Lesson Plan of Experimental

(First Meeting)

School : SMPN 160 JAKARTA
Subject : English
Class/Semester : VII-F/II
Topic : Describe about Indonesian
Skill : Vocabulary
Time Allocation : 2x40 minutes
Teacher : Alicia Beatrik

I. Standard Competence

K1: Appreciating and living religious teachings their embraces.

K2: Appreciating and living honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and the existence.

K3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

K4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar source in point of view/theory.
II. Basic Competence

Understanding and expressing the meaning in the form of functional text by giving advice and recommendations, talking about Indonesian and discussing about the meaning, synonym and antonym of some words.

III. Indicators

1. To show their difference.
2. To understand the meaning, antonym, and synonym of some words based on related topic.
3. To develop vocabulary in related topic.

IV. Method/Teaching and Learning Aids:

1. Media : Text and Crossword Puzzle Game
2. Teaching Aids : Board maker and whiteboard

V. Teaching Learning Activity

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VI. Sources and Media

a. Sources : When English Rings a Bell for Grade VII Junior High School (SMP/MTs)
b. Media : Crossword Puzzle Game
VII. Assessment

1. The Procedure of Assessment
   Checking student’s finding and answers on the exercise.

2. Type of Assessment
   Writing : Written test
   Instrument : group test

Jakarta, May 21, 2018

English Teacher

(Bambang P, S.Pd)

Researcher

(Alicia Beatrik)

Approved by

Headmaster

(Herda Linda Sirait, M.Pd)
Appendix 1

Traditional Culture of Indonesia

The Indonesian archipelago harbors many ancient cultures that are rooted here, while throughout its history through centuries until today the islands have been influenced by Indian, Chinese, Arabic and European cultures, and late also by the global popular culture, international travel and internet. Foreign cultures and traditions, however, are absorbed and assimilated by the people producing unique “Indonesian” creations found nowhere else in the world.

Indonesia’s culture is indeed rich in the arts and crafts. In textiles, Sumatra produces some of the best gold and silver-thread woven sarongs, known as songket; South Sulawesi women produce colorful hand-woven silks, while Bali, Flores and Timor produce some of the best textiles from natural fibers using complicated motifs. In wood craft, Bali’s artisans produce beautiful sculptures, as do the Asmat in Papua, both traditional and modern, Central Java’s craftsmen produce finely carved furniture, while Bugis shipbuilders of South Sulawesi continue to build the majestic “phinisi” schooners that ply the Indonesian seas until today.

Indonesia is also strong in the performing arts. The beautiful Ramayana dance drama is enacted during the dry season at the large open stage at Prambanan near Yogyakarta under a tropical full moon and against the dramatic illuminated background of this 9th. century temple. Indonesia’s dances are colorful, dramatic or entertaining. They vary from the high synchronized “saman” song and dance from Aceh, to the sedate and sophisticated court dances from Java accompanied by the liquid sounds of the gamelan orchestra, to the war dances of Kalimantan, Papua, and Sulawesi. Chinese influence can be seen along the entire north coast of Java from the batik patterns of Cirebon and Pekalongan, to the finely carved furniture and doors of Kudus in Central Java, as also in the intricate gold embroidered wedding costumes of West Sumatra.
Across:

3. High (antonym)

5. Beautiful (synonym)

8. Foreign cultures and traditions, however, are absorbed and assimilated by the people producing unique is…

9. Strong (antonym)

10. Dry (antonym)

Down:

1. Rich (antonym)

2. Indonesian is famous about…

4. The beautiful Ramayana dance drama is enacted during the dry season at the large open stage at…

6. Large (synonym)

7. Best (antonym)
The Answer Key
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IV. Method/Teaching and Learning Aids:

Teaching Aids: Board maker and whiteboard

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Jakarta, May 21, 2018

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Researcher
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Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer. What is the definition or meaning, antonym, and synonym.

1. Rich (antonym)
   a. Poor
   b. Cheap
   c. Expensive
   d. Money

2. Dry (antonym)
   a. Cold
   b. Wet
   c. Hot
   d. Short

3. Strong (antonym)
   a. Best
   b. Good
   c. Weak
   d. powerful

4. Best (antonym)
   a. Good
   b. Worst
   c. Wet
   d. High

5. Foreign cultures and traditions, however, are absorbed and assimilated by the people producing unique is...
   a. Singapore
   b. Malaysia
   c. Indonesian
   d. America
6. High (antonym)
   a. Full
   b. Higher
   c. Low
   d. Tall

7. Beautiful (synonym)
   a. Ugly
   b. Bad
   c. Pretty
   d. Young

8. Large (synonym)
   a. Tidy
   b. Fat
   c. Big
   d. Thin

9. Indonesian is famous about...
   a. Artist
   b. Culture
   c. Food
   d. Religion

10. The beautiful Ramayana dance drama is enacted during the dry season at the large open stage at...
    a. Bandung
    b. Bogor
    c. Prambanan
    d. Jakarta
Lesson Plan of Experimental

(Second Meeting)

School : SMPN 160 JAKARTA
Subject : English
Class/Semester : VII-F/II
Topic : Characteristic Animals of Indonesian
Skill : Vocabulary
Time Allocation : 2x40 minutes
Teacher : Alicia Beatrik

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**Post-Activities**

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Appendix 1

Animals of Indonesian

Giraffe

Giraffe is the *high* animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very *long neck* and two *small* horns on its head. Giraffes have big brown eyes and protected by thick and *long* eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 *months*. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

Dog

Dogs are one of the most preferred pet in the world. Their height ranged from 12.7 to 86.4 cm. They have four legs where the front leg has five fingers, while the hind leg consist of four fingers. In each finger, they have claws like cats. They have ears that can be long and *short*. Their ears are upright or hanging, and even some of them, ears cut off for reason of appearance.

They have many different hair types. Their hair may be hard, clay, wavy, *curly*, or long and smooth. Their hair thickness is usually adapted to climatic conditions. The colder the climate, the thicker their hair. The hair is composed of two layers, outer and inner. The outer layer is a coarse hair which protects them from dirt, ice, and snow. Meanwhile, the inner layer is a soft hair and used to prevent loss of body heat.

