

**THE INFLUENCE OF DUOLINGO APPLICATION TOWARDS  
STUDENTS' VOCABULARY MASTERY**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-  
Degree**

**By :**

**RESTI DWI JAYANTI  
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**Study Program : English Education  
Advisor : Nunun Indrasari, M.Pd  
Co-Advisor : Agus Hidayat, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1444 H/2022 M**

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**ABSTRACT**  
**THE INFLUENCE OF DUOLINGO APPLICATION**  
**TOWARSTUDENTS' VOCABULARY MASTERY**

**BY**  
**RESTI DWIJAYANTI**

Most of the students in junior high school especially in seventh grade had difficulties vocabulary in English. The problems were they had low motivation in memorizing and improving their vocabulary in English, and they seldom practiced vocabulary in descriptive text is low. The students of Junior High School must deal with many kinds of text. Duolingo is one of the most favorite media, it can be used as a media in teaching vocabulary. As a favorite Media, the Duolingo application can build students' interest to learn English and can improve students' ability in vocabulary. This research is conducted to find out whether there is any significant influence of using Duolingo application towards students' vocabulary mastery in at seventh-grade students.

This research used Quasi-Experimental Design that used Cluster Random Sampling. They were 31 students for experimental class (VII A) and 30 students for control class (VII C ) the total are 61 students. To collect the data, this research used a post-test as the instrument. There was a pre-test that was held before they were given treatment in the experimental class and a post-test was held after being given the treatment. To make the data analysis, the researcher analyzed the data by using SPSS,

A result of this research, it was obtained that Sig. (2-tailed) of the equal variance was 0.000 and  $\alpha = 0.05$ .  $H_a$  is accepted if Sig. (*pvalue*)  $< \alpha = 0.05$  and  $H_o$  is rejected. Based on the computation, it can be concluded that there was any significant influence of using Duolingo application towards students' vocabulary mastery at the seventh grade students.

***Keywords:*** *Duolingo application, Quasi Experimental Design, Vocabulary Mastery.*

## **DECLARATION**

Hereby, I state this thesis entitled “The Influence of Using Duolingo Towards Students Vocabulary Matery” is completely my own work. I am fully aware that i have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, Juli 2022

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## MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ  
اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُتُوا  
الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Artinya: “Niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. dan Allah Maha mengetahui apa yang kamu kerjakan.” (Q.S. Al-Mujadalah: 11)

## **DEDICATION**

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Allah SWT who loves and keeps me everywhere and everyime.
2. My beloved parents, Mr.Sugiyarto and Mrs. Sumarni who always love me and keep on praying for my life and succes. Thanks for all motivation.
3. My beloved brother Mr.Sigit Rahmawan and Sister Mrs Siti Nurlaila who love, care, support and cheer me up until the completing of this thesis.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-developmpent.



## **CURRICULUM VITAE**

The name of the researcher is Resti Dwi Jayanti. She is called by Resti. She was born in Lampung Tengah on April 2th 2000. She is the second girl of two children from her beloved parents, her late father Mr. Sugiyarto and her mother Mrs. Sumarni. She has one brother anamed, Sigit Rahmawan. She started her education in TK IT Bustanul Ulum, then continued to SD IT Bustanul Ulum and SMP IT Bustanul Ulum. Before she started to take UIN Raden Intan Lampung as her college, she's also become student in SMAN 1 Terusan Nunyai.

## ACKNOWLEDGEMENT

First and foremost, the researcher would like to extend her gratitude to the Almighty Allah SWT, the lord of the universe, for blessing me everytime, so this final project can be finished. Peace upon the great messenger prophet Muhammad SAW, his families, companies, and followers until the end of life. In accomplishing of this thesis the researcher would like to deliver her sincerest gratitude to the following people:

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kindness in finish this thesis. May Allah bless and give in return for every help they did to researcher.

Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistakes in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, Juli 2022  
The Researcher,

**RESTI DWI JAYANTI**  
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## **CHAPTER I INTRODUCTION**

### **A. Title Affirmation**

The title will provide an overview to facilitate making this proposal and explain the associated with this proposal. It is hoped that there will be no tours of the meaning of this title. This is one of the processes that will be discussed. Currently, the government limits activities, and all activities are carried out remotely. Recently, a new virus emerged, namely Omicron, which requires students to return to online learning, allowing for offline learning. So most learning activities require a smartphones. Even activities are carried out through WhatsApp groups or face-to-face virtually with the zoom application. Teachers must also have innovations in teaching students during this completely online entirely off the communication tool that can be used to dents' Vocabulary Mastery skills is the Duolingo Application.

Many of the latest media that have been created for learning English use applications that can be accessed via smartphones. One of them is the Duolingo application. Duolingo can be downloaded for free on the Google Play Store. Duolingo builds a world with free education with many language choices such as English, Arabic, Spanish, Dutch, French, and others. Duolingo has quite a lot of exciting features. The steps are easy to understand and with an attractive appearance so that if you use them, you don't get bored quickly. Duolingo can be used by all ages ranging from children to teenagers to parents.

Vocabulary Mastery is one of the factors for mastering English as a foreign language. This means that students can understand and use words and meanings. The larger the vocabulary the students master, the better they display their language. By having a limited vocabulary, students will have difficulty mastering English skills.

This study will find the influence of Duolingo Application on students' vocabulary mastery to master English, which will make it easier for students to work on English questions. In addition,

using the Duolingo application will make it easier for teachers and students to master a lot of vocabulary in a fun and not monotonous way.

## **B. Background of the Problem**

Vocabulary is an integral part of learning English. It is also the basis for learning English. This is the first step if students want to achieve their English language learning abilities and goals. Vocabulary is an integral part of language and is always the first thing in language learning. This is considered essential both in writing and orally. Students recognize and teach English as another important subject as a compulsory subject at school. However, English is still considered a problematic lang-complex student to master.

Nunan explained that vocabulary is a collection of words that are known by an individual knows.<sup>1</sup> It means that without the correct vocabulary, students will have difficulty learning a language. Vocabulary outside of grammar, pronunciation, and spelling is considered an important part of language learning.

According to Citravelu and Saratha, words (vocabulary) that make up a language are vocabulary.<sup>2</sup> This means that these basic skills must be mastered by students. Through vocabulary, students can master the four language skills, namely listening, speaking, writing, and reading. With good vocabulary, students can communicate well and clearly with each other.

Learning English will be challenging if learners do not have the adequate vocabulary. As the key to successful learning, teachers will have an important role. Teachers must emphasize improving learners' vocabulary. Teachers are demanded to use innovative way and media that increases students' enthusiasm for learning vocabulary.

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<sup>1</sup>Aswal Syarifudin, Rismaya Marbun, And Dewi Novita, *An Analysis on The Students ' Vocabulary Mastery A Descriptive Study on The Mts*, n.d.,(Kalimantan Barat: Universitas Tanjungpura) 2014,p1–10.

<sup>2</sup>Ibid, p14

Most teachers have already used the media in the teaching and learning process but forget to enhance vocabulary learning.<sup>3</sup>

According to an interview held on March 1 2022, at MTs Hassanudin, the researcher got some information taken from the English teacher especially in vocabulary mastery in Seventh-grade by interviewing Mrs. Elviarni, she said about the students and their participation as well as the media used by teaching vocabulary. She said students are less interested in learning English, there are still many students who think that it is a second language so they think it is not so important to learn. They just think that English is difficult to understand and they don't know all the meanings. He also said that during this pandemic, distance learning is being implemented so that students are easily bored and lazy to study.<sup>4</sup>

There are several problems that occur when students learn vocabulary at school. Students said they have not mastered much English Vocabulary. There is even one student who does not know what the meaning of Vocabulary is. In the opinion of students, the media used is less interesting and monotonous. Students also said that there was a lack of practice in using English so their lack of knowledge of English Vocabulary caused students to easily forget. During this pandemic, Some students said that studying in the pandemic era was so fun because sometimes students had to learn via mobile phones only by using the WhatsApp application. Students also met four times a week offline.<sup>5</sup>

Based on the data of preliminary research, This study found several problems and difficulties in teaching vocabulary mastery. To make it easier for students to understand the lesson, teachers can use many media. There are many types of media that can be used in teaching vocabulary mastery. To solve this

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<sup>3</sup>Pangkuh Ajisoko, *The Use of Duolingo Apps to Improve English Vocabulary Learning* (Kalimantan : Borneo University of Tarakan, 2020) p.150

<sup>4</sup>Miss Elviarni, *Interview an English Teacher*, MTs Hassanudin, Mrach 01 2022

<sup>5</sup> Students in seventh grade, Bandar Lampung, March 02 2021

problem, the researcher will use the Duolingo application to help students learn Vocabulary Mastery.

### **C. Identification of the Problem**

Based on the background of the problem, the writer would like to identify the problem as the following:

1. Students are less interested in English lessons.
2. The teacher uses less interesting media so that the learning process becomes monotonous and boring for students.
3. The students' vocabulary mastery was still low.

### **D. Formulation of the Problem**

Based on the research problems above, the researcher formulated the problem into a research question as follows: "Is there any significant Influence of using Duolingo application on the student's vocabulary mastery at the Seventh-grade of MTs Hassanudin in the academic year of 2021/2022".

### **E. Objectives of the Study**

In accordance with the formulation of the problem, the objective of the research is to find out there is a significant influence of using Duolingo Application towards vocabulary Mastery at Seventh-grade MTs Hassanudin in the academic year of 2021/2022.

### **F. Significance of the Research**

The benefits of the research are as follows

1. Theoretically

To give information to the readers about the influence of using Duolingo Application towards students' Vocabulary Mastery at MTs Hassanudin in the academic year of 2021/2022.

2. Practical Significance

- a. For the student

By using Duolingo Application, it is hoped that the students will be more interested and motivated in

learning English, and this will encourage them to improve their Vocabulary Mastery.

b. For the teacher

It is hoped that this research will give teachers insight into using creative and innovative media and teaching strategies.

## G. Relevance Studies

M Halimi explained the effect of using the Duolingo application on the writing skills of class XI students of SMK Muhammadiyah Sekampung Timur Lampung and using the Independent sample t-test with the help of SPSS. And finally, Ho was rejected, meaning that there was a positive influence with the Duolingo application.<sup>6</sup>

Hind A. Al Fadda and Rasha M Alaudan explain the effectiveness of Duolingo Applications in Developing Vocabulary, Grammar, and Learner Pronunciation: a case study of a blended TESOL Classroom. The research uses quantitative methods. Students are divided into two groups, namely the experimental group and the control group. The experimental group uses the Duolingo application, while the control group uses traditional teaching. The conclusion is that the researcher states that the use of Duolingo is better in developing vocabulary, grammatical sentences, and learning fluency in English, and the Duolingo application is one of the essential tools in teaching in the TESOL method.<sup>7</sup>

Addal Muddin explained about Using Duolingo to Improve Students' Vocabulary. The author uses a pre-experimental study with a one-group initial and the pst test. And based on the results of applying the Duolingo Application, students can improve students vocabulary mastery. It is proven by the results of the

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<sup>6</sup> M Halimi ,Thesis,*The Influence of Using Duolingo Application oThe Students Writing Skill of The Eleventh Graders At Smk Muhammadiyah Sekampung East Lampung*.(Faculty of Tarbiyah and Teacher Training IAIN Metro,2020)

<sup>7</sup> Hinda Al Fadda and Rasha M Auladan, *Effectiveness of Duolingo App in Developing Learner's Vocabulary, Grammar and Pronunciation: A Case Study of a blended TESOL Classroom*,International Journal on Emerging Technologies (King Saud University, Riyadh - Saudi Arabia,2020) p.33

post-test being higher than the pre-test score. The average post-test is 58.85, while the pre-test is 44.7. There was an increase of 33.5%.<sup>8</sup>

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<sup>8</sup> Addal Muddin, Thesis, *The Use of Duolingo to Improve Students' Vocabulary*, (Ar-Raniry State Islamic University Darussalam: Banda Aceh, 2018) p.10

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Vocabulary

##### 1. Definition of Vocabulary

Vocabulary is one of the important elements in learning English. Vocabulary is the most important thing in the language development improvement process aspects. Vocabulary cannot be separated from other parts of English, such as speaking, writing, listening, and reading.

Hornby stated vocabulary is all words that a person often uses in their daily activities and in a particular language.<sup>1</sup> It means that vocabulary is a person's vocabulary in the language process, both verbally and written. In the linguistic process, there is a word that a person uses in daily linguistic activities.

Kamil and Hiebert were explained that, vocabulary is generally understood as knowing the meaning of words<sup>2</sup>. A component of language that contains all the information about the meaning and words in the language. Vocabulary mastery is needed by someone to understand and use a collection of words that you want to express to express your thoughts and feelings inside various scopes, such as in language activities.

According to David, vocabulary is important for the students to support their four language skills.<sup>3</sup> It means that vocabulary is an important basis to be able to master the four skills in English lessons (speaking, writing, listening, and reading).

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<sup>1</sup>Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London : Oxford University Press,2006), p.164.

<sup>2</sup> Elfrieda H.Hiebert and Michael L.Kamil , *Teaching and Learning Vocabulary* 9(London : Lawrence Erlbaum Associates,2005) p.3

<sup>3</sup>Fathul Munir, *The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students*, *Journal of English Language Teaching and Linguistics* 1, no. 1 (2016): 13, <https://doi.org/10.21462/jeltl.v1i1.20>.

The addition of one's vocabulary is often considered to be an important part of learning a language or developing one's proficiency in a fluent language. Vocabulary can be said as one of the important things that must be learned because vocabulary is the center of language and very important for language learning which is the basis for learning English so that students can master 4 skills namely reading, speaking, writing, and listening. Vocabulary is the beginning to make it easier for students to understand and apply English in the world of communication and education.

## 2. The Kinds of Vocabulary

According to Hatch and Brown, there are two kinds of vocabulary. Those are receptive and productive vocabulary<sup>4</sup>.

### a. Receptive Vocabulary

These are words that students know and understand their meaning but cannot produce in skills such as speaking and writing. Terms can be found during a reading but cannot use words in speaking or writing.

### b. Productive Vocabulary

This is a difficult word to pronounce correctly and use constructive speaking and writing. This is what it takes to create a receptive vocabulary plus the skills to dialogue or write at the right time. Because of that, Productive vocabulary can be viewed as a process because learners can create words to say what is on their minds to others.<sup>5</sup> The statement above concluded that various be obtained based on the division of expertise in the language. It is productive vocabulary and receptive vocabulary.

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<sup>4</sup>Mofareh Alqahtani, *The importance of Vocabulary in Language Learning and How to Be Taught*, International Journal of Teaching and Education Vol 3, No.3,2015,p25

<sup>5</sup>I.S.P Nation, *Learning Vocabulary in Another Language* (Cambridge:Cambridge University Press,2001),p.11



### 3. The Aspect of Vocabulary

Harmer said that the several aspects of vocabulary must be taught to be understood by students in pursuing a foreign language, namely as follows:

#### a. Word Meaning

According to Harmer word meanings include:

- 1) Polysemy: Polysemy is the meaning between words that are often used in several sentences or different texts, example: She is a smart headmaster in this school
- 2) Antonym: Antonyms are relationships between two words that express opposite meanings, for example, fast >< slow , big >< small.
- 3) Synonym: It means that two or more words have the same meaning; for example A big synonym is giant.
- 4) Hypnoyms: Hypnoyms are specific examples of a general concept; for example ,hyponyms of color are black, blue,red etc.
- 5) Connotation: Connotation has two meanings, namely positive and negative depending on the cultural context. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. Example: I use the mouse to do the task to make it easier (positive). *She is arrested because of the corruption scandal in his department. She is such a mouse (negative).*

#### b. Word use

*According to Harmer, it is often stretched through a series of metaphors and idioms.* We know that the word his, for example, describes the noise that snakes make. But we stretch is meaning to describe the way people talk to each other. ("Don't move or you're dead," she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes(He'sarealsnakeinthe Grass). Snake in the grass is a fixed phrase that has

become an idiom, like countless other phrases such as “raining cats and dogs, my house is a castle, etc.”.

c. Word combination

Word formation is also meaning that word-formation adds affixes (ing, im) to a word so as to form words with different meanings by adding affixes to prefixes and suffixes. This is a word-formation process, by combining, cutting, summarizing, or borrowing from other languages so that it changes the form of the word from the origin such as *possible and impossible, mortal and immortal*.

d. Word grammar

Word grammar is the grammar that can be used to make the difference between countable and non-countable words. The former can be both singular and plural. We can say one table or two tables. Word grammar Distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verbs, adjectives, adverbs, etc.<sup>6</sup> From the statements it can be concluded there are some aspects of vocabulary: Word meaning (antonym, synonym, hyponyms, connotation), word use, word combination, and word grammar.

#### 4. The Importance of Vocabulary

According to David Wilknis, without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed. meaning that English must be accompanied by its meaning or meaning. Vocabulary skills are very important to building meaningful language descriptions. Learn English easily by understanding vocabulary. By having lots of vocabulary, we can improve our language.

Understanding vocabulary is the skill to acquire or receive many words. By having vocabulary and understanding vocabulary we will recognize the meaning of the word in its context. It can also help to prevent errors in

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<sup>6</sup>Jeremy Harmer, *The Practice of English Language Teaching* , (London:Cambridge,1998) p.17-21

mastering written or spoken reading. If we spend most of our time studying grammar, our English vocabulary will not increase. If you want to master vocabulary, it's better if you focus on more words and expressions. We can do very little with grammar, but we can say almost anything with words. Most students, too, recognize the importance of vocabulary skills.

## **5. The Teaching of Vocabulary**

Teaching vocabulary is a crucial aspect of learning a language as languages are based on words (Alqahtani, 2015). Teaching vocabulary is one of the most-talked-about parts when teaching English as a foreign language. When the teaching and learning process takes place, teachers often experience problems. They have problems with how to teach students in an orderly manner to obtain maximum results. Teachers should pay attention if vocabulary teaching is something new and different from the students' mother tongue. They also have to take into account that teaching English to young students is different for people who are aged or older. Teachers should be able to prepare and identify the appropriate methods students will apply in teaching. Here are some vocabulary teaching techniques:

### **a. Using object**

Gairns & Redman state that the real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

### **b. Active involvement, drilling, and spilling.**

According to Thornbury to make learners more familiar with the word, drilling should be clear and natural. This means that this drill is a good teaching

method to instill certain habits. Drilling is also a teaching method that urges students to do training activities in order to have greater skills than what is learned.

c. Using picture

Teaching vocabulary using pictures connects students' prior knowledge with new stories, and in the process, helps them learn new words. There are many vocabularies that can be introduced using illustrations or pictures. The picture media used to learn vocabulary can come from many sources. Teachers can also use teaching materials that have been provided by the school. They can also make their own props that have been prepared before teaching. Such as wall charts, stick figures, flashcards and posters.

d. Using gestures, expressions, and mime

Teaching movements come in many forms: hand gestures, facial expressions, pantomimes, body movements, etc. They can imitate or symbolize something and they help Course overview.

items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. A teacher may list a number of clothes e.g. address, a skirt, trousers etc , and then the meaning of the word "clothes" will become clear. The same is true of vegetables or furniture, for example.<sup>7</sup>

## **B. Learning Media in English as a Foreign Language (EFL)**

### **1. The Definition of Learning Media**

The term media comes from the Latin *medius* which means "middle, intermediary or introduction".<sup>8</sup>This means

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<sup>7</sup>Alpino Susanto, *The Teaching of Vocabulary: A Perspective*, *Jurnal KATA* 1, no. 2 (2017): 182, <https://doi.org/10.22216/jk.v1i2.2136>.

