

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

	Teaching Learning Activity	Time Allocation
Pre-Activities	Orientation: <ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher checks student's attendance by asking "Who is absent today?" 	5 minutes
Main-Activities	Exploration: <ol style="list-style-type: none"> 1. Teacher divides students' into some group. 2. Teacher explains about "Traditional Culture of Indonesian". 3. Teacher gives paper to each group (appendix 1). 	15 minutes

	<p>Elaboration:</p> <ol style="list-style-type: none"> 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 traditional culture of Indonesian. 3. Teacher tells to students that they are going to play crossword puzzle game to explore about traditional culture of Indonesian. 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. 	55 minutes
Post- Activities	<ol style="list-style-type: none"> 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. 	5 minutes

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.

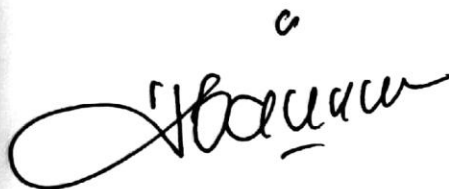
2. Type of Assessment

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

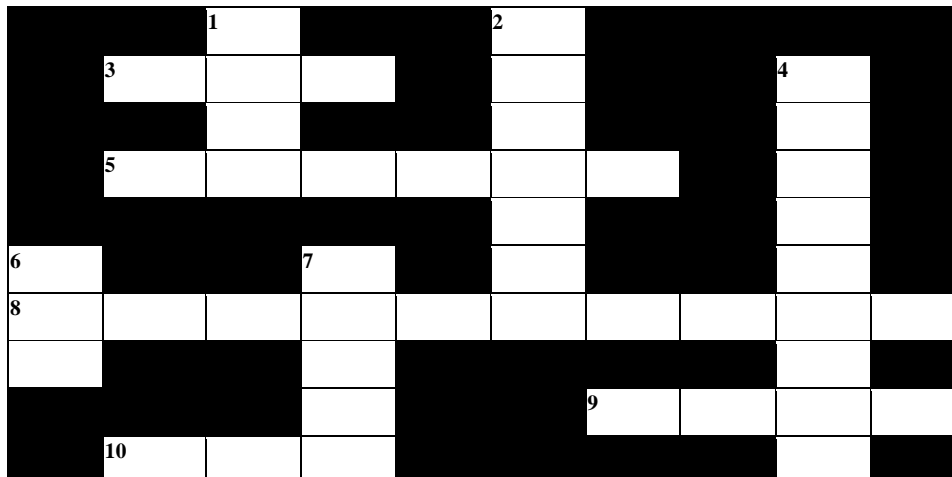
Traditional Culture of Indonesia

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.

Crossword Puzzle



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

		¹ P			² C				
	³ L	O	W		U			⁴ P	
		O			L			R	
	⁵ P	R	E	T	T	Y		A	
					U			M	
⁶ B			⁷ W		R			B	
⁸ I	N	D	O	N	E	S	I	A	N
G			R					N	
			S		⁹ W	E	A	K	
	¹⁰ W	E	T				N		

Lesson Plan of Control Class

(First Meeting)

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Subject : English
Class/Semester : VII-E/II
Topic : Describe about Indonesian
Skill : Vocabulary
Time Allocation : 2x40 minutes
Teacher : Alicia Beatrik

I. Standard Competence

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5. To understand the meaning, antonym, and synonym of some words based on related topic.
6. 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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Pre-Activities	Orientation: <ol style="list-style-type: none"> 3. Teacher greets students. 4. Teacher checks student's attendance by asking "Who is absent today?" 	5 minutes
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	<p>Elaboration:</p> <ol style="list-style-type: none"> 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 Describe about Indonesian. 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. 	55 minutes
Post- Activities	<ol style="list-style-type: none"> 3. Teacher asks the students to some question if there is still unclear information that they have. 4. Teacher closing the class and say goodbye 	5 minutes

VI. Sources and Media

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

d. Internet :

<http://nurullaili90.blogspot.co.id/2016/08/100-soal-report-text-dan-jawa>

VII. Assessment

1. The Procedure of Assessment

Checking student's finding and answers on the exercise.

2. Type of Assessment

Writing : Written test

Assessment Instrument : Group test

Jakarta, May 21, 2018

English Teacher



(Bambang P, S.Pd)

Researcher



(Alicia Beatrik)

Approved by

Headmaster



(Herda Linda Sirait, M.Pd)

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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

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 characteristic animals of 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

	Teaching Learning Activity	Time Allocation
Pre-Activities	Orientation: <ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher checks student's attendance by asking "Who is absent today?" 	5 minutes
Main-Activities	Exploration: <ol style="list-style-type: none"> 1. Teacher divides students' into some group. 2. Teacher explains about "Traditional Culture of Indonesian". 3. Teacher gives paper to each group (appendix 1 and appendix 2). Elaboration:	15 minutes

	<ol style="list-style-type: none"> 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 animals of Indonesian. 3. Teacher tells to students that they are going to play crossword puzzle game to explore about characteristic animals of Indonesian. 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. 	55 minutes
Post- Activities	<ol style="list-style-type: none"> 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. 	5 minutes

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

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.