They are animals that have a strong sense. Hearing and smelling become the *best* senses among others. A dog is able to listen to the sound very well, much better than the human. Then, they are also able to find a specific scent which is so far from them. Because their hearing and smelling are so good, then they become trackers and help the police carrying out the task.
Across:
1. How long the giraffe’s pregnant….  
4. Short (antonym)  
5. Small (synonym)  
8. The word “it” in third paragraph refers to…  
9. What is characteristic of dog’s fur….  

Down:
2. Long (antonym)  
3. …… is man’s best friend.  
6. The unique characteristic of giraffe is…  
7. Best (antonym)
Appendix 2

Characteristics Animals of Indonesian

Birds

Birds belong to a class of warm blooded vertebrate animals with feather covered bodies. Next to the mammals, birds are the most important group of land-living vertebrates. All birds have feathers, although in some types, particularly those that cannot fly, the normal structure of the feathers may be much modified and be downy, woolly, or straw like. The forelimbs of birds are modified into wings. The bony part of the tail, except in the very earliest fossil birds, is very short, and the visible tail is composed of feathers only. The teeth are absent except in some fossil forms.

As in mammals—the only other group of warm blooded animal—the circulation is highly perfected so that there is no mixing of arterial and venous blood, but the arrangement of veins and arteries by which this is accomplished, is different in the two groups. Birds have keen hearing, although they have no external ears. The sense of sight also is very keen, but the sense of smell is weak or lacking, except in a small few vultures and other birds.

Elephant

An elephant is the large and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is elephant’s peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength make it a very useful servant to man and it can be trained to serve in many ways such as carry heavy loads, hunt for tigers and even fight.
Across:

2. From the text we can conclude that both birds and mammals have ……

3. Long (antonym)

5. Thick (antonym)

6. Little (antonym)

7. “The trunk is elephant’s peculiar feature …..” (Paragraph 2)
   The underlined word is synonym ….

8. Short (antonym)

10. Small (synonym)

Down:

1. The passage is about the ….. of birds.

4. “Birds have keen hearing, although they have no external ears”
   The underlined word is synonym ….

9. Heavy (synonym)
Crossword Puzzle
Across:

3. The passage is about the …… of birds

6. “The trunk is elephant’s peculiar feature …..” (Paragraph 2)
   The underlined word is synonym ….

7. Little (antonym)

8. Heavy (synonym)

10. Long (antonym)

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1. Small (antonym)

2. From the text we can conclude that both birds and mammals have…

4. Short (antonym)

5. “Birds have keen hearing, although they have no external ears”
   The underlined word is synonym…

