

APPENDIX

LESSON PLAN (RPP)

School : SMPN 49 JAKARTA
 Subject : English
 Class/Semester : VII
 Main Material : Animals and Things
 Time Allocation : 2JP (1 X Meeting)

Core Competence

- KI 1 : Appreciating and living the teachings of the religion they hold
 KI 2 : Demonstrating honesty, respect, and, discipline, responsibility, care, tolerance, polite, and, confident in interacting effectively with the social and natural environment within the reach of relationships and their existence
 KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to real phenomena and events
 KI 4 : Trying, processing, and presenting in the realm of concrete (using, unraveling, composing, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and writing) based on what they learned in school and other sources in the same perspective or theory.

C. BASIC COMPETENCE and INDICATORS OF COMPETENCE ACHIEVEMENT

No	Basic Competence	Indicators of Competence Achievement
3	<p>3.5 Identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the nature of people, animals, objects according to the context of their use (Paying attention to the language elements of be, adjective)</p> <p>4.4.1 4.5. Composing text for the oral interaction and written in very short and simple which involves the act of giving and asking for information related to the environment, animals, and</p>	<p>3.5.1 Determining the social function of oral and written transactional interaction texts that involves the act of giving and asking for information related to the environment</p> <p>3.5.2 Determining the text structure of oral and written transactional interactions involving giving and asking for information related to the environment</p> <p>4.5.1 Creating transactional written text in very short and simple which involves the act of giving and asking for information related to the environment</p>

	objects, by paying attention to social functions, text structure and language elements that are correct and in context	4.5.2 Showing very short and simple oral transactional interaction texts that involves giving and asking for information that related to the environment

FOCUS OF CHARACTER DEVELOPMENT: Discipline and Honesty

A. LEARNING OBJECTIVE:

- Students can ask and give information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them.

B. LEARNING MATERIALS

Text structure

- This park is shady and the flowers are colourful. I like this park.*
- I do too. Yhis is a wonderful park.*
- They are pretty*
- There are garbage cans, too. We can keep this park clean.*
- I like studiyng here. The weather is nice. It is a beautiful day*
- Look! There are butterflies.*
- Wow! Your classroom is clean and tidy, nothing is dirty and messy.*
- Our schoolyard is very large. We can play badminton and do many other activities here*
- Yes, it is big enough for the activitie*

C. LEARNING METHOD: Make a Match

D. MEDIA, TOOLS, AND LEARNING SOURCES

- Media : Song, Video
 Tools : LCD, Laptop
 Source : Book “When English Rings the Bell”
 ▪ Internet

Activity	Teacher Activity	Students Activity
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Pre Activity 10'	<ul style="list-style-type: none"> -Enter class with an observer greeting -Praying with students. -Asking for student attendance. 	<ul style="list-style-type: none"> -Sitting in an individual learning -Order answers greetings -Pray together -Stating that all students are present
Main Activity 40'	<p>Explain today's learning goals.</p> <ul style="list-style-type: none"> -Ask for and give information related to the qualities of people, animals, and things, in order to identify, to criticize or to praise them. -Explain the stages to be carried out according to the Make a Match learning model -Explain aspects of aspects to be assessed. -Teacher tell student to make 4 group -Teacher gives a picture -Teacher asks students what is shown in the picture -Teacher explain the meaning of the picture <p>Make a Match</p> <p>The teacher gives instructions to students</p> <ul style="list-style-type: none"> - Two groups make a letter u in front of the class. -other groups sit quietly and pay attention to other groups. - Teacher distributes cards to students. one group received an answer card and another group got a question card. - One person from the group who gets the question will read the question card. - The group that gets the answer card will raise hand if the question match with the description. -After playing the game teacher give some exercise to student 	<ul style="list-style-type: none"> - Listen and understand the learning objectives - Listen and understand the stage of make a match games -Listen and understand the aspects that are assessed -Agreed the group as it was previously formed -Students pay attention to the picture -Students answer teacher questions -Students listen to the teacher's explanation -Listen and do teacher instruction -Do the exercise
Reflection 10'	<ul style="list-style-type: none"> -Asking the student what we learn about today -Give feedback to student and tell student about next lesson 	<ul style="list-style-type: none"> - Student answer the teacher -Listen to the teacher

When the student played the game they found Thirteen words. Make ten sentences or some

paragraph from these words.

- | | |
|----------------|----------------------|
| 1. Spoiled | 8. Chalk |
| 2. Claws | 9. Holes |
| 3. Comb | 10. Trunk |
| 4. Upside Down | 11. Fold |
| 5. Tie | 12. Ink |
| 6. Propellers | 13. Dangerous Poison |
| 7. Dust | |

Haiii.... So this is my assignment, but first let me introduce myself.

My name is Fayra Nazliana Ashila from 7E.

CATS

I have 3 cats in my home. They are so **spoiled** to anybody, but they fur keep fall off if someone hold them. To prevent that I always **comb** their fur daily. They have such a pink paw and also they have sharp **claws**. Cat is a cute pet and of course they don't have **dangerous poison**. They don't **bark** like a dog, meanwhile they have meawing sound. Also they don't have a **trunk** like elephant does. If they feel like about wanting to have a pee or poop, they will make some **holes** in their litter box. One day I made a toy for them by **folding** some paper and I painted it with a yellow drawing **chalk**. Just like human, cats are sensitive to **dust**, if they are sniff it they will sneeze.

Full Of Stories

In the morning, Lina has get up. Lina immediately tidy up her bed, and rushed to take a shower to go to school. After finishing bath, Lina immediately wear her uniform, with a long red and white **tie**. Then, she combed her hair with her favourite pink **comb**. Today, Lina chose to bind all her hair with a green ribbon. After being finished, Lina go out from her bedroom for breakfast, then rushed to school. Lina also has a **spoiled** dog, named Gucci. Gucci always wait Lina back from the school. Until in the school, Lina enter into her class. The class that large enough with two boards, **chalk**, tables, chairs and gust of wind from fan **propellers**.

A few minutes later, Kringgg...the bell sound. The first lesson today is art. Miss Anna , the art teacher, asked us to make a creation from the paper **fold**. After a few hours, the lesson changed to science. Today Mr Ruri, the science teacher, will teach us some knowledge about animals.

Mr. Ruri : Ok Class, today I will ask to you some question about animals. The first animal is chicken. Do you know chicken?

Students : Yes, we know it.

*Mr. Ruri : If you know about chicken, what is the function of **claws** for chicken?*

Lina (me) : To find a food, Sir.

*Mr. Ruri : Yes, you right Lina. Ok, the next animal is Camel. What is the function of **humps** for Camel ??*

Alin (Lina's friends) : To save a water backup and food, Sir.

Mr. Ruri : Yes, you right Alin. Ok, we will continue later, now you can break.

Later, I and my friends go to the canteen and eat there. When eating, Alin, my friend, put her eat place **upside down**. That makes us laugh at it. Shortly then, we go into the class and continue the science lesson.

*Mr. Ruri : Ok, class. We will continue our lesson. Now, we will discuss about elephant animal. Who knows the function of **trunk** for elephant ?*

Benny : To take a food and drink, Sir

Mr. Ruri : Yes, you right Benny. Okay, and the last animals is Cobra snake. Why should we be careful if the cobra snake has raised the head ?

*Lina : Because it's a sign of Cobra will issue a **dangerous poison**.*

Mr. Ruri : Yes, you right Lina. All right, our lesson has been finished, see you later.

The hour show at 3 o'clock, it's time to back at home. Today, coincidence Lina get a turn for picket. She and her friends cleaned the class. Lina take the duster and cleaned the **dust**. When finished the picket, Lina immediately goes home. Until at home, Gucci, Lina's dog feel very happy. Gucci jumping happily and **bark**. Then, Lina enter into her room and immediately did the homework. When she did the homework, **ink** of Lina pen is all over. Lina went to the stall and buy a new one. After buying a pen, Lina returned home. In the middle of the road, is not deliberately Lina almost dropped because of the **hole** in the way. Lina feel funny to herself. Really, a full day of stories.

By : Grace Mariana

Class : VII-E

Absence : 14

1. God created animals in detail, including protecting themselves, for example, eagles have sharp *claws*, dogs will *bark* when there are enemies, elephants use their *trunks*, squid that will emit blackish blue *ink*, and snakes that emit very *dangerous poisons*.

2. At home Ani is not a spoiled child. Ani has homework as well as school work. For example folding clothes, cleaning fan propellers if there is dust, closing ant holes with chalk, and also tidy up the clothes that are upside down.

3. Usually before leaving school I always comb my hair and every Monday and Tuesday I always wear a tie.

Nama: Rotua Naomi Wulandari .T.
Kelas: VII – E
No: 25

NAME : Vega David R Siregar

NO : 33

CLASS :VII E

1. I have a cat. My cat has a very **SPOILED** nature. That's why I love him very much.
2. My plane's **PROPELLER** broke one because it was trampled by my friend.
3. I was told by my mom to **FOLD** my shirt
4. We are prohibited from drinking **DANGEROUS POISON** because they can cause disease
5. My dog **BARK** at the sight of a thief at night
6. When my friend was walking he fell into the deep **HOLES**
7. My **INK** pen leaked black because I like black
8. My shirt was **UPSIDE DOWN** because I didn't focus when wearing clothes
9. When I want to go to school my **TIE** is gone
10. The **DUST** in my friend's house is very much because he never cleanses his room

Theresia putri

7e/30

The Journey

Once upon a time, in the Saturnland, there live a **spoiled** wolf named Lana. She is very greedy and mean, she never wants to be in the mistakes that she does, if it does, she will call her mom to solve it, and because of that, everyone hates her. One day, she's got sick because she drinks that **dangerous poison** from Mr. Wolfy. Her mom was trying to find some help for her daughter because Lana is going to die if she doesn't get any help, every doctors on Saturland reject to help her and they said that is the lesson for the **spoiled** brat and she deserves to have that. Lana's mom terrifying now. After 5 days, her mother give up and Lana seems gonna die for 10 days, but when Lana mom go outside everybody was talking about prince Haru from Swatlanet, every girl on that town was falling in love with him because, he has a big **trunk** and he have a claws, kind and warm personality makes him more special. Prince Haru is from alphaphant species.

After hearing that, that old woman goes to her house with the full speed until she's tired. When she's going into her house, she didn't see Lana. Lana is gone, no one knows where's Lana go. When that happens, no one wants to help her. When she back to her house, she sleeps with all of their nightmares that haunted her. When the sun started to rise, she left her house with an unlocked door, she using the map that she got from the grocery. After following that map, finally she finds the rain forest with the big rainbow in there, there is a cat and that cat wants to eat Lana's mother because that cat is starving from the morning. Lana's mother throws some stick to that cat and runs away. Without realizing, now she's in the Swatlanet. She was so shocked because not every people can come into that planet.

In that planet, there's a castle called "Alphastle" or Alpha Castle, they have so many soldiers and dogs to protect that castle from the villains.

When she went into that castle, she's trying to burst out that castle. But, the dogs at that castle noticed that something entered the castle. So they **barked** as loud as they can, she scared and don't know what to do and then she run away out from the castle until she fell down into the **hole**. At that **hole**, there is an **ink** that makes her slipped. After that, she stands up and folds the map so it can't get wet. She continued that journey and that become more dangerous, so much adventure in there. When she almost get out from that **hole**, there's a supernatural animal, all of that animals are **mammals**. They throw **dust** and **chalk** from that hole. Because the **hole** was made from **dust** and **chalk**. Then, she threw her **comb** that she got from her planet but that's not working at all and then she use her magic skills to make a **propellers** and fly away from that cave.

When she get out from that cave, she meet Prince Haru and then, she ran into Prince Haru and ask him "hello my majesty, can you help me to find my daughter using ur magic?" and then Prince Haru says "who is she? Maybe I can help you to find her" , she teleported Prince Haru to the saturland and everybody see that , every girl on saturland was so jealous because of that. Prince Haru and Lana mother goes to the Fujinima Mountain to use his spell.