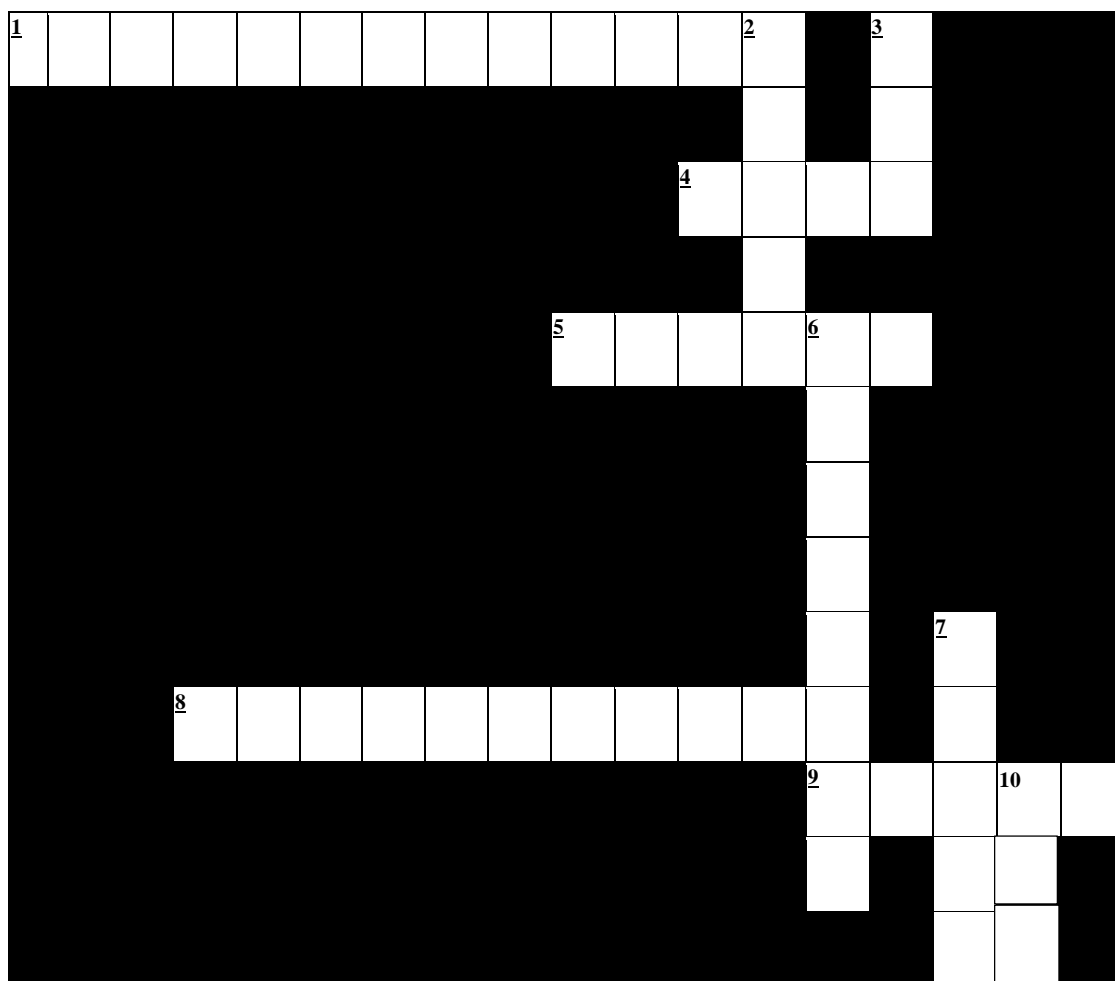
Dog

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.

Crossword Puzzle



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)

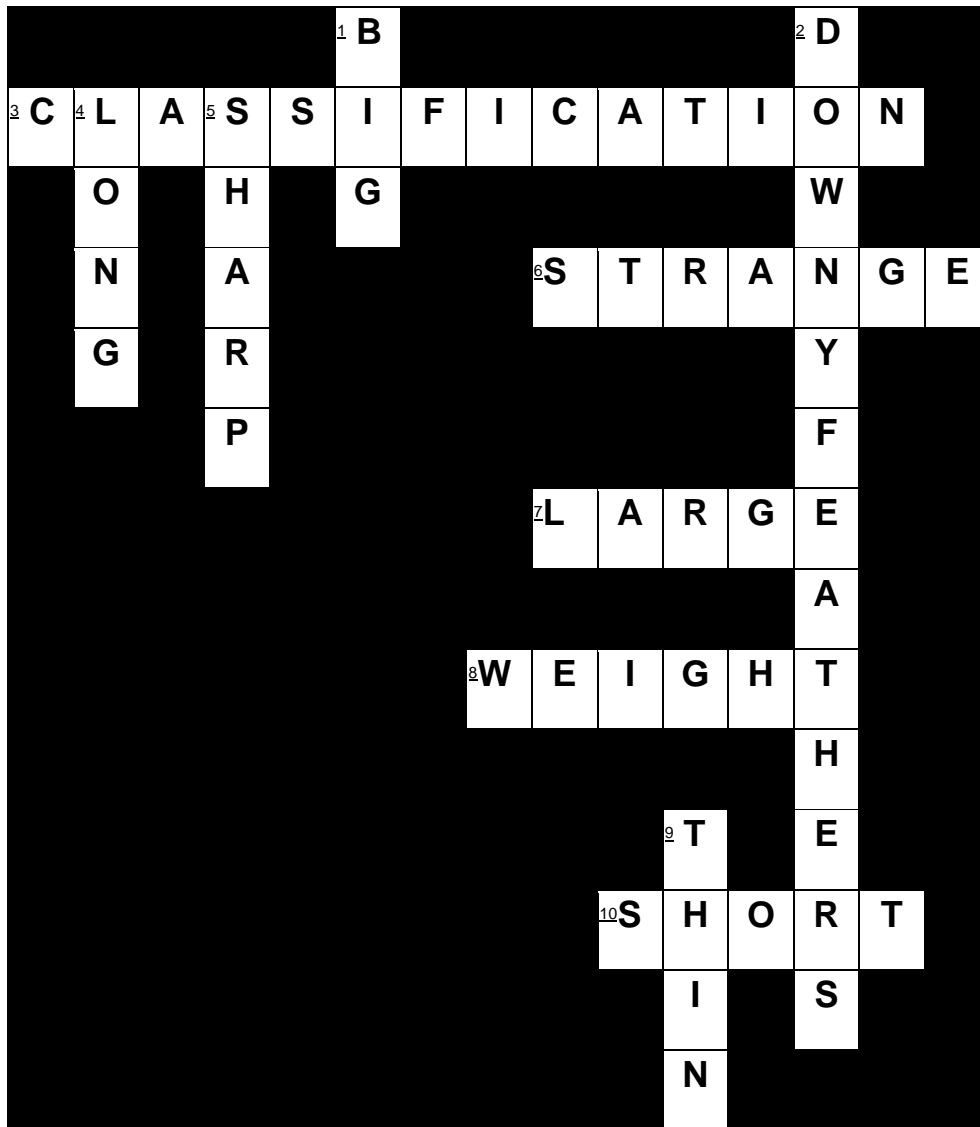
Across:

3. The passage is about the of birds
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The underlined word is synonym
7. Little (antonym)
8. Heavy (synonym)
10. Long (antonym)

Down:

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



Lesson Plan of Control Class

(Second Meeting)

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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.