9. Thick (synonym)
The Answer Key

```
1. B
2. D
3. C
4. L
5. S
6. S
7. R
8. G
9. Y
10. F
11. A
12. H
13. E
14. T
15. I
16. S
17. N
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CLASIFICATION
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G R Y F
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Teaching Aids: Board maker and whiteboard

V. Teaching Learning Activity

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e. Sources : When English Rings a Bell for Grade VII Junior High School (SMP/MTs)
f. Internet :

http://nurullaili90.blogspot.co.id/2016/08/100-soal-report-text-dan-jawaban.html
VII. Assessment

1. The Procedure of Assessment
   Checking student’s finding and answers on the exercise.

2. Type of Assessment
   Writing : Written test
   Instrument : Group test

Jakarta, May 21, 2018

English Teacher
(Bambang P, S.Pd)

Researcher
(Alicia Beatrik)

Approved by
Headmaster

(Herda Linda Sirait, M.Pd)
Appendix 1

Characteristics Animals of Indonesian

Giraffe

Giraffe is the high animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

Dog

Dogs are one of the most preferred pet in the world. Their height ranged from 12.7 to 86.4 cm. They have four legs where the front leg has five fingers, while the hind leg consist of four fingers. In each finger, they have claws like cats. They have ears that can be long and short. Their ears are upright or hanging, and even some of them, ears cut off for reason of appearance.

They have many different hair types. Their hair may be hard, clay, wavy, curly, or long and smooth. Their hair thickness is usually adapted to climatic conditions. The colder the climate, the thicker their hair. The hair is composed of two layers, outer and inner. The outer layer is a coarse hair which protects them from dirt, ice, and snow. Meanwhile, the inner layer is a soft hair and used to prevent loss of body heat.

They are animals that have a strong sense. Hearing and smelling become the best senses among others. A dog is able to listen to the sound very well, much better than the human. Then, they are also able to find a specific scent which is so far from them. Because their hearing and smelling are so good, then they become trackers and help the police carrying out the task.
Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer.
What is the definition or meaning, antonym, and synonym.

1. The unique characteristic of giraffe is?
   a. Two horns on its head
   b. Their long neck
   c. Brown spot
   d. Their food

2. The word “it” in third paragraph refers to?
   a. Neck
   b. Horn
   c. Baby giraffe
   d. Food

3. High (antonym):
   a. Low
   b. Fat
   c. Slim
   d. Large

4. Long (antonym):
   a. Tall
   b. Bad
   c. Short
   d. Slim

5. Small (synonym):
   a. Little
   b. Pointed
   c. Long
   d. Slow

6. Short (antonym):
   a. Tall
   b. Slim
   c. Long
   d. Thin

7. Best (antonym):
   a. Good
   b. Bad
   c. Light
   d. Slow

8. ...... is man’s best friend.
   a. A giraffe
   b. A dog
   c. A bee
   d. A snake

9. What is characteristic of dog’s fur?
   a. Curly
   b. Short
   c. Blue
   d. Brown

10. How long the giraffe’s pregnant?
    a. Fifteen months
    b. Sixteen month
    c. Twenty-one month
    d. Fourteen month
Appendix 2

**Characteristics Animals of Indonesian**

**Birds**

Birds belong to a class of warm blooded vertebrate animals with feather covered bodies. Next to the mammals, birds are the most important group of land-living vertebrates. All birds have feathers, although in some types, particularly those that cannot fly, the normal structure of the feathers may be much modified and be downy, woolly, or straw like. The forelimbs of birds are modified into wings. The bony part of the tail, except in the very earliest fossil birds, is very short, and the visible tail is composed of feathers only. The teeth are absent except in some fossil forms.

As in mammals—the only other group of warm blooded animal—the circulation is highly perfected so that there is no mixing of arterial and venous blood, but the arrangement of veins and arteries by which this is accomplished, is different in the two groups. Birds have *keen* hearing, although they have no external ears. The sense of sight also is very keen, but the sense of smell is weak or lacking, except in a small few vultures and other birds.

**Elephant**

An elephant is the *large* and strongest animals. It is a strange looking animal with its *thick* legs, huge sides and backs, large hanging ears, a *small* tail, *little* eyes, long white tusks and above all it has a *long* nose, the trunk.

The trunk is elephant’s *peculiar* feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength make it a very useful servant to man and it can be trained to serve in many ways such as carry heavy loads, hunt for tigers and even fight.
Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer.
What is the definition or meaning, antonym, and synonym.

1. The passage is about the …… of birds.
   a. Kind
   b. Classification
   c. Purpose
   d. Meaning

2. From the text we can conclude that both birds and mammals have ……
   a. Downy feathers
   b. Wooly
   c. Straw
   d. Vertebrates

3. Which of the following is NOT possessed by bird..
   a. Ears
   b. Wooly
   c. Straw
   d. Vertebrates

4. “Birds have keen hearing, although they have no external ears”
   The underlined word is synonym ……
   a. Meaning
   b. Sharp
   c. Same
   d. Good

5. Thick (antonym)
   a. Fat
   b. Full
   c. Heavy
   d. Long

6. Little (antonym)
   a. Big
   b. Large
   c. Slim
d. Thick

7. “The trunk is elephant’s peculiar feature …..” (Paragraph 2)
   The underlined word is synonym ….
   a. Strange
   b. Kind
   c. Means
   d. Find

8. Short (antonym)
   a. Tall
   b. Fat
   c. Long
   d. Slim

9. Heavy (synonym)
   a. Weight
   b. Bad
   c. Narrow
   d. Broad

10. Small (antonym)
    a. Think
    b. Big
    c. Fat
    d. Slim
Lesson Plan of Experimental

(Third Meeting)

School : SMPN 160 JAKARTA
Subject : English
Class/Semester : VII-F/II
Topic : Arts and traditions
Skill : Vocabulary
Time Allocation : 2x40 minutes
Teacher : Alicia Beatrik

I. Standard Competence

K1: Appreciating and living religious teachings their embraces.
K2: Appreciating and living honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and the existence.
K3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
K4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing,
drawing and composing) as learned in school and other similar source in point of view/theory.

II. Basic Competence

Understanding and expressing the meaning in the form of functional text by giving advice and recommendations, talking about arts and traditions and discussing about the meaning, synonym and antonym of some words.

III. Indicators

1. To show their difference.
2. To understand the meaning, antonym, and synonym of some words based on related topic.
3. To develop vocabulary in related topic.

IV. Method/Teaching and Learning Aids:

1. Media : Text and Crossword Puzzle Game
2. Teaching Aids : Board maker and whiteboard

V. Teaching Learning Activity

<table>
<thead>
<tr>
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<td>Pre-Activities</td>
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<td>1. Teacher greets students.</td>
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<td>Main-Activities</td>
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<tr>
<td>Exploration:</td>
<td></td>
</tr>
<tr>
<td>1. Teacher divides students’ into some group.</td>
<td></td>
</tr>
