	3	2	3	62,5
9	Students 9	2	3	1	3	57,5
10	Students 10	3	3	2	4	70
11	Students 11	2	2	2	3	57,5
12	Students 12	3	3	2	4	77,5
13	Students 13	2	3	2	3	62,5
14	Students 14	3	3	2	3	70
15	Students 15	3	3	2	4	77,5
16	Students 16	3	3	2	4	77,5
17	Students 17	2	3	2	3	62,5
18	Students 18	2	3	1	2	50



19	Students 19	2	3	2	2	55
20	Students 20	2	3	1	3	57,5
21	Students 21	1	2	1	2	37,5
22	Students 22	2	2	1	3	52,5
23	Students 23	1	2	1	2	37,5
24	Students 24	3	3	3	4	67,5
25	Students 25	1	2	1	3	45
26	Students 26	2	3	2	2	55
27	Students 27	3	1	2	3	60
28	Students 28	2	2	3	2	55
29	Students 29	2	2	2	2	50
30	Students 30	2	2	3	2	55
<b>Total Score</b>						<b>1.835</b>
<b>Mean Score</b>						<b>61,1</b>

## Appendix 2. The Result of Students Test In The Second Cycle

### The Result of Students Test in Cycle II

No	Students Name	Aspect				Score
		Q	P	S	M	
1	Students 1	4	3	3	3	82,5
2	Students 2	4	2	3	4	85
3	Students 3	3	3	2	4	77,5
4	Students 4	4	2	3	4	85
5	Students 5	4	4	3	4	95
6	Students 6	4	3	3	4	90
7	Students 7	3	3	2	4	77,5
8	Students 8	3	4	2	4	82,5
9	Students 9	3	4	2	4	82,5
10	Students 10	4	2	3	4	85
11	Students 11	4	3	3	3	82,5
12	Students 12	4	4	2	4	90
13	Students 13	4	3	2	3	77,5
14	Students 14	4	3	2	4	85
15	Students 15	4	4	2	4	90
16	Students 16	4	3	2	4	85
17	Students 17	3	4	2	4	82,5
18	Students 18	3	3	2	3	70

19	Students 19	3	4	2	3	75
20	Students 20	3	4	2	3	75
21	Students 21	4	3	3	3	82,5
22	Students 22	3	3	2	4	77,5
23	Students 23	4	3	3	4	90
24	Students 24	4	4	4	4	100
25	Students 25	4	3	2	3	77,5
26	Students 26	3	2	3	2	62,5
27	Students 27	3	2	2	3	65
28	Students 28	4	2	2	2	65
29	Students 29	3	2	3	3	70
30	Students 30	4	2	3	2	70
<b>Total Score</b>						<b>2.425</b>
<b>Mean Score</b>						<b>80,5</b>

## Indicators assessment

No	Indicators	Technique	Shape	Instrument
	<p><b>3.4.1</b> Identify social functions and linguistic elements of spoken and written texts that involve actions in providing information about nouns in the school and classroom environment.</p> <p><b>3.4.2</b> identify the form and meaning of nouns both orally and in writing which involve actions in providing information about some words found in the</p>	Observation	Oral	Pronunciation, spelling, meaning and numbers of Vocabulary
	school and classroom environment.			
	<p><b>4.4.1</b> state the number of objects in the classroom or school area with good and clear pronunciation and spelling and state their meaning</p>	Observation	Oral	Pronunciation, spelling, meaning and numbers of Vocabulary

- Scoring rubric of vocabulary assessment

• Aspect	Description	Score	Actual Score
•			
Quantity (20%)	The students able to memorize 16-20 Words	4	X 7,5
	The students able to memorize 11-15 Words	3	
	The students able to memorize 6-10 Words	2	
	The students able to memorize 0-5 words	1	
Pronunciation	The students able to pronounce the words	4	X 5

(20%)	Perfectly		
	The students able to pronounce the words but not perfectly	3	
	The students able to pronounce the words but using mother tongue style	2	
	The students cannot pronounce the words	1	
Spelling (20%)	The students can spell the words perfectly	4	X 5
	The students can spell the words but not perfectly	3	
	The students can spell the words but using mother tongue style	2	
	The students cannot spell the words	1	
Meaning (40%)	The students able to understand 16-20 words	4	X 7,5

	The students able to understand 11-15 words	3	
	The students able to understand 6-10 Words	2	
	The students able to understand 0-5 Words	1	

(Adapted from Harmer (2001)

(Adapted from Lado as cited in  
mardianwati (2012 : 19))

$$\text{Score} = Q (\text{score obtaint} \times 7,5) + P (\text{score obtait} \times 5) + S (\text{score obtaint} \times 5) + M (\text{score obtaint} \times 7,5)$$

- The classification of score

No	Classification of Score	Score
1.	Excellent	80-100
2.	Good	70-79
3.	Fair	60-69
4.	Poor	40-59
5.	Fail	0-39

(Adapted from Arikunto in Furqon (2013

## ➤ Testing

In this assessment, the students will ask to say the words below to check their pronunciation.