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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. 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. Woolly
 - c. Straw
 - d. Vertebrates

3. Which of the following is NOT possessed by bird..
 - a. Ears
 - b. Woolly
 - 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

	Teaching Learning Activity	Time Allocation
Pre-Activities	<p>Orientation:</p> <ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher checks student's attendance by asking "Who is absent today?" 	5 minutes
Main-Activities	<p>Exploration:</p> <ol style="list-style-type: none"> 1. Teacher divides students' into some group. 2. Teacher explains about "Arts and traditions". 	15 minutes

	<p>3. Teacher gives paper to each group (appendix 1).</p> <p>Elaboration:</p> <ol style="list-style-type: none"> 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. 	55 minutes
Post- Activities	<ol style="list-style-type: none"> 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. 	5 minutes

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.

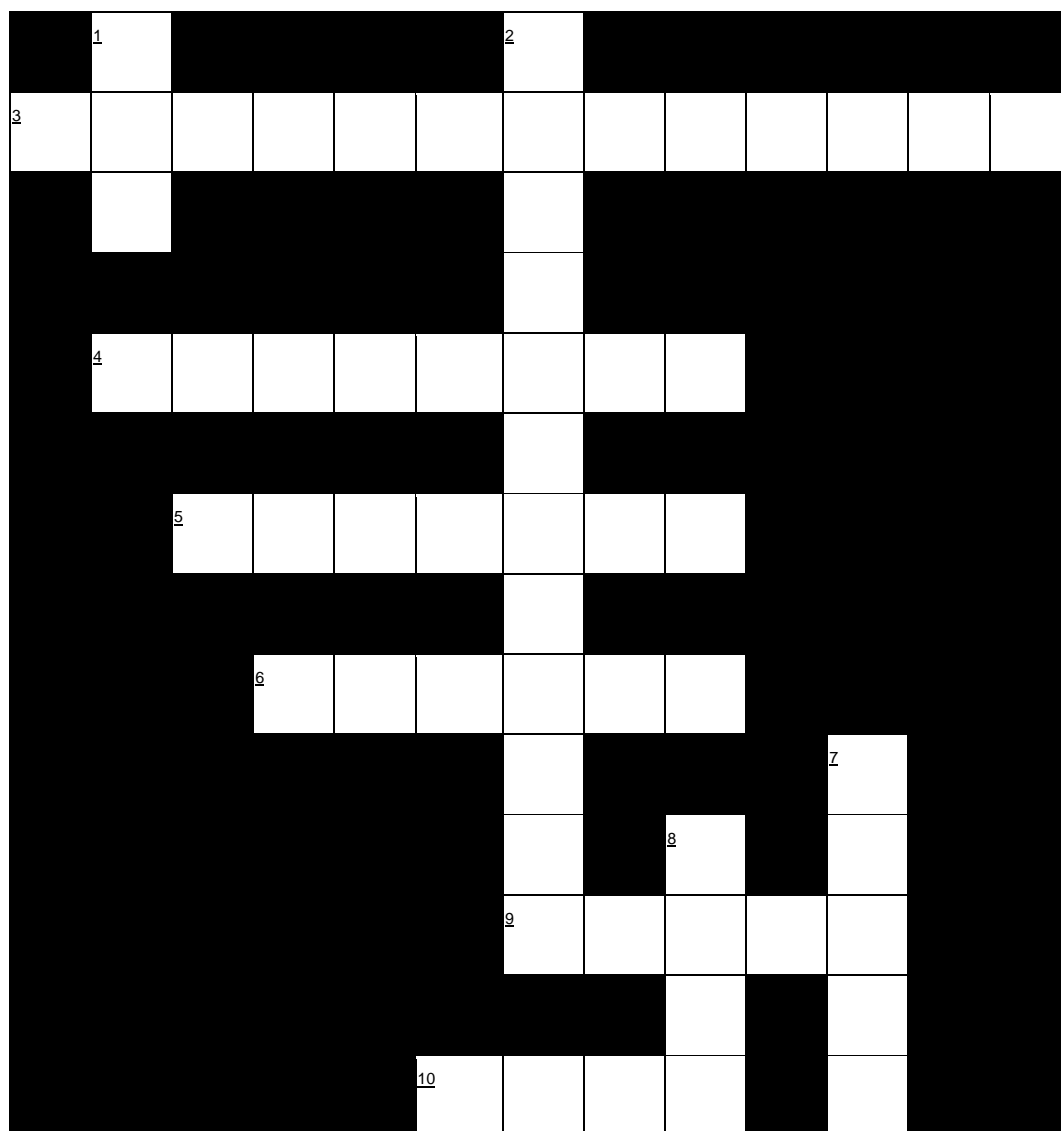
The arts of Indonesia are many, especially Indonesian paintings which are unique works of art. The intricate and expressive Balinese paintings are quite famous and often express natural scenes and themes from the traditional dances. A *long*-standing tradition of sculpture can also be seen in the art 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 narates 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.