<tr>
<td>2. Teacher explains about “Arts and traditions”.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
3. Teacher gives paper to each group (appendix 1).

Elaboration:

1. Teacher gives the students a text and asking them to read it.
2. Teacher asks them to find out meaning, antonyms, and synonyms on the text about arts and traditions.
3. Teacher tells to students that they are going to play crossword puzzle game to explore about arts and traditions.
4. Teacher asks the students to make a group that consists 8 students.
5. Teacher asks them to find out some word about traditional culture of Indonesian and write with their meaning, antonyms, and synonyms on paper. Each group has paper and they are allowed to use dictionaries.
6. Teacher asks their work and gives them motivation.
7. Teacher asks students to submit the result and writing down some new vocabularies to write in the whiteboard.

Post- Activities

1. Teacher asks the students to ask some question if there is still unclear information that they have.
2. Teacher closes the class and says goodbye.

VI. Sources and Media

a. Sources : When English Rings a Bell for Grade VII Junior High School (SMP/MTs)
b. Media : Crossword Puzzle Game
c. Internet :
   http://blog.umy.ac.id/oktavianurjannah/2015/11/20/indonesian-culture-arts-and-traditions/
VII. Assessment

1. The Procedure of Assessment
   Checking student’s finding and answers on the exercise.

2. Type of Assessment
   Writing : Written test
   Instrument : Group test

Jakarta, May 21, 2018

English Teacher

(Bambang P, S.Pd)

Researcher

(Alicia Beatrik)

Approved by

Headmaster

(Herda Linda Sirait, M.Pd)
Arts and Traditions

Indonesia is culturally rich. Indonesian art and culture are intertwined with religion and age-old traditions from the time of early migrants with Western thoughts brought by Portuguese traders and Dutch colonists. The basic principles which guide life include the concepts of mutual assistance or “gotong royong” and consultations or “musyawarah” to arrive at a consensus or “mufakat”. Derived from rural life, this system is still very much in use in community life throughout the country.

Indonesian culture, especially its architecture has been to a great extent dominated and influenced by the Indian, although European influences have also been particularly strong since the nineteenth century. Traditional buildings in Indonesia are built on stilts with oversized saddle roofs which have been the home of the Batak and the Toraja. The Torajan use the buffalo horns, stacked one above another in front of the house as an indication of status. Scenes from the Ramayana adorn the outer walls in different colors. However, Chinese, Arab, and European architectural influences have also been quite significant in Indonesian architecture.

The arts of Indonesia are many, especially Indonesian paintings which are unique works of art. The intricate and expressive Balinese paintings are quite famous and often express natural scenes and themes from the traditional dances. A long-standing tradition of sculpture can also be seen in the art and culture of Indonesia, some dating back to the Bronze and Iron Ages. Examples of sculpture illustrating the story of the life of Buddha can be seen in the temples of the 8th and the 10th century. Indonesia’s art and culture is also famous for their unique batik, ikat and songket cloth which is even popular today.

High stylized in movement and costume, dances and the “wayang” drama are accompanied by a full “gamelan” orchestra comprising xylophones, drums, gongs, and in some cases string instruments and flutes. Bamboo xylophones are used in North Sulawesi and the bamboo “angklung” instruments of West Java are well-known for their unique tinkling notes which can be adapted to any melody.

The “Wayang kulit” (leather puppets) of Java is performed with leather puppets held by the puppeteer, who narrates the story of one of the famous episodes of the Hindu epics, the Mahabharata or the Ramayana. It is performed against a white screen while a lantern in the background casts the shadows of the characters on the screen, visible from the other side where the spectators are seated.

The “Wayang Golek” (wooden puppets) of West Java is based on the same concept. The crafts of Indonesia vary in both medium and art form. As a whole the people are artistic by nature and express themselves on canvas, wood, metals, clay and stone. The batik process of waxing and dyeing originated in Java centuries ago and classic designs have been modified with modern trends in both pattern and technology. There are several centers of Batik in Java, the major ones being Yogyakarta, Surakarta, Pekalongan and Cirebon.
Across:

3. Bamboo xylophones are used in….

4. The story of one of the famous episodes of the Hindu epics is …

5. Famous (antonym)

6. Popular (synonym)

9. Long (antonym)

10. How many type of batik centers in Java…

Down:

1. High (Antonym)

2. Traditional the Torajan building shaped…

7. Indonesia is famous about with…

8. Rich (antonym)
The Answer Key
Lesson Plan of Control Class

(Third Meeting)

School : SMPN 160 JAKARTA
Subject : English
Class/Semester : VII-E/II
Topic : Arts and traditions
Skill : Vocabulary
Time Allocation : 2x40 minutes
Teacher : Alicia Beatrik

I. Standard Competence

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II. Basic Competence

Understanding and expressing the meaning in the form of functional text by giving advice and recommendations, talking about Arts and traditions and discussing about the meaning, synonym and antonym of some words.

III. Indicators

1. To show their difference.
2. To understand the meaning, antonym, and synonym of some words based on related topic.
3. To develop vocabulary in related topic.

IV. Method/Teaching and Learning Aids:

Teaching Aids: Board maker and whiteboard

V. Teaching Learning Activity

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<td>Exploration:</td>
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<td></td>
</tr>
<tr>
<td>2. Teacher explaining about “arts and traditions”.</td>
<td></td>
</tr>
<tr>
<td>3. Teacher gives paper to each group (appendix 1).</td>
<td></td>
</tr>
<tr>
<td>Elaboration:</td>
<td>55 minutes</td>
</tr>
<tr>
<td>1. Teacher gives the students a text (multiple choice) and asks them to read the text.</td>
<td></td>
</tr>
</tbody>
</table>
2. Teacher asks them to find out meaning, antonym, and synonym on the text about arts and traditions.

3. Teacher asks the students to make a group that consists 8 students.

4. Teacher asks their work and gives them motivation.

5. Teacher asks students’ to submit the result and writing down some new vocabularies to write in the whiteboard.

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VI. Sources and Media

1. Sources : When English Rings a Bell for Grade VII Junior High School (SMP/MTs)

2. Internet :
   
   http://blog.umy.ac.id/oktavianurjannah/2015/11/20/indonesian-culture-arts-and-traditions/
a. Internet:
   http://factsanddetails.com/indonesia/Arts_Culture_Media_Sports/sub6_4a/entry-4042.html

VII. Assessment

a) The Procedure of Assessment
   Checking student's finding and answers on the exercise.

b) Type of Assessment
   Writing : Written test
   Instrument : Group test

Jakarta, May 21, 2018

English Teacher

(Bambang P, S.Pd)

Researcher

(Alicia Beatrik)

Approved by

Headmaster

(Herda Linda Sirait, M.Pd)
Appendix 1