<sup>8</sup>Azhar Arsyad, *Media Pembelajaran* (Jakarta : Ciputat Pers,2002)

that it can be said that the media is something that is convincing messages, and stimulates thoughts or feelings.

The media is also an intermediary from the source of information to the recipient of information, for example, media such as computers, films, videos, mobile phones other than humans, materials, or events that can create conditions and make students gain knowledge. The use of learning media is very influential when the learning process occurs because students will be happier with interesting and not monotonous. Learning media can also help fluency and efficiency in achieving a teacher's learning goals.

The researcher concluded that learning media can be used to convey knowledge in a fun way for students so as to make learning more varied, this is also the teacher to make teaching easier.

## **2. The Types of Media**

Types of learning media are needed for students so that they can keep their enthusiasm for learning. Media education is one of the methods or tools used in the teaching and learning process. This matter is trying to trigger an educational pattern so that it can support the success of the teaching and learning process so that teaching and learning activities can be efficient to achieve the desired goals here are the kinds of learning media:

### **a. Audio Media**

Audio learning media serves to channel audio messages from the source of the message to the recipient of the message. Examples of audio media are Records, Audiotape, and Radio.

### **b. Visual media**

Visual media are media that only rely on the sense of sight. Examples of visual media are Diagrams, Posters, and Flashcards.

- c. **Audio Visual Media**  
Audio-visual learning media is a media that is able to display sound and images i.e Television, YouTube, and Film.
- d. **Photography pictures**  
Photographic pictures obtained from several sources, for example newspapers, paintings, cartoons, illustrations, photos obtained from these various sources can be used by teachers effectively in teaching and learning activities with specific objectives.
- e. **Map and Globe**  
The next types of learning media are maps and globes that serve to present location data.<sup>9</sup>

## **C. Duolingo**

### **1. The Definition of Duolingo**

Duolingo is a language learning app created by Luis Von and Severin Hacker in 2011 with the goal of providing free education to the world. This website has more than 30 million users at the moment, using the app for learning. This website provides services to speakers of many languages English, and English to other languages.<sup>10</sup>

Duolingo provides vocabulary practice and gives an opportunity for students to evaluate their knowledge and identify the need to continue improving.<sup>11</sup> Meaning Duolingo is present as an educational tool that can be used in classrooms to provide new learning experiences for students. So the Duolingo app is essential for students to learn the

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<sup>9</sup>Liputan 6,*Macam-Macam Media Pembelajaran beserta Contohnya,Tingkatkan Semangat Belajar Siswa*,<http://arab.upi.edu/-macam-macam-media-pembelajaran-serta-contohnya-tingkatkan-semadngat-belajar-siswa/> , accessed on Sunday 9 Februari 2022.

<sup>10</sup>Hind A. Al Fadda dan Rasha M.Alaudan *Effectiveness of Duolingo App in Developing Learner's Vocabulary, Grammar and Pronunciation: A Case Study of a blended TESOL Classroom*. International Journal on Emerging Technologies 11(5): 403-410(2020)

<sup>11</sup>Guaquet, Cesar & Castro, Angela Yicely, *The Use of Learning Apps as a Didactic Tool for EFL Vocabulary Building*. ERIC Journal. Vol. 11, No. 2; 2018, p. 69

language to increase their motivation and make this app more fun. Using Duolingo to learn English can get positive feedback from students and teachers. In addition, students who need to develop their vocabulary can use the Duolingo application, which is valuable and interesting for us. Students can choose one of the available languages in the Duolingo application to work on a series of lessons and available questions. Each lesson consists of several questions, translating sentences, responding to voice commands, identifying pictures associated with certain words or sentences, and multiple-choice answers.

## 2. Duolingo Features

According to Rosyidah et al, Duolingo has several game-like features, which will engage students to learn a language:

- a. Duolingo has a skill tree that consists of several lessons that the user can go through and unlock the next skill. Each lesson contains 10 to 15 exercises with different types of exercises.
- b. Duolingo is the leader board, which is activated when the user adds friends to their list.
- c. Duolingo has a shop, whose currency is called Lingot, which the user can use to buy additional skills, and bonuses such as freezing or customizing the appearance of Duolingo the owl mascot.
- d. Duolingo also has a feature on the web called Duolingo for Schools where teachers can create virtual classrooms to view Duolingo curriculum content, monitor student progress, and assign assignments to classroom activities or homework.<sup>12</sup>

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<sup>12</sup> An Nisa Cesarini, et al, *Utilizing Duolingo In Learning Vocabulary*, Proceedings International Conference on Education of Suryakencana, (Suryakencana University, 2021), p.112

### 3. Procedure of Duolingo

The Duolingo application can help students understand vocabulary in English. It can be said that hello English has a useful advantage, namely, it can motivate students to learn with fun through online learning media. The Duolingo application can be used individually. Here are some steps to use the hello application. Here are the steps:

- a. Students can download applications via the Google play store on smartphones.
- b. get started on duolingo.
- c. Choose the language you want to learn.
- d. Course overview.
- e. Choose why you are learning a language.
- f. Pick your daily Goal (you can change this later Choose why you are learning a language.
- g. Pick your daily Goal (you can change this later).
- h. Accepts notifications from Duolingo.
- i. Choose your language level.
- j. Take your first Duolingo lesson pr placement test.
- k. Create your Duolingo profile.
- l. Complete nine lessons to unlock leagues.
- m. Earn ten crowns to unlock stories.
- n. Upload a profile picture of your Duolingo profile.
- o. Add Duolingo courses to change the language you are learning.

### 4. Teaching Vocabulary Using Duolingo

It is important for a teacher before coming to class, the teacher must prepare good media. The right learning media is one way to create successful learning. Students will be interested in the lesson if they feel involved in the lesson. This will make them active in the teaching and learning process.

The use of the Duolingo application in learning is a good media to make students feel involved in the learning process. Because using this media really helps students to be interested in knowing the new vocabulary. In this study, the



researcher will use Duolingo as a learning media in teaching vocabulary. The steps are as follows:

- a. The teacher will instruct the students to download the Duolingo application on the student's smartphone in the Play Store.
- b. The teacher will instruct the students to create an account in the Duolingo application.
- c. The teacher will explain to the students the topic to be studied in the Duolingo application.
- d. The teacher instructs students to mention the vocabulary in the Duolingo application that is known to be related to the material.
- e. Teacher asks students to rewrite vocabulary in student notebooks.
- f. The teacher recites the vocabulary related to the material.
- g. The teacher asks the students to repeat what the teacher said.
- h. The teacher asks students to work on the practice questions in the Duolingo application.

## **5. Advantages and Disadvantages of Duolingo**

According to Mulya et al,<sup>13</sup> the Duolingo application also has advantages and disadvantages, as follows:

### **a. Duolingo's Advantage**

Duolingo is a game-based platform for learning foreign languages. This can be accessed in the browser-based application or the iOS, Android, or Windows Phone application. Duolingo has been released to use a mix of activities; students listen to, transcribe, speak, and translate in a simple interface as they work on words and phrases. Duolingo allows teachers to easily track students' language learning progress. Students share their progress in language learning live with their teacher, who can track their progress via a dedicated dashboard. By being able to track student

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<sup>13</sup>Ibid,p 113

progress, teachers can plan lessons, do Duolingo homework skills, and reward additional credit points accordingly.

This also makes students move forward and beat their previous records, and students can also compete with their friends in class. Students can also earn experience points (XP) to measure how much they perform tasks in Duolingo, pass different levels and be able to differentiate with their friends, then they earn lingots which can be used to purchase bonus items and lessons or change icons to make their Duolingo more attractive. Duolingo itself can be accessed on PC and also on Android by downloading it on the Play Store. The interface is explicit and very easy to use. There is also a fine balance between translation, listening, word matching and speaking practice. The voice recognition program is not that bad, and students can still hear what the speaker is saying.

b. Duolingo's Disadvantages

Duolingo uses a computerized sound system for all of its listening exercises, so students are not introduced to how language actually sounds. Their voices are dry, non-rhythmic and can be heard fluently, the most important thing in their language learning is actually speaking to native speakers of their more assertive language. Nothing can replace it and currently, Duolingo has no way of allowing people to communicate with any native speaker.

## **D. Concept Dictionary Media**

### **1. Definition of Dictionary Media**

A dictionary is a book that contains words arranged alphabetically with explanations of meaning and information and described in the same or different languages. In learning English, especially learning Vocabulary, the dictionary is one of the learning media chosen by the teacher. Teachers choose many because it informs the English Vocabulary, which is quite complete.

## **2. Procedures of Using Dictionary Media**

- a. The teacher gives questions related to the material.
- b. Students translate into the target language using a dictionary that has been brought by students.
- c. Students memorize difficult vocabulary.

## **3. Advantages and Disadvantages of Dictionary**

The Advantages of Dictionary Media:

- a. There are explanations for verbs 1,2 and 3.
- b. Does not require an internet connection so it is not easy for errors and loading.

The Disadvantages of Dictionary Media:

- a. High price for students
- b. Not practical because of the thick size
- c. Have to search for words one by one so it takes a long time to translate a text

## **E. Frame of Thinking**

Vocabulary is an important element in learning a language. Vocabulary is able for students to express students thoughts in speaking, reading, writing, and listening. Most students find it difficult to understand and memorize English vocabulary. Students tend to be lazy when learning English because they are difficult to learn. And this makes students lazy and bored when learning vocabulary in English. In learning vocabulary, the teacher must create an interesting learning atmosphere so that students do not get bored easily and one way is to use learning media.

Duolingo application is a medium that can be used to learn vocabulary. Duolingo has many benefits so this media has been widely used in various countries. Duolingo can be installed on a smartphone and downloaded on Google Playstore for free. Duolingo provides various educational quiz-based features that can increase students' knowledge of English vocabulary. The Duolingo Application can also be an alternative for students to learn English vocabulary anywhere and anytime because in

today's world humans are very attached to smartphones so students can also study at home using the Duolingo application.

#### **F. Hypothesis**

Based on the theories and explanation above, the research makes the hypothesis as follows:

Ha: There is a significant influence of using the Duolingo application towards students' vocabulary mastery.

Ho: There is no significant influence of using Duolingo English application towards students' vocabulary mastery

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the result of the data analysis, the conclusion can be drawn as follows : there was any significant influence of using Duolingo applicaton as media in teaching descriptive text could improve students vocabulary mastery.it was supported by result from sig. (2-tailed) of equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.000 it is lower than  $\alpha = 0.05$  and it means that ( $H_o$ ) is rejected and ( $H_a$ ) is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

#### B. Suggestion

Based on the conclusion above, the writer proposes some suggestion as follows:

##### 1. Suggestion to the Teachers

In this research the writer find out that Duolingo Application can be used to improve students' descriptive text in vocabulary mastery, and this media is recommended for English teachers. Because this media is one of good media to be applied in teaching English process especially in vocabulary for Junior High School.

- a. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English especially in vocabulary it can help students to enrich their goals in learning English.
- b. The teacher should help students increase their scores by giving more explanation, and make the students realize that the material in teaching English process especially in English is important and all of the students must understand especially in vocabulary.

**2. Suggestion to the Students**

- a. The students should study hard and practice more in writing English to improve their vocabularies.
- b. The students should understand how to produce a good written text by using Duolingo Application. It is clear that Duolingo application has the potential to be used as very useful communications and collaborations environments for education. Therefore, the researcher recommended to the students to practice their English as much as possible.

**3. Suggestion to the Further Researchers**

- a. The writer applied Duolingo Application to increase students' descriptive text vocabulary ability. Further writer should conduct this media on different skill or genre of text to know the aspect of vocabulary.
- b. In this research, the writer used Duolingo Application as a media to help the students of Junior High School. The further writer should conduct this media on different level of students in specific star from young learners until senior high school students.
- c. Further researchers should be well prepared before entering the classroom, and choose appropriate material while teaching, so the goal of teaching could be achieved.

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# APPENDICES

## Appendix 1

### The result of teacher interviews in the preliminary research

#### Analysis of the Interview to the Teacher

The interview was conducted at Mts Hassanudin on March 10,2022

Elviarni, S. Pd. Is the English teacher

No.	Pertanyaan	Jawaban
1	How long have you taught English?	4 Years
2	Could you explain your experiences when you teach English, especially in vocabulary?	I have no specifics experience teaching English vocabulary. It's a little difficult, but if the students already have the basics from senior high school, we only need to develop the students' abilities.
3	What is students' ability in memorizing new vocabulary?	Because they have some problems in memorizing new vocabulary is low.
4.	What problem that you face in teaching English vocabulary?	It's hard for students to memorize activities in my class. It takes much time and I need to continue another material
5.	Do you have any difficulties when you teach your students? What kinds are?	Yes,i have some difficulties in teaching English. Some of them are 1. The students have a lack of interest in learning English. They must think that English is hard to

understand and they must  
don't know all the meaning

2. Students have low  
awareness of the importance  
of English. They always say  
that they don't need English  
since they are  
Indonesian, It's quite hard  
for me to make my students  
get familiar with all things  
about English.

## Appendix 2

### The results of the Interview in Preliminary Research from Students at MTs Hassanudin

Nama=SF

Kelas=VII A

NO	Pertanyaan	Jawaban
1	Apakah anda suka pelajaran bahasa Inggris?	Saya suka pelajaran bahasa Inggris karena mempermudah berkomunikasi dengan orang luar negri dan Juga menambah wawasan kita dengan belajar bahasa Inggris.
2	Apakah anda memiliki kesulitan dalam belajar vocabulary?	Ya,karena saya sulit untuk menghafal.
3	Masalah apa yang dihadapi saat mempelajari vocabulary di dalam kelas?	Tidak mudah mengingat.
4	Bagaimana anda belajar vocabulary di dalam kelas dengan guru bahasa Inggris anda sekarang?	Kurang menyenangkan karena terkadang offline dan online
5.	Apakah anda tau apa itu aplikasi Duolingo	Saya tidak tau apa itu aplikasi Duolingo

**Nama=MA**

**Kelas=VII A**

<b>NO</b>	<b>Pertanyaan</b>	<b>Jawaban</b>
1	Apakah anda suka pelajaran bahasa Inggris?	Sangat suka karena pelajaran bahasa Inggris dapat memperkenalkan kita kepada sesuatu yang baru seperti bahasa, budaya dan juga pengalaman baru seperti praktek lapangan dengan bahasa Inggris dan pastinya sangat menyenangkan karena terkadang juga dapat berkenalan dengan orang luar negeri.
2	Apakah anda memiliki kesulitan dalam belajar vocabulary?	Ya, baru dan saya sedikit mengalami kesulitan dan pemahaman dalam menguasai vocabulary terutama dalam menghafal vocab baru dan mengaplikasikannya ke tata bahasa yang baik dan benar.
3	Masalah apa yang dihadapi saat mempelajari vocabulary di dalam kelas?	Masalah yang sering terjadi adalah kurangnya pemahaman antara pelajaran baru dan sulitnya menghafal kosa kata baru.
4	Bagaimana anda belajar vocabulary di dalam kelas dengan guru bahasa Inggris anda sekarang?	Untuk belajar vocabulary, guru bahasa Inggris saya biasanya memberikan pengarahannya, dan juga praktek dalam sebuah tugas yang pastinya bertujuan agar murid paham atas apa yang dijelaskan
5.	Apakah anda tau apa itu aplikasi Duolingo	Ya saya tau

**Nama=MC**

**Kelas=VII B**

<b>NO</b>	<b>Pertanyaan</b>	<b>Jawaban</b>
1	Apakah anda suka pelajaran bahasa Inggris?	Ya saya suka pelajaran bahasa Inggris
2	Apakah anda memiliki kesulitan dalam belajar vocabulary?	Sedikit,karena saya sedang dalam proses pembelajaran jadi saya kadang menemukan sedikit kesulitan untuk mempelajari vocabulary.
3	Masalah apa yang dihadapi saat mempelajari vocabulary di dalam kelas?	Pemahaman mengartikan vocabulary
4	Bagaimana anda belajar vocabulary di dalam kelas dengan guru bahasa Inggris anda sekarang?	Dengan cara menghafal vocabulary yang belum kita ketahui.
5.	Apakah anda tau apa itu aplikasi Duolingo?	Tidak tahu

**Nama=MNP**

**Kelas=VII C**

<b>NO</b>	<b>Pertanyaan</b>	<b>Jawaban</b>
1	Apakah anda suka pelajaran bahasa Inggris?	Ya,karena bahasa Inggris merupakan bahasa Internasional,sehingga jika paham bahasa Inggris dapat memudahkan kehidupan sehari-hari,dan untuk saya yang merupakan penggemar bacaan seperti novel dan komik banyak sekali novel dan komik yang belum ada terejmanan bahasa Indonesia,dan dengan memahami bahasa Inggris saya dapat dengan mudah mencari lebih banyak novel yang lain walaupun belum berbahasa Indonesia.
2	Apakah anda memiliki kesulitan dalam belajar vocabulary?	Terkadang
3	Masalah apa yang dihadapi saat mempelajari vocabulary di dalam kelas?	Terkadang saya kesulitan dalam pelafalan
4	Bagaimana anda belajar vocabulary di dalam kelas dengan guru bahasa Inggris anda sekarang?	Dengan membiasakan berbicara dan menulis menggunakan bahasa Inggris saat pelajaran.
5.	Apakah anda tau apa itu aplikasi Duolingo?	Tidak tahu



### **Appendix 3**

#### **Students' Vocabulary Score of the Seventh Grade of MTs Hassanudin**

##### **VII A**

<b>NO</b>	<b>NAMA</b>	<b>NILAI</b>
1	AGUNG	66
2	ARINAH	70
3	ANGGI	76
4	AUNI	50
5	ASMI	78
6	AR ROHMAN	64
7	ABDUL	60
8	AN-NAFI	70
9	FAKHRI	80
10	HAMZAH	72
11	IKHYA	62
12	KESYA	82
13	LATIPA	58
14	MAYLA	64
15	MALISHA	62
16	M FAHMI	70
17	MUHAMMAD FAKHRI	54

18	MUHAMMAD NOUFAL	76
19	MUHAMMAD MALIK	60
20	MUHAMMAD RAFI	56
21	MUHAMMAD RAFIQOH	60
22	MUHAMMAD RIZKI	56
22	MUHAMMAD RIZKI	80
23	MURSHOFI	76
24	NAYA ZASKIA	70
25	NURI INDAH	58
26	PANDU	70
27	RANDES	70
28	RIBBY	80
29	RIDO	60
30	SITI	58

## **VII B**

NO	NAMA	NILAI
1	ADAM	68
2	AIDIL	76
3	ARIA	76
4	AQILAH	80

5	BURHANIS	76
6	DINA	60
7	DIRA	70
8	DANU	76
9	DIMAS	60
10	FARADILA	82
11	M. IZMA	62
12	MEISYA	82
13	MUHAMMAD APRI	60
14	MUHAMMAD ARTHA	72
15	MUHAMMAD DERI	68
16	MUHAMMAD FADIL	78
17	MUHAMMAD FAJAR	80
18	MUHAMMAD QIRAN	82
19	MUHAMMAD ALIF	86
20	MUHAMMAD RAFI	70
21	MUHAMMAD ANWAR	62
22	INDAH F	66
22	KESYA	76
23	RAFI	72
24	RAYAN	78

25	REVA	80
26	RIZKI	72
27	RIZIKI	62
28	RISKA	80
29	SILVANAI	84
30	SITI	86

### **VII C**

NO	NAMA	NILAI
1	ABI	60
2	AIKA	80
3	AKBAR	80
4	ABDUL	76
5	FARIS	60
6	INTAN	76
7	IZZAATUL	88
8	JAKA	70
9	KIKI	60
10	KEREN	80
11	LALA	68
12	LAILI	80
13	LUKI	78

14	LUKMAN	70
15	MUHAMMAD ADI	70
16	MUHAMMAD IHASA	76
17	MUHAMMAD JODI	68
18	MUHAMMAD KAREL	80
19	MUHAMMAD NIKO	76
20	NINO	72
21	NASSIRUDIN	68
22	NUR	80
22	NUR ILHA	60
23	OLLA	84
24	ONI	72
25	OZZAN	80
26	PEBRI	66
27	PENI	86
28	PUPUT	80
29	RAMADAHAN	70
30	RAKA	72

## Appendix 4

# VALIDATION FORM FOR VOCABULARY PRETEST AND POSTTEST

### FORM OF CONSTRUCT VALIDITY

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/1  
Penelaah : Elviarni, S.Pd

Petunjuk pengisian format penelaah butir soal:

Analisis instrument soal berdasarkan semua criteria yang tertera didalam format!