Crossword Puzzle



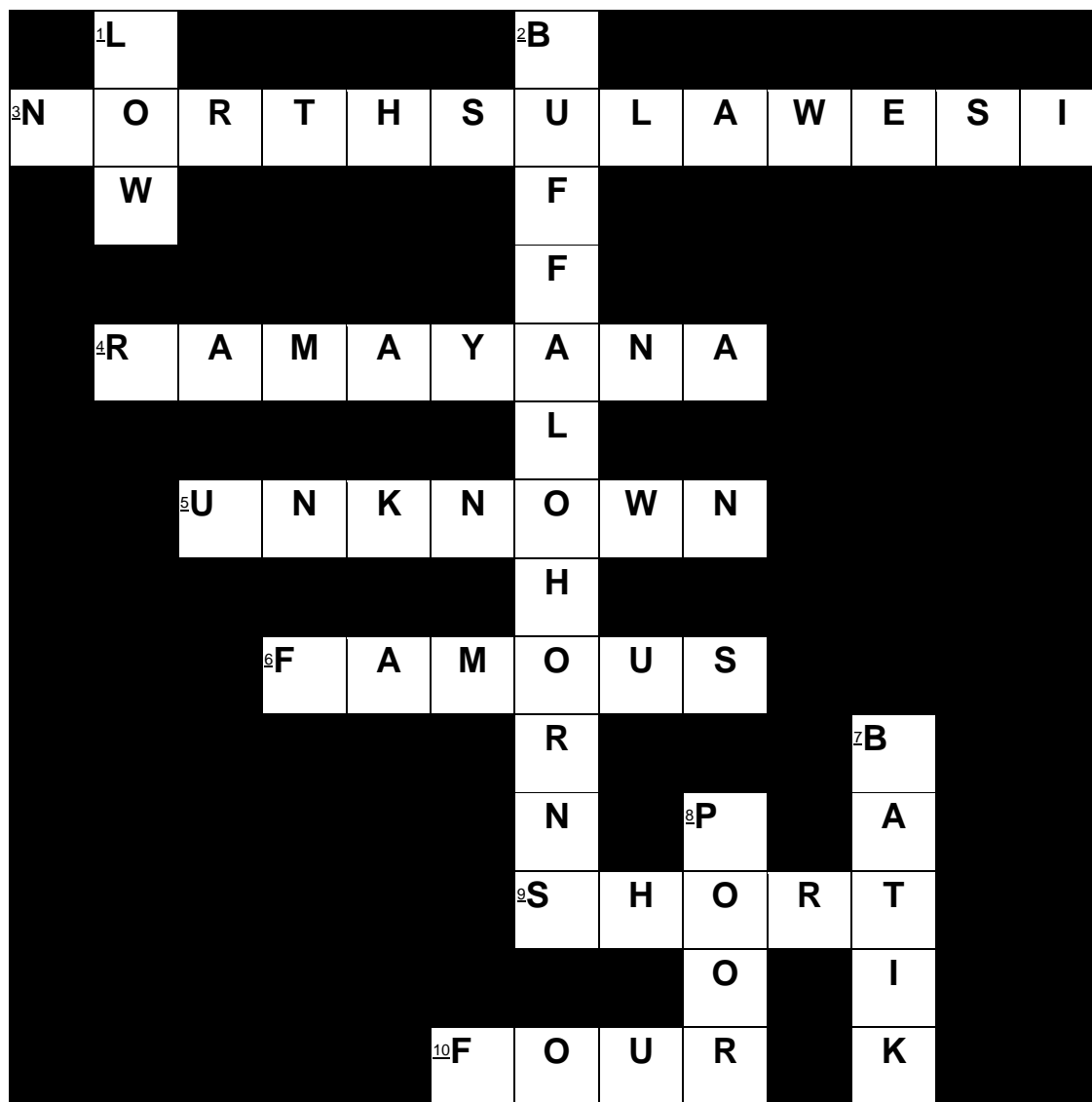
Across:

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

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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	<ol style="list-style-type: none"> 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. 	
Post- Activities	<ol style="list-style-type: none"> 1. Teacher asks the students to some question if there is still unclear information that they have. 2. Teacher closing the class and says goodbye 	5 minutes

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

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.

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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.

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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.

**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...
- North sumatra
 - Nias
 - North sulawasi
 - Toraja
7. Indonesia is famous about with...
- Batik
 - Songket
 - Tenun
 - Kris
8. Traditional the Torajan building shaped...
- Gadang
 - Siwaluh Jabu
 - Buffalo horns
 - Gawo
9. The story of one of the famous episodes of the Hindu epics is...
- Rayamana
 - Prambanan
 - Candi Borobudur
 - Rumah gadang
10. There are several centers of Batik in Java...
- Four
 - Six
 - Two
 - 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.
- 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 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

	Teaching Learning Activity	Time Allocation
Pre-Activities	Orientation: <ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher checks student's attendance by asking "Who is absent today?" 	5 minutes
Main-Activities	Exploration: <ol style="list-style-type: none"> 1. Teacher divides students' into some group. 	15 minutes

	<ol style="list-style-type: none"> 2. Teacher explains about “Characteristic of North Sumatra and Nias”. 3. Teacher gives paper to each group (appendix 1). <p>Elaboration:</p> <ol style="list-style-type: none"> 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. 	55 minutes
Post- Activities	<ol style="list-style-type: none"> 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. 	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.

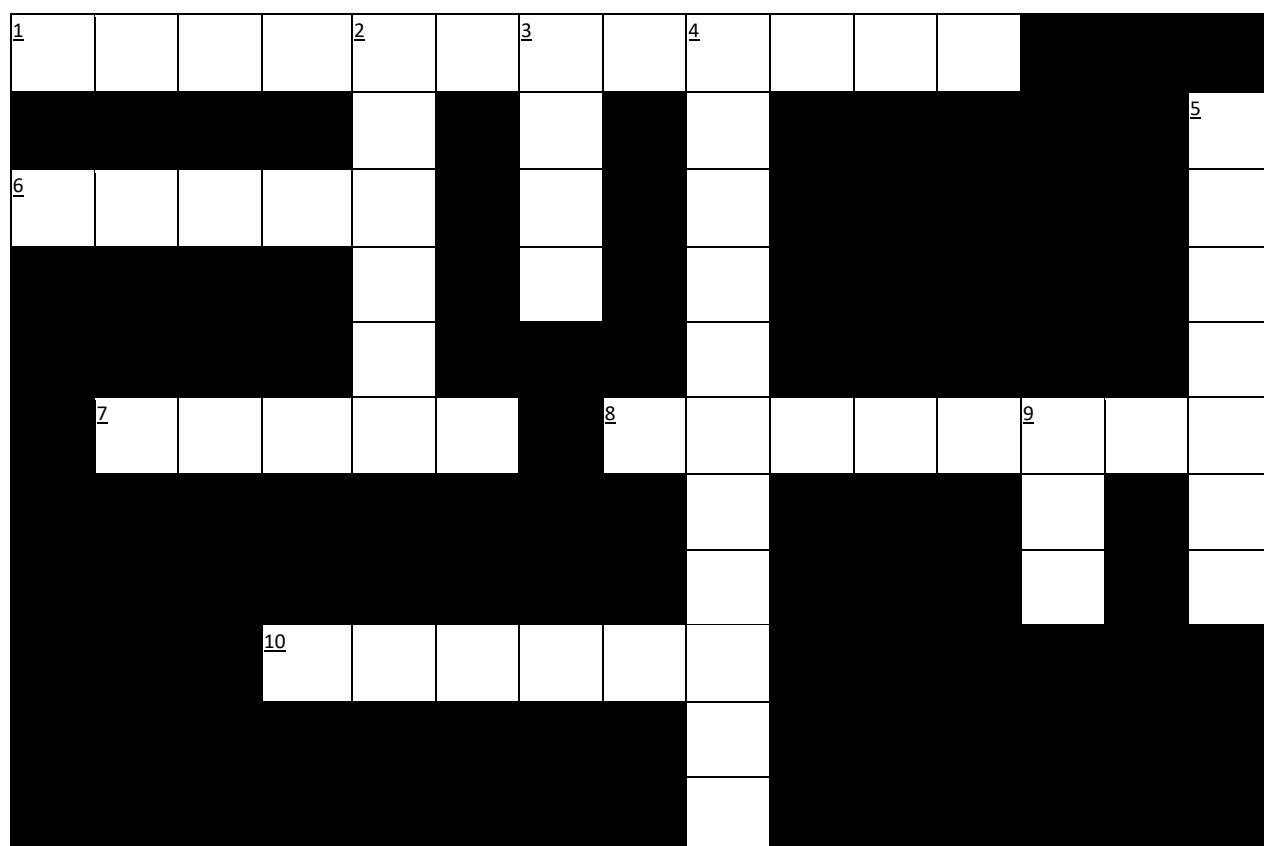
The last is Nias Island has many traditional villages with the arrangement of the architecture, landscaping and buildings that are arranged neatly. Where in the past, each village is headed by a King and the location of the villages in difficult to reach areas such as steep hills or valleys on the back. 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 Sebu" 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 sebu 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.