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Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer. What is the definition or meaning, antonym, and synonym.

1. High (synonym)
   
   a. Lower  
   b. Taller 
   c. Small 
   d. Big

2. Rich (antonym)
   
   a. Expensive 
   b. Money 
   c. Poor  
   d. Easy

3. Popular (synonym)
   
   a. Famous 
   b. Beautiful 
   c. Handsome 
   d. Ugly

4. Famous (antonym)
   
   a. Popular 
   b. Unknown  
   c. Ugly 
   d. Handsome

5. Long (antonym)
   
   a. Slim 
   b. Big 
   c. Short  
   d. Thin
6. Bamboo xylophones are used in…
   a. North sumatra
   b. Nias
   c. North sulawasi
   d. Toraja

7. Indonesia is famous about with…
   a. Batik
   b. Songket
   c. Tenun
   d. Kris

8. Traditional the Torajan building shaped...
   a. Gadang
   b. Siwaluh Jabu
   c. Buffalo horns
   d. Gawo

9. The story of one of the famous episodes of the Hindu epics is...
   a. Rayamana
   b. Prambanan
   c. Candi Borobudur
   d. Rumah gadang

10. There are several centers of Batik in Java…
    a. Four
    b. Six
    c. Two
    d. Five
Lesson Plan of Experimental

(Fourth Meeting)

School : SMPN 160 JAKARTA
Subject : English
Class/Semester : VII-F/II
Topic : Characteristic of North Sumatra and Nias
Skill : Vocabulary
Time Allocation : 2x40 minutes
Teacher : Alicia Beatrik

I. Standard Competence

K1: Appreciating and living religious teachings their embraces.

K2: Appreciating and living honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and the existence.

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modifying, and making) and abstract realms (writing, reading, computing, 
drawing and composing) as learned in school and other similar source in point 
of view/theory.

II. Basic Competence

Understanding and expressing the meaning in the form of functional text by giving advice and recommendations, talking about characteristic North Sumatra and Nias and discussing about the meaning, synonym and antonym of some words.

III. Indicators

1. To show their difference.
2. To understand the meaning, antonym, and synonym of some words based on related topic.
3. To develop vocabulary in related topic.

IV. Method/Teaching and Learning Aids:

1. Media : Text and Crossword Puzzle Game
2. Teaching Aids : Board maker and whiteboard

V. Teaching Learning Activity

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<td>Main-Activities</td>
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<tr>
<td>Exploration:</td>
<td>15 minutes</td>
</tr>
<tr>
<td>1. Teacher divides students’ into some group.</td>
<td></td>
</tr>
</tbody>
</table>
2. Teacher explains about “Characteristic of North Sumatra and Nias”.
3. Teacher gives paper to each group (appendix 1).

Elaboration:

1. Teacher gives the students a text and asking them to read it.
2. Teacher asks them to find out meaning, antonyms, and synonyms on the text about characteristic of North Sumatra and Nias.
3. Teacher tells to students that they are going to play crossword puzzle game to explore about characteristic of North Sumatra and Nias.
4. Teacher asks the students to make a group that consists 8 students.
5. Teacher asks them to find out some word about traditional culture of Indonesian and write with their meaning, antonyms, and synonyms on paper. Each group has paper and they are allowed to use dictionaries.
6. Teacher asks their work and gives them motivation.
7. Teacher asks students to submit the result and writing down some new vocabularies to write in the whiteboard.

| Post- Activities | 1. Teacher asks the students to ask some question if there is still unclear information that they have. | 5 minutes |
| Post- Activities | 2. Teacher closes the class and says goodbye. | 5 minutes |
VII. Assessment

1. The Procedure of Assessment
   Checking student’s finding and answers on the exercise.

2. Type of Assessment
   Writing : Written test
   Instrument : Group test

Jakarta, May 21, 2018

English Teacher
(Bambang P, S.Pd)

Researcher
(Alicia Beatrik)

Approved by
Headmaster
(Herda Linda Sirait, M.Pd)
Appendix

Characteristic North Sumatra and Nias

The first is North Sumatra / Batak. Architecture of traditional houses found in various forms of ornamentation. In general, the form of building custom homes in the Batak indigenous group symbolizing "standing buffalo". It is even clearer to decorate the top of the roof with a buffalo head. The traditional house of the Batak, Batak Ruma, standing tall and stately, and still mostly found in Samosir. Karo traditional house "Siwaluh Jabu" looks great and is high in comparison with other custom homes. The roof is made of fibers and is usually coupled with the roofs of the small triangle is called a "ayo-ayo rumah" and "tersek". With soaring roof layers Karo's house has a distinctive shape compared with other traditional houses that have only one layer of roofing in North Sumatra.

The last is Nias Island has many traditional villages with the arrangement of the architecture, landscaping and buildings that are arranged neatly. Where in the past, each village is headed by a King and the location of the villages in difficult to reach areas such as steep hills or valleys on the back. The goal is to fortify itself from attack another village because of the war between the villages are frequent and regular raids were accompanied by abduction of the population that will be made slaves.

- The residence of King called "Omo Sebua" which means a large house located in the shaft-shaped pattern perpendicular to the street, right in satay skewers.
- Traditional houses of other smaller so-called "Omo Hada", its location flanking the King home.

The first type is MORO (North Nias): this Traditional house has a square floor plan but contain curved lines. North Nias house has more monumental forms with building heights up to 20 meters. North Nias house including one of the sites in the world that gets the attention of the World Monument Fund. Omo sebua gable-shaped stage with the top that perpendicular direction towards the main entrance. The roof is very steep angle and also slightly curved concave shape. Several other houses are not perfect arch and become like a broken line. At the bottom of the roof is an opening that serves as a upper window. Upper window is closed and opened by encouraging and giving support.

The last type is GOMO (South Nias): this Traditional house have oval-shaped floor plan. Omo Hada has only one window and for a bigger house have two windows. High of Floor is 4 meter, propped up by poles of the log with a diameter up to 60 m. On the outer side add by pole / large sloping beam forming a letter “V”. Pillars of the foundation rests on the base with a stone and situated on the ground. Villages in the island's south are laid out either in a single long cobblestone street or to a cruciform plan with the chief's house at one overlooking the street. They can be large with up to 5,000 residents.
Across:
1. How many people live in Nias…
6. Large (antonym)
7. Long (antonym)
8. The residence of King called….  
10. What is type of Moro….  

Down:
2. High (synonym)
3. What is type of Gomo…
4. How many diameter type is Gomo…. 
5. Traditional houses of other smaller so-called…
9. Small (antonym)
The Answer Key
Lesson Plan of Control Class

(Fourth Meeting)

School : SMPN 160 JAKARTA
Subject : English
Class/Semester : VII-E/II
Topic : Characteristic of North Sumatra and Nias
Skill : Vocabulary
Time Allocation : 2x40 minutes
Teacher : Alicia Beatrik

I. Standard Competence

K1: Appreciating and living religious teachings their embraces.