- Berikanlah tanda centang (✓) pada kolom “ya” jika soal yang ditelaah sudah sesuai dengan criteria.
- Berikanlah tanda centang (✓) pada kolom “tidak” jika soal yang ditelaah tidak/belum sesuai dengan criteria. Kemudian alasan pada kolom “catatan”.

No.	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VII di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah alokasi waktu sudah cukup?			
4	Apakah instruksi mudah dipahami oleh siswa?			
5	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			

Bandar Lampung, April 2022  
Guru Mata Pelajaran



**Elviarni, S.Pd**

## Appendix 5

### TRY OUT OF VOCABULARY TEST BEFORE VALIDITY

1. A school is the place where students ... with their teachers.
  - A. teach
  - B. work
  - C. play
  - D. study
  
2. Bunga is celebrating her birthday.  
Now Bunga feels .....

  - A. happy
  - B. easy
  - C. angry
  - D. hungry

  
3. Intan : Amir, your new shoes are good and really fit in your  
..... . You look charming and  
cool.  
Amir: Thank you Nita.
  - A. body
  - B. feet
  - C. finger
  - D. hand
  
4. There is a clown in my friend's birthday party. He is very ... .  
He makes all children laugh and happy.
  - A. angry
  - B. noisy
  - C. funny
  - D. quiet
  
5. My little sister and brother are very hungry, so I ..... lunch  
for them.
  - A. prepare
  - B. wear

- C. throw
- D. kick

6. Thomas ..... the competition in a National Olimpiade. He looks very happy.

- A. jumped
- B. lost
- C. celebrated
- D. won

7. My younger brother went to dentist two days ago because his ..... were in pain.

- A. teeth
- B. ears
- C. hands
- D. fingers

8. Fena : Can you lend me a hand?

Rissa : Yes, of course. What can I help you?

Fena: Please, ..... these textbooks to my office.

Rissa : Yes sure, Sir.

- A. put
- B. give
- C. bring
- D. read

9. The exam was too ..... for her. She got an A!

- A. easy
- B. expensive
- C. difficult
- D. high

10. Tina's bicycle is broken. Tina is really ..... now.

- A. charm
- B. happy
- C. sad



D. confused

11. My sister is a nurse. She works in Anak Bunda Hospital. She  
..... every patient there.

A. sees

B. thinks

C. ignores

D. helps

12. John : French Fries and fried chicken are my favorite foods.

Virra: Yes, I like them too. These French Fries and fried  
chicken are very ... .

A. salty

B. sour

C. delicious

D. bitter

13. You can find .... in your kitchen.

A. pillow

B. stove

C. television

D. sofa

14. My mother is a tailor. She sews and makes ... .

A. books

B. foods

C. chairs

D. clothes

15. My father always reads ..... every morning in living room.

A. newspaper

B. radio

C. computer

D. television

16. The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.
- A. throws
  - B. plants
  - C. cuts
  - D. goes
17. My friend's ..... are sick, so he cannot hear anything well.
- A. cheeks
  - B. nose
  - C. eyes
  - D. ears
18. Candy is ... , but honey is sweeter than candy.
- A. sweet
  - B. salty
  - C. sour
  - D. smooth
19. Danu is a ... . He teaches Biology in our class. Every student loves him.
- A. selfish teacher
  - B. kind teacher
  - C. emotional teacher
  - D. arrogant teacher
20. Ahmad : Do you have a ..... ?  
Shopkeeper : Of course, we do. You can find it in the book section over here.
- A. football shoes
  - B. black pen
  - C. red apples
  - D. drawing book
21. Dina : I will wear my white and blue dress to Frieda's birthday party. What do you think?

Vina : In my opinion, the pink one is better for you.

Dina : Really? Okay I will ..... the pink dress.

- A. go
- B. lose
- C. hang
- D. wear

22. The classroom looks very ... . The students should clean it soon before the teacher comes.

- A. dirty
- B. tidy
- C. shiny
- D. rough

23. Dino : When do you usually get up in the morning?

Alden : .....

- A. I have breakfast with my family
- B. I get up at 5 a.m.
- C. I go to bed
- D. I am sleepy

24. Aulia : Drake, where do you want to go?

Drake : I want to ..... to Europe with my parents and siblings.

- A. walk
- B. stay
- C. run
- D. move

25. Linda did not study hard, so she did not ... the exam.

- A. study
- B. pass
- C. break
- D. go

26. Lina ..... the match in Olympic Games. She is so sad.
- A. won
  - B. lost
  - C. jumped
  - D. celebrated
27. I went to dentist yesterday because my ..... were in pain.
- A. hands
  - B. fingers
  - C. teeth
  - D. ears
28. A : Can you help me?  
B : Yes, of course. What can I do for you?  
A : Please, ..... this bag to my room.  
B : Yes, Sir.
- A. bring
  - B. help
  - C. give
  - D. Has
29. This exercise was too ..... for me. I got score 100.
- A. difficult
  - B. easy
  - C. expensive
  - D. high
30. Diana's barbie is broken. Diana is very ..... now.
- A. confuse
  - B. sad
  - C. happy
  - D. charm
31. The teacher's duty is to ..... the students in the school.
- A. teach
  - B. play

- C. make
- D. work

32. Luna is celebrating her birthday.

Now Luna feels .....

- A. angry
- B. dusty
- C. easy
- D. happy

33. Mia : Adi, your shoes are so fit in your ..... . You look georgeous.

Adi : Thank you.

- A. finger
- B. lip
- C. hand
- D. feet

34. The clown is so ..... . He makes all kids laugh and happy.

- A. funny
- B. quiet
- C. noisy
- D. disgusting

35. am so hungry. So, I ..... a meal .

- A. prepare
- B. walk
- C. kick
- D. wear

36. Rina : I want to wear my white gown to Amanda's party.  
What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will ..... the red gown

- A. wrap
- B. go

- C. wear
- D. give

37. The carpet is ..... I want to clean it.

- A. large
- B. shiny
- C. dirty
- D. soft

38. A : When did you get up in this morning?

B : .....

- A. I got up at 5.00
- B. I had my breakfast
- C. I was sleepy
- D. I went to school

39. Tami : Where do you want move?

Dikta : I want to ..... to Australia with my parents.

- A. come
- B. find
- C. move
- D. run

40. Katherine didn't study hard. He didn't ..... the exam.

- A. study
- B. give
- C. pass
- D. break

41. The gardener ..... the grass every Monday and Thursday.

- A. cuts
- B. plans
- C. trains
- D. comes

42. I can't hear anything since my ..... are sick.
- A. eyes
  - B. ears
  - C. nose
  - D. mouth
43. Sugar is ..... , but honey is sweeter than sugar.
- A. salty
  - B. small
  - C. sweet
  - D. smooth
44. Kathy is a ..... . She teaches Math in our class. Every students love her.
- A. kind teacher
  - B. ugly teacher
  - C. arrogant teacher
  - D. emotional teacher
45. Lili : Do you have a ..... ?  
Shopkeeper : Yes, we do. The fruit rack is right there.
- A. persian cat
  - B. green apple
  - C. running shoes
  - D. drawing book
46. My mother is a nurse. She works in Harapan Bunda Hospital.  
She ..... the patient
- A. thinks
  - B. ignores
  - C. helps
  - D. finds
47. Teguh : This fried chicken is my favourite.  
Hilda : I like it too. This fried chicken is very .....
- A. delicious

- B. bitter
- C. salty
- D. dangerous

48. Something that you can find in your bedroom is a .....

- A. blackboard
- B. bed
- C. stove
- D. garden

49. Grant is a tailor. He makes .....

- A. clothes
- B. bag
- C. belt
- D. ice cream

50. My father always reads ..... every morning .

- A. radio
- B. computer
- C. television
- D. newspaper

51. Maya ..... the match in Olympic Games. She is so sad.

- A. won
- B. lost
- C. jumped
- D. celebrated

52. A : Can you help me, please?

B : Yes, of course. What can I do for you?

A : Please, ..... this bag to my room.

B : Yes, Sir.

- A. bring
- B. help
- C. give
- D. Has



53. The teacher's duty is to ..... the students in the school.
- A. teach
  - B. play
  - C. make
  - D. work
54. Mia : Adi, your shoes are so fit in your..... You look gorgeous.  
Adi : Thank you.
- A. Finger
  - B. lip
  - C. hand
  - D. feet
55. I am so hungry. So, I ..... a meal.
- A. prepare
  - B. walk
  - C. kick
  - D. wear
56. Lani : I want to wear my white gown to Amanda's party.  
What do you think?  
Dewi : I think the red one is better.  
Lani : Ok. I will ..... the red gown
- A. wrap
  - B. go
  - C. wear
  - D. give
57. The gardener ..... the grass every Monday and Thursday.
- A. cuts
  - B. plans
  - C. trains
  - D. comes

58. I can't hear anything since my ..... are sick.
- A. eyes
  - B. ears
  - C. nose
  - D. mouth
59. Sugar is ..... , but honey is sweeter than sugar.
- A. salty
  - B. small
  - C. sweet
  - D. smooth
60. My mother is a nurse. She works at Harapan Bunda Hospital.  
She ..... the patients.
- A. thinks
  - B. ignores
  - C. helps
  - D. finds
61. Teguh : This fried chicken is my favorite.  
Hilda : I like it too. This fried chicken is very .....
- A. delicious
  - B. bitter
  - C. salty
  - D. dangerous
62. Grant is a tailor. He makes.....
- A. clothes
  - B. bag
  - C. belt
  - D. ice cream
63. My father always reads ..... every morning.
- A. radio
  - B. computer
  - C. television

D. newspaper

64. Indah ..... the match in National Olimpiade. She is very happy.

- A. jumped
- B. lost
- C. celebrated
- D. won

65. My sister went to the dentist two days ago because her ..... were in pain.

- A. teeth
- B. ears
- C. hands
- D. fingers

66. The exam was too ..... for her. She got score 100.

- A. easy
- B. expensive
- C. difficult
- D. high

67. Angel's doll is broken. Angel is very ..... now.

- A. charm
- B. happy
- C. sad
- D. confused

68. The students' duty is to ... in the school.

- A. teach
- B. work
- C. play
- D. study

69. Bimo is celebrating his birthday.

Now Bimo feels .....

- A. happy
- B. easy
- C. angry
- D. hungry

70. Nita: Edi, your new shoes are so fit in your..... You look charming and cool.

Edi: Thank you, Nita.

- A. body
- B. feet
- C. finger
- D. hand

71. The clown in my friend's birthday is so.... He makes all children laugh and happy.

- A. angry
- B. noisy
- C. funny
- D. quiet

72. The room looks.... I want to clean it soon today.

- A. dirty
- B. tidy
- C. shiny
- D. rough

73. Taria : Dani, where do you want to move?

Dani : I want to ..... to Europe with my parents and siblings.

- A. walk
- B. come
- C. run
- D. move

74. The antonym of awkward is...

- A. graceful
- B. thrifty

- C. quick
- D. good

75. She took the shopping ... of the bags.

- A. on
- B. at
- C. out
- D. in

76. Mother : " It's raining now. Don't forget to wear your .... if you go out."

winda : " Yes, Mom."

- A. umbrella
- B. jacket
- C. sweater
- D. raincoat

77. The following animals are usually kept as pets, except ....

- A. elephant
- B. dogs
- C. horses
- D. cats

78. X : " Look! The waiter is very .... to serve the customers."

Y : " That's right, She is tired too."

- A. sick
- B. busy
- C. strong
- D. pale

79. Life in the country side is more relaxed than in the city. You can wake up in the morning and have a nice ....

- A. breakfast
- B. lunch
- C. dinner
- D. supper

80. To get on the bus, you do not have to fight. You should ....
- A. call
  - B. order
  - C. queue
  - D. cancel
81. You live on a farm. You work on the farm. You are a farmer. You do not have to go to the farm ....
- A. slowly
  - B. fast
  - C. empty
  - D. crowded
82. Angga : " Where will you go, Hafidz?"  
Hafidz : " I will go to the ....  
I want to read some books and magazines."  
Angga : " Oh, I see."
- A. laboratory
  - B. library
  - C. hospital
  - D. bookstore
83. tests a player's knowledge.
- A. scrabble
  - B. slide
  - C. jig-saw
  - D. playing marble
84. I went to Vina's birthday party last night. It lasted until late at night. My mother must be angry with me. I was .... to go home.
- A. ready
  - B. glad
  - C. afraid
  - D. happy

85. Computer work trainings will produce computer operators, programmers, and mechanics. They in turn, will create new jobs.

The underlined word "they" refers to ....

- A. computer work trainings
- B. computer courses
- C. many private institutions
- D. computer operators., programmers, and mechanics

86. She made her maiden voyage from Great Britain to New York in May 1936.

The underlined word "maiden" has the same meaning as ....

- A. first
- B. second
- C. third
- D. fourth

87. In general we know that the parts of plants are root, stem, leaf, flower, seed, etc.

The word "we" refers to ....

- A. the writer
- B. the readers
- C. the readers and the writer
- D. the publisher and the readers

88. "My father's office receives letters from other towns, and from other countries".

The underlined word means ....

- A. gets
- B. takes
- C. buys
- D. brings

89. Ayu always gets up at 05.00 every morning.

The word always means ....

- A. many of time

- B. almost never
- C. all of the time
- D. some of the time

90. Equator is not a real line. We can't see in reality. It's just a/an .... line.

- A. imitate
- B. original
- C. true
- D. imaginary

91. Mother : " Don't forget to .... the right number before making call.

Liza : " OK, Mom."

- A. take
- B. say
- C. choose
- D. dial

92. If a lion can't see a giraffe, he certainly can't eat it.

The underlined word "he" refers to ....

- A. an animal
- B. a giraffe
- C. a lion
- D. someone

93. It was designed to be the largest, fastest, and the most luxurious ship in the world.

The antonym of the word "largest" is ....

- A. biggest
- B. smallest
- C. highest
- D. longest

94. The farmers used to use buffaloes to plough the fields. But now they use tractors instead.



It means they need more .... to own the tools because they're expensive."

- A. money
- B. knowledge
- C. experience
- D. preparation

95. Mr. John is my uncle. He has a daughter. Her name is Celine.

Celine is my ....

- A. aunt
- B. sister
- C. niece
- D. cousin

96. Indah ..... the match in National Olimpiade. She is very happy.

- A. jumped
- B. lost
- C. celebrated
- D. won

97. My sister went to dentist two days ago because her ..... were in pain.

- A. teeth
- B. ears
- C. hands
- D. fingers

98. A : Can you lend me a hand?

B: Yes, of course. What can I help you?

A: Please, ..... these books to my office.

B : Yes sure, Sir.

- A. put
- B. give
- C. bring
- D. get

99. The exam was too ..... for her. She got score 15.
- A. easy
  - B. expensive
  - C. difficult
  - D. high
100. Dinda's doll is broken. Angel is very ..... now.
- A. charm
  - B. happy
  - C. pity
  - D. confused
101. When I say that I get there at ten o'clock. I mean that at ten o'clock I ....
- A. left there
  - B. arrived there
  - C. stayed there
  - D. waited there
102. When one makes good time, he ....
- A. travels at a good speed
  - B. has lot of time
  - C. is contented
  - D. enjoys his time
103. If I say Hilda is making out well in his work, I mean that she  
.....
- A. likes his work
  - B. is succeeding
  - C. is leaving
  - D. is about to begin
104. The Borobudur temple is the world's largest temple. The ....  
of this temple begin in 1973.
- A. addition
  - B. restoration

- C. information
- D. regulation

105. A library .... contains a list of all the books in the library.

- A. article
- B. catalogue
- C. edition
- D. reference

106. Talita likes telling the truth.

From the information above we know that Talita is a very .... girl.

- A. dishonest
- B. honest
- C. naughty
- D. disobedient

107. Dika always studies well, so he is a .... boy.

- A. diligent
- B. careful
- C. friendly
- D. polite

108. We often see thie animal in the zoo. It is a big animal but has small eyes, two tucks and a long trunk. It is a/an ....

- A. elephant
- B. bear
- C. rhinoceros
- D. crocodile

109. If we have a toothache, we go to the ....

- A. surgeon
- B. pediatrician
- C. dentist
- D. internist

110. We can find pearl in the ....

- A. sea
- B. forest
- C. ground
- D. air

111. Most of the Balinese people are Hindus. They make .... to the Hyang Widhi Wasa in the temple there.

- A. offerings
- B. sculptures
- C. handicrafts
- D. carvings

112. Ratna: " What is Rona?"

Juwita: " She is a .... ?"

She serves food and drink to the guests in the restaurant.