When they arrived, there is thunder storm that can make the spell failed and not working, When the thunder storm happened, they heard someone screaming and then they noticed its Lana's voice so, they rushed there and find Lana with a bad condition, she's turning into a bat, she's sleep at morning and sleep with **upside down**, Lana is scared now, she look so ugly and then Prince Haru gives some spell

to turn Lana back. When Lana is turning back, everyone still hate her and then she's apologize to everyone, after doing that, Prince Haru decided to marry Lana on his castle and become the qween on Swatlanet and they live finally good ever after.

**LESSON PLAN
(RPP)**

School : SMPN 49 JAKARTA
 Subject : English
 Class/Semester : VII/Satu)
 Main Material : Public Place
 Time Allocation : 2JP (1 X Meeting)

Core Competence

- KI 1 : Respect and appreciate the teachings of the religion
- KI 2 : Demonstrate honesty and respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, confident, in interacting effectively with the social and natural environment within the scope of association and its existence
- KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, culture related phenomen and the appearance of the eye.
- KI 4 : Trying, processing, and presenting in concrete realms (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other similar sources in viewpoint / theory.

C. BASIC COMPETENCE and INDICATORS Of COMPETENCE ACHIEVEMENT

No	Basic Competence	Indicators of Competence Achievement
	<p>3.4 Identify social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the names of public buildings that exist or are close to the daily lives of students, after the context of their use. (unite linguistic and vocabulary related to articles a and the, plural and singular</p> <p>4.4 Compose transactional oral and written transactional text that is very short and simple which involves the act of giving and asking for</p>	<p>3.4.1 Mentioning vocabularies related to the names of public spaces that exist or that are close to the lives of everyday students.</p> <p>3.4.2 Distinguishing types of public spaces and grouping them into government public spaces and private public spaces that exist or are close to the lives of students.</p> <p>4.4.1 Making written dialogs of transactional interactions involving the act of giving and requesting information related to the names and numbers of animals, objects,</p>

	information related to the names and numbers of animals, objects, and public buildings close to the daily lives of students, taking into account social functions, text structures, and linguistic elements correct and contextualized	and public buildings close to student life 4.4.2 Conduct oral transactional conversations that involve giving and requesting information related to the names and numbers of animals, objects, and public buildings close to student life
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FOCUS OF CHARACTER DEVELOPMENT: Discipline and Honesty

A. LEARNING OBJECTIVE:

- Students be able to ask and give information related to the qualities of people, animal and things, in order to identify, to criticize or to praise them

B. LEARNING MATERIALS

Struktur teks

- Kosakata
Kosakata terkait topic: Hospital, Library, Book Store, Bakery, Post Office, Bank, School, etc
- Tata Bahasa
 - Where is the Hospital?
 - If i want to swimming i go to the pool
 - My mother working in the restaurant

C. LEARNING METHOD: Make a Match

D. MEDIA, ALAT, DAN SUMBER BELAJAR

1. Media : Video about public place
- Card Make a Match contains public place
2. Tools : LCD, Laptop, Whiteboard, Board maker.
3. Source : Buku "When English Rings the Bell"

Activity	Teacher Activity	Students Activity
Pre Activity 10'	-Enter class with an observer greeting -Praying with students. -Asking for student attendance.	-Sitting in an individual learning -Order answers greetings -Pray together -Stating that all students are present
Main Activity 40'	Explain today's learning goals. -Ask for and give information related to actions/functions of people, animals, and	- Listen and understand the learning objectives

Name :

Class :

Find the words and bold it about Occupation and Place!

W	R	T	J	D	O	C	T	O	R	T	G	Y	M	T
J	U	N	G	L	E	F	A	R	M	E	R	S	E	D
M	G	G	Y	Z	T	J	N	I	E	E	U	R	G	A
A	I	R	P	O	R	T	Q	D	W	I	G	S	J	N
I	F	E	O	O	W	M	M	E	B	P	J	A	K	C
L	G	J	L	J	E	W	U	R	P	H	S	C	U	E
M	H	T	I	F	T	D	S	T	A	T	I	O	N	R
A	E	H	C	H	E	F	E	W	R	B	Y	U	U	W
N	U	R	E	S	K	X	U	D	M	R	Q	R	R	L
F	Q	A	H	R	G	R	M	G	A	Z	H	I	S	H
Y	B	P	A	V	J	M	N	T	C	D	A	E	E	Z
W	A	P	R	E	F	D	E	L	H	N	R	R	L	O
K	R	E	S	J	H	R	T	K	Y	G	B	Y	W	Y
C	B	R	G	G	C	D	Y	R	N	W	O	H	B	E
W	E	B	S	E	R	G	N	Q	S	Q	U	D	Y	W
Q	R	E	S	T	A	U	R	A	N	T	R	R	K	H

Arrange the word into the right word!

1. N-R-S-E-U-A-T-T-A-R →
2. R-O-P-A-R-I-T →
3. T-P-O-S F-E-O-F-I-C →
4. T-O-H-S-I-L-P-A →
5. O-L-O-S-C-H →
6. K-A-P-R →
7. A-B-Y-R-K-E →
8. N-T-I-S-A-T-O →
9. Y-M-G →
10. S-I-U-N-V-E-I-R-Y-T →
11. U-M-U-M-S-E →
12. A-S-G T-N-O-I-S-A-T →
13. B-I-R-L-Y-A-R →
14. O-Z-O →
15. K-O-B T-R-E-O-S →
16. Y-C-P-H-R-A-A-M →
17. U-O-B-H-R-R-A →
18. T-T-R-H-A-E-E →
19. O-L-I-T-T-E C-P-I-L-U-B →
20. L-O-P-O →

Name : Ardelia
Class : 7E

Find the words and bold it about Occupation and Place!

W	R	T	J	D	O	C	T	O	R	T	G	Y	M	T
J	U	N	G	L	E	F	A	R	M	E	R	S	E	D
M	G	G	Y	Z	T	J	N	I	E	E	U	R	G	A
A	I	R	P	O	R	T	Q	D	W	I	G	S	J	N
I	F	E	O	O	W	M	M	E	B	P	J	A	K	C
L	G	J	L	J	E	W	U	R	P	H	S	C	U	E
M	H	T	I	F	T	D	S	T	A	T	I	O	N	R
A	E	H	C	H	E	F	E	W	R	B	Y	U	U	W
N	U	R	E	S	K	X	U	D	M	R	Q	R	R	L
F	Q	A	H	R	G	R	M	G	A	Z	H	I	S	H
Y	B	P	A	V	J	M	N	T	C	D	A	E	E	Z
W	A	P	R	E	F	D	E	L	H	N	R	R	L	O
K	R	E	S	J	H	R	T	K	Y	G	B	Y	W	Y
C	B	R	G	G	C	D	Y	R	N	W	O	H	B	E
W	E	B	S	E	R	G	N	Q	S	Q	U	D	Y	W
Q	R	E	S	T	A	U	R	A	N	T	R	R	K	H

Arrange the word into the right word!

- | | |
|-----------------------------|-----------------|
| 21. N-R-S-E-U-A-T-T-A-R | → RESTAURANT |
| 22. R-O-P-A-R-I-T | → AIRPORT |
| 23. T-P-O-S F-E-O-F-I-C | → POST OFFICE |
| 24. T-O-H-S-I-L-P-A | → HOSPITAL |
| 25. O-L-O-S-C-H | → SCHOOL |
| 26. K-A-P-R | → PARK |
| 27. A-B-Y-R-K-E | → BAKERY |
| 28. N-T-I-S-A-T-O | → STATION |
| 29. Y-M-G | → GYM |
| 30. S-I-U-N-V-E-I-R-Y-T | → UNIVERSITY |
| 31. U-M-U-M-S-E | → MUSEUM |
| 32. A-S-G T-N-O-I-S-A-T | → GAS STATION |
| 33. B-I-R-L-Y-A-R | → LIBRARY |
| 34. O-Z-O | → ZOO |
| 35. K-O-B T-R-E-O-S | → BOOK STORE |
| 36. Y-C-P-H-R-A-A-M | → PHARMACY |
| 37. U-O-B-H-R-R-A | → HARBOUR |
| 38. T-T-R-H-A-E-E | → THEATRE |
| 39. O-L-I-T-T-E C-P-I-L-U-B | → PUBLIC TOILET |
| 40. L-O-P-O | → POOL |

Name : Athaya
Class : 7E

Find the words and bold it about Occupation and Place!

W	R	T	J	D	O	C	T	O	R	T	G	Y	M	T
J	U	N	G	L	E	F	A	R	M	E	R	S	E	D
M	G	G	Y	Z	T	J	N	I	E	E	U	R	G	A
A	I	R	P	O	R	T	Q	D	W	I	G	S	J	N
I	F	E	O	O	W	M	M	E	B	P	J	A	K	C
L	G	J	L	J	E	W	U	R	P	H	S	C	U	E
M	H	T	I	F	T	D	S	T	A	T	I	O	N	R
A	E	H	C	H	E	F	E	W	R	B	Y	U	U	W
N	U	R	E	S	K	X	U	D	M	R	Q	R	R	L
F	Q	A	H	R	G	R	M	G	A	Z	H	I	S	H
Y	B	P	A	V	J	M	N	T	C	D	A	E	E	Z
W	A	P	R	E	F	D	E	L	H	N	R	R	L	O
K	R	E	S	J	H	R	T	K	Y	G	B	Y	W	Y
C	B	R	G	G	C	D	Y	R	N	W	O	H	B	E
W	E	B	S	E	R	G	N	Q	S	Q	U	D	Y	W
Q	R	E	S	T	A	U	R	A	N	T	R	R	K	H

Arrange the word into the right word!

- | | |
|-----------------------------|-----------------|
| 1. N-R-S-E-U-A-T-T-A-R | → RESTAURANT |
| 2. R-O-P-A-R-I-T | → AIRPORT |
| 3. T-P-O-S F-E-O-F-I-C | → POST OFFICE |
| 4. T-O-H-S-I-L-P-A | → HOSPITAL |
| 5. O-L-O-S-C-H | → SCHOOL |
| 6. K-A-P-R | → PARK |
| 7. A-B-Y-R-K-E | → BAKERY |
| 8. N-T-I-S-A-T-O | → STATION |
| 9. Y-M-G | → GYM |
| 10. S-I-U-N-V-E-I-R-Y-T | → UNIVERSITY |
| 11. U-M-U-M-S-E | → MUSEUM |
| 12. A-S-G T-N-O-I-S-A-T | → GAS STATION |
| 13. B-I-R-L-Y-A-R | → LIBRARY |
| 14. O-Z-O | → ZOO |
| 15. K-O-B T-R-E-O-S | → BOOK STORE |
| 16. Y-C-P-H-R-A-A-M | → PHARMACY |
| 17. U-O-B-H-R-R-A | → HARBOUR |
| 18. T-T-R-H-A-E-E | → THEATER |
| 19. O-L-I-T-T-E C-P-I-L-U-B | → TOILET PUBLIC |
| 20. L-O-P-O | → POOL |

Name : Zahra

Class : 7E

Find the words and bold it about

W	R	T	J	D	O	C	T	O	R	T	G	Y	M	T
J	U	N	G	L	E	F	A	R	M	E	R	S	E	D
M	G	G	Y	Z	T	J	N	I	E	E	U	R	G	A
A	I	R	P	O	R	T	Q	D	W	I	G	S	J	N
I	F	E	O	O	W	M	M	E	B	P	J	A	K	C
L	G	J	L	J	E	W	U	R	P	H	S	C	U	E
M	H	T	I	F	T	D	S	T	A	T	I	O	N	R
A	E	H	C	H	E	F	E	W	R	B	Y	U	U	W
N	U	R	E	S	K	X	U	D	M	R	Q	R	R	L
F	Q	A	H	R	G	R	M	G	A	Z	H	I	S	H
Y	B	P	A	V	J	M	N	T	C	D	A	E	E	Z
W	A	P	R	E	F	D	E	L	H	N	R	R	L	O
K	R	E	S	J	H	R	T	K	Y	G	B	Y	W	Y
C	B	R	G	G	C	D	Y	R	N	W	O	H	B	E
W	E	B	S	E	R	G	N	Q	S	Q	U	D	Y	W
Q	R	E	S	T	A	U	R	A	N	T	R	R	K	H

Occupation and Place!