## • Vocabulary Assessment

➤ Living Room	➤ Bowl
➤ Kitchen	➤ Glass
➤ Bathroom	➤ Cup
➤ Bedroom	➤ Pot
➤ Lamp	➤ Chopstick
➤ Fan	➤ Stove
➤ Cupboard	➤ Spoon
➤ Chair	➤ Plate
➤ Table	➤ Fork
➤ Garden	➤ Sink

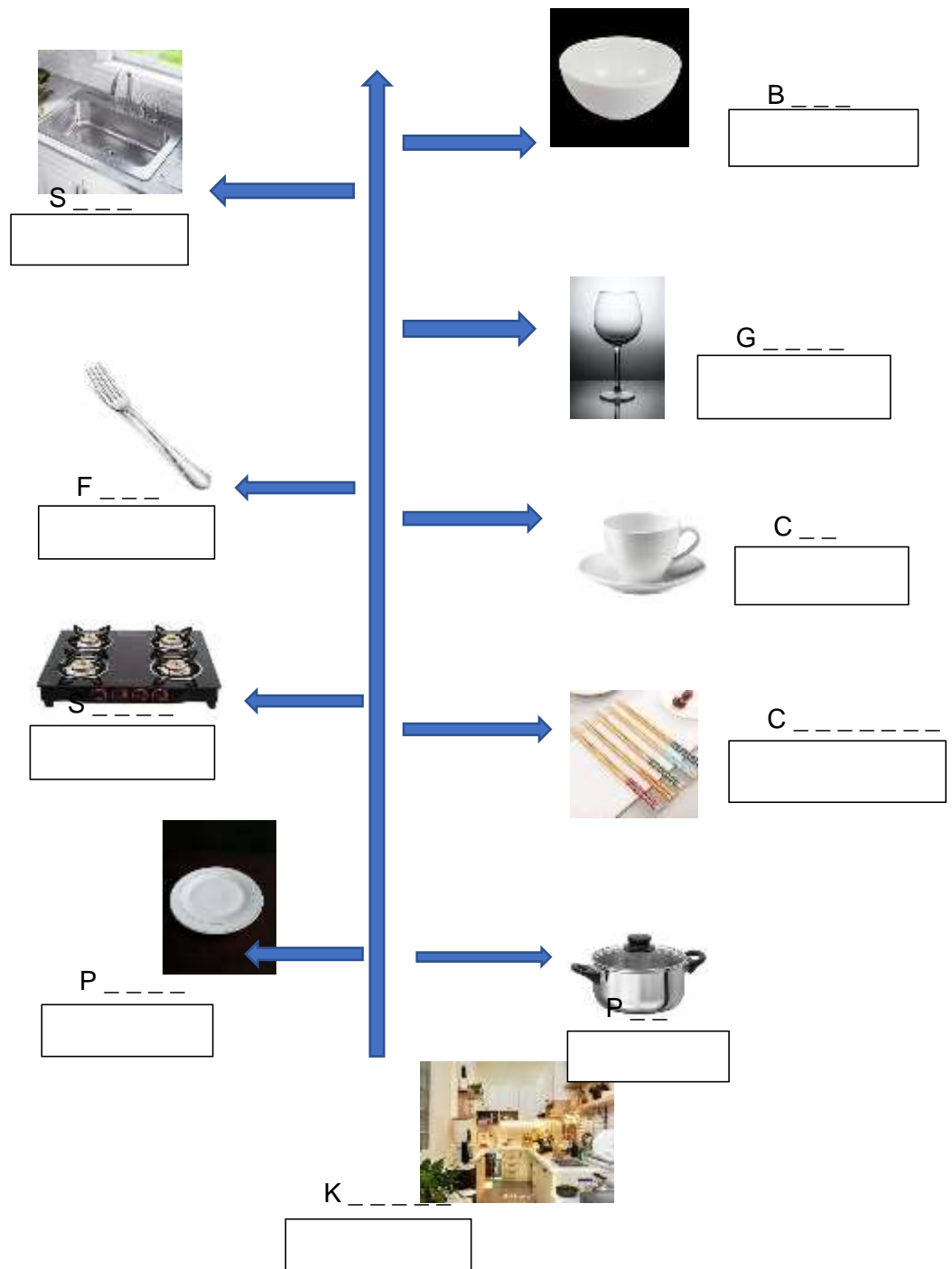


# Appendices 7. Mind Mapping Map

Name :

Class :

## Mind Mapping Map



## Appendix 8

## Documentation









### **BIOGRAPHY**



The researcher's name in this study is Yuvinus Herkolanus Indra. He was born in Sungai Buaya, March 02 1999. He is the second child of Sabianus and Kristina Lia. The researcher completed his primary school at SDN 09 Sungai Buaya in 2011. Completed junior high school education at SMPN 06 Kayan Hilir in 2014.

Completed high school education at Nusantara Indah Sintang Senior High School in 2017. Then completed his undergraduate education at STKIP Persada Khatulistiwa Sintang in 2024.