Crossword Puzzle



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)

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.
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composing) as learned in school and other similar source in point of view/theory.

II. Basic Competence

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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

	Teaching Learning Activity	Time Allocation
Pre-Activities	Orientation: <ol style="list-style-type: none"> 1. Teacher greets students. 2. Teacher checks student's attendance by asking "Who is absent today?" 	5 minutes
Main-Activities	Exploration: <ol style="list-style-type: none"> 1. Teacher divides students' into some group. 2. Teacher explaining about "Characteristic of North Sumatra and Nias". 3. Teacher gives paper to each group (appendix 1). 	15 minutes

	<p>Elaboration:</p> <ol style="list-style-type: none"> 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. 	55 minutes
Post- Activities	<ol style="list-style-type: none"> 5. Teacher asks the students to some question if there is still unclear information that they have. 6. Teacher closes the class and says goodbye 	5 minutes

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

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

C



(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.

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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. Long (antonym)

- a. Tall
- b. Fat
- c. Slim
- d. short

3. High (synonym)

- a. Taller
- b. Small
- c. Little
- d. Sharp

2. Large (antonym)

- a. Small
- b. Bad
- c. Thin
- d. Fat

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
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- c. Omo hada
- d. Omo sebua

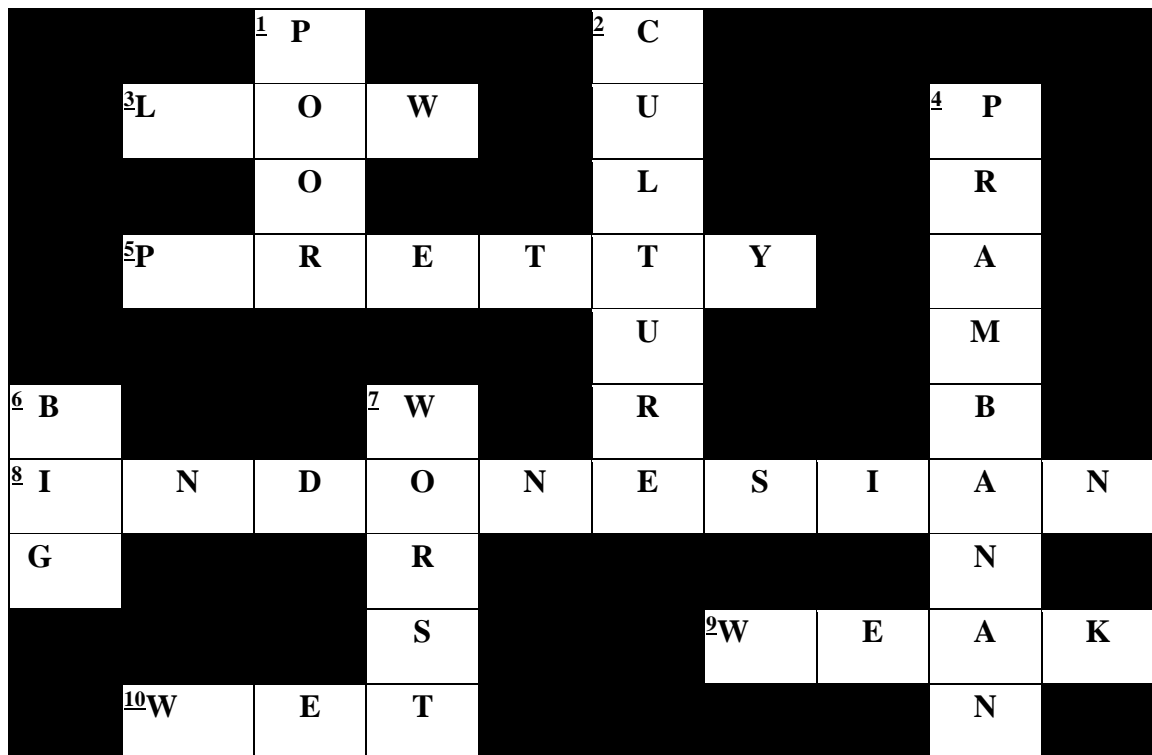
10. How many diameter type is Gomo..