Arrange the word into the right word!

1. N-R-S-E-U-A-T-T-A-R

→ RESTAURANT

2. R-O-P-A-R-I-T → AIRPORT
 3. T-P-O-S F-E-O-F-I-C → POST OFFICE
 4. T-O-H-S-I-L-P-A → HOSPITAL
 5. O-L-O-S-C-H → SCHOOL

W	R	T	J	D	O	C	T	O	R	T	G	Y	M	T
J	U	N	G	L	E	F	A	R	M	E	R	S	E	D
M	G	G	Y	Z	T	J	N	I	E	E	U	R	G	A
A	I	R	P	O	R	T	Q	D	W	I	G	S	J	N
I	F	E	O	O	W	M	M	E	B	P	J	A	K	C
L	G	J	L	J	E	W	U	R	P	H	S	C	U	E
M	H	T	I	F	T	D	S	T	A	T	I	O	N	R
A	E	H	C	H	E	F	E	W	R	B	Y	U	U	W
N	U	R	E	S	K	X	U	D	M	R	Q	R	R	L
F	Q	A	H	R	G	R	M	G	A	Z	H	I	S	H
Y	B	P	A	V	J	M	N	T	C	D	A	E	E	Z
W	A	P	R	E	F	D	E	L	H	N	R	R	L	O
K	R	E	S	J	H	R	T	K	Y	G	B	Y	W	Y
C	B	R	G	G	C	D	Y	R	N	W	O	H	B	E
W	E	B	S	E	R	G	N	Q	S	Q	U	D	Y	W
Q	R	E	S	T	A	U	R	A	N	T	R	R	K	H

6. K-A-P-R →
 PARK
 7. A-B-Y-R-K-E →
 BAKERY
 8. N-T-I-S-A-T-O →
 STATION
 9. Y-M-G →
 GYM
 10. S-I-U- →

- N-V-E-I-R-Y-T → UNIVERSITY
 11. U-M-U-M-S-E → MUSEUM
 12. A-S-G T-N-O-I-S-A-T → GAS STATION
 13. B-I-R-L-Y-A-R → LIBRARY
 14. O-Z-O → ZOO
 15. K-O-O-B T-R-E-O-S → BOOK STORE
 16. Y-C-P-H-R-A-A-M → PHARMACY
 17. U-O-B-H-R-R-A → HARBOUR
 18. T-T-R-H-A-E-E → THEATRE
 19. O-L-I-T-T-E C-P-I-L-U-B → PUBLIC TOILET
 20. L-O-P-O → POOL

Name :Christina
 Class :7E

Find the words and bold it about Occupation and Place!

Arrange the word into the right word!

- | | |
|-----------------------------|----------------|
| 1. N-R-S-E-U-A-T-T-A-R | →RESTAURANT |
| 2. R-O-P-A-R-I-T | →AIRPORT |
| 3. T-P-O-S F-E-O-F-I-C | →POST OFFICE |
| 4. T-O-H-S-I-L-P-A | →HOSPITAL |
| 5. O-L-O-S-C-H | →SCHOOL |
| 6. K-A-P-R | →PARK |
| 7. A-B-Y-R-K-E | →BAKERY |
| 8. N-T-I-S-A-T-O | →STATION |
| 9. Y-M-G | →GYM |
| 10. S-I-U-N-V-E-I-R-Y-T | →UNIVERSITY |
| 11. U-M-U-M-S-E | →MUSEUM |
| 12. A-S-G T-N-O-I-S-A-T | →GAS STATION |
| 13. B-I-R-L-Y-A-R | →LIBRARY |
| 14. O-Z-O | →ZOO |
| 15. K-O-B T-R-E-O-S | →BOOK STORE |
| 16. Y-C-P-H-R-A-A-M | →PHARMACY |
| 17. U-O-B-H-R-R-A | →HARBOUR |
| 18. T-T-R-H-A-E-E | →THEATER |
| 19. O-L-I-T-T-E C-P-I-L-U-B | →PUBLIC TOILET |
| 20. L-O-P-O | →POOL |

Name : Nazwa
Class : 7E

Find the words and bold it about Occupation and Place!

W	R	T	J	D	O	C	T	O	R	T	G	Y	M	T
J	U	N	G	L	E	F	A	R	M	E	R	S	E	D
M	G	G	Y	Z	T	J	N	I	E	E	U	R	G	A
A	I	R	P	O	R	T	Q	D	W	I	G	S	J	N
I	F	E	O	O	W	M	M	E	B	P	J	A	K	C
L	G	J	L	J	E	W	U	R	P	H	S	C	U	E
M	H	T	I	F	T	D	S	T	A	T	I	O	N	R
A	E	H	C	H	E	F	E	W	R	B	Y	U	U	W
N	U	R	E	S	K	X	U	D	M	R	Q	R	R	L
F	Q	A	H	R	G	R	M	G	A	Z	H	I	S	H
Y	B	P	A	V	J	M	N	T	C	D	A	E	E	Z
W	A	P	R	E	F	D	E	L	H	N	R	R	L	O
K	R	E	S	J	H	R	T	K	Y	G	B	Y	W	Y
C	B	R	G	G	C	D	Y	R	N	W	O	H	B	E
W	E	B	S	E	R	G	N	Q	S	Q	U	D	Y	W
Q	R	E	S	T	A	U	R	A	N	T	R	R	K	H

Arrange the word into the right word!

- | | |
|-----------------------------|-----------------|
| 1. N-R-S-E-U-A-T-T-A-R | → RESTAURANT |
| 2. R-O-P-A-R-I-T | → AIRPORT |
| 3. T-P-O-S F-E-O-F-I-C | → POST OFFICE |
| 4. T-O-H-S-I-L-P-A | → HOSPITAL |
| 5. O-L-O-S-C-H | → SCHOOL |
| 6. K-A-P-R | → PARK |
| 7. A-B-Y-R-K-E | → BAKERY |
| 8. N-T-I-S-A-T-O | → STATION |
| 9. Y-M-G | → GYM |
| 10. S-I-U-N-V-E-I-R-Y-T | → UNIVERSITY |
| 11. U-M-U-M-S-E | → MUSEUM |
| 12. A-S-G T-N-O-I-S-A-T | → GAS STATION |
| 13. B-I-R-L-Y-A-R | → LIBRARY |
| 14. O-Z-O | → ZOO |
| 15. K-O-B-O T-R-E-O-S | → BOOK STORE |
| 16. Y-C-P-H-R-A-A-M | → PHARMACY |
| 17. U-O-B-H-R-R-A | → HARBOUR |
| 18. T-T-R-H-A-E-E | → THEATER |
| 19. O-L-I-T-T-E C-P-I-L-U-B | → PUBLIC TOILET |
| 20. L-O-P-O | → POOL |

LESSON PLAN (RPP)

School : SMPN 49 JAKARTA
Subject : English
Class : VII
Main Material : Occupation
Time Allocation : 2JP (1 X Meeting)

Core Competence

- KI 1 : Respect and appreciate the teachings of the religion
- KI 2 : Demonstrate honesty and respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, confident, in interacting effectively with the social and natural environment within the scope of association and its existence
- KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on taste
curious about science, technology, art, culture related phenomen and the appearance of the eye.
- KI 4 : Trying, processing, and presenting in concrete realms (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other similar sources in viewpoint / theory.

C. BASIC COMPENTENCE and INDICATORS Of COMPETENCE ACHIEVEMENT

No	Basic Competence	Indicators of Competence Achievement
1.	<p>3.8 Understanding social functions, text structure, and linguistic elements in texts to express the behavior / actions / functions of people, animals, objects, according to the context of their use.</p> <p>4.9 Arrange oral and written texts to state and ask questions about the behavior / actions / functions of people, animals and objects, with the correct linguistic elements and context.</p>	<p>3.8.1 Identify the structure of the text used to express and ask the type of work people do precisely in context.</p> <p>4.9.1 mentions 10 types of people's work verbally appropriately and according to context</p>

FOCUS OF CHARACTER DEVELOPMENT: Discipline and Honesty

E. LEARNING OBJECTIVE:

- Students be able to ask and give information related to the qualities of people, animal and things, in order to identify, to criticize or to praise them

F. LEARNING MATERIALS

Struktur teks

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

G. LEARNING METHOD: Make a Match

H. MEDIA, ALAT, DAN SUMBER BELAJAR

4. Media : Video of job/ profession.
- Card Make a Match contains the types and functions of people's work
5. Tools : LCD, Laptop, Whiteboard, Board maker.
6. Source : Buku "When English Rings the Bell"

Activity	Teacher Activity	Students Activity
Pre Activity 10'	-Enter class with an observer greeting -Praying with students. -Asking for student attendance.	-Sitting in an individual learning -Order answers greetings -Pray together -Stating that all students are present
Main Activity 40'	Explain today's learning goals. -Ask for and give information related to actions/functions of people, animals, and things, in order to identify, to criticize or to praise them. -Explain the stages to be carried out according to the Make a Match learning model -Explain aspects of aspects to be assessed. -Teacher tell student to make 4 group -Teacher gives a picture -Teacher asks students what is shown in the picture	- Listen and understand the learning objectives - Listen and understand the stage of make a match games -Listen and understand the aspects that are assessed -Agreed the group as it was previously formed -Students pay attention to the picture -Students answer teacher questions

	<p>-Teacher explain the meaning of the picture</p> <p>Make a Match</p> <p>The teacher gives instructions to students</p> <ul style="list-style-type: none"> - Two groups make a letter u in front of the class. -other groups sit quietly and pay attention to other groups. - Teacher distributes cards to students. one group received an answer card and another group got a question card. - One person from the group who gets the question will read the question card. - The group that gets the answer card will raise hand if the question match with the description. -After playing the game teacher give some exercise to student 	<p>-Students listen to the teacher's explanation</p> <p>-Listen and do teacher instruction</p> <p>-Do the exercise</p>
Reflection 10'	<ul style="list-style-type: none"> -Asking the student what we learn about today -Give feedback to student and tell student about next lesson 	<ul style="list-style-type: none"> - Student answer the teacher -Listen to the teacher

5 Occupation

Name: Cayla Natania

Class: 7E

Absent: 9



1. Desntist

Dentists take care of patients' teeth and gums by diagnosing and treating injuries, problems and abnormalities. Their wide range of duties includes repairing or removing broken teeth, treating infections, and cleaning teeth. Other tasks include the design and fitting of dental crowns, bridges or dentures.



2. Librarian

Librarians are responsible for collecting, managing and maintaining library materials. In addition to printed materials such as books and newspapers, the modern library also includes CDs, videos and DVDs, electronic copies of books and journals, sound recordings, and microfilm. Librarians are experts in finding and managing information needs.



3. Make up artist

Make-up artists design and apply makeup to actors, presenters and models, and for special occasions such as bridal parties. They may also work for cosmetic companies applying makeup, advising customers about the most suitable products and selling products. They may be involved in preparing skin for makeup, applying makeup, giving advice about makeup, maintaining makeup during photo/film shoots, and liaising with hairdressers about hairstyles and makeup.



4. Psychologist

Psychologists study how people think, feel and behave at an individual, group, organizational and community level. They use this knowledge to help people improve their lives. While some psychologists assess, diagnose and treat people who have a mental illness, many others work with mentally healthy people to find ways of functioning better in a range of situations, such as relationships, in the workplace or in educational institutions.