K2: Appreciating and living honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and the existence.

K3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

K4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and
composing) as learned in school and other similar source in point of view/theory.

II. Basic Competence

Understanding and expressing the meaning in the form of functional text by giving advice and recommendations, talking about characteristic of North Sumatra and Nias and discussing about the meaning, synonym and antonym of some words.

III. Indicators

1. To show their difference.
2. To understand the meaning, antonym, and synonym of some words based on related topic.
3. To develop vocabulary in related topic.

IV. Method/Teaching and Learning Aids:

Teaching Aids: Board maker and whiteboard

V. Teaching Learning Activity

<table>
<thead>
<tr>
<th>Teach Learning Activity</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation:</td>
<td>5 minutes</td>
</tr>
<tr>
<td>1. Teacher greets students.</td>
<td></td>
</tr>
<tr>
<td>2. Teacher checks student’s attendance by asking “Who is absent today?”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Main-Activities</strong></th>
<th>Exploration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher divides students’ into some group.</td>
<td></td>
</tr>
<tr>
<td>2. Teacher explaining about “Characteristic of North Sumatra and Nias”.</td>
<td></td>
</tr>
<tr>
<td>3. Teacher gives paper to each group (appendix 1).</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Elaboration:

1. Teacher gives the students a text (multiple choice) and asks them to read the text.
2. Teacher asks them to find out meaning, antonym, and synonym on the text about Characteristic of North Sumatra and Nias.
3. Teacher asks the students to make a group that consists 8 students.
4. Teacher asks their work and gives them motivation.
5. Teacher asks students’ to submit the result and writing down some new vocabularies to write in the whiteboard.

<table>
<thead>
<tr>
<th>Post- Activities</th>
<th>5. Teacher asks the students to some question if there is still unclear information that they have.</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. Teacher closes the class and says goodbye</td>
<td></td>
</tr>
</tbody>
</table>

VI. Sources and Media

1. Sources : When English Rings a Bell for Grade VII Junior High School (SMP/MTs)
2. Internet :
   http://blog.ummy.ac.id/oktavianurjannah/2015/11/20/indonesian-culture-arts-and-traditions/
Appendix

VII. Assessment

1. The Procedure of Assessment
   Checking student’s finding and answers on the exercise.

2. Type of Assessment
   Writing : Written test
   Instrument : Group test

Jakarta, May 21, 2018

English Teacher

(Bambang P, S.Pd)

Researcher

(Alicia Beatrik)

Approved by

Headmaster

(Herda Linda Sirait, M.Pd)
Characteristic North Sumatra and Nias

The second is North Sumatra / Batak. Architecture of traditional houses found in various forms of ornamentation. In general, the form of building custom homes in the Batak indigenous group symbolizing "standing buffalo". It is even clearer to decorate the top of the roof with a buffalo head. The traditional house of the Batak, Batak Ruma, standing tall and stately, and still mostly found in Samosir. Karo traditional house "Siwaluh Jabu" looks great and is high in comparison with other custom homes. The roof is made of fibers and is usually coupled with the roofs of the small triangle is called a "ayo-ayo rumah" and "tersek". With soaring roof layers Karo's house has a distinctive shape compared with other traditional houses that have only one layer of roofing in North Sumatra.

The last is Nias Island has many traditional villages with the arrangement of the architecture, landscaping and buildings that are arranged neatly. Where in the past, each village is headed by a King and the location of the villages in difficult to reach areas such as steep hills or valleys on the back. The goal is to fortify itself from attack another village because of the war between the villages are frequent and regular raids were accompanied by abduction of the population that will be made slaves.

- The residence of King called "Omo Sebua" which means a large house located in the shaft-shaped pattern perpendicular to the street, right in satay skewers.
- Traditional houses of other smaller so-called "Omo Hada", its location flanking the King home.

The first type is MORO (North Nias): this Traditional house has a square floor plan but contain curved lines. North Nias house has more monumental forms with building heights up to 20 meters. North Nias house including one of the sites in the world that gets the attention of the World Monument Fund. Omo sebua gable-shaped stage with the top that perpendicular direction towards the main entrance. The roof is very steep angle and also slightly curved concave shape. Several other houses are not perfect arch and become like a broken line. At the bottom of the roof is an opening that serves as a upper window. Upper window is closed and opened by encouraging and giving support.

The last type is GOMO (South Nias): this Traditional house have oval-shaped floor plan. Omo Hada has only one window and for a bigger house have two windows. High of Floor is 4 meter, propped up by poles of the log with a diameter up to 60 m. On the outer side add by pole / large sloping beam forming a letter “V”. Pillars of the foundation rests on the base with a stone and situated on the ground. Villages in the island's south are laid out either in a single long cobblestone street or to a cruciform plan with the chief's house at one overlooking the street. They can be large with up to 5,000 residents.
Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer.
What is the definition or meaning, antonym, and synonym.

1. Long (antonym)
   a. Tall
   b. Fat
   c. Slim
   d. Short

2. Large (antonym)
   a. Small
   b. Bad
   c. Thin
   d. Fat

3. High (synonym)
   a. Taller
   b. Small
   c. Little
   d. Sharp

4. Small (antonym)
   a. Big
   b. Little
   c. Fat
   d. Thin

5. What is type of Moro…
   a. Square
   b. Oval
   c. Round
   d. Triangle

6. What is type of Gomo…
   a. Triangle
   b. Oval
   c. Square
   d. Round

7. How many people live in Nias..
   a. Five thousand
   b. Sixty
   c. Twenty one
   d. Seventeenth

8. The residence of King called…
   a. Siwaluh jabu
   b. Tersek
   c. Omo hada
   d. Omo sebua
9. Traditional houses of other smaller so-called…
   a. Siwaluh jabu
   b. Tersek
   c. Omo hada
   d. Omo sebuah

10. How many diameter type is Gomo..
   a. Sixty meters
   b. Fifteen meters
   c. Seventeenth meters
   d. Twenty one meters
Appendix II

Instrument of Experimental group

Crossword Puzzle (Meeting 1st)

B W
|
I N
|
G R
|
S
|
E T

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</tr>
<tr>
<td>10W</td>
<td>E</td>
</tr>
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</table>
Crossword Puzzle (Meeting 2\textsuperscript{nd})

\begin{table}[h]
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\hline
1 & F & I & F & T & E & E & N & M & O & T & H \hline
2 & S & & & & & & & & & & \hline
3 & D & & & & & & & & & & \hline
4 & L & O & N & G & & & & & & & \hline
5 & L & I & T & T & & & & & & & \hline
6 & L & E & & & & & & & & & \hline
7 & W & & & & & & & & & & \hline
8 & B & A & B & Y & G & I & R & A & F & F \hline
9 & C & U & R & & & & & & & & \hline
10 & L & Y & & & & & & & & & \hline
\end{tabular}
\end{table}
Crossword Puzzle (Meeting 2\textsuperscript{nd})