- A. stewardess
- B. cook
- C. servant
- D. waitress

113. Indonesia has a .... climate, because it lies in the equator line.

- A. hot
- B. tropical
- C. winter
- D. summer

114. Budi : "Do you know the cheapest sport?"

Agung : "Of course."

Budi : "What is it?"

Agung : ".... ."

- A. running
- B. cycling
- C. swimming
- D. boxing

115. Sandra : " What's that?"  
Dewi : " Oh, it's cotton."  
Sandra : "Do we need it?"  
Dewi : "Yes, we need it to make .... ."  
A. houses  
B. roads  
C. food  
D. clothes
116. These are parts of the body we use to see something.  
A. lungs  
B. heart  
C. eyes  
D. ears
117. Andre : " How did you go to Paris, Le?"  
Sule : " By plane."  
Andre : "Was the .... kind?"  
Sule : "Yes, he was. He helped what we needed aboard the plane."  
A. steward  
B. passenger  
C. pilot  
D. porter
118. X : " I want to make a .... for my daughter. It is for her uniform."  
Y : " What is the colour?"  
X: "Blue."  
A. blouse  
B. shorts  
C. shirt  
D. skirt
119. Dion : " What do we call a very large and dry land covered with hot sand?"

Yeni:" We call it a .... "

- A. valley
- B. forest
- C. desert
- D. plain

120. To play "Snake and ladder" game, every player must throw the .... to get the number.

- A. box
- B. marble
- C. rope
- D. dice

## KEY WORDS

1.	D	61.	A
2.	A	62.	A
3.	B	63.	D
4.	C	64.	D
5.	A	65.	A
6.	D	66.	A
7.	A	67.	C
8.	C	68.	D
9.	A	69.	A
10.	C	70.	B
11.	D	71.	C
12.	C	72.	A
13.	B	73.	D
14.	D	74.	D
15.	A	75.	D
16.	C	76.	A
17.	D	77.	A
18.	A	78.	B
19.	B	79.	A

20.	D	80.	C
21.	D	81.	A
22.	A	82.	D
23.	B	83.	A
24.	D	84.	C
25.	B	85.	D
26.	B	86.	A
27.	C	87.	C
28.	A	88.	D
29.	B	89.	A
30.	B	90.	D
31.	A	91.	D
32.	D	92.	C
33.	D	93.	B
34.	D	94.	A
35.	A	95.	D
36.	C	96.	D
37.	C	97.	A
38.	A	98.	A
39.	C	99.	C
40.	C	100.	C



41.	A	101.	B
42.	B	102.	A
43.	C	103.	B
44.	A	104.	B
45.	B	105.	D
46.	C	106.	B
47.	A	107.	A
48.	B	108.	A
49.	A	109.	C
50.	D	110.	A
51.	B	111.	A
52.	A	112.	D
53.	A	113.	B
54.	D	114.	A
55.	A	115.	A
56.	C	116.	C
57.	A	117.	A
58.	B	118.	D
59.	C	119.	C
60.	C	120.	B

## Appendix 6

### THE CALCULATING RESULT FROM VALIDITY TESTING ITEM OF VOCABULARY

<b>No. soal</b>	<b>pearson corelation</b>	<b>nilai Sig.</b>	<b>kesimpulan</b>
soal_1	0,461	0,000	valid
soal_2	0,457	0,000	valid
soal_3	0,553	0,000	valid
soal_4	0,422	0,000	valid
soal_5	0,341	0,004	valid
soal_6	0,461	0,000	valid
soal_7	0,457	0,000	valid
soal_8	0,553	0,000	valid
soal_9	0,422	0,000	valid
soal_10	0,341	0,004	valid
soal_11	0,341	0,004	valid
soal_12	0,461	0,000	valid
soal_13	0,457	0,000	valid
soal_14	0,553	0,000	valid
soal_15	0,001	0,995	tidak valid
soal_16	0,422	0,000	valid
soal_17	0,341	0,004	valid
soal_18	0,461	0,000	valid
soal_19	0,457	0,000	valid
soal_20	0,553	0,000	valid
soal_21	0,106	0,378	tidak valid
soal_22	0,308	0,009	valid
soal_23	0,422	0,000	valid
soal_24	0,341	0,004	valid
soal_25	0,461	0,000	valid
soal_26	0,457	0,000	valid
soal_27	0,553	0,000	valid

soal_28	0,106	0,378	tidak valid
soal_29	0,308	0,009	valid
soal_30	0,422	0,000	valid
soal_31	0,341	0,004	valid
soal_32	0,308	0,009	valid
soal_33	0,461	0,000	valid
soal_34	0,457	0,000	valid
soal_35	0,553	0,000	valid
soal_36	0,308	0,009	valid
soal_37	0,461	0,000	valid
soal_38	0,457	0,000	valid
soal_39	0,553	0,000	valid
soal_40	0,308	0,000	valid
soal_41	0,422	0,000	valid
soal_42	0,341	0,004	valid
soal_43	0,461	0,000	valid
soal_44	0,457	0,000	valid
soal_45	0,553	0,000	valid
soal_46	0,308	0,009	valid
soal_47	0,422	0,000	valid
soal_48	0,341	0,004	valid
soal_49	0,461	0,000	valid
soal_50	0,457	0,000	valid
soal_51	0,553	0,000	valid
soal_52	0,308	0,009	valid
soal_53	0,422	0,000	valid
soal_54	0,341	0,004	valid
soal_55	0,029	0,813	tidak valid
soal_56	0,461	0,000	valid
soal_57	0,457	0,000	valid
soal_58	0,553	0,000	valid
soal_59	0,147	0,221	tidak valid
soal_60	0,132	0,272	tidak valid
soal_61	0,422	0,000	valid

soal_62	0,341	0,004	valid
soal_63	0,038	0,756	tidak valid
soal_64	0,461	0,000	valid
soal_65	0,457	0,000	valid
soal_66	0,553	0,000	valid
soal_67	0,092	0,449	tidak valid
soal_68	0,422	0,000	valid
soal_69	0,341	0,004	valid
soal_70	0,461	0,000	valid
soal_71	0,457	0,000	valid
soal_72	0,553	0,000	valid
soal_73	0,119	0,324	tidak valid
soal_74	0,422	0,000	valid
soal_75	0,341	0,004	valid
soal_76	0,103	0,392	tidak valid
soal_77	0,461	0,000	valid
soal_78	0,457	0,000	valid
soal_79	0,553	0,000	valid
soal_80	0,050	0,679	tidak valid
soal_81	0,422	0,000	valid
soal_82	0,341	0,004	valid
soal_83	0,461	0,000	valid
soal_84	0,457	0,000	valid
soal_85	0,553	0,000	valid
soal_86	0,275	0,020	valid
soal_87	0,422	0,000	valid
soal_88	0,341	0,004	valid
soal_89	0,461	0,000	valid
soal_90	0,461	0,000	valid
soal_91	0,457	0,000	valid
soal_92	0,553	0,000	valid
soal_93	0,010	0,933	tidak valid
soal_94	0,422	0,000	valid
soal_95	0,341	0,004	valid

soal_96	0,461	0,000	valid
soal_97	0,457	0,000	valid
soal_98	0,553	0,000	valid
soal_99	0,055	0,651	tidak valid
soal_100	0,422	0,000	valid
soal_101	0,341	0,004	valid
soal_102	0,461	0,000	valid
soal_103	0,457	0,000	valid
soal_104	0,553	0,000	valid
soal_105	0,422	0,000	valid
soal_106	0,341	0,004	valid
soal_107	0,461	0,000	valid
soal_108	0,457	0,000	valid
soal_109	0,553	0,000	valid
soal_110	0,030	0,804	tidak valid
soal_111	0,422	0,000	valid
soal_112	0,341	0,004	valid
soal_113	0,461	0,000	valid
soal_114	0,457	0,000	valid
soal_115	0,553	0,000	valid
soal_116	0,105	0,386	tidak valid
soal_117	0,422	0,000	valid
soal_118	0,341	0,004	valid
soal_119	0,461	0,000	valid
soal_120	0,457	0,000	valid

## Appendix 7a PRE-TEST AFTER VALIDITY

### THE PRE-TEST INSTRUMENT FOR EXPERIMENTAL AND CONTROL CLASS

1. Fena : Can you lend me a hand?  
Rissa : Yes, of course. What can I help you?  
Fena: Please, ..... these textbooks to my office.  
Rissa : Yes sure, Sir.
  - A. put
  - B. give
  - C. bring
  - D. read
  
2. The gardener that works at my school ... the grass and plants  
a very beautiful flower every Friday.
  - A. throws
  - B. plants
  - C. cuts
  - D. goes
  
3. Luna is celebrating her birthday.  
Now Luna feels .....

  - A. angry
  - B. dusty
  - C. easy
  - D. happy

  
4. A school is the place where students ... with their teachers.
  - A. teach
  - B. work
  - C. play
  - D. study
  
5. My little sister and brother are very hungry, so I ..... lunch  
for them.
  - A. prepare

- B. wear
  - C. throw
  - D. kick
6. The teacher's duty is to ..... the students in the school.
- A. teach
  - B. play
  - C. make
  - D. work
7. The gardener ..... the grass every Monday and Thursday.
- A. cuts
  - B. plans
  - C. trains
  - D. comes
8. Aulia : Drake, where do you want to go?  
Drake : I want to ..... to Europe with my parents and siblings.
- A. walk
  - B. stay
  - C. run
  - D. move
9. Thomas ..... the competition in a National Olimpiade. He looks very happy.
- A. jumped
  - B. lost
  - C. celebrated
  - D. win
10. Tina's bicycle is broken. Tina is really ..... now.
- A. charm
  - B. happy
  - C. sad
  - D. confused

11. The exam was too ..... for her. She got an A!
- A. easy
  - B. expensive
  - C. difficult
  - D. high
12. Danu is a ... . He teaches Biology in our class. Every student loves him.
- A. selfish teacher
  - B. kind teacher
  - C. emotional teacher
  - D. arrogant teacher
13. Mia : Adi, your shoes are so fit in your ..... . You look gorgeous.  
Adi : Thank you.
- A. finger
  - B. lip
  - C. hand
  - D. feet
14. If I say Hilda is making out well in his work, I mean that she ....
- A. likes his work
  - B. is succeeding
  - C. is leaving
  - D. is about to begin
15. Ahmad : Do you have a ..... ?  
Shopkeeper : Of course, we do. You can find it in the book section over here.
- A. football shoes
  - B. black pen
  - C. red apples
  - D. drawing book



16. Lina ..... the match in Olympic Games. She is so sad.
- A. won
  - B. lost
  - C. jumped
  - D. celebrated
17. Katherine didn't study hard. He didn't ..... the exam.
- A. study
  - B. give
  - C. pass
  - D. break
18. My mother is a nurse. She works in Harapan Bunda Hospital.  
She ..... the patient
- A. thinks
  - B. ignores
  - C. helps
  - D. finds
19. Intan : Amir, your new shoes are good and really fit in your  
..... . You look charming and  
cool.  
Amir: Thank you Nita.
- A. body
  - B. feet
  - C. finger
  - D. hand
20. My younger brother went to the dentist two days ago because  
his ..... were in pain.
- A. teeth
  - B. ears
  - C. hands
  - D. fingers

21. John : French Fries and fried chicken are my favorite foods.

Vira: Yes, I like them too. These French Fries and fried chicken are very ... .

- A. salty
- B. sour
- C. delicious
- D. bitter

22. A : When did you get up in this morning?

B : .....

- A. I got up at 5.00
- B. I had my breakfast
- C. I was sleepy
- D. I went to school

23. My father always reads ..... everymorning .

- A. radio
- B. computer
- C. television
- D. newspaper

24. You can find .... in your kitchen.

- A. pillow
- B. stove
- C. television
- D. sofa

25. Lili : Do you have a ..... ?

Shopkeeper : Yes, we do. The fruit rack is right there.

- A. persian cat
- B. green apple
- C. running shoes
- D. drawing book

26. Aulia : Drake, where do you want to go?

Drake : I want to ..... to Europe with my parents and siblings.

- A. walk

- B. stay
- C. run
- D. move

27. The clown is so ..... . He makes all kids laugh and happy.

- A. funny
- B. quiet
- C. noisy
- D. disgusting

28. Something that you can find in your bedroom is a ..... .

- A. blackboard
- B. bed
- C. stove
- D. garden

29. My sister is a nurse. She works in Anak Bunda Hospital. She  
..... every patient there.

- A. sees
- B. thinks
- C. ignores
- D. helps

30. This exercise was too ..... for me. I got score 100.

- A. difficult
- B. easy
- C. expensive
- D. high

31. My mother is a tailor. She sews and makes ... .

- A. books
- B. foods
- C. chairs
- D. clothes

32. Rina : I want to wear my white gown to Amanda's party.  
What do you think?  
Lisa : I think the red one is better.  
Rina : Ok. I will ..... the red gown
- A. wrap
  - B. go
  - C. wear
  - D. give
33. A : Can you help me, please?  
B : Yes, of course. What can I do for you?  
A : Please, ..... this bag to my room.  
B : Yes, Sir.
- A. bring
  - B. help
  - C. give
  - D. has
34. Linda did not study hard, so she did not ... the exam.
- A. study
  - B. pass
  - C. break
  - D. go
35. am so hungry. So, I ..... a meal .
- A. prepare
  - B. walk
  - C. kick
  - D. wear
36. The classroom looks very ... . The students should clean it soon before the teacher comes.
- A. dirty
  - B. tidy
  - C. shiny
  - D. rough

37. Mia : Adi, your shoes are so fit in your..... You look gorgeous.  
Adi : Thank you.  
A. Finger  
B. lip  
C. hand  
D. feet
38. My friend's ..... are sick, so he cannot hear anything well.  
A. cheeks  
B. nose  
C. eyes  
D. ears
39. My sister went to the dentist two days ago because her ..... were in pain.  
A. teeth  
B. ears  
C. hands  
D. fingers
40. Candy is ... , but honey is sweeter than candy.  
A. sweet  
B. salty  
C. sour  
D. smooth
41. The farmers used to use buffaloes to plough the fields. But now they use tractors instead.  
It means they need more .... to own the tools because they're expensive."  
A. money  
B. knowledge  
C. experience  
D. preparation

42. Teguh : This fried chicken is my favourite.  
Hilda : I like it too. This fried chicken is very .....
- A. delicious
  - B. bitter
  - C. salty
  - D. dangerous
43. Teguh : This fried chicken is my favorite.  
Hilda : I like it too. This fried chicken is very .....
- A. delicious
  - B. bitter
  - C. salty
  - D. dangerous
44. You live on a farm. You work on the farm. You are a farmer.  
You do not have to go to the farm ....
- A. slowly
  - B. fast
  - C. empty
  - D. crowded
45. Diana's barbie is broken. Diana is very ..... now.
- A. confuse
  - B. sad
  - C. happy
  - D. charm
46. Lani : I want to wear my white gown to Amanda's party.  
What do you think?  
Dewi : I think the red one is better.  
Lani : Ok. I will ..... the red gown
- A. wrap
  - B. go
  - C. wear
  - D. give
47. Nita: Edi, your new shoes are so fit in your..... You look charming and cool.  
Edi: Thank you, Nita.

- A. body
- B. feet
- C. finger
- D. hand

48. Dino : When do you usually get up in the morning?

Alden : .....

- A. I have breakfast with my family
- B. I get up at 5 a.m.
- C. I go to bed
- D. I am sleepy

49. The carpet is ..... I want to clean it.

- A. large
- B. shiny
- C. dirty
- D. soft

50. Mr. John is my uncle. He has a daughter. Her name is Celine.

Celine is my ....

- A. aunt
- B. sister
- C. niece
- D. cousin

## Key Answer Pretest

- |     |   |     |   |
|-----|---|-----|---|
| 1.  | C | 26. | B |
| 2.  | B | 27. | A |
| 3.  | D | 28. | B |
| 4.  | D | 29. | D |
| 5.  | A | 30. | B |
| 6.  | A | 31. | D |
| 7.  | A | 32. | C |
| 8.  | B | 33. | A |
| 9.  | D | 34. | B |
| 10. | C | 35. | A |
| 11. | A | 36. | B |
| 12. | B | 37. | D |
| 13. | D | 38. | D |
| 14. | A | 39. | A |
| 15. | D | 40. | A |
| 16. | B | 41. | A |
| 17. | C | 42. | A |
| 18. | C | 43. | A |



19.	B	44	B
20.	A	45	B
21.	C	46	C
22.	A	47	B
23.	D	48	B
24.	B	49	C
25.	B	50	D

## **Appendix 7b POST-TEST AFTER VALIDITY**

### **THE POST-TEST INSTRUMENT FOR EXPERIMENTAL AND CONTROL CLASS**

1. Dinda's doll is broken. Angel is very ..... now.
  - A. charm
  - B. happy
  - C. pity
  - D. confused
  
2. These are parts of the body we use to see something.
  - A. lungs
  - B. heart
  - C. eyes
  - D. ears
  
3. I can't hear anything since my ..... are sick.
  - A. eyes
  - B. ears

- C. nose
- D. mouth

4. Life in the country side is more relaxed than in the city. You can wake up in the morning and have a nice ....

- A. breakfast
- B. lunch
- C. dinner
- D. supper

5. When I say that I get there at ten o'clock. I mean that at ten o'clock I ....

- A. left there
- B. arrived there
- C. stayed there
- D. waited there

6. Andre : " How did you go to Paris, Le?"

Sule : " By plane."

Andre : "Was the .... kind?"

Sule : "Yes, he was. He helped what we needed aboard the plane."

- A. steward
- B. passenger
- C. pilot
- D. porter

7. Bimo is celebrating his birthday.

Now Bimo feels .....

- A. happy
- B. easy
- C. angry
- D. hungry

8. Kathy is a ..... . She teaches Math in our class. Every students love her.

- A. kind teacher
- B. ugly teacher
- C. arrogant teacher
- D. emotional teacher

9. The room looks.... I want to clean it soon today.

- A. dirty
- B. tidy
- C. shiny
- D. rough

10. I went to Vina's birthday party last night. It lasted until late at night. My mother must be angry with me. I was .... to go home.

- A. ready
- B. glad
- C. afraid
- D. happy

11. When one makes good time, he ....

- A. travels at a good speed
- B. has lot of time
- C. is contented
- D. enjoys his time

12. Sugar is ..... , but honey is sweeter than sugar.

- A. salty
- B. small
- C. sweet
- D. smooth

13. The clown in my friend's birthday is so.... He makes all children laugh and happy.

- A. angry
- B. noisy
- C. funny
- D. quiet

14. tests a player's knowledge.
- A. scrabble
  - B. slide
  - C. jig-saw
  - D. playing marble
15. Indah ..... the match in National Olimpiade. She is very happy
- A. jumped
  - B. lost
  - C. celebrated
  - D. won
16. If a lion can't see a giraffe, he certainly can't eat it.  
The underlined word "he" refers to ....
- A. an animal
  - B. a giraffe
  - C. a lion
  - D. someone
17. The Borobudur temple is the world's largest temple. The ....  
of this temple begin in 1973.
- A. addition
  - B. restoration
  - C. information
  - D. regulation
18. X : " I want to make a .... for my daughter. It is for her uniform."  
Y : " What is the colour?"  
X: "Blue."
- A. blouse
  - B. shorts
  - C. shirt
  - D. skirt
19. A library .... contains a list of all the books in the library.