5. Waiter

Waiters serve food and drink in restaurants, cafes, hotels and other dining establishments all over the State. They also prepare tables, take orders, clear tables, calculate bills and take payments. Waiters are required to provide a high standard of service to customers as they are frequently the face of the business.

Nama :Raka Aditya

Kelas :7E

No. Absen :24

1. Actor

I like to act. I usually act in movies or other types of films. I represent myself as someone else while acting.

2. Tour Guide

I guide travelers who are traveling in the area I guide. I show them places that they can go to. I help people who are touring.

3. Teacher

I teach my students. I help them with studying. I give my students tasks.

4. Model

I'm usually wearing people's stuff. I dressed up. People take pictures of me.

5. Fashion Designer

I design cloths. I usually use a model to wear my productions so people can see what it looks like on them. I make my cloths as pretty as possible

NAMA : Titan Indraka

KELAS : 7E

ABSEN : 32

OCCUPATIONS

1.Receptionist

They meet and greet visitors. Receive, sort and distribute daily mail or deliveries.

They work in front desk of an office lobby.

2.Waiter/Waitress

They work in a restaurant. Greet and escort customers to their tables. They serve people food and drink.

3.Accountant

Work in an office. Look after the finances in an organization or a company. They collecting information, preparing balance sheet, profit and loss statement, and order reports.

4.Tour Guide

Responsible for helping people to visit unfamiliar areas. Providing directions to tourists. Translate and interpret to tourists.

5.Judge

They work in a court. They judge and sentence people who broke the rules.

Presides over a courtroom, hearing evidence, making decisions, instructing juries and making rulings.

Jazmine (16) 7E

Animal attendants and Trainers

- They ensure that animals in their care are well looked after. This can include grooming, exercising, treating minor injuries, watching for any negative changes in animal behavior, cleaning waste and providing food and water.
- They care for all kinds of animals - injured native animals in nature reserves, abandoned pets in shelters, fish at aquariums, even exotic animals at the State's many wildlife parks and main zoo.
- They also undertake administrative tasks, such as maintaining animal records or working at the reception area of a pet shelter.

Biotechnologists

- They use biological organisms to create and improve products and processes in fields such as agriculture, environmental conservation and medicine.
- They study the genetic, chemical and physical attributes of cells, tissues and organisms, and identify industrial uses for this knowledge.
- Some may also work with cutting edge and potentially controversial technologies such as genetic modification and stem cell research.
- The applications are widespread and include developing new medicines and vaccinations, cross-breeding plants and animals to encourage beneficial characteristics, and using bacteria and enzymes in areas such as food production and waste treatment.

Dairy cattle farmers

- They organize and manage dairy production, which includes breeding and raising calves, milk production, budgeting and business management, and staff management.
- They are also in charge of maintenance of the property such as mending fences, and maintaining milking machines and equipment.
- They feed the cows and seeing to their health and comfort is a top priority for the farmer.

Marine biologists

- They study communities of marine organisms or assess the effect of introduced species.
- They develop programs for monitoring pollution and provide information on marine conservation.
- They will spend time preparing scientific reports and papers.
- They also be involved in teaching and giving advice to managers, politicians, primary producers and the public.

Vocational education and training (VET) lecturers

- They teach one or more subjects to students attending training institutions such as TAFE and private registered training organizations.
- They develop and write course content and present lectures, as well as planning and conducting tutorials, seminars, workshops and other practical teaching activities.

- Their lecturers also prepare and mark assignments, examinations and other course work, advice students on their course work, and undertake administrative tasks.
- They also serve an advisory role in the industry or field in which they teach.

LESSON PLAN (RPP)

School : SMPN 49 JAKARTA
 Subject : English
 Class/Semester : VII/Satu)
 Main Material : Songs
 Time Allocation : 2JP (1 X Meeting)

Core Competence

- KI 1 : Appreciating and living the teachings of the religion they hold
 KI 2 : Demonstrating honesty, respect, and, discipline, responsibility, care, tolerance, polite, and, confident in interacting effectively with the social and natural environment within the reach of relationships and their existence
 KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to real phenomena and events
 KI 4 : Trying, processing, and presenting in the realm of concrete (using, unraveling, composing, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and writing) based on what they learned in school and other sources in the same perspective or theory.

C. BASIC COMPETENCE and INDICATORS Of COMPETENCE ACHIEVEMENT

C. KOMPETENSI DASAR dan INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.8 Interpreting social functions and elements linguistics in song lyrics related to teenagers' lives	3.8.1 Identify social functions of song lyrics related to teenagers' lives 3.8.2 Identifying linguistic elements from song lyrics related to teenagers' lives 3.8.3 Identifies the message implied in the song
	4.8 Capturing contextually meaning related to social function and linguistic elements of song lyrics related to teenager's life	4.8.1 Looking for the meaning of words in song lyrics related to teenagers' lives 4.8.2 Looking for the meaning of the song in a contextually related way of adolescence 4.8.3 Describe the meaning of the song skillfully 4.8.4 Sing songs with the correct pronunciation of intonation

FOCUS OF CHARACTER DEVELOPMENT: Discipline and Honesty

E. LEARNING OBJECTIVE:

After learning Song Materials, students can get a message from song

F. LEARNING MATERIALS

Text structure

1. Words, expressions, and grammar in song-shaped artwork.
2. Clear and neat spelling and handwriting and printing.
3. Speech, word pressure, intonation when presenting verbally.

G. LEARNING METHOD: Make a Match

I. MEDIA, ALAT, DAN SUMBER BELAJAR

7. Media : Video of song and lyric.
- Card Make a Match contains a description of the song along with the name of the singer
2. Tools : LCD, Laptop, Whiteboard, Board maker.
3. Source : Book "When English Rings the Bell"

Activity	Teacher Activity	Students Activity
Pre Activity 10'	-Enter class with an observer greeting -Praying with students. -Asking for student attendance.	-Sitting in an individual learning -Order answers greetings -Pray together -Stating that all students are present
Main Activity 40'	Explain today's learning goals. -Learn to get the message of a song -Explain the stages to be carried out according to the Make a Match learning model -Explain aspects of aspects to be assessed. -Teacher tell student to make 4 group -Teacher gives a picture -Teacher asks students what is shown in the picture -Teacher explain the meaning of the picture Make a Match The teacher gives instructions to students - Two groups make a letter u in front of the class. -other groups sit quietly and pay attention to other groups.	- Listen and understand the learning objectives - Listen and understand the stage of make a match games -Listen and understand the aspects that are assessed -Agreed the group as it was previously formed -Students pay attention to the picture -Students answer teacher questions -Students listen to the teacher's explanation

	<ul style="list-style-type: none"> - Teacher distributes cards to students. one group received an answer card and another group got a question card. - One person from the group who gets the question will read the question card. - The group that gets the answer card will raise hand if the question match with the description. -After playing the game teacher give some exercise to student 	<ul style="list-style-type: none"> -Listen and do teacher instruction -Do the exercise
Reflection 10'	<ul style="list-style-type: none"> -Asking the student what we learn about today -Give feedback to student and tell student about next lesson 	<ul style="list-style-type: none"> - Student answer the teacher -Listen to the teacher

APPENDIX V



PRE-TEST

Subject : English Vocabulary
Date : Friday, 26th April 2019
Time : 35 minutes

Instructions :

1. Write down your name and your class
2. Read every questions carefully
3. Answer the easy questions first
4. Choose the correct answer by crossing (x) a, b, c or d.

Name :

Class :

1. “Can you bring my bag for a while?”
The underlined word means ...
- carry
 - hang
 - take
 - put

Read the text carefully to answer question no. 4

Asty : Good evening, Destira

Destira: Good evening, Asty

Asty : Is Natasha at home?

Destira: I’m sorry Asty. She is not at home

Asty : Where is she?

Destira: She goes to the mall with her friend, what’s wrong?

Asty : I just want to borrow her books.

Destira: What’s kind of the book? maybe I can help you to take it for you?

Asty : Oh, thank you. I don’t want to disturb you. Its better, I go home now.

My sister Tania, wait for me. I’ll be back tomorrow. Good night see you later.

Destira: Good night, see you be careful.

2. “She goes to the mall with her friend...”
The underlined word “her” refers to ...
- Natasha
 - Asty
 - Destira
 - Tania
3. “.... no more lumps.”
The underlined word has similar meaning to ...
- circles
 - chunks
 - flours
 - cubes
4. “Submit the form below to your parents...”
The underlined word has similar meaning to ...
- hand in
 - report back
 - find out
 - get in

Read the text carefully to answer question no. 7

Iren : Hi, Mutia what are you doing?

Mutia : I do my homework. Have you done it? It is difficult. I try hard to finish it.

Iren : Yes, you are right. I cannot do number 2, can you help me, how to do it?

Mutia : I am sorry, I also cannot do it. Never mind, how to we ask Mauli and Syihab?

Maybe they can help us.

Mutia : OK, that is a good idea, but hurry up, the bel will ring in five minutes

5. "... Never mind, how to we ask Mauli and Syihab?"

The underlined word "we" refers to ...

- a. Iren and Syihab
 - b. Mutia and Iren
 - c. Mauli and Syihab
 - d. Mutia and Mauli
6. This thing is usually found in the classroom. It is usually brought by travelers. They look at it to find a place and to avoid being lost. What is it?
- a. time table
 - b. eraser
 - c. map
 - d. teacher's desk
7. "The next time we have friends over for dinner." The underlined phrase means ...
- a. come over to a friend
 - b. go over to some friends
 - c. visit a friend
 - d. invite friends

Read the conversation below to answer questions no. 14-15

Dear Kristanto,

I just got back from Yogyakarta. The weather was (14) ... the whole week and I really had a great vacation. I walked along Malioboro Street on the first day. The next day I went shopping and bought some batik clothes at Beringharjo Market. I went to Yogyakarta Palace one day. Guess what? I saw the Sultan. I enjoyed my (15) ... Well, that's all for now.

Cheers,

Suzana.

- 8.
- a. bad
 - b. gloomy
 - c. nice
 - d. impatient
- 9.
- a. palace
 - b. shopping

- c. malioboro
- d. vacation

Read this dialogue for questions number 17 to 21.

Rio : Oh, man! I forgot to (17) ... this book to the library yesterday. Now, it's (18) ...

Fina : Well, you know what to do.

Rio : I don't. This is the first time. Tell me, Fin.

Fina : Well, first you've got to pay the (19) ... for late books, of course. Then, if you still

want to keep the book, (20) ... it.

Rio : Ok.

Fina : And don't do it again. If you keep returning your books late, the library won't

(21) ... you any more books.

Rio : Yeah, I know ... Thanks for reminding me, Fin.

Fina : Any time.

10.

- a. return
- b. give
- c. take
- d. put

11.

- a. delayed
- b. overdue
- c. belated
- d. dilatory

12.

- a. pay
- b. fee
- c. salary
- d. buy

13.

- a. lengthen
- b. protract
- c. sustained
- d. extend

14.

- a. lend
- b. borrow
- c. take
- d. rent

15. "... a funny fluffy little duckling went to for a swim..."
What does the underlined word mean?

- a. rough and big
- b. soft and furry
- c. rough and furry
- d. light and rough

16. What does the instruction in the picture below mean?



- a. A payment should be done soon
- b. People should pay on the signed area
- c. People should not pay there
- d. People pay the price

17. "...Rohmi and her brother work part-time to earn some money."
What does the underlined words mean?

- a. work of the whole of working week
- b. work for only part of each day or week
- c. work for purpose of getiing money as much as possible
- d. work for family

18. "But he usually does what he is asked to do."
The underlined phrase means ...

- a. he does anything he wants
- b. he always asks
- c. he is lazy
- d. he is diligent

19. "Peter is interested in sports very much, and at school he plays football and tennis."

The underlined phrase can be replaced by ...

- a. dislike sport
- b. really likes sport
- c. hates sport very much
- d. finds sport not really entertaining

20. It belongs to reptile, it has four legs. It uses its tail as weapon when it fights. It is originally from one of the islands of the Indonesian Archipelago. People call its name the same its place of origin. What animal is it?