```
\begin{tabular}{ccc}
\textbf{K} & \textbf{A} & \textbf{S} \\
\textbf{O} & \textbf{H} & \textbf{G} \\
\textbf{N} & \textbf{A} & \textbf{R} \\
\textbf{G} & \textbf{P} & \\
\end{tabular}
```

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\begin{tabular}{ccc}
\textbf{C} & \textbf{L} & \textbf{A} \\
\textbf{S} & \textbf{S} & \textbf{I} \\
\textbf{F} & \textbf{A} & \textbf{T} \\
\textbf{O} & \textbf{N} & \\
\end{tabular}
```

```
\begin{tabular}{ccc}
\textbf{D} & \textbf{E} & \textbf{G} \\
\textbf{E} & \textbf{A} & \textbf{R} \\
\textbf{W} & \textbf{H} & \\
\textbf{S} & \textbf{N} & \\
\end{tabular}
```

```
\begin{tabular}{ccc}
\textbf{B} & \textbf{D} & \\
\textbf{O} & \textbf{H} & \textbf{W} \\
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\textbf{C} & \textbf{R} & \textbf{Y} \\
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\textbf{7} & \textbf{8} & \textbf{9} \\
\textbf{10} & \textbf{11} & \textbf{12} \\
\end{tabular}
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Crossword Puzzle (Meeting 4<sup>th</sup>)

1F I V E 2T H 3O U 4S A N D 5O

6S M A L L A X M O 7S S O R T H Y H I D

8O M O S E 9B U A

10S Q U A R E R S
Appendix III

Instrument of Control group

(Meeting 1st)

Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer. What is the definition or meaning, antonym, and synonym.

1. Rich (antonym)
   a. Poor
   b. Cheap
   c. Expensive
   d. Money

2. Dry (antonym)
   a. Cold
   b. Wet
   c. Hot
   d. Short

3. Strong (antonym)
   a. Best
   b. Good
   c. Weak
   d. powerful
4. Best (antonym)
   a. Good
   b. Worst
   c. Wet
   d. High

5. Foreign cultures and traditions, however, are absorbed and assimilated by the people producing unique is…
   a. Singapore
   b. Malaysia
   c. Indonesian
   d. America

6. High (antonym)
   a. Full
   b. Higher
   c. Low
   d. Tall

7. Beautiful (synonym)
   a. Ugly
   b. Bad
   c. Pretty
d. Young

8. Large (synonym)
   a. Tidy
   b. Fat
   c. Big
   d. Thin

9. Indonesian is famous about…
   a. Artist
   b. Culture
   c. Food
   d. Religion

10. The beautiful Ramayana dance drama is enacted during the dry season at the large open stage at…
    a. Bandung
    b. Bogor
    c. Prambanan
    d. Jakarta
Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer. What is the definition or meaning, antonym, and synonym.

1. The unique characteristic of giraffe is?
   a. Two horns on its head
   b. Their long neck
   c. Brown spot
   d. Their food

2. The word “it” in third paragraph refers to?
   a. Neck
   b. Horn
   c. Baby giraffe
   d. Food

3. High (antonym):
   a. Low
   b. Fat
   c. Slim
   d. Large

4. Long (antonym):
a. Tall
b. Bad
c. Short
d. Slim

5. Small (synonym):
   a. Little
   b. Pointed
c. Long
d. Slow

6. Short (antonym):
   a. Tall
   b. Slim
c. Long
d. Thin

7. Best (antonym):
   a. Good
   b. Bad
c. Light
d. Worst
8. …… is man’s best friend.
   a. A giraffe
   b. A dog
   c. A bee
   d. A snake

9. What is characteristic of dog’s fur?
   a. Curly
   b. Short
   c. Blue
   d. Brown

10. How long the giraffe’s pregnant?
   a. Fifteen months
   b. Sixteen month
   c. Twenty-one month
   d. Fourteen month
(Meeting 2\textsuperscript{nd})

Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer. What is the definition or meaning, antonym, and synonym.

1. The passage is about the …… of birds.
   a. Kind
   **b. Classification**
   c. Purpose
   d. Meaning

2. From the text we can conclude that both birds and mammals have ……
   a. Downy feathers
   b. Wooly
   c. Straw
   d. Vertebrates

3. Long (antonym):
   a. Tall
   b. Bad
   **c. Short**
   d. Slim

4. “Birds have keen hearing, although they have no external ears”
   
   The underlined word is synonym ……
a. Meaning

b. Sharp
c. Same
d. Good

5. Thick (antonym)
a. Thin
b. Full
c. Heavy
d. Long

6. Little (antonym)
a. Big
b. Large
c. Slim
d. Thick

7. “The trunk is elephant’s peculiar feature …..” (Paragraph 2)
   The underlined word is synonym ….
   a. Strange
   b. Kind
c. Means
d. Find
8. Short (antonym)
   a. Tall
   b. Fat
   **c. Long**
   d. Slim

9. Heavy (synonym)
   **a. Weight**
   b. Bad
   c. Narrow
   d. Broad

10. Small (antonym)
    a. Think
    **b. Big**
    c. Fat
    d. Slim
(Meeting 3rd)

Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer. What is the definition or meaning, antonym, and synonym.

1. High (synonym)
   a. Lower
   b. Taller
   c. Small
   d. Big

2. Rich (antonym)
   a. Expensive
   b. Money
   c. Poor
   d. Easy

3. Popular (synonym)
   a. Famous
   b. Beautiful
   c. Handsome
   d. Ugly
4. Famous (antonym)
   a. Popular
   **b. Unknown**
   c. Ugly
   d. Handsome

5. Long (antonym)
   a. Slim
   b. Big
   **c. Short**
   d. Thin

6. Bamboo xylophones are used in…
   a. North sumatra
   b. Nias
   **c. North sulawasi**
   d. Toraja

7. Indonesia is famous about with…
   **a. Batik**
   b. Songket
   c. Tenun
   d. Kris
8. Traditional the Torajan building shaped...
   a. Gadang
   b. Siwaluh Jabu
   c. **Buffalo horns**
   d. Gawo

9. The story of one of the famous episodes of the Hindu epics is...
   a. **Rayamana**
   b. Prambanan
   c. Candi Borobudur
   d. Rumah gadang

10. There are several centers of Batik in Java…
    a. **Four**
    b. Six
    c. Two
    d. Five
(Meeting 4\textsuperscript{nd})

Choose the best answer among a, b, c, or d. Cross (x) the letter if you think it is the answer. What is the definition or meaning, antonym, and synonym.