- A. article
- B. catalogue
- C. edition
- D. reference

20. Tami : Where do you want move?

Dikta : I want to ..... to Australia with my parents.

- A. come
- B. find
- C. move
- D. run

21. The antonym of awkward is...

- A. graceful
- B. thrifty
- C. quick
- D. good

22. She made her maiden voyage from Great Britain to New York in May 1936.

The underlined word "maiden" has the same meaning as ....

- A. first
- B. second
- C. third
- D. fourth

23. To play "Snake and ladder" game, every player must throw the .... to get the number.

- A. box
- B. marble
- C. rope
- D. dice

24. In general we know that the parts of plants are root, stem, leaf, flower, seed, etc.

The word "we" refers to ....

- A. the writer
- B. the readers

- C. the readers and the writer
- D. the publisher and the readers

25. Dika always studies well, so he is a .... boy.

- A. diligent
- B. careful
- C. friendly
- D. polite

26. The exam was too ..... for her. She got score 100.

- A. easy
- B. expensive
- C. difficult
- D. high

27. Equator is not a real line. We can't see in reality. It's just a/an .... line.

- A. imitate
- B. original
- C. true
- D. imaginary

28. We often see thie animal in the zoo. It is a big animal but has small eyes, two tucks and a long trunk. It is a/an ....

- A. elephant
- B. bear
- C. rhinoceros
- D. crocodile

29. The teacher's duty is to ..... the students in the school.

- A. teach
- B. play
- C. make
- D. work

30. If we have a toothache, we go to the ....
- A. surgeon
  - B. pediatrician
  - C. dentist
  - D. internist
31. The students' duty is to ... in the school.
- A. each
  - B. work
  - C. play
  - D. study
32. "My father's office receives letters from other towns, and from other countries".  
The underlined word means ....
- A. gets
  - B. takes
  - C. buys
  - D. brings
33. Ratna: " What is Rona?  
Juwita: " She is a .... ?"  
She serves food and drink to the guests in the restaurant.
- A. stewardess
  - B. cook
  - C. servant
  - D. waitress
34. Grant is a tailor. He makes ..... .
- A. clothes
  - B. bag
  - C. belt
  - D. ice cream
35. Ayu always gets up at 05.00 every morning.  
The word always means ....

- A. many of time
- B. almost never
- C. all of the time
- D. some of the time

36. Most of the Balinese people are Hindus. They make .... to the Hyang Widhi Wasa in the temple there.

- A. offerings
- B. sculptures
- C. handicrafts
- D. carvings

37. I can't hear anything since my ..... are sick.

- A. eyes
- B. ears
- C. nose
- D. mouth

38. Angga : " Where will you go, Hafidz?"

Hafidz : " I will go to the ....

I want to read some books and magazines."

Angga : " Oh, I see."

- A. laboratory
- B. library
- C. hospital
- D. bookstore

39. A : Can you lend me a hand?

B: Yes, of course. What can I help you?

A: Please, ..... these books to my office.

B : Yes sure, Sir.

- A. put
- B. give
- C. bring
- D. Get



40. She took the shopping ... of the bags.
- A. on
  - B. at
  - C. out
  - D. in
41. The following animals are usually kept as pets, except ....
- A. elephant
  - B. dogs
  - C. horses
  - D. cats
42. Talita likes telling the truth.  
From the information above we know that Talita is a very .... girl.
- A. dishonest
  - B. honest
  - C. naughty
  - D. disobedient
43. I went to dentist yesterday because my ..... were in pain
- A. hands
  - B. fingers
  - C. teeth
  - D. Ears
44. Computer work trainings will produce computer operators, programmers, and mechanics. They in turn, will create new jobs.  
The underlined word "they" refers to ....
- A. Computer work trainings
  - B. Computer courses
  - C. Many private institutions
  - D. Computer operators., programmers, and mechanics
45. My sister went to dentist two days ago because her ..... were in pain.

- A. teeth
- B. ears
- C. hands
- D. fingers

46. Sandra : " What's that?"

Dewi : " Oh, it's cotton."

Sandra : "Do we need it?"

Dewi : "Yes, we need it to make .... ."

- A. houses
- B. roads
- C. food
- D. clothes

47. X : " Look! The waiter is very .... to serve the customers."

Y : " That's right, She is tired too."

- A. sick
- B. busy
- C. strong
- D. pale

48. Indah ..... the match in National Olimpiade. She is very happy.

- A. jumped
- B. lost
- C. celebrated
- D. won

49. Budi : "Do you know the cheapest sport?"

Agung : "Of course."

Budi : "What is it?"

Agung : ".... ."

- A. running
- B. cycling
- C. swimming
- D. boxing

50. The gardener ..... the grass every Monday and Thursday.

- A. cuts
- B. plans
- C. trains
- D. comes

### Key Answer Post-test

- |     |   |     |   |
|-----|---|-----|---|
| 1.  | C | 26. | A |
| 2.  | B | 27. | A |
| 3.  | B | 28. | A |
| 4.  | A | 29. | A |
| 5.  | B | 30. | C |
| 6.  | A | 31. | D |
| 7.  | A | 32. | A |
| 8.  | A | 33. | D |
| 9.  | A | 34. | A |
| 10. | C | 35. | C |

- |     |   |    |   |
|-----|---|----|---|
| 11. | A | 36 | A |
| 12. | C | 37 | B |
| 13. | C | 38 | B |
| 14. | A | 39 | C |
| 15. | D | 40 | B |
| 16. | C | 41 | A |
| 17. | A | 42 | B |
| 18. | C | 43 | C |
| 19. | B | 44 | D |
| 20. | C | 45 | A |
| 21. | A | 46 | D |
| 22. | A | 47 | B |
| 23. | D | 48 | D |
| 24. | C | 49 | A |
| 25. | A | 50 | A |

## Appendix 8

### LIST SAMPLE OF THE RESEARCH

#### EXPERIMENTAL CLASS (VII A)

NO	NAMA	KET
1	AGUNG HERMAWAN	L
2	ARINAH NAJAHAKI	P
3	ANGGI CLAUDIA	P
4	AUNI FIRDINA	P
5	ASMIRANDA	P
6	AR ROHMAN EVAN	L
7	ABDUL QADIR AASYRAFI	L
8	AN-NAFI OZAM MALIK	L
9	FAKHRI ALDO DWIANTORO	L
10	HAMZAH SULAIMAN	L
11	IKHYA ULUMUDIN	L
12	KESYA NIFIA	P
13	LATIPATNISA	P
14	MAYLAFAYATULNISA	P
15	MALISHA	P
16	M FAHMI REZA ALFIAN	L

17	MUHAMMAD FAKHRI SUKMAH	L
18	MUHAMMAD NOUFAL ARDHANDI	L
19	MUHAMMAD MALIK TAJUDIN	L
20	MUHAMMAD RAFI	L
21	MUHAMMAD RAFIQOH FAITH GHAFAR	L
22	MUHAMMAD RIZKI PRATAMA PUTRA	L
22	MUHAMMAD RIZKI AFRIAN	L
23	MURSHOFI AL-HABSI	L
24	NAYA ZASKIA NABILA	P
25	NURI INDAH PERTIWI	P
26	PANDU HIKMAL	P
27	RANDES ATAR HARIS	L
28	RIBBY AULIA	P
29	RIDO SAPUTRA	L
30	SITI INAYAH SAFINATUJANNAH	P
31	SARPA ANDRE DANAKHA	L
32	YUNALDO	L
33	ULFAH DZAKIRAH KASIH	P
34	ZAHRA NUR KHOIRIA	P
35	ZULFA NAFIAH	P

**CONTROL CLASS (VII C)**

NO	NAMA	KET
1	ABI HAMAM	L
2	AIKA A.A	P
3	AKBAR AZHAR	L
4	ABDUL THOLIB	L
5	FARIS SADIQIN	L
6	INTAN KESYA SUWANDI	P
7	IZZAATUL JANNAH	P
8	JAKA HADI WARDANA	L
9	KIKI DEWI SARI	P
10	KEREN SAFITRI	L
11	LALA NUR WIDYA	P
12	LAILI NAZMA	P
13	LUKI PRATAMA	L
14	LUKMAN AZIZ BISRI	L
15	MUHAMMAD HADI	L
16	MUHAMMAD IHASAN ZAKI	L
17	MUHAMMAD JODI PRADANA	L
18	MUHAMMAD KAREL IBRAHIM	L
19	MUHAMMAD NIKO PERDANA	L

20	NINO ARAYANDI	L
21	NASSIRUDIN	L
22	NUR CAHYANI	P
22	NUR ILHAM PRAMUKTI	L
23	OLLA SUHARNIYA	P
24	ONI REVANDO	L
25	OZZAN RIKI Z	L
26	PEBRI RAAMDHAN	L
27	PENI WIDYAWATI	P
28	PUPUT JUNITA SARI	P
29	RAMADAHAN AGUNG PERMADI	L
30	RAKA BINTANG PUTRA	L
31	RICKO SETYAWAN	L
32	RISKA PRATIWI	P
33	RIZA INTAN	P
34	SAFIRA SADIQAH	P
35	SELVI ALFINA	P
36	ZULFA NAFIAH	P



## Appendix 9a RPP of Experimental Class

### RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP 1)

Satuan Pendidikan	: MTs Hassanudin
Kelas/Semester	: VII/I (Experimental Class)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: What People Do
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 1

#### A. Kompetensi Inti

- KI 1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.2 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.3 Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).
4.6 Menyusun teks transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks,	4.6.1. Menyusun teks tulis terkait tindakan memberi dan meminta informasi tentang tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang

dan unsur kebahasaan yang benar dan sesuai konteks.

benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka diharapkan:

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan untuk memberi dan meminta informasi terkait pekerjaan dan kegiatannya.
2. Siswa mampu menyusun teks lisan dan tulis mengenai ungkapan untuk memberi dan meminta informasi terkait pekerjaan dan kegiatannya dengan memperhatikan unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).

### D. Materi Pembelajaran

Teks lisan dan tulis tentang pekerjaan dan kegiatannya.

1. Fungsi sosial  
Menanyakan dan menyatakan jenis pekerjaan dan kegiatannya
2. Jenis-jenis kosa kata yang dijadikan fokus pembelajaran

A farmer	: Petani	Plant rice	: Menanam padi
A teacher	: Guru	Teach	: Mengajar
A housewife	: Ibu rumah tangga	Take care of	: Merawat
A surgeon	: Dokter bedah	Perform surgery	: Melakukan operasi

Clean	: Membersihkan	Draw	: Menggambar
Act	: Akting/berperan	Drive a truck	: Mengendarai truk
Fly an	: Menerbangkan	Design	: Mendesain

airplane	pesawat	buildings	bangunan
Deliver	: Mengantar	File	: Mengarsip
pizzas	pizza	Guard	: Menjaga
Assemble	: Memasang	building	gedung
components	komponen	Grow	: Menanam
Bake	: Membakar	vegetables	sayuran

### 3. Unsur kebahasaan

- a. Ungkapan menanyakan jenis pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima : *What does your father do? How about you, what does your mother do?*
- b. Ungkapan menyatakan fungsi pekerjaan dalam bentuk kalimat *interrogative* yang berterima : *My father is a policeman.*
- c. Ungkapan menanyakan tempat pekerjaan dalam bentuk kalimat *interrogative* yang berterima : *Where does he work?*
- d. Ungkapan menyatakan tempat pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima : *He works in a hospital, I work in a school.*

### **E. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Model pembelajaran : *Discovery Learning*
3. Metode : Role play, discussion

### **F. Media Pembelajaran/Alat/Sumber Pembelajaran**

1. Media : Aplikasi Duolingo
2. Alat/bahan : Spidol dan papan tulis
3. Sumber belajar : Youtube dan buku bahasa Inggris "When English Rings a Bell"

## G. Langkah-langkah Pembelajaran

<b>Kegiatan</b> <b>Kegiatan Pendahuluan</b>	<b>Alokasi</b> <b>waktu</b>
<ul style="list-style-type: none"><li>• Guru mengucapkan salam (<i>greeting</i>).</li><li>• Guru memeriksa kehadiran siswa.</li><li>• Guru bersama dengan siswa membahas secara singkat sejauh mana materi yang telah dipelajari siswa sebelumnya.</li><li>• Guru menjelaskan mengenai tujuan pembelajaran dan agenda kegiatan yang akan dilaksanakan pada pertemuan tersebut.</li><li>• Guru memperkenalkan aplikasi Duolingo dan menginstruksikan siswa untuk mendownload aplikasi tersebut sebagai media pembelajaran untuk beberapa pertemuan kedepan.</li></ul>	10 menit
<b>Kegiatan inti</b>	
<b>Mengamati</b> <ul style="list-style-type: none"><li>• Guru meminta siswa untuk memperhatikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan jenis pekerjaan dan kegiatannya di papan tulis.</li><li>• Guru menyampaikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan jenis pekerjaan dan kegiatannya di papan tulis.</li></ul>	
<b>Mempertanyakan</b> <ul style="list-style-type: none"><li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain terkait beberapa kosa kata atau istilah dalam ungkapan untuk memberi dan meminta informasi terkait dengan jenis pekerjaan dan kegiatannya.</li></ul>	60 menit
<b>Mengeksplorasi</b> <ul style="list-style-type: none"><li>• Guru mengintruksikan siswa untuk memainkan aplikasi Duolingo melalui ponsel pintar masing-masing.</li></ul>	

- 
- Guru meminta siswa untuk membuka kategori yang akan dipelajari hari ini. Kategori “pekerjaan”.
  - Guru memberikan waktu untuk latihan di aplikasi Duolingo selama 15 menit.

### **Mengasosiasi**

- Guru memberikan apresiasi kepada siswa yang telah menyelesaikan tugas terkait jenis pekerjaan dan kegiatannya yang ada di aplikasi Duolingo.

### **Mengkomunikasikan**

- Guru mengintruksikan siswa untuk menyebutkan kosa kata yang ada di aplikasi Duolingo yang telah diketahui terkait jenis pekerjaan dan kegiatannya
- Guru meminta siswa untuk menulis ulang kosa kata terkait jenis pekerjaan dan kegiatannya di buku catatan.
- Guru melafalkan kosa kata terkait jenis pekerjaan dan kegiatannya yang telah dicatat oleh siswa.
- Guru meminta siswa untuk melafalkan ulang apa yang diucapkan oleh guru.
- Guru memeriksa pemahaman siswa beserta tanggapan.
- Guru meminta siswa untuk mengerjakan soal latihan (terlampir di poin A) terkait jenis pekerjaan dan kegiatannya.
- Guru memberikan *feedback* terkait hasil kerja siswa tentang jenis pekerjaan dan kegiatannya.

### **Penutup**

- 
- Guru bersama siswa menyimpulkan dan merefleksikan materi yang telah dipelajari pada pertemuan tersebut. 10 menit
  - Guru mempersilahkan kepada siswa untuk menanyakan hal-hal yang belum dipahami terkait jenis pekerjaan dan kegiatannya.

- Guru mengintruksikan siswa untuk mengerjakan ungkapan untuk memberi dan meminta informasi terkait dengan jenis pekerjaan dan kegiatannya soal (terlampir di poin B) di rumah.
- Guru memberikan salam penutup.

## H. Penilaian

### 1. Indikator Penilaian

- Teknik penilaian : Tertulis
- Bentuk penilaian : Mengisi lembar kerja
- Indikator : Menuliskan jawaban yang paling tepat berdasarkan deskripsi yang telah diberikan terkait jenis pekerjaan dan kegiatannya.

### 2. Instrument Penilaian

#### A. Answer the question bellow!

- This job is related to securing people. They will catch the criminal and give them punishment. Who am I?
- This job is related to helping sick people. They will take care you and give you medicine when you are sick. Who am I?
- I will send you a letter from your friends or your family. Who am I?
- I make trousers, suits, and shirts for customers. Who am I?
- In my village, I get cows, sheep, and buffalo. Who am I?
- I always come when there is a fire to fight. Who am I?

#### B. Complete the table bellow!

No	Friend's names	Question	Answer
1	Beni	....	My father is a farmer. He plants and grows rice

2	Dayu	How about you, Dayu, what does your father do?	He is a ..... He teaches mathematics in junior high school
3	Lisa	Lisa, how about your ..... What does she do?	She's a housewife. She takes good care of us and our house
4	Udin	What does your mother do, Udin?	She's a ..... She performs operations on her patients
5	Edo	How about ....., Edo? What do you do?	I'm a student.

Bandar Lampung, Maret 2022

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**Elviarni, S.Pd**  
NUPTK. 1134754656300063

**Resti Dwi Jayanti**  
NPM. 181140190

Mengetahui,  
Kepala MTs Hassanudin

**H. Janim, S.Pd.I**  
NIP.



## **RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP 2)**

Satuan Pendidikan : MTs Hassanudin  
Kelas/Semester : VII/I (Experimental Class)  
Mata Pelajaran : Bahasa Inggris  
Materi : What Animals Do  
Alokasi Waktu : 2 x 40 menit  
Pertemuan : 2

### **A. Kompetensi Inti**

- KI 1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda.  i. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda.  ii. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).
4.6 Menyusun teks transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang	4.6.1. Menyusun teks tulis terkait tindakan memberi dan meminta informasi tentang tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka diharapkan:

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan untuk memberi dan meminta informasi terkait nama binatang dan kebiasaan/tingkah laku binatang.
2. Siswa mampu menyusun teks tulis mengenai ungkapan untuk memberi dan meminta informasi terkait nama binatang dan kebiasaan/tingkah laku binatang dengan memperhatikan unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).

### D. Materi Pembelajaran

Teks lisan dan tulis tentang nama binatang dan kebiasaan/tingkah laku binatang.

#### 1. Fungsi sosial

Menanyakan dan menyatakan nama binatang dan kebiasaan/tingkah laku binatang.