- a. crocodile

- b. aligator
- c. komodo
- d. phyton

Synonyms

Find the synonym of these words!

- | | |
|---------------|--------------|
| 1. agenda | a. defect |
| 2. assistance | b. goal |
| 3. fault | c. debate |
| 4. proof | d. customer |
| 5. client | e. personnel |
| 6. advantage | f. evidence |
| 7. suggestion | g. revenue |
| 8. discussion | h. help |
| 9. staff | i. barrier |
| 10. obstacle | j. benefit |

Antonyms

Find the antonym of these words!

- | | |
|-------------|-------------|
| 1. admit | a. miss |
| 2. fail | b. receive |
| 3. lend | c. succeed |
| 4. deposit | d. defend |
| 5. send | e. increase |
| 6. differ | f. create |
| 7. attack | g. deny |
| 8. catch | h. depart |
| 9. reduce | i. withdraw |
| 10. destroy | j. lose |

APPENDIX VI

Answer Key of Pre-Test

Multiple Choice

- | | |
|-------|-------|
| 1. A | 11. B |
| 2. A | 12. B |
| 3. B | 13. D |
| 4. B | 14. A |
| 5. B | 15. B |
| 6. C | 16. B |
| 7. D | 17. B |
| 8. C | 18. D |
| 9. D | 19. B |
| 10. A | 20. C |

Match Synonym

1. K
2. H
3. A
4. F
5. D
6. J
7. L
8. C
9. E
10. I

Match Antonym

1. G
2. C
3. K
4. I
5. B
6. L
7. D
8. A
9. E
10. F

APPENDIX VII



POST-TEST 1

Subject : English Vocabulary
Time : 35 minutes

Instructions :

1. Write down your name and your class
2. Read every questions carefully
3. Answer the easy questions first
4. Choose the correct answer by crossing (x) on a, b, c or d

Name :

Class :

CAUTION! FLOOR SLIPPERY! WHEN WET

21. The caution above warns us to ...
- Make the floor wet
 - Walk on the slippery floor
 - Be careful to walk on the wet floor
 - Clean the wet floor so it won't be slippery
22. "Then we saw two more temples **nearby**." The word 'nearby' has the same meaning as ...
- far
 - close by
 - stand by
 - come by
23. "She is a very famous singer from Indonesia." The underlined word means ...
- strange
 - unpopular
 - well-known
 - clumsy


This text is for questions 4 and 5

The length of the country is 6.400 kilometers, stretches from Sabang to Merauke.

Indonesia is a big country. There are 13.677 islands in the archipelago, about 6.000 of these island have got a name, and only 922 islands are inhabited.

Indonesia has more than 400 volcanoes. Most of these volcanoes are not active, but between 70 and 80 are still active. Every year there are about ten volcano eruptions in Indonesia. The most famous volcano eruption in the world was Krakatau in 1883.

24. The word "stretches" can be replaced by ...
- pulls
 - tightens
 - lengthens
 - spreads
25. The word "eruption" has closely meaning to ...
- sound
 - explosion
 - noise

- d. erosion
26. Kemari is a traditional Japanese game.
The underlined word means ...
- new
 - modern
 - old
 - ancient
27. "...he will frantically pull out every unnecessary..."
The underlined word can be best replaced ...
- happily
 - calmly
 - worriedly
 - diligently
28. Plants *derive* their food from the earth.
The italicized word means ...
- process
 - get
 - carry
 - establish
29. Hidayati : This is a silk blouse. You have to wash it very ...
Miranda : Don't worry. I will.
- rudely
 - quickly
 - carefully
 - beautifully
30. "... and by the age 16, he had made his first appearance for Barcelona."
The underlined word is closest in meaning to ...
- act
 - play
 - mark
 - impression
31.  What does the notice mean?
- We should get in the room
 - The room is only for the staff
 - We can meet a director in this room
 - The staff cannot get in
32. "... you can take the future even if you fail."
What is the meaning of the underlined word?
- mimpi
 - gagal

- c. sukses
- d. masa depan

Read the text carefully to answer questions no. 13 until 16

Pineapple Juice

First, cut a piece of pineapple. Then, (13) ... the pineapple into a blender. (14) ... a half glass of water into a blender. (15) ... spoonful of sugar. Put some ice cubes into the blender. (16) ... for several minutes. Now, your juice is ready to be served.

- 33. a. cut b. put c. chop d. slice
- 34. a. break b. saute c. pour d. grate
- 35. a. grill b. bake c. add d. clean
- 36. a. play b. push c. press d. blend

- 37. The old woman said that her daughter had been died for many years and she was buried in a cemetery about an hour drive away from here.
 - a. cemetery
 - b. the old woman
 - c. she
 - d. the old woman's daughter

- 38. Miss Tiara is a flight attendant. She takes care of ...
 - a. patients
 - b. passengers
 - c. fields
 - d. animals

- 39. Tina : How do you record on this tape recorder, Ali?
 Ali : Just ... the record button and the speak into the microphone.
 - a. pull b. dial c. plug d. push

- 40. Citra : ... me that eraser, please.
 Edi : This eraser? Here you are.
 Citra : Thank you.
 - a. pass b. put c. borrow d. throw

For questions 21 and 29, choose the best word that has the same meaning as the underlined word in the text!

Thousand of tourists go to Bali each year. They like to go on trips for the fun of seeing strange (21) things because Bali is one of the places where they expect to see them. Many villages have gamelan and dance teams for their religions and other ceremonies. The Kecak or Monkey dance shows part of the famous Ramayana story. Some of other dances are the Legong, the Kebyar and the Jagger.

- 41. a. wild b. unfamiliar c. dull d. interesting

42. "... who has called Neymar 'an excellent player.'" The underlined word is closest meaning to ...
- fantastic
 - generous
 - skillful
 - confident
43. "She is foolish." The antonym of the underlined word is ...
- dumb
 - brainy
 - wise
 - idiotic
44. "That seems expensive." The antonym of the underlined word is ...
- great
 - inexpensive
 - overpriced
 - wealthy

Read the text carefully to answer questions no. 25 until 27

Working in A Dinner

Juan finally got a job working in the kitchen at Bill's Dinner on Kennedy Boulevard in Jersey City. It is a tough job. Juan doesn't make a lot of money, but at least he has a job. He's making enough to pay his bills and save a little.

Juan's life isn't all work and no play. On sundays, he goes with his cousin and some friends to liberty state park. They have a picnic and play soccer, their favourite sport.

After the game, they walk along the Hudson River where there is a beautiful view of the statue of Liberty and Ellis Island. The statue and the island remind Juan that he lives in a country of immigrants that this is his land, too.

Juan phones Sonia every sunday. the calls are expensive, but he hates to write and he has to talk to her. He misses her so much. Juan and Sonia plan to marry a year from now. She'll fly to the united states and they'll get married here. He's saving every penny, so they can rent a nice apartment and Sonia is studying English, so she can get a good job when she arrives.

45. "*It* is a tough job" (paragraph 1)
The italic word refers to ...
- his job

- b. his city
- c. his bills
- d. his kitchen

46. “ *he* goes with his cousin and some friends ...” (paragraph 2)

The italic word refers to

- a. Hudson
- b. Ellis
- c. Juan
- d. Sonia

47. “ ... he misses *her* so much.”

The italic words refers to

- a. Juan
- b. Sonia
- c. The cousin
- d. Juan’s friend

48. “Please *return* my jacket soon, okay!”

The italic word means

- a. let something drop
- b. give something back
- c. make something better
- d. send something home

Congratulations, Henry!
Ever since Mom and Dad
heard about your fantastic
exam results, we cannot stop
smiling.

49. “We cannot stop smiling.”

The word ‘we’ refers to ...

- a. Henry
- b. Henry’s parents
- c. Henry’s father
- d. Henry’s mother

Edinburgh
19 Oct. 2010

Dear Johan,

I told you that I was going to England, but actually I was heading for Scotland. I **applied** for a job and I went for an interview yesterday. The manager and the factory supervisor interviewed me. At first I found it difficult to understand them but I **managed** to answer all their questions. I’ll know on Friday before I return whether I got a job or not.

Tomorrow I plan to go to the National Museum of Scotland, the Palace of Holy Roodhouse that’s the Queen’s residence when she’s in Scotland. I’m going to spend a few more days here enjoying the city which I hope will become my home for the next few years.

I’ll ring you when I hear something about my job on Friday.

Bye
Pieter

50. “...I was heading for Scotland.” The underlined phrase has same meaning as ...

- a. living in
- b. going to
- c. staying in
- d. moving to

51. "... when *she*'s in Scotland." The italic word refers to ...

- a. Johan
- b. Pieter
- c. The manager
- d. Queen

52. "... I **hope** will become ..." The bold word has same meaning as ...

- a. feeling of expectation for a certain thing to happen
- b. acting of expectation for a certain thing to happen
- c. strong desire to do something
- d. a decision about what one is going to do

53. "... I **hope** will become ..." The antonym from the bold is ...

- a. happy
- b. fun
- c. dislike
- d. pleasant

Read the text below carefully to answer question no. 34 until 36

Marie Curie was born in Poland in 1867. She was the only person who gained two Nobel prizes at that time. She achieved one on physics and one on chemistry. She was born as Marie Sklodowska, the daughter of chemistry professor. She was the first woman who attended University of Sorbonne in Paris. As a poor student, she lived in Paris on only ten cents a day for 3 years. In 1895, she married Pierre Currie, a chemist. They had two daughters; Irene and Eve. Marie managed three lives as a researcher, a wife and a mother.

In 1898, Marie discovered radium. Later, she developed a concept of radioactivity, which marked the beginning of the atomic age. During World War I, Marie and her daughter completed a new medical tool, the X-ray. Marie died in 1934, only a year before her daughter Irene won the Nobel Prize in chemistry.

54. "...*she* lived in Paris..."
the italic word refers to ...

- a. Irene
- b. Eve
- c. Pierre
- d. Marie

55. "*They* had two daughters"
the italic word refers to ...

- a. Irene and Eve
- b. Pierre and Marie
- c. Marie and Irene
- d. Marie and Eve

56. “As a **poor** student ...”
Antonym from the bold type word is ...
- plain
 - cheap
 - plentiful
 - wealthy
57. “Today, Pura Tanah Lot is accessible only at low tide...”
The underlined word means...
- can be reached
 - possible to stay
 - impossible to cross
 - difficult to pass
58. “Today, Pura Tanah Lot is accessible only at low tide...”
Antonym from the underlined type word is ...
- good
 - favorable
 - high
 - outrageous
59. “Do you want to go the **beautiful** valley?”
Antonym from the bold type word is ...
- ugly
 - dirty
 - nice
 - filthy
60. “Prick skin all over with a sharp fork.” What is the meaning of the underlined word?
- | | |
|---|---------------------------------------|
| a. make a small hole in something | c. put something on the body |
| b. brush something on the surface
pieces | d. cut something into small
pieces |

APPENDIX VIII

Answer Key of Post-Test I

Multiple Choice

- | | |
|-------|-------|
| 1. C | 21. B |
| 2. B | 22. C |
| 3. C | 23. C |
| 4. D | 24. B |
| 5. B | 25. A |
| 6. D | 26. C |
| 7. C | 27. B |
| 8. B | 28. B |
| 9. C | 29. B |
| 10. B | 30. B |
| 11. B | 31. D |
| 12. D | 32. A |
| 13. B | 33. C |
| 14. C | 34. D |
| 15. C | 35. B |
| 16. D | 36. D |
| 17. B | 37. A |
| 18. B | 38. C |
| 19. D | 39. A |
| 20. A | 40. A |

APPENDIX IX



POST-TEST 2

Subject : English Vocabulary
Time : 35 minutes

Instructions :

5. Write down your name and your class
6. Read every questions carefully
7. Answer the easy questions first
8. Choose the correct answer by crossing (x) a, b, c or d on the answer column

Name :

Class :

1. The green substance in plants is chlorophyll.
The underlined word in the above sentence is closest in meaning to ...
 - a. core
 - b. body
 - c. stuff
 - d. material

2. "... recording artist are neglieible."
The underlined word is closest in meaning to ...
 - a. unpredictable
 - b. not effective
 - c. less important
 - d. insignificant

3. When it rains the roots soak up as much water as possible.
The underlined words have the closest meaning with ...
 - a. penetrate
 - b. absorb
 - c. saturate
 - d. immerse

4. "He is extremely knowledgeable."
The underlined word is closet in meaning to ...
 - a. well-informed
 - b. truthful
 - c. meaningful
 - d. thinkable

Read the text carefully to answer questions no. 5 until 7

Octopuses are mollusks, a kind of animal with a soft body. Unlike other mollusks, such as clams and oysters, octopuses and squid have no hard ... (5) to protect them. An octopus is an animal without any bones. Surrounding the main portion of its body is a fleshy covering, called a mantle. Most of the internal organs of an octopus are inside the mantle. An octopus has two big ... (6), so it has very good vision. Seals, eels, and other sea animals prey on octopuses. An octopus' main method of defense is to shoot a cloud of dark ink into the water. The ink cloud confuses the attacker, and the octopus jets away. Octopuses can also ... (7) color rapidly when they are in danger. They change color to fit in with their surroundings. This helps them to hide from the prey.