- a. Sixty meters
- b. Fifteen meters
- c. Seventeenth meters
- d. Twenty one meters

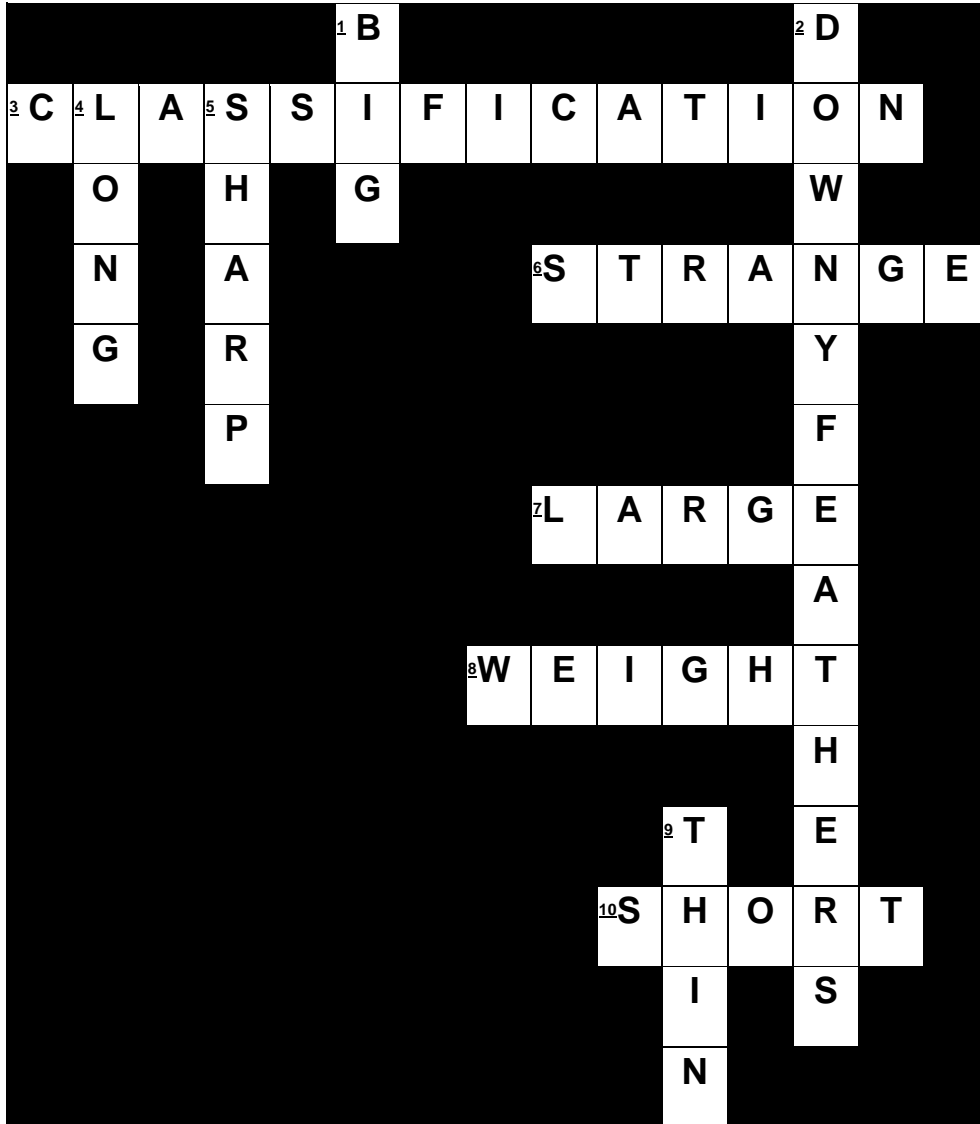
Appendix II

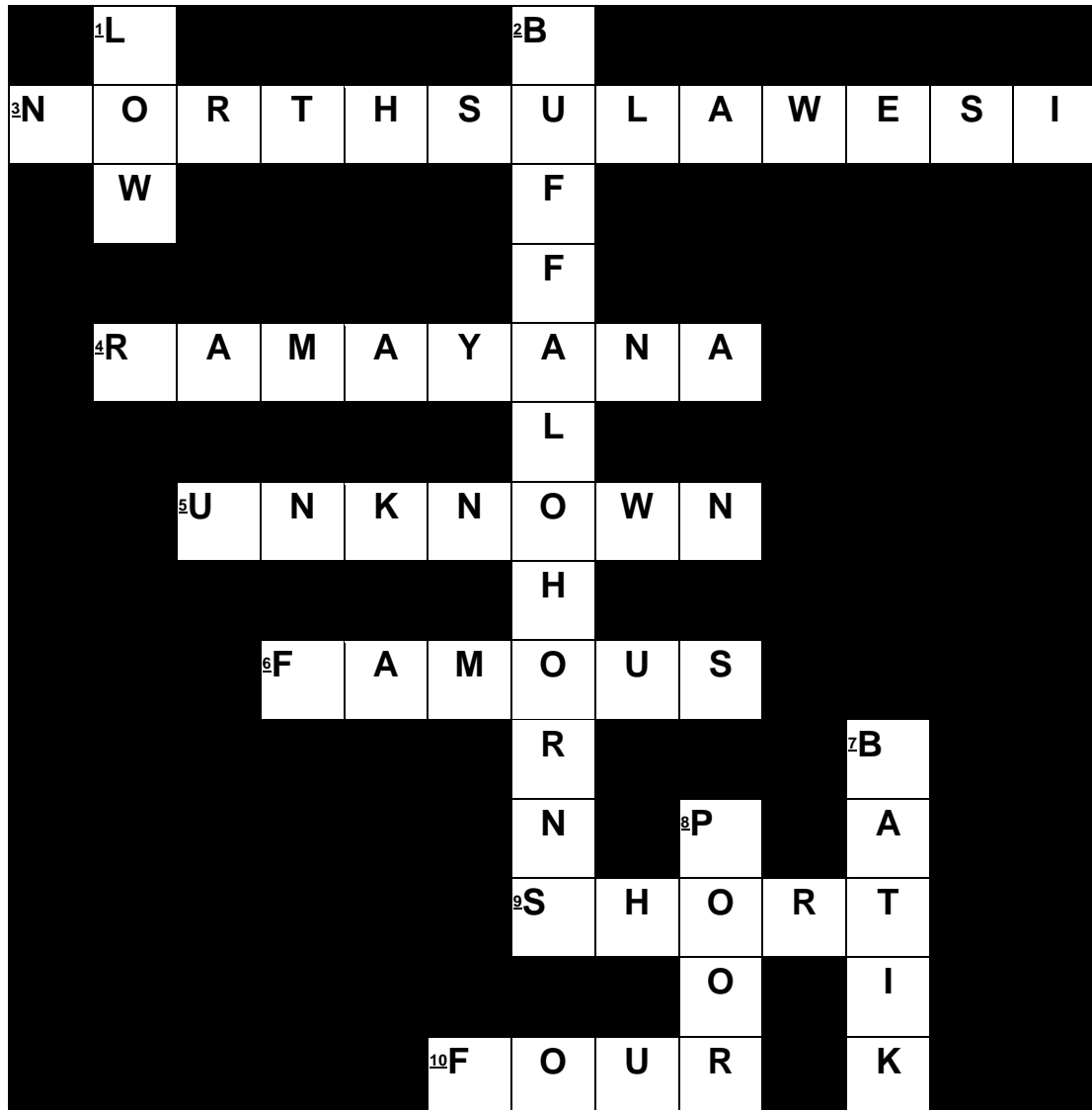
Instrument of Experimental group

Crossword Puzzle (Meeting 1st)



Crossword Puzzle (Meeting 2nd)



Crossword Puzzle (Meeting 3rd)

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

(Meeting 2nd)

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 2nd)

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. Woolly

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 3nd)

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 sulawesi

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 4nd)

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 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

NAME	PRE-TEST	POST-TEST
ABDULLAH MAULANA	46	58
ANANDA NUR	58	71
ANDINI FITRIA	50	69
ANGGI APRILYANTO	60	65
ANISA HERAWATI	56	69
ARYANDI	50	66
BAMBANG ABDUL	58	77
DENI ARDIYANTO	60	71
DIMAS ACHAMAD	64	48
FIRNANDA	46	82
IDFI HANDAYANI	58	74
KEVIN MAULANA	56	66
KRISMAWATI	60	60
MOCMAHAD DAVA	50	68
MUHAMAD ANDANA	60	69
MUHAMAD FAIZAL	35	48
MUHAMAD ZIDAN	35	48
MUHAMAD RUDFI	62	80
MUHAMAD SAFEI	38	52
NAYLA ALMIRA	44	55
NESYA NUR	42	71
NIVA RAHWATI	42	65
PUTRI ANJANI	48	63
QIESAR AHMAD	66	85
RACHAMAH AURA	58	71
RAHMA HUWAIDA	50	51
RATIH NIKEN	50	82
RICKY FADHLUR	64	88
SISKA WULANDARI	50	71

Appendix V

Students' Tests Scores in Pre-Test and Experimental group

NAME	PRE-TEST	POST-TEST
ADE FEBRY	71	82
ADIT APRIANSAH	55	68
ALMAR SYAFIQ	73	80
ALFIAN TRIPUTRA	66	68
ANDIENA RESTU	45	60
AULIA AWANDA	55	74
DELLA AULIA	56	68
DEVINA AFIFAH	63	74
DHELVERIO FERNANDO	55	68
ERLANGGA JAELANI	30	37
FARHAN MUHAMAD	71	80
FITRI HANIPAH	43	74
GHINA KHAIRUNISA	53	68
HERA KURNIA	30	48
INTAN ZAHRA	58	74
LARAS VEBY	35	57
M FERDIANSYAH	53	74
MUHAMAD IQBAL	38	71
MUHAMAD IKBAL	51	74
MUHAMAD RAFFI	70	80