#### 2. Jenis-jenis kosa kata yang dijadikan fokus pembelajaran

Fish	: Ikan	Horse	: Kuda
Monkey	: Monyet	Bird	: Burung
Elephant	: Gajah	Frog	: Katak
Cat	: Kucing	Tiger	: Harimau
Turtles	: Kura-kura	Dogs	: Anjing

Jump	: Meloncat	Run	: Berlari
Fly	: Terbang	Swim	: Berenang
Climb	: Memanjat	Sleep	: Tidur
Creeps	: Merayap	Bark	: Menggonggong

#### 3. Unsur kebahasaan

- a. Ungkapan menanyakan kebiasaan/tingkah laku binatang dalam bentuk kalimat *interrogative* yang tepat dan berterima : *What does a monkey do? What does a cat like to do? What does a gecko usually do?*
- b. Ungkapan menyatakan kebiasaan/tingkah laku binatang dalam bentuk kalimat *interrogative* yang berterima : *It can climb a tree. It likes to sleep on the sofa.*
- c. Ungkapan menanyakan alasan kebiasaan/tingkah laku binatang dalam bentuk kalimat *interrogative* yang berterima : *Why do you think a horse is strong? Why do you think a seal is clever?*
- d. Ungkapan menyatakan alasan kebiasaan/tingkah laku binatang dalam bentuk kalimat pernyataan yang tepat dan berterima : *Because it can lift heavy things.*

#### **E. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Model pembelajaran : *Discovery Learning*
3. Metode : Role play, simulasi, discussion, ceramah

#### **F. Media Pembelajaran/Alat/Sumber Pembelajaran**

1. Media : Duolingo
2. Alat/bahan : Lembar kerja siswa, laptop, proyektor
3. Sumber belajar : Buku bahasa Inggris kelas XI (Kemdikbud) dan internet.

#### **G. Langkah-langkah Pembelajaran**

Kegiatan	Alokasi waktu
Kegiatan Pendahuluan	waktu
<ul style="list-style-type: none"> <li>• Guru mengucapkan salam (<i>greeting</i>).</li> <li>• Guru memeriksa kehadiran siswa.</li> <li>• Guru bersama dengan siswa membahas PR yang telah dipelajari siswa sebelumnya terkait pekerjaan dan kegiatannya dan memberikan <i>feedback</i>.</li> </ul>	10 menit

- 
- Guru menjelaskan mengenai tujuan pembelajaran dan agenda kegiatan yang akan dilaksanakan pada pertemuan hari ini.
  - Guru memberikan motivasi dan games sederhana untuk meningkatkan semangat siswa dalam belajar bahasa Inggris pada pertemuan tersebut.

### **Kegiatan inti**

---

#### **Mengamati**

- Guru meminta siswa untuk memperhatikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan nama binatang dan kebiasaan/tingkah laku binatang melalui power point yang telah disiapkan.
- Guru menyampaikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan nama binatang dan kebiasaan/tingkah laku binatang di depan kelas.

#### **Mempertanyakan**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain terkait beberapa kosa kata atau istilah dalam ungkapan untuk memberi dan meminta informasi terkait dengan nama binatang dan kebiasaan/tingkah laku binatang.

60 menit

#### **Mengeksplorasi**

- Guru mengintruksikan siswa untuk memainkan aplikasi Duolingo melalui ponsel pintar masing-masing.
- Guru meminta siswa untuk membuka kategori yang akan dipelajari hari ini. Yaitu kategori “hewan”.
- Guru memberikan waktu untuk latihan di aplikasi Duolingo selama 15 menit.

#### **Mengasosiasi**

- 
- Guru memberikan apresiasi kepada siswa yang telah menyelesaikan tugas terkait jenis pekerjaan dan kegiatannya yang ada di aplikasi Duolingo.

### **Mengkomunikasikan**

- Guru mengintruksikan siswa untuk menyebutkan kosa kata yang ada di aplikasi Duolingo yang telah diketahui terkait nama binatang dan kebiasaan/tingkah laku binatang.
- Guru meminta siswa untuk menulis ulang kosa kata terkait nama binatang dan kebiasaan/tingkah laku binatang.
- Guru melafalkan kosa kata terkait nama binatang dan kebiasaan/tingkah laku binatang yang telah dicatat oleh siswa.
- Guru meminta siswa untuk melafalkan ulang apa yang diucapkan oleh guru.
- Guru memeriksa pemahaman siswa beserta tanggapan.
- Guru meminta siswa untuk mengerjakan soal latihan (terlampir di poin A) terkait nama binatang dan kebiasaan/tingkah laku binatang.
- Guru memberikat *feedback* terkait hasil kerja siswa tentang nama binatang dan kebiasaan/tingkah laku binatang.

### **Penutup**

- 
- Guru bersama siswa menyimpulkan dan merefleksikan materi yang telah dipelajari pada pertemuan tersebut. 10 menit
  - Guru mempersilahkan kepada siswa untuk menanyakan hal-hal yang belum dipahami terkait nama binatang dan kebiasaan/tingkah laku binatang.
  - Guru mengintruksikan siswa untuk mengerjakan ungkapan untuk memberi dan meminta informasi terkait dengan nama binatang dan kebiasaan/tingkah

---

laku binatang soal (terlampir di poin B) di rumah.

- Guru memberikan salam penutup.

## H. Penilaian

### 1. Indikator Penilaian

- a. Teknik penilaian : Tertulis
- b. Bentuk penilaian : Mengisi lembar kerja
- c. Indikator : Menentukan dan menanyakan nama binatang dan kebiasaan/tingkah laku binatang

### 3. Instrument Penilaian

#### A. Complete the short dialogs with appropriate words!

1. Aries : Why do you think a horse is strong?  
Bayu : Because it can .... heavy things.
2. Angga : Why do you think a seal is clever?  
Bunga : Because it can .... with a ball.
3. John : Why do you think a peacock is beautiful?  
Putri : Because it can ... its colorful wings.
4. Davish : What does the monkey usually do?  
Danish : It usually ... the tree to play with its group.
5. Husna : What can the girrafe do?  
Hilmi : It can ... the leaves from the high tree.

#### B. Complete the table bellow based on the animals that you know!

No	Asking for information about Animal's action/behavior	Giving information about Animal's action/behavior
1	What can a monkey do?	It can climb a tree.
2	What does a cat like to do?	It likes to sleep on the sofa
3	What does a gecko ussually do?	It usually creeps on the wall to chase mosquito.

4 .....  
.....

5 .....  
.....

6 .....  
.....

7 .....  
.....

Bandar Lampung, Maret 2022

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**Elviarni, S.Pd**  
NUPTK. 1134754656300063

**Resti Dwi Jayanti**  
NPM. 181140190

Mengetahui,  
Kepala MTs Hassanudin

**H. Janim, S.Pd.I**  
NIP.



## **RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP 3)**

Satuan Pendidikan : MTs Hassanudin  
Kelas/Semester : VII/I (Experimental Class)  
Mata Pelajaran : Bahasa Inggris  
Materi : What We Use the Things For  
Alokasi Waktu : 2 x 40 menit  
Pertemuan : 3

### **A. Kompetensi Inti**

- KI 1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	3.6.1. Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.2. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.3. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).
4.6 Menyusun teks transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks,	4.6.1. Menyusun teks tulis terkait tindakan memberi dan meminta informasi tentang tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang

dan unsur kebahasaan yang benar dan sesuai konteks.

benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka diharapkan:

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan untuk memberi dan meminta informasi terkait fungsi benda.
2. Siswa mampu menyusun teks lisan dan tulis mengenai ungkapan untuk memberi dan meminta informasi terkait fungsi benda dengan memperhatikan unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).

### D. Materi Pembelajaran

1. Fungsi sosial

Menanyakan dan menyatakan nama benda dan fungsinya.

2. Jenis-jenis kosa kata yang dijadikan fokus pembelajaran

Apron	: Celemek	Whisk	: Pengocok
Bread basket	: Keranjang roti	Strainer	: Saringan teh
Measuring cup	: Gelas pengukur	Streak hammer	: Palu steak
Baking tray	: Nampan kue	Spatula	: Sudip
Spice container	: Tempat bumbu	Mesh skimmer	: Skimmer jala
Chopping board	: Talenan	Cleaver	: Pisau daging besar
Grater	: Parutan	Ladle	: Sendok sayur
Salad	: Pemintal	Corkscrew	: Pembuka

spinner	salad		sumbat botol
			:
Colander	: Saringan	Cake slice	Pemotong/irisian kue
Butter dish	: Hidangan mentega	Frying pan	: Penggorengan
Oven glove	: Sarung tangan	Preassure cooker	: Panci presto
Napkin	: Oven	Cooker	: Panci pemasak makanan
			: Sumpit
Chopsticks	Serbet	Rolling pin	penggiling adonan

### 3. Unsur kebahasaan

- a. Ungkapan menanyakan nama benda dan fungsinya dalam bentuk kalimat *interrogative* yang tepat dan berterima : *What is the function of frying pan? What is the electric mixer for?*
- b. Ungkapan menyatakan nama benda dan fungsinya dalam bentuk kalimat *interrogative* yang berterima : *It function is for frying something. It is for beating some sugar and eggs.*

### E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model pembelajaran : *Discovery Learning*
3. Metode : Pair work, role play

### F. Media Pembelajaran/Alat/Sumber Pembelajaran

1. Media : Aplikasi Duolingo
2. Alat/bahan : Laptop, spidol, papan tulis dan proyektor
3. Sumber belajar : Youtube dan internet

## G. Langkah-langkah Pembelajaran

<b>Kegiatan</b> <b>Kegiatan Pendahuluan</b>	<b>Alokasi</b> <b>waktu</b>
<ul style="list-style-type: none"><li>• Guru mengucapkan salam (<i>greeting</i>).</li><li>• Guru memeriksa kehadiran siswa.</li><li>• Guru bersama dengan siswa membahas PR yang telah dipelajari siswa sebelumnya terkait nama binatang dan tingkah laku/kebiasaan binatang dan memberikan <i>feedback</i>.</li><li>• Guru menjelaskan mengenai tujuan pembelajaran dan agenda kegiatan yang akan dilaksanakan pada pertemuan hari ini.</li><li>• Guru memberikan motivasi dan games untuk meningkatkan semangat siswa dalam belajar bahasa Inggris pada pertemuan tersebut.</li></ul>	10 menit
<b>Kegiatan inti</b>	
<b>Mengamati</b> <ul style="list-style-type: none"><li>• Guru meminta siswa untuk memperhatikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan terkait fungsi benda melalui power point yang telah disiapkan.</li><li>• Guru menyampaikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan terkait fungsi benda di depan kelas.</li></ul>	60 menit
<b>Mempertanyakan</b> <ul style="list-style-type: none"><li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain terkait beberapa kosa kata atau istilah dalam ungkapan untuk memberi dan meminta informasi terkait dengan terkait fungsi benda.</li></ul>	
<b>Mengeksplorasi</b> <ul style="list-style-type: none"><li>• Guru mengintruksikan siswa untuk memainkan aplikasi Duolingo melalui ponsel pintar masing-</li></ul>	

---

masing.

- Guru meminta siswa untuk membuka kategori yang akan dipelajari hari ini. Yaitu kategori “benda”.
- Guru memberikan waktu untuk latihan di aplikasi Duolingo selama 15 menit.

### **Mengasosiasi**

- Guru memberikan apresiasi kepada siswa yang telah menyelesaikan tugas terkait jenis pekerjaan dan kegiatannya yang ada di aplikasi Duolingo.

### **Mengkomunikasikan**

- Guru mengintruksikan siswa untuk menyebutkan kosa kata yang ada di aplikasi Duolingo yang telah diketahui terkait terkait fungsi benda.
- Guru meminta siswa untuk menulis ulang kosa kata terkait fungsi benda.
- Guru melafalkan kosa kata terkait fungsi benda yang telah dicatat oleh siswa.
- Guru meminta siswa untuk melafalkan ulang apa yang diucapkan oleh guru.
- Guru memeriksa pemahaman siswa beserta tanggapan.
- Guru meminta siswa untuk mengerjakan soal latihan (terlampir di poin A dan B) terkait terkait fungsi benda.
- Guru bersama dengan siswa membahas hasil kerja siswa terkait fungsi benda.
- Guru memberikan *feedback* terkait hasil kerja siswa terkait fungsi benda.

### **Penutup**

---

- Guru bersama siswa menyimpulkan dan merefleksikan materi yang telah dipelajari pada pertemuan tersebut. 10 menit
- Guru mempersilahkan kepada siswa untuk menanyakan hal-hal yang belum dipahami terkait fungsi benda.
- Guru memberikan salam penutup.

## H. Penilaian

### 1. Indikator Penilaian

- Teknik penilaian : Tertulis
- Bentuk penilaian : Mengisi lembar kerja
- Indikator : Menentukan dan menanyakan fungsi benda

### 2. Instrument Penilaian

#### A. *Complete the sentences with appropriate words!*

- Rice can be cooked using a gas stove or ....
- Beat eggs and sugar with an electric ....
- The soup is warming up on the ....
- She puts pepper, sugar, salt in different ....
- You can roll the dough slitly with ....

#### B. *Complete the table bellow based on thr things on your kitchen!*

N o	Asking for about the fuction of the things	Giving informastion about the function of the things
1	What is the function of a frying pan?	Its function is for frying something.
2	What do you use rice cooker for?	We use rice cooker for cooking rice.
3	What is the electric mixer for?	It is for beating some sugar and eggs.
4	.....	.....

.....

5 .....  
.....

6 .....  
.....

7 .....  
.....

Bandar Lampung Maret, 2022

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**Elviarni, S.Pd**  
NUPTK. 1134754656300063

**Resti Dwi Jayanti**  
NPM. 181140190

Mengetahui,  
Kepala MTs Hassanudin

**H. Janim, S.Pd.I**  
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## Appendix 9b RPP of Control Class

### RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP 1)

Satuan Pendidikan	: MTs Hassanudin
Kelas/Semester	: VII/I (Control Class)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: What People Do
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 1

#### A. Kompetensi Inti

- KI 1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	3.6.4 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.5 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.6 Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).
4.6 Menyusun teks transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, dengan	4.6.1. Menyusun teks tulis terkait tindakan memberi dan meminta informasi tentang tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks, dan

fungsi sosial, struktur teks,  
dan unsur kebahasaan yang  
benar dan sesuai konteks.

unsur kebahasaan yang  
benar dan sesuai  
konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka diharapkan:

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan untuk memberi dan meminta informasi terkait pekerjaan dan kegiatannya.
2. Siswa mampu menyusun teks lisan dan tulis mengenai ungkapan untuk memberi dan meminta informasi terkait pekerjaan dan kegiatannya dengan memperhatikan unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).

### D. Materi Pembelajaran

Teks lisan dan tulis tentang pekerjaan dan kegiatannya.

1. Fungsi sosial  
Menanyakan dan menyatakan jenis pekerjaan dan kegiatannya
2. Jenis-jenis kosa kata yang dijadikan fokus pembelajaran

A farmer	: Petani	Plant rice	: Menanam padi
A teacher	: Guru	Teach	: Mengajar
A housewife	: Ibu rumah tangga	Take care of	: Merawat
A surgeon	: Dokter bedah	Perform surgery	: Melakukan operasi

Clean	: Membersihkan	Draw	: Menggambar
Act	:	Drive a	:

	Akting/berperan	truck	Mengendarai truk
Fly an airplane	: Menerbangkan pesawat	Design buildings	: Mendesain bangunan
Deliver pizzas	: Mengantar pizza	File	: Mengarsip
Assemble components	: Memasang komponen	Guard building	: Menjaga gedung
Bake	: Membakar	Grow vegetables	: Menanam sayuran

### 3. Unsur kebahasaan

- a. Ungkapan menanyakan jenis pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima : *What does your father do? How about you, what does your mother do?*
- b. Ungkapan menyatakan fungsi pekerjaan dalam bentuk kalimat *interrogative* yang berterima : *My father is a policeman.*
- c. Ungkapan menanyakan tempat pekerjaan dalam bentuk kalimat *interrogative* yang berterima : *Where does he work?*
- d. Ungkapan menyatakan tempat pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima : *He works in a hospital, I work in a school.*

### E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model pembelajaran : *Discovery Learning*
3. Metode : Role play, discussion

### F. Media Pembelajaran/Alat/Sumber Pembelajaran

1. Media : Kamus
2. Alat/bahan : Spidol dan papan tulis

3. Sumber belajar : Youtube dan buku bahasa Inggris  
“When English Rings a Bell”

## G. Langkah-langkah Pembelajaran

Kegiatan Kegiatan Pendahuluan	Alokasi waktu
<ul style="list-style-type: none"> <li>• Guru mengucapkan salam (<i>greeting</i>).</li> <li>• Guru memeriksa kehadiran siswa.</li> <li>• Guru bersama dengan siswa membahas secara singkat sejauh mana materi yang telah dipelajari siswa sebelumnya.</li> <li>• Guru menjelaskan mengenai tujuan pembelajaran dan agenda kegiatan yang akan dilaksanakan pada pertemuan tersebut.</li> <li>• Guru memberikan motivasi dan games sederhana untuk meningkatkan semangat siswa dalam belajar bahasa Inggris.</li> </ul>	10 menit
<b>Kegiatan inti</b>	
<b>Mengamati</b>	
<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk memperhatikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan jenis pekerjaan dan kegiatannya di papan tulis.</li> <li>• Guru menyampaikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan jenis pekerjaan dan kegiatannya di papan tulis.</li> </ul>	60 menit
<b>Mempertanyakan</b>	
<ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain terkait beberapa kosa kata atau istilah dalam ungkapan untuk memberi dan meminta informasi terkait dengan jenis pekerjaan dan kegiatannya.</li> </ul>	
<b>Mengeksplorasi</b>	

- 
- Guru mengintruksikan siswa untuk membuka kamus masing-masing dan mencatat kosa kata yang berkaitan dengan jenis pekerjaan dan kegiatannya sebanyak mungkin di buku catatan.

### **Mengasosiasi**

- Guru memberikan apresiasi kepada siswa yang telah mendapatkan banyak kosa kata terkait jenis pekerjaan dan kegiatannya dari kamus.

### **Mengkomunikasikan**

- Guru mengintruksikan siswa untuk menyebutkan kosa kata yang telah didapat dari kamus terkait jenis pekerjaan dan kegiatannya
- Guru melafalkan kosa kata terkait jenis pekerjaan dan kegiatannya yang telah dicatat oleh siswa.
- Guru meminta siswa untuk melafalkan ulang apa yang diucapkan oleh guru terkait jenis pekerjaan dan kegiatannya.
- Guru memeriksa pemahaman siswa beserta tanggapan.
- Guru meminta siswa untuk mengerjakan soal latihan (terlampir di poin A) terkait jenis pekerjaan dan kegiatannya.
- Guru memberikat *feedback* terkait hasil kerja siswa tentang jenis pekerjaan dan kegiatannya.

### **Penutup**

- 
- Guru bersama siswa menyimpulkan dan merefleksikan materi yang telah dipelajari pada pertemuan tersebut. 10 menit
  - Guru mempersilahkan kepada siswa untuk menanyakan hal-hal yang belum dipahami terkait jenis pekerjaan dan kegiatannya.

- 
- Guru mengintruksikan siswa untuk mengerjakan ungkapan untuk memberi dan meminta informasi terkait dengan jenis pekerjaan dan kegiatannya soal (terlampir di poin B) di rumah.
  - Guru memberikan salam penutup.