5.
 - a. skin
 - b. scales
 - c. seals
 - d. shells

6.

<ol style="list-style-type: none">a. eyesb. bones	<ol style="list-style-type: none">c. fingersd. thumbs
--	--

Read the text carefully to answer questions no. 8 until 10

I have as “super” mother. My mother is now in her late sixties. She comes from a family of traditional Cantonese middle class people. She has some knowledge of traditional (8) ... for fever, loss of appetite and minor cough. She is quite tall and medium built. She looks much younger than her age. She (9) ... Mandarin fluently and English quite well. She is an excellent cook, and her grandson once said that her cooking skills could match those of a chef in a restaurant. She is very friendly and (10) She never fails to help anyone to who needs her help. She likes to travel and like any other woman, she likes to shop.

7. a. remedies b. beverage c. pastry d. menu
8. a. learns b. asks c. exercises d. food
9. a. quick b. helpful c. rude d. smart

Read the text below to answer questions no. 12 - 14

The Houses of Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean “those who live upstream” or “those who live in the mountains”. Their name is in fact derived from the word Raja, which in Sanskrit means “king”. The society is hierarchically structured: the noblemen are called *rengnge*, the ordinary people to *makaka*, and the slaves to *kaunan*; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (*tongkonan*) of the Toraja are the “buffalo horns”, the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the *tongkonan* is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build “modern” (in other words houses built with cement) houses with such roofs.

10. “*those* who live upstream.” (paragraph 1)

The italic word refers to ...

- a. Toraja People
b. The ethnic groups
c. Raja
d. Noblemen

11. “... and even today they build modern ...” (paragraph 3)

The underlined words refers to ...

- a. Raja
b. *Rengnge*
c. Society
d. Toraja People

12. “Designed as a representation on the universe ...” (paragraph 3)
The underlined word has meaning ...
- The description of someone or something in a particular way
 - A detailed investigation and analysis of a subject or situation
 - The state of being strikingly different from something else in close association
 - A combination of statements, ideas or features of a situation that are opposed to one another.



13. What is the caution above about?
- telling people to plug in the wire
 - forbidding people to touch the wire
 - explaining why the wire is dangerous
 - telling people how to connect the wire
14. “It may cause electric shock.” The word ‘**cause**’ means ...
- evoke
 - launch
 - protect
 - smoothen
15. “This program prepared students to assume.”
The underlined word means ...
- | | |
|------------|---------|
| a. give | c. buy |
| b. consume | d. take |

Read the text below to answer questions no 20 and 21

To : (0856 52956267)

Kiki, I need your help. Could you come to my home to repair my laptop? My laptop is broken. I need it to make English assignment and should submit tomorrow. Please come around 10.00 am. I really need your help?

From : Safa (0812 238562)

16. “I need it to make English assignment.” The word ‘it’ in the sentence refers to ...
- | | |
|-----------|-----------------------|
| a. phone | c. english assignment |
| b. laptop | d. help |

Read the text below to answer questions no 22 and 24

Koala is a mammal living in a tree. It has a (22) ... die which is mostly leaves of eucalyptus trees. Koalas are sometimes called koala bears. However, koalas are not bears. Young bears (cube) are grown (23) ... outside their mother’s body, but young koalas (24) ... their development inside the mother pouch.

17. a. special commercial b. essential c. crucial d.
18. a. fully quickly b. largely c. coolly d.
19. start complete b. convert c. grow d.
20. “ ... are hazardous to your health ...”
What does the underlined word in the sentence means?
a. dreadful b. dangerous c. uneasy d.
serious
21. Which of the following words is the synonym of ‘coast’ ?
a. shore
b. river
c. mountain
d. lake
22. Waiter : Are you ready to order, Sir?
Mr. Abi : Yes, a ... of friend rice please.
a. bowl b. jar c. sack d. plate

Read the text below to answer questions no 28 until 32

Today is my birthday. I usually have a big (28) ... in my birthday. My (29) ... friends always come to my party. Today’s party is different from last year’s. I am having a (30) ... party than last year, with only my parents, my aunt, and my sisters. There are seventeen candles. I am getting only a little (31) It’s from my aunt, Diana. However, I am very (32) ...

23. a. large small b. biggest c. tiny d.
24. a. souvenir b. grant c. reward d. gift
25. She offered him some of the most **tender**.
The antonym of the bold type is ...
a. gentle c. though
b. mild d. rough
26. It was a *rare* sight to see.
The italic typed word means ...
a. common b. lightly c. unusual d.
average
27. “... the need to reduce the usage of plastic bottles by using tumblers.”
The underlined word can be best replaced by ...
a. ban
b. minimize
c. remove
d. eliminate

28. "This seems like a *good* hotel." The synonym of the italic typed word is ...
 a. brilliant
 b. kind
 c. amused
 d. great
29. "This house is *magnificent!*" The antonym of the italic typed word is ...
 a. small
 b. big
 c. unimpressive
 d. gigantic
30. "I am *terrible* at Mathematics!" The synonym of the italic typed word is ...
 a. awful
 b. fierce
 c. eerie
 d. serious
31. "Have you looked at the *invoice?*" The synonym of the italic typed word is ...
 a. sheet
 b. bill
 c. paper
 d. recorder
32. It is *hot* outside. The antonym of the italic typed word is ...
 a. cold
 b. warm
 c. stormy
 d. breezy
33. A cat has ... covering its skin, but a bird has ...
 a. feather - fur
 b. scale - feather
 c. fur - feather
 d. thick skin - fur

Read the text below to answer questions no 44 until 46

Romi and Roni are twins. They look the same, but they have some differences. Romi is 39kg, but Roni is 47kg. So, Roni is (44) ... than Romi. Roni is 160cm tall, but Romi 163cm tall. So, Romi is (45) ... than Roni. Roni likes put door activities, but Romi doesn't. So, Romi's skin is (46) Romi always passes the math test. Roni is sometimes falls in the math tests. So, Romi is better at Math than Roni. Both Romi and Roni like to collect comics. Romi has 25 comics and Roni has 30 comics. So, Roni has many comics than Romi's.

34. a. tinier
 b. heavier
 c. smaller
 d. slimmer
35. a. taller
 b. taller
 c. bigger
 d. shorter
36. a. fairer
 b. shorter
 c. darker
 d. whiter
37. Sri : What will happen if it rains?
 Dani : Well, I think ... so we must be careful in driving the car.
 a. The plants will be wet
 b. The road will be slippery
 c. The rain could be heavy
 d. The sky would be cloudy

Read the text below to answer the questions no 48 until 50!

Kaka was born in Brazilia. From age 4 to 7, his family lived in Cuiaba, following his father, a civil engineer. At age 7, the family moved to the city of Sao Paulo, in the neighborhood of Morumbi, near the stadium of Sao Paulo FC. As FIFA says, "Kaka fails to fit the Brazilian stereo type of the kid from the favela who flrst played the game in the street with a ball made from rags. Coming from comfortable and cultured family, Kaka kept up his studies as long as they were compatible with his profession."

His talent was soon recognized. A professor called the family and suggested enrolling him in a football school. At age B, Kaka was playing with Sao Paulo FC, where he succeeded in all categories. At age 14, Kaka used to wake up two hours early, to keep up with his studies. Kaka managed to conclude the intermediary cycle (eleven years) in Brazil, before dedicating exclusively to football.

In 2006, only 24 years old, Kaka was one of the main Brazilian players in the World Cup. Despite the abundance of good players, coach Carlos Alberto Parreira already said that Kaka would start as a principle. The groups formed by Kaka, Ronaldinho, Ronaldo and Adriano was called "the Magic Square" by Brazilian media fans.

38. "A professor called the family and suggested enrolling him ..." (paragraph 3)

The underlined word refers to ...

- a. The Professor
- b. Kaka
- c. Ronaldo
- d. Adriano

39. "His talent was soon *recognized*." (paragraph 2)

The underlined word is closest in meaning to ...

- a. managed
- b. predicted
- c. succeeded
- d. identified

40. "... as long as they were *compatible* with his profession..." (paragraph 1)

Antonym from the italic typed word is ...

- a. unimportant
- b. conflicting
- c. suitable
- d. fit

APPENDIX X

Answer Key of Post-Test II

Multiple Choice

- | | |
|-------|-------|
| 1. D | 21. A |
| 2. C | 22. D |
| 3. B | 23. B |
| 4. A | 24. D |
| 5. A | 25. D |
| 6. A | 26. C |
| 7. A | 27. B |
| 8. D | 28. C |
| 9. B | 29. D |
| 10. A | 30. A |
| 11. D | 31. B |
| 12. A | 32. A |
| 13. B | 33. C |
| 14. A | 34. B |
| 15. B | 35. D |
| 16. B | 36. A |
| 17. A | 37. B |
| 18. A | 38. B |
| 19. A | 39. D |
| 20. B | 40. B |

APPENDIX XI

Attendances of Students 7E

No.	Participants	Gender	Pre-Test	1	2	Post-Test I	3	4	5	Post-Test II
1.	ADA	L	√	√	√	√	√	√	√	√
2.	A	P	√	√	√	√	√	√	√	√
3.	ANN	P	√	√	√	√	√	√	√	√
4.	APS	P	√	√	√	√	√	√	√	√
5.	AN	P	√	√	√	√	√	√	√	√
6.	AHP	P	√	√	√	√	√	√	√	√
7.	AL	L	√	√	√	√	√	√	√	√
8.	AKF	P	√	√	√	√	√	√	√	√
9.	CN	P	√	√	√	√	√	√	√	√
10.	CYR	P	√	√	√	√	√	√	√	√
11.	EMM	P	√	x	√	√	√	√	√	√
12.	FNA	P	√	√	√	√	√	√	√	√
13.	FAS	L	√	√	√	√	√	√	√	√
14.	GM	P	√	√	√	√	√	√	√	√
15.	HTH	L	√	√	√	√	√	√	√	√
16.	JLN	P	√	√	√	√	√	√	√	√
17.	KNNS	P	√	√	√	√	√	√	√	√
18.	KRA	L	√	√	√	√	√	√	√	√
19.	MEN	P	√	√	√	√	√	√	√	√
20.	MSC	P	√	√	√	√	√	√	√	√