MUHAMAD ZAID	45	62
NUR AFANDI	63	77
PANCA BAYU	51	77
PRETI NURHAYATI	60	80
REHAN	48	77
RIFKY WIBOWO	56	77
SHAQUILA SELVIANA	63	80
SIPTI ADETYA	48	77
SYIFA FAUZIA	51	51

Appendix IV

Vocabulary Scoring Criteria

Range of Score	Criteria
80-100	Excellent
60-80	Very Good
40-60	Good
20-40	Poor
0-20	Very Poor

Appendix V

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

1. Validity Test Result of Pre-test

Total		
1	Pearson Correlation	.267*
	Sig. (2-tailed)	.033
	N	30
2	Pearson Correlation	.383*
	Sig. (2-tailed)	.037
	N	30
3	Pearson Correlation	.312**
	Sig. (2-tailed)	.012
	N	30
4	Pearson Correlation	.406*
	Sig. (2-tailed)	.026
	N	30
5	Pearson Correlation	.278*
	Sig. (2-tailed)	.026
	N	30
6	Pearson Correlation	.358**
	Sig. (2-tailed)	.004
	N	30
7	Pearson Correlation	.366**
	Sig. (2-tailed)	.003
	N	30

8	Pearson Correlation	.280*
	Sig. (2-tailed)	.025
	N	30
9	Pearson Correlation	.269*
	Sig. (2-tailed)	.031
	N	30
10	Pearson Correlation	.250*
	Sig. (2-tailed)	.015
	N	30
11	Pearson Correlation	.499*
	Sig. (2-tailed)	.000
	N	30
12	Pearson Correlation	.240
	Sig. (2-tailed)	.056
	N	30
13	Pearson Correlation	.272*
	Sig. (2-tailed)	.029
	N	30
14	Pearson Correlation	.222
	Sig. (2-tailed)	.072
	N	30
15	Pearson Correlation	.322**
	Sig. (2-tailed)	.009
	N	30
16	Pearson Correlation	.250*
	Sig. (2-tailed)	.046
	N	30

2. Reliability Test Result of Pre-test

17	Pearson Correlation	.334**
	Sig. (2-tailed)	.007
	N	30
18	Pearson Correlation	.315*
	Sig. (2-tailed)	.011
	N	30
19	Pearson Correlation	.221
	Sig. (2-tailed)	.080
	N	30
20	Pearson Correlation	.285*
	Sig. (2-tailed)	.020
	N	30
21	Pearson Correlation	.255*
	Sig. (2-tailed)	.042
	N	30
22	Pearson Correlation	.263*
	Sig. (2-tailed)	.036
	N	30
23	Pearson Correlation	.301*
	Sig. (2-tailed)	.016
	N	30
24	Pearson Correlation	.350
	Sig. (2-tailed)	.000
	N	30
25	Pearson Correlation	.263*
	Sig. (2-tailed)	.036
	N	30