## **H. Penilaian**

### **1. Indikator Penilaian**

- a. Teknik penilaian : Tertulis
- b. Bentuk penilaian : Mengisi lembar kerja
- c. Indikator : Menuliskan jawaban yang paling tepat berdasarkan deskripsi yang telah diberikan terkait jenis pekerjaan dan kegiatannya.

### **2. Instrument Penilaian**

#### **a. *Answer the question bellow!***

1. This job is related to securing people. They will catch the criminal and give them punishment. Who am I?
2. This job is related to helping sick people. They will take care you and give you medicine when you are sick. Who am I?
3. I will send tou a letter from your friends or yor family. Who am I?
4. I make trousers, suits, and shirts for customers. Who am I?
5. In my village, I get cows, sheep, and buffalo. Who am I?
6. I always come when there is a fire to fight. Who am I?

b. Complete the table below!

No	Friend's names	Question	Answer
1	Beni	....	My father is a farmer. He plants and grows rice
2	Dayu	How about you, Dayu, what does your father do?	He is a ..... He teaches mathematics in junior high school
3	Lisa	Lisa, how about your ..... What does she do?	She's a housewife. She takes a good care of us and our house
4	Udin	What does you mother do, Udin?	She's a ..... She performs operations on her patients
5	Edo	How about ....., Edo? What do you do?	I'am a student.

Terusan Nunyai, Maret 2022

Guru Bahasa Inggris,

Mahasiswa Peneliti,

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NIP.



## **RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP 2)**

Satuan Pendidikan	: MTs Hassanudin
Kelas/Semester	: VII/I (Control Class)
Mata Pelajaran	: Bahasa Inggris
Materi	: What Animals Do
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 2

### **A. Kompetensi Inti**

- KI 1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

## **Kompetensi Dasar**

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)

4.6 Menyusun teks transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **Indikator Pencapaian Kompetensi**

3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda.

i. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda.

7. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).

4.6.1. Menyusun teks tulis terkait tindakan memberi dan meminta informasi tentang tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka diharapkan:

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan untuk memberi dan meminta informasi terkait nama binatang dan kebiasaan/tingkah laku binatang.
2. Siswa mampu menyusun teks tulis mengenai ungkapan untuk memberi dan meminta informasi terkait nama binatang dan kebiasaan/tingkah laku binatang dengan memperhatikan unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).

### D. Materi Pembelajaran

Teks lisan dan tulis tentang nama binatang dan kebiasaan/tingkah laku binatang.

1. Fungsi sosial

Menanyakan dan menyatakan nama binatang dan kebiasaan/tingkah laku binatang.

2. Jenis-jenis kosa kata yang dijadikan fokus pembelajaran

Fish	: Ikan	Horse	: Kuda
Monkey	: Monyet	Bird	: Burung
Elephant	: Gajah	Frog	: Katak
Cat	: Kucing	Tiger	: Harimau
Turtles	: Kura-kura	Dogs	: Anjing

Jump	: Meloncat	Run	: Berlari
Fly	: Terbang	Swim	: Berenang
Climb	: Memanjat	Sleep	: Tidur
Creeps	: Merayap	Bark	: Menggonggong

3. Unsur kebahasaan

- a. Ungkapan menanyakan kebiasaan/tingkah laku binatang dalam bentuk kalimat *interrogative* yang tepat dan

berterima : *What does a monkey do? What does a cat like to do? What does a gecko usually do?*

- b. Ungkapan menyatakan kebiasaan/tingkah laku binatang dalam bentuk kalimat *interrogative* yang berterima : *It can climb a tree. It likes to sleep on the sofa.*
- c. Ungkapan menanyakan alasan kebiasaan/tingkah laku binatang dalam bentuk kalimat *interrogative* yang berterima : *Why do you think a horse is strong? Why do you think a seal is clever?*
- d. Ungkapan menyatakan alasan kebiasaan/tingkah laku binatang dalam bentuk kalimat pernyataan yang tepat dan berterima : *Because it can lift heavy things.*

#### **E. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Model pembelajaran : *Discovery Learning*
3. Metode : Role play, discussion, ceramah

#### **F. Media Pembelajaran/Alat/Sumber Pembelajaran**

1. Media : Kamus
2. Alat/bahan : Lembar kerja siswa, laptop, proyektor
3. Sumber belajar : Buku bahasa Inggris kelas XI (Kemdikbud) dan internet.

#### **G. Langkah-langkah Pembelajaran**

<b>Kegiatan</b>	<b>Alokasi waktu</b>
<b>Kegiatan Pendahuluan</b>	
<ul style="list-style-type: none"><li>• Guru mengucapkan salam (<i>greeting</i>).</li><li>• Guru memeriksa kehadiran siswa.</li><li>• Guru bersama dengan siswa membahas PR yang telah dipelajari siswa sebelumnya terkait pekerjaan dan kegiatannya dan memberikan <i>feedback</i>.</li><li>• Guru menjelaskan mengenai tujuan pembelajaran dan agenda kegiatan yang akan</li></ul>	10 menit

---

dilaksanakan pada pertemuan hari ini.

- Guru memberikan games untuk meningkatkan semangat siswa dalam belajar bahasa Inggris pada pertemuan tersebut.

### **Kegiatan inti**

---

#### **Mengamati**

- Guru meminta siswa untuk memperhatikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan nama binatang dan kebiasaan/tingkah laku binatang melalui power point yang telah disiapkan.
- Guru menyampaikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan nama binatang dan kebiasaan/tingkah laku binatang di depan kelas.

#### **Mempertanyakan**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain terkait beberapa kosa kata atau istilah dalam ungkapan untuk memberi dan meminta informasi terkait dengan nama binatang dan kebiasaan/tingkah laku binatang.

60 menit

#### **Mengeksplorasi**

- Guru mengintruksikan siswa untuk membuka kamus masing-masing dan mencatat kosa kata yang berkaitan dengan jenis nama binatang dan kebiasaan/tingkah laku binatang sebanyak mungkin di buku catatan.

#### **Mengasosiasi**

- Guru memberikan apresiasi kepada siswa yang telah mendapatkan banyak kosa kata terkait nama binatang dan kebiasaan/tingkah laku binatang dari kamus.

---

## **Mengkomunikasikan**

- Guru mengintruksikan siswa untuk menyebutkan kosa kata yang telah didapat dari kamus terkait nama binatang dan kebiasaan/tingkah laku binatang.
- Guru melafalkan kosa kata terkait nama binatang dan kebiasaan/tingkah laku binatang yang telah dicatat oleh siswa.
- Guru meminta siswa untuk melafalkan ulang apa yang diucapkan oleh guru terkait nama binatang dan kebiasaan/tingkah laku binatang
- Guru memeriksa pemahaman siswa beserta tanggapan.
- Guru meminta siswa untuk mengerjakan soal latihan (terlampir di poin A) terkait nama binatang dan kebiasaan/tingkah laku binatang.
- Guru memberikat *feedback* terkait hasil kerja siswa tentang nama binatang dan kebiasaan/tingkah laku binatang

## **Penutup**

- 
- |   |          |
|---|----------|
| <ul style="list-style-type: none"><li>• Guru bersama siswa menyimpulkan dan merefleksikan materi yang telah dipelajari pada pertemuan tersebut.</li><li>• Guru mempersilahkan kepada siswa untuk menanyakan hal-hal yang belum dipahami terkait nama binatang dan kebiasaan/tingkah laku binatang.</li><li>• Guru mengintruksikan siswa untuk mengerjakan ungkapan untuk memberi dan meminta informasi terkait dengan nama binatang dan kebiasaan/tingkah laku binatang soal (terlampir di poin B) di rumah.</li><li>• Guru memberikan salam penutup.</li></ul> | 10 menit |
|---|----------|

## H. Penilaian

### 1. Indikator Penilaian

- a. Teknik penilaian : Tertulis
- b. Bentuk penilaian : Mengisi lembar kerja
- c. Indikator : Menentukan dan menanyakan nama binatang dan kebiasaan/tingkah laku binatang

### 2. Instrument Penilaian

#### A. *Complete the short dialogs with appropriate words!*

1. Aries : Why do you think a horse is strong?  
Bayu : Because it can .... heavy things.
  
2. Angga : Why do you think a seal is clever?  
Bunga : Because it can .... with a ball.
  
3. John : Why do you think a peacock is beautiful?  
Putri : Because it can ... its colorful wings.
  
4. Davish : What does the monkey usually do?  
Danish : It usually ... the tree to play with its group.
  
5. Husna : What can the girrafe do?  
Hilmi : It can ... the leaves from the high tree.

#### C. *Complete the table bellow based on the animals that you know!*

	Asking for information about Animal's action/behavior	Giving information about Animal's action/behavior
1	What can a monkey do?	It can climb a tree.
2	What does a cat like to do?	It likes to sleep on the sofa

3	What does a gecko usually do?	It usually creeps on the wall to chase mosquito.
4	..... .....	..... .....
5	..... .....	..... .....
6	..... .....	..... .....
7	..... .....	..... .....

Bandar Lampung, Maret 2022

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**Elviarni, S.Pd**  
**NUPTK. 1134754656300063**

**Resti Dwi Jayanti**  
**NPM. 181140190**

Mengetahui,  
Kepala MTs Hassanudin

**H. Janim, S.Pd.I**  
**NIP.**



## **RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP 3)**

Satuan Pendidikan : MTs Hassanudin  
Kelas/Semester : VII/I (Control Class)  
Mata Pelajaran : Bahasa Inggris  
Materi : What We Use the Things For  
Alokasi Waktu : 2 x 40 menit  
Pertemuan : 3

### **A. Kompetensi Inti**

- KI 1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.2 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.3 Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).
4.6 Menyusun teks transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda,	4.6.1. Menyusun teks tulis terkait tindakan memberi dan meminta informasi tentang tingkah laku/tindakan/fungsi orang, binatang, benda, dengan fungsi

dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka diharapkan:

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan untuk memberi dan meminta informasi terkait fungsi benda.
2. Siswa mampu menyusun teks lisan dan tulis mengenai ungkapan untuk memberi dan meminta informasi terkait fungsi benda dengan memperhatikan unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense).

### D. Materi Pembelajaran

1. Fungsi sosial  
Menanyakan dan menyatakan nama benda dan fungsinya.
2. Jenis-jenis kosa kata yang dijadikan fokus pembelajaran

Apron	: Celemek	Whisk	: Pengocok
Bread basket	: Keranjang roti	Strainer	: Saringan teh
Measuring cup	: Gelas pengukur	Streak hammer	: Palu steak
Baking tray	: Nampan kue	Spatula	: Sudip
Spice container	: Tempat bumbu	Mesh skimmer	: Skimmer jala
Chopping board	: Talenan	Cleaver	: Pisau daging besar
Grater	: Parutan	Ladle	: Sendok sayur
Salad spinner	: Pemintal salad	Corkscrew	: Pembuka sumbat botol

Colander	: Saringan	Cake slice	: Pemotong/irisan kue
Butter dish	: Hidangan mentega	Frying pan	: Penggorengan
Oven glove	: Sarung tangan	Preassure cooker	: Panci presto
Napkin	: Oven	Cooker	: Panci pemasak makanan
Chopsticks	Serbet	Rolling pin	: Sumpit penggiling adonan

### 3. Unsur kebahasaan

- a. Ungkapan menanyakan nama benda dan fungsinya dalam bentuk kalimat *interrogative* yang tepat dan berterima : *What is the function of frying pan? What is the electric mixer for?*
- b. Ungkapan menyatakan nama benda dan fungsinya dalam bentuk kalimat *interrogative* yang berterima : *It function is for frying something. It is for beating some sugar and eggs.*

### E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model pembelajaran : *Discovery Learning*
3. Metode : Pair work, role play

### F. Media Pembelajaran/Alat/Sumber Pembelajaran

1. Media : Kamus
2. Alat/bahan : Laptop, spidol, papan tulis dan proyektor
3. Sumber belajar : Youtube dan internet

## G. Langkah-langkah Pembelajaran

<b>Kegiatan Kegiatan Pendahuluan</b>	<b>Alokasi waktu</b>
<ul style="list-style-type: none"><li>• Guru mengucapkan salam (<i>greeting</i>).</li><li>• Guru memeriksa kehadiran siswa.</li><li>• Guru bersama dengan siswa membahas PR yang telah dipelajari siswa sebelumnya terkait nama binatang dan tingkah laku/kebiasaan binatang dan memberikan <i>feedback</i>.</li><li>• Guru menjelaskan mengenai tujuan pembelajaran dan agenda kegiatan yang akan dilaksanakan pada pertemuan hari ini.</li><li>• Guru memberikan motivasi dan games untuk meningkatkan semangat siswa dalam belajar bahasa Inggris pada pertemuan tersebut.</li></ul>	10 menit
<b>Kegiatan inti</b>	
<b>Mengamati</b> <ul style="list-style-type: none"><li>• Guru meminta siswa untuk memperhatikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan terkait fungsi benda melalui power point yang telah disiapkan.</li><li>• Guru menyampaikan materi tentang ungkapan untuk memberi dan meminta informasi terkait dengan terkait fungsi benda di depan kelas.</li></ul>	60 menit
<b>Mempertanyakan</b> <ul style="list-style-type: none"><li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain terkait beberapa kosa kata atau istilah dalam ungkapan untuk memberi dan meminta informasi terkait terkait fungsi benda</li></ul>	
<b>Mengeksplorasi</b> <ul style="list-style-type: none"><li>• Guru mengintruksikan siswa untuk membuka kamus masing-masing dan mencatat kosa kata</li></ul>	

---

yang berkaitan dengan fungsi benda sebanyak mungkin di buku catatan.

### **Mengasosiasi**

- Guru memberikan apresiasi kepada siswa yang telah mendapatkan banyak kosa kata terkait fungsi benda dari kamus.

### **Mengkomunikasikan**

- Guru mengintruksikan siswa untuk menyebutkan kosa kata yang telah didapat dari kamus terkait fungsi benda .
- Guru melafalkan kosa kata terkait fungsi benda yang telah dicatat oleh siswa.
- Guru meminta siswa untuk melafalkan ulang apa yang diucapkan oleh guru terkait fungsi benda.
- Guru memeriksa pemahaman siswa beserta tanggapan.
- Guru meminta siswa untuk mengerjakan soal latihan (terlampir di poin A dan B) terkait fungsi benda.
- Guru memberikat *feedback* terkait hasil kerja siswa tentang fungsi benda.

### **Penutup**

- 
- Guru bersama siswa menyimpulkan dan merefleksikan materi yang telah dipelajari pada pertemuan tersebut. 10 menit
  - Guru mempersilahkan kepada siswa untuk menanyakan hal-hal yang belum dipahami terkait fungsi benda.
  - Guru memberikan salam penutup.

## H. Penilaian

### 1. Indikator Penilaian

- a. Teknik penilaian : Tertulis
- b. Bentuk penilaian : Mengisi lembar kerja
- c. Indikator : Menentukan dan menanyakan fungsi benda

### 2. Instrument Penilaian

#### A. Complete the sentences with appropriate words!

1. Rice can be cooked using a gas stove or ....
2. Beat eggs and sugar with an electric ....
3. The soup is warming up on the ....
4. She puts pepper, sugar, salt in different ....
5. You can roll the dough slitly with ....

#### B. Complete the table bellow based on thr things on your kitchen!

No	Asking for about the fuction of the things	Giving information about the function of the things
1	What is the function of a frying pan?	Its function is for frying somenthing.
2	What do you use rice cooker for?	We use rice cooker for cooking rice.
3	What is the electric mixer for?	It is for beating some sugar and eggs.
4	..... ..	..... ..
5	..... ..	..... ..
6	.....	.....

..

..

.....

.....

7

..

..

Bandar Lampung ,Maret 2022

Guru Bahasa Inggris,

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Kepala MTs Hassanudin

**H. Janim, S.Pd.I**  
NIP.



**1. Control Class**

**2.**

<b>No</b>	<b>Students' Code</b>	<b>Score</b>
1	F1	63
2	F2	63
3	F3	53
4	F4	53
5	F5	53
6	F6	51
7	F7	52
8	F8	55
9	F9	51
10	F10	49
11	F11	51
12	F12	45
13	F13	64
14	F14	54

15	F15	57
16	F16	70
17	F17	56
18	F18	71
19	F19	40
20	F20	49
21	F21	40
22	F22	57
23	F23	60
24	F24	52
25	F25	51
26	F26	38
27	F27	40
28	F28	54
29	F29	57
30	F30	54

## Appendix 10

### POST TEST

#### 1. Experimental Class Class

#### 2. Control

No	Students' Code	Score
1	A1	68
2	A2	75
3	A3	80
4	A4	65
5	A5	60
6	A6	76
7	A7	78
8	A8	68
9	A9	70
10	A10	73
11	A11	60
12	A12	80
13	A13	76
14	A14	65
15	A15	78
16	A16	82
17	A17	79
18	A18	60
19	A19	75
20	A20	70
21	A21	78
22	A22	68
23	A23	70
24	A24	80
25	A25	65
26	A26	80

27	A27	78
28	A28	78
29	A29	65
30	A30	65

No	Students' Code	Score
1	F1	75
2	F2	72
3	F3	53
4	F4	52
5	F5	64
6	F6	51
7	F7	71
8	F8	48
9	F9	39
10	F10	54
11	F11	65
12	F12	76
13	F13	65
14	F14	57
15	F15	40
16	F16	67
17	F17	60
18	F18	75
19	F19	64
20	F20	57
21	F21	63
22	F22	72
23	F23	75
24	F24	64
25	F25	64
26	F26	58

27	F27	78
28	F28	53
29	F29	65
30	F30	49

## Appendix 11

### Gain Score of Pre-test and Post-test in Experimental Class and Control Class

<b>N o.</b>	<b>Co de</b>	<b>Pret est</b>	<b>Postt est</b>	<b>Ga in</b>	<b>N o.</b>	<b>Co de</b>	<b>Pret est</b>	<b>Postt est</b>	<b>Ga in</b>
1	A1	55	68	13	1	F1	63	75	12
2	A2	63	75	12	2	F2	63	72	9
3	A3	62	80	18	3	F3	53	53	0
4	A4	59	65	6	4	F4	52	53	1
5	A5	54	60	6	5	F5	53	54	11
6	A6	55	76	21	6	F6	51	51	0
7	A7	56	78	22	7	F7	52	71	19
8	A8	51	68	17	8	F8	48	55	7
9	A9	50	70	20	9	F9	39	51	12
10	A1 0	62	73	11	10	F10	49	54	5
11	A1 1	45	60	15	11	F11	51	55	14
12	A1 2	62	80	18	12	F12	45	76	31
13	A1 3	53	76	23	13	F13	64	55	1

14	A1 4	48	65	17	14	F14	54	57	3
15	A1 5	55	78	23	15	F15	40	57	17
16	A1 6	70	82	12	16	F16	67	70	3
17	A1 7	68	79	11	17	F17	56	50	4
18	A1 8	38	60	22	18	F18	71	75	4
19	A1 9	65	75	10	19	F19	40	54	24
20	A2 0	56	70	14	20	F20	49	57	8
21	A2 1	62	78	16	21	F21	40	53	23
22	A2 2	44	68	24	22	F22	57	72	15
23	A2 3	45	70	25	23	F23	60	75	15
24	A2 4	60	80	20	24	F24	52	54	12
25	A2 5	44	65	21	25	F25	51	54	13
26	A2	60	80	20	26	F26	38	58	20

6

27	A2 7	62	78	16	27	F27	40	78	38
----	---------	----	----	----	----	-----	----	----	----

28	A2 8	66	78	12	28	F28	53	54	1
----	---------	----	----	----	----	-----	----	----	---

29	A2 9	44	65	21	29	F29	57	55	8
----	---------	----	----	----	----	-----	----	----	---

30	A3 0	40	65	25	30	F30	49	54	5
----	---------	----	----	----	----	-----	----	----	---

## Appendix 12

### Result of Reliability of Pre test score in experimental class

#### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.918	10

Based on the output of the table reliability above, it was gained score of Cronbach's Alpha 0.918. According to Arikunto, the data was reliable if the score of Cronbach's Alpha  $\geq 0.800$ , it means that the score of pre test above was reliable because the score of Cronbach's Alpha was 0.918 and it is very high reliability.