21.	MZA	L	√	√	√	√	√	√	√	√
22.	NF	P	√	√	√	√	√	√	√	√
23.	NP	P	√	√	√	√	√	√	√	√
24.	RA	L	√	√	√	√	√	√	√	√
25.	RNWT	P	√	√	√	√	√	√	√	√
26.	SH	P	√	√	√	√	√	√	√	√
27.	SAPI	P	√	√	√	√	√	√	√	√
28.	SS	L	√	x	√	√	√	√	√	√
29.	SSN	P	√	√	√	√	√	√	√	√
30.	TPS	P	√	√	√	√	√	√	√	√
31.	TFA	P	√	√	√	√	√	√	√	√
32.	TI	L	√	√	√	√	√	√	√	√
33.	VDS	L	√	√	√	√	√	√	√	√
34.	ZAP	P	√	√	√	√	√	√	√	√
Total			34	32	34	34	34	34	34	34

APPENDIX XII

Mean of Score

NO	NAME	PRE-TEST	POST-TEST I	POST-TEST II
1	ADA	67	70	80
2	A	55	73	83
3	ANN	37	67	77
4	APS	45	70	80
5	AN	45	75	83
6	AHP	40	67	80
7	AL	23	63	77
8	AKF	30	60	77
9	CN	80	77	83
10	CYR	35	55	87
11	EMM	43	70	77
12	FNA	67	75	77
13	FAS	85	87	85
14	GM	57	77	85
15	HTH	80	85	95
16	JLN	55	65	77
17	KNNS	53	67	75
18	KRA	77	80	80
19	MEN	73	87	93
20	MSC	35	67	77
21	MZA	30	55	77
22	NF	23	63	75
23	NP	55	82	80
24	RA	43	67	75
25	RNWT	25	73	80
26	SH	65	70	83
27	SAPI	57	83	80
28	SS	35	63	67
29	SSN	73	83	80
30	TPS	50	77	83
31	TFA	37	73	83
32	TI	85	80	85
33	VDS	45	67	77
34	ZAP	53	77	83
Total Score		1758	2450	4461
Mean of Score		51,70	72,05	80,47

APPENDIX XV

Interview Transcript

Interviewee – KRA

Researcher : Selamat siang, jika kamu tidak keberatan, Miss mau minta waktu kamu sebentar untuk wawancara. (Good afternoon, if you do not mind, I want to ask you for an interview)

KRA : Pagi juga Miss. Iya Miss, saya bisa untuk wawancara. (Good afternoon Miss. Yes, I can.)

Researcher : Miss mau tanya, bagaimana perasaan kamu setelah belajar bahasa Inggris menggunakan Game Make a Match l? (I want to ask you, how do you feel after learning English using Game Make a Match)

KRA : Saya senang, Miss. (I enjoy it, Miss)

Researcher : Apakah kamu termotivasi untuk belajar bahasa Inggris menggunakan Make a Matchl? (Are you motivated to learning English using Make a Match)

KRA : Iya, Miss. Saya termotivasi. (Yes, Miss. I'm motivated)

Researcher : Apakah kosakata kamu bertambah setelah belajar bahasa Inggris menggunakan game Make a Match? (Does learning using game Make a Matchl enrich your vocabulary?)

KRA : Iya, Miss. (Yes, Miss)

Researcher : Apakah pendapat kamu belajar bahasa Inggris menggunakan game Make a Match? (What is your opinion in learning English using game Make a Match)

KRA : Saya tidak tahu, Miss. (I do not know, Miss)

Researcher : Apakah kamu menyarankan game Make a Match digunakan dalam pembelajaran bahasa Inggris untuk kedepannya? (do you suggest game Make a Matchl will be applied next time in learning English?)

KRA : Iya, Miss. (Yes, Miss)

Researcher : Baik, wawancaranya sudah selesai. Saya ucapkan terima kasih. (Well, this interview just finished. Thank you.)

KRA : Sama – sama, Miss. (You are welcome, Miss.)

Interviewee – TFA

Researcher : Selamat siang, jika kamu tidak keberatan, Miss mau minta waktu kamu sebentar untuk wawancara. (Good afternoon, if you do not mind, I want to ask you for an interview)

TFA : Iya Miss, saya bisa untuk wawancara. (Yes, I can, Miss.)

Researcher : Miss mau tanya, bagaimana perasaan kamu setelah belajar bahasa Inggris menggunakan game Make a Match? (I want to ask you, how do you feel after learning English using game Make a Match))

TFA : Saya senang belajar menggunakan game Make a Match, Miss. (I enjoy learning English using game Make a Match, Miss)

Researcher : Apakah kamu termotivasi untuk belajar bahasa Inggris menggunakan game Make a Match? (Are you motivated to learning English using game Make a Match)

TFA : Iya, Miss. Saya termotivasi. (Yes, Miss. I'm motivated)

Researcher : Apakah kosakata kamu bertambah setelah belajar bahasa Inggris menggunakan game Make a Match? (Does learning using game Make a Match enrich your vocabulary?)

TFA : Engga, Miss. Karena kadang saya tidak bisa mengingat dengan baik. (No. I do not, Miss. Because sometimes I cannot remember well)

Researcher : Apakah pendapat kamu belajar bahasa Inggris menggunakan game Make a Match ? (What is your opinion in learning English using word wall?)

TFA : Hmm, saya rasa menarik miss . (Hmmm, I think exciting, Miss)

Researcher : Apakah kamu menyarankan game Make a Match digunakan dalam pembelajaran bahasa Inggris untuk kedepannya? (do you suggest game Make a Match will be applied next time in learning English?)

TFA : Iya, Miss. (Yes, Miss)

Researcher : Baik, wawancaranya sudah selesai. Saya ucapkan terima kasih. (Well, this interview just finished. Thank you.)

TFA : Ok. Sama – sama, Miss. (Ok. You are welcome, Miss.)

Interviewee – ADA

Researcher : Selamat siang, jika kamu tidak keberatan, Miss mau minta waktu kamu sebentar untuk wawancara. (Good afternoon, if you do not mind, I want to ask you for an interview)

ADA : Siang juga Miss. Iya Miss, saya bisa untuk wawancara. (Good afternoon Miss. Yes, I can.)

Researcher : Miss mau tanya, bagaimana perasaan kamu setelah belajar bahasa Inggris menggunakan game Make a Match? (I want to ask you, how do you feel after learning English using game Make a Match l)

ADA : Saya senang, Miss. (I enjoy it, Miss)

Researcher : Apakah kamu termotivasi untuk belajar bahasa Inggris menggunakan game Make a Match l? (Are you motivated to learning English using game Make a Match)

ADA : Iya, Miss. Saya termotivasi. (Yes, Miss. I'm motivated)

Researcher : Apakah kosakata kamu bertambah setelah belajar bahasa Inggris menggunakan game Make a Match? (Does learning using game Make a Match l enrich your vocabulary?)

ADA : Saya pikir tidak, Miss. (I do not think so, Miss)

Researcher : Apakah pendapat kamu belajar bahasa Inggris menggunakan game Make a Match? (What is your opinion in learning English using game Make a Match?)

ADA : Saya tidak tahu, Miss. (I do not know, Miss)

Researcher : Apakah kamu menyarankan game Make a Match digunakan dalam pembelajaran bahasa Inggris untuk kedepannya? (do you suggest game Make a Match will be applied next time in learning English?)

ADA : Iya, Miss. Karena jika belajar menggunakan game Make a Match saya tidak mengantuk. (Yes, Miss. Because if I learning English using game Make a Match I do not feel sleepy.)

Researcher : Baik, wawancaranya sudah selesai. Saya ucapkan terima kasih. (Well, this interview just finished. Thank you.)

ADA : Sama – sama, Miss. (You are welcome, Miss.)

Interviewee – CN

Researcher : Selamat siang, jika kamu tidak keberatan, Miss mau minta waktu kamu sebentar untuk wawancara. (Good afternoon, if you do not mind, I want to ask you for an interview)

CN : Siang juga Miss. Iya Miss, saya bisa untuk wawancara. (Good afternoon Miss. Yes, I can.)

Researcher : Miss mau tanya, bagaimana perasaan kamu setelah belajar bahasa Inggris menggunakan game Make a Match? (I want to ask you, how do you feel after learning English using game Make a Match)

CN : Saya senang belajar bahasa Inggris menggunakan game Make a Match, Miss. (I happy learning English using game Make a Match, Miss)

Researcher : Apakah kamu termotivasi untuk belajar bahasa Inggris menggunakan game Make a Match? (Are you motivated to learning English using game Make a Match)

CN : Iya, Miss. Saya termotivasi. (Yes, Miss. I'm motivated)

Researcher : Apakah kosakata kamu bertambah setelah belajar bahasa Inggris menggunakan game Make a Match? (Does learning using game Make a Match enrich your vocabulary?)

CN : Iya, Miss. Saya juga bisa membedakan verb, adjective, dan noun. (Yes, Miss. I also learn to distinguish verbs, adjectives, and nouns.)

Researcher : Apakah pendapat kamu belajar bahasa Inggris menggunakan game Make a Match? (What is your opinion in learning English using game Make a Match?)

CN : Belajar bahasa Inggris bagus memakai game Make a Match, Miss. (Learning English better if using game Make a Match, Miss.)

Researcher : Apakah kamu menyarankan game Make a Match digunakan dalam pembelajaran bahasa Inggris untuk kedepannya? (do you suggest game Make a Match will be applied next time in learning English?)

CN : Iya, Miss. (Yes, Miss)

Researcher : Baik, wawancaranya sudah selesai. Saya ucapkan terima kasih. (Well, this interview just finished. Thank you.)

CN : Sama – sama, Miss. (You are welcome, Miss.)

Interviewee – ANN

Researcher : Selamat siang, jika kamu tidak keberatan, Miss mau minta waktu kamu sebentar untuk wawancara. (Good afternoon, if you do not mind, I want to ask you for an interview)

ANN : Siang juga Miss. Iya Miss, saya bisa untuk wawancara. (Good afternoon Miss. Yes, I can.)

Researcher : Miss mau tanya, bagaimana perasaan kamu setelah belajar bahasa Inggris menggunakan game Make a Match? (I want to ask you, how do you feel after learning English using game Make a Match)

ANN : Saya suka, Miss. (I enjoy it, Miss)

- Researcher* : Apakah kamu termotivasi untuk belajar bahasa Inggris menggunakan game *Make a Match*? (*Are you motivated to learning English using game Make a Match*)
- ANN* : Iya, Miss. Saya termotivasi. (*Yes, Miss. I'm motivated*)
- Researcher* : Apakah kosakata kamu bertambah setelah belajar bahasa Inggris menggunakan game *Make a Match*? (*Does learning using game Make a Match enrich your vocabulary?*)
- ANN* : Iya, Miss. (*Yes, Miss*)
- Researcher* : Apakah pendapat kamu belajar bahasa Inggris menggunakan game *Make a Match* l? (*What is your opinion in learning English using game Make a Match?*)
- ANN* : Belajar menggunakan game *Make a Match* menambah kosakata saya, Miss. (*Learning English using game Make a Match increase my vocabulary, Miss.*)
- Researcher* : Apakah kamu menyarankan game *Make a Match* digunakan dalam pembelajaran bahasa Inggris untuk kedepannya? (*do you suggest game Make a Match will be applied next time in learning English?*)
- ANN* : Iya, Miss. (*Yes, Miss*)
- Researcher* : Baik, wawancaranya sudah selesai. Saya ucapkan terima kasih. (*Well, this interview just finished. Thank you.*)
- ANN* : Sama – sama, Miss. (*You are welcome, Miss.*)

Interviewee – A

- Researcher* : Selamat siang, jika kamu tidak keberatan, Miss mau minta waktu kamu sebentar untuk wawancara. (*Good afternoon, if you do not mind, I want to ask you for an interview*)
- A* : Siang juga Miss. Iya Miss, saya bisa untuk wawancara. (*Good afternoon Miss. Yes, I can.*)
- Researcher* : Miss mau tanya, bagaimana perasaan kamu setelah belajar bahasa Inggris menggunakan game *Make a Match*? (*I want to ask you, how do you feel after learning English using game Make a Match*)
- A* : Saya suka, Miss. (*I enjoy it, Miss*)
- Researcher* : Apakah kamu termotivasi untuk belajar bahasa Inggris menggunakan game *Make a Match*? (*Are you motivated to learning English using game Make a Match*)
- A* : Iya, Miss. Saya termotivasi. (*Yes, Miss. I'm motivated*)
- Researcher* : Apakah kosakata kamu bertambah setelah belajar bahasa Inggris menggunakan game *Make a Match*? (*Does learning using game Make a Match enrich your vocabulary?*)
- A* : Iya, Miss. (*Yes, Miss*)
- Researcher* : Apakah pendapat kamu belajar bahasa Inggris menggunakan game *Make a Match* l? (*What is your opinion in learning English using game Make a Match?*)
- A* : Belajar menggunakan game *Make a Match* menambah kosakata saya, Miss. (*Learning English using game Make a Match increase my vocabulary, Miss.*)

Researcher : Apakah kamu menyarankan game *Make a Match* digunakan dalam pembelajaran bahasa Inggris untuk kedepannya? (do you suggest game *Make a Match* will be applied next time in learning English?)
A : Iya, Miss. (Yes, Miss)
Researcher : Baik, wawancaranya sudah selesai. Saya ucapkan terima kasih. (Well, this interview just finished. Thank you.)
A : Sama – sama, Miss. (You are welcome, Miss.)