1. Long (antonym)
   a. Tall
   b. Fat
   c. Slim
   \textbf{d. short}

2. Large (antonym)
   a. Small
   b. Bad
   c. Thin
   d. Fat

3. High (synonym)
   a. Taller
   b. Small
   c. Little
   d. Sharp
4. Small (antonym)
   a. Big
   b. Little
   c. Fat
   d. Thin

5. What is type of Moro…
   a. Square
   b. Oval
   c. Round
   d. Triangle

6. What is type of Gomo…
   a. Triangle
   b. Oval
   c. Square
   d. Round

7. How many people live in Nias..
   a. Five thousand
   b. Sixty
   c. Twenty one
d. Seventeenth

8. The residence of King called…
   a. Siwaluh jabu
   b. Tersek
   c. Omo hada
   d. **Omo sebua**

9. Traditional houses of other smaller so-called…
   a. Siwaluh jabu
   b. Tersek
   c. **Omo hada**
   d. Omo sebua

10. How many diameter type is Gomo…
    a. Sixty meters
    b. **Fifteen meters**
    c. Seventeenth meters
    d. Twenty one meter
## Appendix IV

Students’ Tests Scores in Pre-Test and Control group

<table>
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<th>NAME</th>
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<th>POST-TEST</th>
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## Appendix V

Students’ Tests Scores in Pre-Test and Experimental group

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Vocabulary Scoring Criteria

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Appendix V

Validity Test and Reliability Test Result of Pre-test and Post-test

1. Validity Test Result of Pre-test

<p>|   | Total        |           |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |
|---|--------------|-----------|--------|---|--------|--------|--------|---|--------|--------|--------|---|--------|--------|--------|---|--------|--------|--------|---|--------|--------|--------|---|--------|--------|--------|---|--------|--------|--------|---|--------|--------|--------|
| 1 | Pearson Correlation | .267*     |        | N | 30     |        |        |   | Sig. (2-tailed) | .033   |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |
| 2 | Pearson Correlation | .383*     |        | N | 30     |        |        |   | Sig. (2-tailed) | .037   |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |
| 3 | Pearson Correlation | .312**    |        | N | 30     |        |        |   | Sig. (2-tailed) | .012   |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |
| 4 | Pearson Correlation | .406*     |        | N | 30     |        |        |   | Sig. (2-tailed) | .026   |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |
| 5 | Pearson Correlation | .278*     |        | N | 30     |        |        |   | Sig. (2-tailed) | .026   |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |
| 6 | Pearson Correlation | .358**    |        | N | 30     |        |        |   | Sig. (2-tailed) | .004   |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |
| 7 | Pearson Correlation | .366**    |        | N | 30     |        |        |   | Sig. (2-tailed) | .003   |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |   |        |        |        |</p>
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Normality Test and Homogeneity Test Result of Post-test

1. Normality Test Result and Homogeneity Test Result of Pre-test and Post-test

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Hypothesis Test Result

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Universitas Kristen Indonesia  
Fakultas Keguruan dan Ilmu Pendidikan

Nomor : 400/FKIP/Wadek/Genap/2018  
19 April 2018

Perihal : Permohonan Izin Melaksanakan Penelitian

Kepada Yth;  
Kepala Sekolah dan Guru Bidang Studi  
SMPN 160  
Jakarta Timur

Dengan hormat,

Sehubungan dengan rencana penulisan skripsi mahasiswa/i kami:

<table>
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<th>: Alicia Beatrik</th>
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<td>NIM</td>
<td>: 1412150014</td>
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kami mohon bantuan Bapak/ibu untuk memberikan izin kepada mahasiswa/i tersebut melaksanakan penelitian di sekolah yang Bapak/ibu pimpin.

Atas perhatian Bapak/ibu, kami mengucapkan terima kasih.

Wakil Dekan,

Drs. Kerid Simbolon, M.Pd.
NIP. 961424
Appendix IX
Surat Pernyataan Pelaksanaan Penelitian

PEMERINTAH PROVINSI DAERAH KHASUS IBUKOTA JAKARTA
DINAS PENDIDIKAN
SMP NEGERI 160 JAKARTA
Jl. SMP 160 TMII, CEGER – CIPAYUNG JAKARTA TIMUR
Telepon : 021-8441330, Kode Pos 13820
Website : www.smpn160jkt.sch.id ; Email ; smpn_160@yahoo.com

SURAT KETERANGAN
Nomor : 165/082.74/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 160 Jakarta, menerangkan dengan sesungguhnya bahwa,

nama : Alicia Beatrik
Nomor Induk Registrasi : 1412150014
program Studi : Pendidikan Bahasa Inggris
Universitas : Universitas Kristen Indonesia

Nama tersebut di atas Adalah benar telah mengadakan penelitian di SMP Negeri 160 Jakarta pada tanggal 19 April sampai dengan 21 Mei 2018 guna mendapatkan data yang diperlukan sebagai bahan dalam penyusunan skripsi yang berjudul “The Effect of Crossword Puzzle Game to Student Vocabulary at SMP Negeri 160 Jakarta”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jakarta, 21 Mei 2018
Kepala SMP Negeri 160 Jakarta

[Signature]
Herda Linda Sitari, M.Pd.
NIP.196206301987032006
Appendix X

Documentation

1. Control group
2. Experimental group