## Appendix 13

### Result of Reliability of Post-test Score in Experimental Class

#### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.910	10

Based on the table of reliability above, it can see the score of Cronbach's Alpha of the post test score was 0.910. It means that the data above was reliable because it is related to the theory from Arikunto that the score of Cronbach's Alpha would reliable if the score  $\geq 0.800$ . From the table reliability score of post test score above it was very high reliability.

## Appendix 14

### Result of Pre-test and Post-test in Experimental Class

#### Statistics

			Statistic	Std. Error
Pret-test	Mean		54.55	1.577
Experimental	95% Confidence Interval for Mean	Lower Bound	51.91	
		Upper Bound	58.36	
	5% Trimmed Mean		55.26	
	Median		55.00	
	Variance		82.723	
	Std. Deviation		9.095	
	Minimum		37	
	Maximum		70	
	Range		32	
	Interquartile Range		15	
	Skewness		-.301	.427
	Kurtosis		-.857	.833
	Post-test	Mean		71.77
Experimental	95% Confidence Interval for Mean	Lower Bound	69.60	
		Upper Bound	74.74	
	5% Trimmed Mean		72.33	
	Median		73.00	
	Variance		50.514	
	Std. Deviation		7.107	
	Minimum		60	

Maximum	82	
Range	22	
Interquartile Range	13	
Skewness	-.357	.427
Kurtosis	-1.199	.833

## Appendix 15

### Result of Pre-test and Post-test in Control Class

#### Statistics

Pre-test Control	Mean		53.43	1.473
	95% Confidence Interval for Mean	Lower Bound	50.42	
		Upper Bound	56.45	
	5% Trimmed Mean		53.30	
	Median		53.00	
	Variance		65.082	
	Std. Deviation		8.067	
	Minimum		38	
	Maximum		71	
	Range		33	
	Interquartile Range		7	
	Skewness		.109	.427
	Kurtosis		.294	.833
	Post-test Control	Mean		61.53
95% Confidence Interval for Mean		Lower Bound	57.61	
		Upper Bound	65.45	
5% Trimmed Mean			61.89	
Median			64.00	
Variance			110.257	
Std. Deviation			10.500	
Minimum			39	

Maximum	78	
Range	39	
Interquartile Range	18	
Skewness	-.367	.427
Kurtosis	-.490	.833

## Appendix 16

### Result of Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test Experimental	.120	30	.200*	.959	30	.286
Post-test Experimental	.168	30	.030	.909	30	.014
Pre-test Control	.148	30	.091	.952	30	.190
Post-test Control	.126	30	.200*	.959	30	.289

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## Appendix 17

### Result of Homogeneity Test

#### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
The Result of Students' Score	Based on Mean	1.292	1	60	.260
	Based on Median	1.110	1	60	.296
	Based on Median and with adjusted df	1.110	1	52.293	.297
	Based on trimmed mean	1.238	1	60	.270

#### ANOVA

Experimental

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4599.290	0	4599.290	69.039	.000
Within Groups	3997.097	60	66.618		
Total	8596.387	60			

## Appendix 18

### Result of Hypothetical

#### Result of Independent Simple T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The Result of Students'	Equal variances assumed	1.292	.260	-8.309	60	.000	-17.226	2.073	-21.373	-13.079





## Appendix 19 DOCUMENTATION









**YAYASAN HASANUDDIN KUPANGTEBA  
MADRASAH TSANAWIYAH HASANUDDIN  
TELUKBETUNG**

Sekretariat : Jl. M.S. Batubara No.04A Kupang Teba Teluk Betung Utara Bandar Lampung Telp. 0721-475939 Kode Pos 35212

**SURAT IZIN PRA PENELITIAN**

Nomor : 018/Si-MTs-H/II/2022  
Lampiran : 1 Berkas  
Prihal : **Pemberian Izin Pra Penelitian**

Berdasarkan surat dari Fakultas Tarbiyah UIN Raden Intan Lampung nomor B-2358/Un.16/DT.1/PP.009.7/2/2022 tentang permohonan izin/mengadakan Pra Penelitian, dengan ini Kepala MTs Hasanuddin memberikan izin kepada :

Nama : Resti Dwi Jayanti  
Pekerjaan : Mahasiswa  
NPM : 1811040190  
Program Studi/Jurusan : Pendidikan Bahasa Inggris  
Fakultas/Universitas : Tarbiyah / UIN Raden Intan Lampung

Untuk melaksanakan Pra Penelitian di MTs Hasanuddin Kupangteba Telukbetung, Bandar Lampung, dalam rangka pengambilan data awal untuk menyusun proposal skripsi mulai tanggal 23 Februari 2022 sampai dengan selesai.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bandar Lampung, 22 Februari 2022

Kepala Madrasah



**ANIM, S.Pd.I**



YAYASAN HASANUDDIN KUPANGTEBA  
MADRASAH TSANAWIYAH HASANUDDIN  
TELUKBETUNG

sekretariat : Jl. M.S. Batubara No.04A Kupang Teba Teluk Betung Utara Bandar Lampung Telp. 0721-475939 Kode Pos 35212

SURAT IZIN PENELITIAN

Nomor : 03/115/MTs-H/VII/2022  
Lampiran : 1 Berkas  
Prihal : **Pemberian Izin Penelitian**

Berdasarkan surat dari Fakultas Tarbiyah UIN Raden Intan Lampung Nomor B-8400/Un.16/DT/PP 009.07/06/2022 tentang permohonan izin/mengadakan Penelitian, dengan ini Kepala MTs Hasanuddin memberikan izin kepada :

Nama : Resti Dwi Jayanti  
NPM : 1811040190  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

Untuk melaksanakan Penelitian di MTs Hasanuddin Kupang Teba Telukbetung Bandar Lampung, dalam rangka pengambilan data untuk menyusun skripsi dengan judul "*The Influence of Duolingo Application Towards Students Vocabulary Mastery*" Mulai tanggal 05 Juli 2022 sampai dengan selesai.

Demikianlah surat keterangan ini dibuat dan kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.



Bandar Lampung, 29 Juli 2022  
Kepala Madrasah,

H. JANIM, S.Pd.I

SILABUS

Madrasah : Ms Hasarudin  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : VII / II  
 Tahun Pelajaran : 2021/2022  
 Kompetensi Inti :

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan 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/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari teks lisan dan tulis untuk meminta dan memberikan jasa dalam kehidupan sehari-hari. 1.2 Menyusun teks lisan dan tulis untuk meminta dan memberikan jasa dalam kehidupan sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks	<b>Asking and Giving Things</b>  <b>Fungsi sosial</b> Mengenal, mengidentifikasi ungkapan untuk Asking and Giving Things. <b>Struktur teks</b> Ungkapan kalimat Tanya dan responnya. a. A: Pass me the salt please. B: Sure, here you are. b. A: Can I have the cake, please? B: Of course, here it is. <b>Unsur kebahasaan</b> - Verbs: can, could, will, would, give, pass, have, etc. - To be: am is are. - Personal pronoun: I, you, we, they, he, she, it. - Nouns: salt, sugar, book, pencil, etc. - Ungkapan baku: here you are, here it is, thanks, sure, certainly, sorry, okay. <b>Topic</b> Ungkapan permintaan dan pemberian jasa	<b>Mengamati</b> - Peserta didik mengamati penjelasan guru mengenai Asking and Giving Things. - Peserta didik mendengarkan kalimat-kalimat yang diucapkan guru tentang Asking and Giving Things. <b>Menanya</b> Dengan bimbingan dan arahan guru peserta didik menanyakan antara lain tentang perbedaan kalimat meminta jasa dan kalimat memberi jasa. <b>Mengumpulkan informasi</b> - Peserta didik mendengarkan contoh kalimat memberi dan meminta jasa yang diucapkan oleh guru. - Peserta didik mendengarkan penjelasan guru tentang penggunaan kosa kata <i>Can, Could, Will, Would</i> dalam kalimat permintaan dan pemberian jasa. - Peserta didik memperhatikan contoh tentang penggunaan kosa kata <i>Can, Could, May, Would</i> dalam kalimat permintaan dan pemberian jasa dalam kehidupan sehari-hari. <b>Mengasosiasi</b> Peserta didik membandingkan ungkapan kalimat	<b>Kriteria Penilaian</b> Tingkat keterampilan memahami penggunaan Asking and Giving Things. Tingkat keterampilan intonasi pengucapan Asking and Giving Things. - Sikap tanggung jawab, kerjasama, peduli, dan percaya diri dalam mempelajari ungkapan Asking and Giving Things.  <b>Cara Penilaian: Kinerja (praktik)</b> Simulasi dan atau bermain peran (role play) dalam bentuk percakapan dengan menggunakan ungkapan Asking and Giving Things. <b>Observasi</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan peserta	2 x 2 JP	- Keleladian ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksi dengan benar dan akurat. - Contoh teks dari sumber otentik. - Sumber dari internet, seperti: <a href="http://www.limubahasainggris.com/ia-and-giving-informational-persiapan-d-contoh-percakapan-dalam-bahasa-inggris/">http://www.limubahasainggris.com/ia-and-giving-informational-persiapan-d-contoh-percakapan-dalam-bahasa-inggris/</a>

		<p>dalam lingkungan siswa sehari-hari</p>	<p>meminta jasa dan kalimat memberi jasa.</p> <ul style="list-style-type: none"> <li>- Peserta didik membandingkan intonasi ungkapan meminta jasa dan kalimat memberi jasa.</li> <li>- Peserta didik membuat beberapa percakapan tentang Asking and Giving Things.</li> <li>- Peserta didik menjawab beberapa pertanyaan yang diberikan oleh guru</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Setelah membuat beberapa percakapan, peserta didik maju kedepan kelas bersama temannya untuk melakukan percakapan yang sudah dibuat.</li> </ul>	<p>didik menggunakan bahasa inggris dalam ungkapan Asking and Giving Things.</p> <ul style="list-style-type: none"> <li>- Observasi terhadap kesungguhan, tanggung jawab, dan kerjasama peserta didik dalam proses pembelajaran disetiap tahapan.</li> <li>- Observasi terhadap kepedulian dan kepercayaan diri peserta didik dalam melaksanakan komunikasi didalam dan diluar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar ungkapan Asking and Giving Things.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks ungkapan Asking and Giving Things.</p>	
2	<p>2.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi interpersonal yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman</p> <p>2.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p><b>Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</b></p> <p><b>Fungsi sosial</b></p> <p>Mengenalkan, mengidentifikasi.</p> <p><b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan lata bahasanya)</p> <p><i>It's my cricket.</i> <i>They are my cats.</i> <i>There are many freflies in the farm.</i> <i>What is it?</i> <i>Are they your toys? Which one is your book?</i> <i>How many cows do you have?</i> <i>The hospital is near the post</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks.</li> <li>- Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru.</li> <li>- Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> <li>- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik</li> </ul>	<p><b>Kriteria Penilaian:</b></p> <ul style="list-style-type: none"> <li>- Tingkat keterampilan fungsi sosial menyebutkan nama dan jumlah binatang, benda, dan bangunan publik</li> <li>- Tingkat kelengkapan dan keruntutan struktur menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik</li> <li>- Tingkat ketepatan unsur kebahasaan: lata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>- Berman peran (role play) dalam</li> </ul>	<p>2X2 JP</p> <ul style="list-style-type: none"> <li>- Keteladanan ucapan dan tindak guru menggunakan setiap tindakan komunikasi interpersonal/ transaksic dengan benar dan akurat.</li> <li>- Contoh teks dan sumber otentik</li> <li>- Lomba Kerja Siswa (LKS)</li> <li>- Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, <i>When English rings the bell</i>. Jakarta Politeknik Negri Media Kreatif. Hal : ..</li> <li>- Lingkungan sekitar siswa.</li> </ul>



<p>2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>2.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>2.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>office. The police station is in the corner, dan semacamnya.</i></p> <p><b>Unsur kebahasaan</b> (1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes.</i> (2) Nama bangunan umum: <i>the post office, the bank, the hospital.</i> (3) Kata tanya <i>What?Which one? How many?</i> (4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>) (5) Kata ganti <i>it, they, this, that, those, these</i> (6) Ungkapan <i>There is/are... Are there ...?</i> (7) Kata kerja yang menyujuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take, dan sebagainya.</i> (8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><b>Topik</b> Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan membenarkan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.</p>	<p>(fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Mempertanyakan</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> a. Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegalatian yang terstruktur. b. Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam proses pembelajaran</p> <p><b>Mengasosiasi</b> Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. - Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</p> <p><b>Mengkomunikasikan</b> Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. - Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jumlah belajarnya.</p>	<p>berbentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik</p> <p>- Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jadi diri</p> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>- Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik ketika muncul kesempatan.</li> <li>- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>- Perilaku santun dan peduli dalam melaksanakan komunikasi</li> <li>- Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>	
<p>3 3.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat</b></p>	<p><b>Mengamati</b> Siswa mendengarkan/ membaca berbagai teks untuk menyatakan</p>	<p><b>Kriteria Penilaian:</b> Tingkat ketercapaian</p>	<p>4 x 2 JP</p> <p>- Keteladanan ucapan dan tindakan menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat. - Contoh teks dan sumber otentik</p>

<p>sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>3.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>3.4 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>orang, binatang, dan benda</b></p> <p><b>Fungsi sosial</b> Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <i>young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful</i>, dan semacamnya. <i>It's... , They're... , I'm... ,</i> dan semacamnya. <i>Is it small? What is he like? What are they like? Are you tired? What do you think?</i> dan semacamnya.</p> <p><b>Unsur kebahasaan</b> (1) Kata tanya <i>What? Which? How?</i> (2) Nama benda-benda yang sangat lazim di sekitar rumah dan sekolah dan terkait. (3) Kata ganti <i>it, they, his, that, those, these</i> (4) Kata kerja dalam simple present tense: <i>be, have</i> (5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><b>Topik</b> Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keleluasaan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>dan menanyakan sifat orang, binatang, benda</p> <p>Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</p> <p>Siswa meritukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</p> <p>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Mempertanyakan</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> Siswa menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b> - Siswa membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. - Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</p> <p><b>Mengkomunikasikan</b> Siswa menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. - Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai</p>	<p>fungsi sosial penggunaan teks</p> <p>Tingkat kelengkapan dan keruntutan struktur teks</p> <p>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <p>Tingkat kesesuaian format penulisan/ penyampaian</p> <p><b>Cara Penilaian:</b> <b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan membenarkan.</p> <p>- Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai,</p> <p>- Ketepatan dan kesesuaian dalam menulis teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</p> <p><b>Portofolio</b> - Kumpulan pekerjaan siswa yang mendukung proses penulisan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) berupa draft, revisi, dan editing</p> <p>- Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</p> <p>- Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian.</p> <p><b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>	<p>- Lembar Kerja Siswa.</p> <p>- Orang-orang di lingkungan sekitar sekolah.</p> <p>Lingkungan sekitar: Name</p>
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			dengan konteks penggunaannya dalam jurnal belajar ( <i>learning journal</i> )			
4	<p>4.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>4.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>4.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis</b></p> <p><b>Fungsi sosial</b> Mencapai tujuan, menjaga ketertiban dan keselamatan pribadi dan publik.</p> <p><b>Struktur teks</b> Ungkapan baku dari sumber-sumber otentik: a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i> b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.</i> c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water. Danger: 240 volts. Slippery when wet. Warning - Dangerous chemicals</i></p> <p><b>Unsur kebahasaan</b> (1) Kata dan tata bahasa yang lazim digunakan (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan Topik Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan <b>Multimedia:</b> Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p><b>Mengamati</b> Siswa membaca beberapa teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber</p> <p>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber</p> <p>Siswa belajar membaca memindai untuk menentukan jeda pada tempoanya untuk membaca dengan bermakna</p> <p><b>Mempertanyakan</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Siswa mempertanyakan cara menemukan informasi tertentu dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</p> <p><b>Mengeksplorasi</b> Siswa membacakan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat.</p> <p>Siswa berlatih menemukan informasi tertentu dan rinci dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</p> <p>Siswa menulis/menyalin teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dengan memperhatikan fungsi</p>	<p><b>Kriteria Penilaian:</b></p> <ul style="list-style-type: none"> <li>- Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>- Tingkat kelengkapan dan kenututan struktur teks instruksi, tanda atau rambu, tanda peringatan</li> <li>- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>- Tingkat kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian: Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,</li> <li>- Kelengkapan dan kesesuaian dalam menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</li> </ul> <p><b>Portofolio</b> Kumpulan pekerjaan siswa yang mendukung proses penulisan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) berupa draft, revisi, dan editing</p> <p>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</p> <ul style="list-style-type: none"> <li>- Catatan atau rekaman</li> </ul>	4 JP	<p>a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, <i>When English rings a bell</i>. Jakarta: Politeknik Negeri Media Kreatif. Hal : 189</p> <p>b. Lembar Kerja Siswa</p> <p>c. Contoh teks tertulis</p>

	<p>sosial, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> <li>- Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang ditulis.</li> <li>- Siswa melakukan perbaikan terhadap teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang ditulis berdasarkan masukan dari teman dan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Siswa menganalisis berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dan membandingkannya dengan contoh yang diberikan.</li> <li>- Siswa menganalisis bentuk kalimat yang digunakan dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</li> <li>- Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>- Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang solusi permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa menggunakan kalimat perintah dalam menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</li> <li>- Siswa mempresentasikan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang sudah diperbaiki berdasarkan masukan dari guru dan teman</li> <li>- Siswa menyampaikan kesimpulan hasil belajar secara lisan</li> </ul>	<p>evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian.</p> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>	
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Fatemah, S.Pd.

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