Interviewee – AL

Researcher : Selamat siang, jika kamu tidak keberatan, Miss mau minta waktu kamu sebentar untuk wawancara. (Good afternoon, if you do not mind, I want to ask you for an interview)
AL : Siang juga Miss. Iya Miss, saya bisa untuk wawancara. (Good afternoon Miss. Yes, I can.)
Researcher : Miss mau tanya, bagaimana perasaan kamu setelah belajar bahasa Inggris menggunakan game *Make a Match*? (I want to ask you, how do you feel after learning English using game *Make a Match*)
AL : Saya tidak begitu suka, Miss. (I not enjoy it, Miss)
Researcher : Apakah kamu termotivasi untuk belajar bahasa Inggris menggunakan game *Make a Match*? (Are you motivated to learning English using game *Make a Match*)
AL : Iya, Miss sedikit. (Yes, Miss a little)
Researcher : Apakah kosakata kamu bertambah setelah belajar bahasa Inggris menggunakan game *Make a Match*? (Does learning using game *Make a Match* enrich your vocabulary?)
AL : Iya, Miss. Sedikit (Yes, Miss.a little)
Researcher : Apakah pendapat kamu belajar bahasa Inggris menggunakan game *Make a Match* ? (What is your opinion in learning English using game *Make a Match*?)
AL : Saya tidak tahu, Miss. (I dont Know, Miss)
Researcher : Apakah kamu menyarankan game *Make a Match* digunakan dalam pembelajaran bahasa Inggris untuk kedepannya? (do you suggest game *Make a Match* will be applied next time in learning English?)
AL : Iya, Miss. (Yes, Miss)
Researcher : Baik, wawancaranya sudah selesai. Saya ucapkan terima kasih. (Well, this interview just finished. Thank you.)
AL : Sama – sama, Miss. (You are welcome, Miss.)

Interviewee – SS

Researcher : Selamat siang, jika kamu tidak keberatan, Miss mau minta waktu kamu sebentar untuk wawancara. (Good afternoon, if you do not mind, I want to ask you for an interview)
SS : Siang juga Miss. Iya Miss, saya bisa untuk wawancara. (Good afternoon Miss. Yes, I can.)
Researcher : Miss mau tanya, bagaimana perasaan kamu setelah belajar bahasa Inggris menggunakan game *Make a Match*? (I want to ask you, how do you feel after learning English using game *Make a Match*)

SS : *Saya suka, Miss. (I enjoy it, Miss)*

Researcher : *Apakah kamu termotivasi untuk belajar bahasa Inggris menggunakan game Make a Match? (Are you motivated to learning English using game Make a Match)*

SS : *Iya, Miss. Saya termotivasi. (Yes, Miss. I'm motivated)*

Researcher : *Apakah kosakata kamu bertambah setelah belajar bahasa Inggris menggunakan game Make a Match? (Does learning using game Make a Match enrich your vocabulary?)*

SS : *Iya, Miss. Kosakata saya bertambah walaupun sedikit. (Yes, Miss, even a little.)*

Researcher : *Apakah pendapat kamu belajar bahasa Inggris menggunakan game Make a Match? (What is your opinion in learning English using game Make a Match l?)*

SS : *Belajar bahasa Inggris dengan game Make a Match bagus sekali, Miss. (Learning English using game Make a Match l is good, Miss.)*

Researcher : *Apakah kamu menyarankan game Make a Match digunakan dalam pembelajaran bahasa Inggris untuk kedepannya? (do you suggest word game Make a Match l be applied next time in learning English?)*

SS : *Iya, Miss. (Yes, Miss)*

Researcher : *Baik, wawancaranya sudah selesai. Saya ucapkan terima kasih. (Well, this interview just finished. Thank you.)*

SS : *Sama – sama, Miss. (You are welcome, Miss.)*

APPENDIX XIV**Observation Sheet Cycle I**

School : SMPN 49 Jakarta

Class : VII

Date : May, 12th 2019

Put a thick (√) on Yes or No

No	Focus and Topics	Meeting	
		I	II
1	Learning process		
	Greeting the students	√	√
	Reviewing the previous material	×	√
	Brainstorming the students' knowledge	×	√
	Starting and ending the class on time	√	√
2	Giving assignment		
	Asking the students to memorizing and mention the difficult word individually	√	√
	Asking the students to memorizing and mentioning the difficult words in pair/group	×	×
3	Material		
	Giving the material based on lesson plan	√	√
	Mastering the topic well	√	√
	Using learning media (video, audio, picture)	×	×
4	Researcher's performance		
	Mastering the topic material	√	√
	Showing attention and care to the students	√	√
	Explaining the material clearly and effectively	×	√
	Motivating the students	×	×
	Reviewing the material in the end of meeting	√	×
5	Technique Implementation		
	Explaining the procedure of word wall technique	√	√
	Guiding the students to do the technique	√	√
	Applying word wall correctly	√	√
	Dividing the students into group	×	×
6	Class Interaction		
	Asking the students what they do not understand	×	×
	Answering students' question	√	√
	Total	12	14
	Percentage %	60%	70%

The number of absence students : 0

The total number of students : 34

Appendix XV:**Observation Sheet Cycle II**

School : SMPN 49 Jakarta

Class : VII

Date : May, 27th 2019

Put a thick (√) on Yes or No

No	Focus and topics	Meeting I		Meeting II	
		Yes	No	Yes	No
Learning Process					
1	Greeting the students	√		√	
2	Reviewing the previous material		√	√	
3	Brainstorming the students' knowledge		√	√	
4	Starting and ending the class on time	√			√
Giving assignment					
5	Asking the students to memorizing and mention the difficult word individually	√			√
6	Asking the students to memorizing and mentioning the difficult words in pair/group		√		√
Material					
7	Giving the material based on lesson plan			√	
8	Having the material learning source	√		√	
9	Using learning media (video, audio, picture)		√		√
Researcher's Performance					
10	Mastering the topic material	√		√	
11	Showing attention and care to the students	√		√	
12	Explaining the material clearly and effectively		√	√	
13	Motivating the students		√		√
14	Reviewing the material in the end of meeting	√		√	
Technique Implementation					
15	Explaining the procedure of Game Make a Match	√		√	
16	Guiding the students to do the Game	√		√	
17	Playing Game Make a Match correctly	√			
18	Dividing the students into group		√	√	
Class Interaction					
19	Asking the students what they do not understand		√	√	
20	Answering students' question	√			√
Total		12	8	14	6
Percentage%		60%	40%	70%	30%

The number of absence students : 0

The total number of students : 34

APPENDIX XVI

DIARY NOTES

Topic : Animals and Things
Day, Date : April, 30th 2019
Time : 13:55 – 15:50

The first meeting was held on Tuesday, April 30th, 2019. The researcher opens the class by greeting students and then asking about the condition of the students. After greeting students, the researcher checks the attendance of students. That the number of students attending the learning process is 32 because of one student sick and one student absent without explanation. The researcher implements the teaching and learning process based on the learning plan that has been made. Before involving students in the game Make a Match, the researcher explains the material that will be reviewed, about animals and things. The researcher brainstorms students. Then asks the type of animal and guesses the description of the objects. After brainstorming the researcher explained the technique of playing the Game Make a Match. Researchers divided students into 4 groups. The first two groups play first. One group received an answer card and another group received an answer card. The other two groups noticed, if the answer group team could not answer another group could guess the question. And the games start. At first it was very noisy in class because students were still a little confused by the game. After 1 round of rotation the students have begun to understand. When the game takes place in every 1 card the researcher asks whether there is a vocabulary that is not known from each card, there are some vocabulary that the students do not know the meaning, the researcher writes the vocabulary on the board. After all the cards were answered the researcher and the students searched for meaning from a difficult vocabulary. After all the

meanings of the vocabulary were found the researcher gave students the task of making sentences from the vocabulary found and collected. The class atmosphere at the first meeting was still not conducive. Some students talk to other students and three students go to the restroom.

DIARY NOTES

Topic : Occupation
Day, Date : May, 3rd 2019
Time : 13:55 – 15:50

The second meeting was held on Friday, May 3rd, 2019. As usual researchers began the class by checking attendance and praying. On that day all students attended the class. In the second meeting the researchers discussed material about occupation. As a brainstorm the researchers asked several students about their parent's job. After doing a little review of occupation the researcher started the game make a match. In the second meeting this time the researcher no longer told the rules in playing again. At this meeting the students were more conducive than the first meeting. Students remain in groups that have been formed before. The end of the second meeting is that the researcher gives the task to students to mention five types of occupation along with an explanation of occupation.

DIARY NOTES

Topic : Public Place
Day, Date : May, 14th 2019
Time : 11:00 – 12:00

The third meeting was held after the Post test I. The post test I was conducted on Thursday, May 9th 2019. The third meeting was held on Friday, May 10th 2019. From the results of the post test I, it was seen an increase in student grades. In this third meeting researchers discussed material about public place. Researchers Ask students about the names of places around them. In this meeting the 7E's teacher told me that there was one student who had a slow catch, namely Stefanus. Teacher of 7E forgot to tell me about that. In this third meeting the researchers ventured to change the rules for playing make a match game. Students remain divided into four groups. Each group holds the same answer card. Question cards held by researchers. So researcher read out questions about public place. Each group must warm up the correct answer. The groups that get faster get points. In this meeting the class atmosphere was increasingly crowded because each group competed to be the fastest in answering.

DIARY NOTES

Topic : Songs
Day, Date : May, 17th 2019
Time : 13:55 – 15:50

This meeting was held on Tuesday, 14th May 2109. In this meeting the researcher discussed material about songs. The contents of the question card are the lyrics of the song of the famous singer and the contents of the answer is about name of singer. In this meeting the students were very excited to start the game because there were songs from their idols.

APPENDIX XVII

The Schedule of the Researcher

Activities	Date	Purposes
Pre Test	Friday, April 26 th , 2019	To Identify the students' vocabulary mastery
Cycle 1		
1st Treatment	Tuesday, April 30 th , 2019	To implement the lesson plan
2nd Treatment	Friday, May 3 rd , 2019	To Implement the lesson plan
Post Test I	Thursday, May 9 th , 2019	To measure the students' vocabulary mastery after the action
Cycle 2		
1st Treatment	Friday, May 10 th , 2019	To implement the lesson plan
2nd Treatment	Tuesday, May 14 th , 2019	To implement the lesson plan
3rd Treatment	Friday, May 17 th , 2019	To implement the lesson plan
Post Test II	Monday, May 27 th 2019	To measure the students' vocabulary mastery after the action

APPENDIX XVIII
Documentation