26	Pearson Correlation	.222
	Sig. (2-tailed)	.001
	N	30
27	Pearson Correlation	.265*
	Sig. (2-tailed)	.034
	N	30
28	Pearson Correlation	.274*
	Sig. (2-tailed)	.028
	N	30
29	Pearson Correlation	.484
	Sig. (2-tailed)	.007
	N	30
30	Pearson Correlation	.222
	Sig. (2-tailed)	.001
	N	30
Total	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30

2. Reliability Test Result of Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.678	30

1. Validity Test Result of Post-test

Total		
1	Pearson Correlation	.383*
	Sig. (2-tailed)	.037
	N	30
2	Pearson Correlation	.404
	Sig. (2-tailed)	.027
	N	30
3	Pearson Correlation	.491*
	Sig. (2-tailed)	.006
	N	30
4	Pearson Correlation	.391
	Sig. (2-tailed)	.033
	N	30
5	Pearson Correlation	.377*
	Sig. (2-tailed)	.040
	N	30
6	Pearson Correlation	.491*
	Sig. (2-tailed)	.006
	N	30
7	Pearson Correlation	.498*
	Sig. (2-tailed)	.005
	N	30
8	Pearson Correlation	.389*
	Sig. (2-tailed)	.034
	N	30

9	Pearson Correlation	.406*
	Sig. (2-tailed)	.026
	N	30
10	Pearson Correlation	.265
	Sig. (2-tailed)	.034
	N	30
11	Pearson Correlation	.263*
	Sig. (2-tailed)	.036
	N	30
12	Pearson Correlation	.263*
	Sig. (2-tailed)	.036
	N	30
13	Pearson Correlation	.436*
	Sig. (2-tailed)	.016
	N	30
14	Pearson Correlation	.549**
	Sig. (2-tailed)	.002
	N	30
15	Pearson Correlation	.466*
	Sig. (2-tailed)	.009
	N	30
16	Pearson Correlation	.377*
	Sig. (2-tailed)	.004
	N	30
17	Pearson Correlation	.659*
	Sig. (2-tailed)	.000
	N	30

18	Pearson Correlation	.341
	Sig. (2-tailed)	.011
	N	30
19	Pearson Correlation	.499*
	Sig. (2-tailed)	.000
	N	30
20	Pearson Correlation	.240
	Sig. (2-tailed)	.010
	N	35
21	Pearson Correlation	.392*
	Sig. (2-tailed)	.032
	N	30
22	Pearson Correlation	.269*
	Sig. (2-tailed)	.031
	N	30
23	Pearson Correlation	.250*
	Sig. (2-tailed)	.009
	N	30
24	Pearson Correlation	.301*
	Sig. (2-tailed)	.016
	N	30
25	Pearson Correlation	.383*
	Sig. (2-tailed)	.037
	N	30
26	Pearson Correlation	.255*
	Sig. (2-tailed)	.042
	N	30

27	Pearson Correlation	.322**
	Sig. (2-tailed)	.009
	N	30
28	Pearson Correlation	.278*
	Sig. (2-tailed)	.026
	N	30
29	Pearson Correlation	.280*
	Sig. (2-tailed)	.025
	N	30
30	Pearson Correlation	.301*
	Sig. (2-tailed)	.016
	N	30
Total	Pearson Correlation	1
	Sig. (2-tailed)	
	N	35

2. Reliability Test Result of Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.722	30

Appendix VI

Normality Test and Homogeneity Test Result of Post-test

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

Experimental	Shapiro-Wilk			
	Statistic	df	Sig.	
Pretest	.947	32	.120	
Posttest	.950	32	.141	

2. Homogeneity Test Result of Pre-test and Post-test

	Levene Statistic	df1	df2	Sig.
Pretest	.261	1	62	.611
Posttest	9.890	1	62	.715

Appendix VII

Hypothesis Test Result

	Levene's Test for Equality of Variances		Independent Samples t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest	9.890	.003	9.982	62	.000	15.125	1.515	12.095	18.154
t			9.982	41.264	.000	15.125	1.515	12.066	18.184

Appendix VIII

Surat Ijin Penelitian



Jl. Mayjen Sutoyo no.2
Cawang - Jakarta 13630
INDONESIA

Telp. 021 8092425, 8009190
Psw. 310, 301, 302, 303
Faks. 021 80885229
E-mail: fkip-uki@uki.ac.id
<http://www.uki.ac.id>

Jurusan Ilmu Pendidikan
Program Studi Bimbingan dan Konseling

Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris

Jurusan Pendidikan MIPA
Program Studi Pendidikan Matematika
Program Studi Pendidikan Biologi
Program Studi Pendidikan Fisika
Program Studi Pendidikan Kimia

Jurusan Pendidikan Agama Kristen
Program Studi PAK (S1)

Jurusan Bahasa Mandarin
Program Studi Pendidikan Bahasa Mandarin

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:

Nama	: Alicia Beatrik
NIM	: 1412150014
Semester/ Program Studi	: VIII/ Pendidikan Bahasa Inggris
Judul Skripsi	: <i>"The Effect of Using Crossword Puzzle Game to Student Vocabulary at SMPN 160 Jakarta."</i>

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. Kerdid Symbolon, M.Pd.
NIP. 961424

Appendix IX

Surat Pernyataan Pelaksanaan Penelitian



PEMERINTAH PROVINSI DAERAH KHUSUS 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,

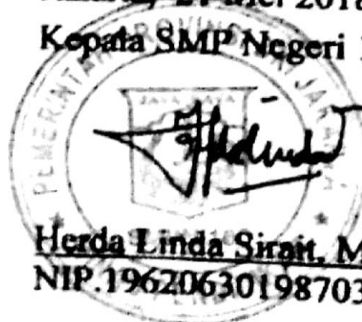
nama : Alicia Beatrik
Nomor Induk Registrasi : 1412150014
program Studi : Pendidikan Bahasa Inggris
Universitas : Universitas Kristen Indonesia

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



Herda Linda Sirait, M.Pd.

NIP.196206301987032006

Appendix X

Documentation

1. Control group



2. Experimental group

