

## APPENDICES

### Appendix 1. Lesson Plan



**YAYASAN PENDIDIKAN TANIMBAR**  
**KB-TK-SD-SMP PERGURUAN “SANTO PAULUS III”**  
**KOMPLEK PERUMAHAN SIMPRUG DI PORIS**  
 Jl. Kh. Maulana Hasanuddin No.12, Poris Jaya, Batuceper, Kota  
 Tangerang, Banten 15122

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### LESSON PLAN 1

School	: SMP Santo Paulus Tangerang
Subject	: English
Class/Semester	: VIII / 2
Topic	: Activity of Weeks
Time Allocation	: 2 x 70 minutes

#### I. Standard Competence

3. Understanding and applying the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Cultivating, decorating, and reasoning in the concrete realm (using, parsing, assembling, modifying and making) and abstract realm (writing, reading, computing, drawing and composing) in accordance with those studied in schools and other sources in the same point of view / theory.

#### II. Basic Competence

- 3.1 Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture and events related phenomena seem eye.
- 3.2 Understand the social functions, text structure, and linguistic elements to ask and respond the name of days and months according to the context of its use.
- 4.1 Trying, processing, and present in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and making up) in accordance with the learned in school and other similar sources in viewpoint / theory.
- 4.2 Develop oral and written the name of days and months to ask and respond, with attention to the social function, the structure of the text and linguistic

elements are correct and appropriate context.

### III. Indicators

- Students are able to identify Activity of the weeks.
- Students are able to write Activity of the week's well.

### IV. Learning Objectives

Students are able to identify and write the activity of the week's well trough songs.

### V. Focused Skill

Listening and Writing

### VI. Learning Material (First Meeting)

Do you have the same activities that you do every day? What are they? Here in this chapter you will learn about the daily activities that most people do from waking up in the morning to going to bed in the evening. Also, you will learn how to often people do those activities in a week or in a month.

#### 1. Lyric of "Daily Routine" Song

Wake up, wake up	Play outside, play outside
Change my clothes.	Come back in
Change my clothes, change my clothes	Come back in, come back in
Eat breakfast.	Learn some more
Eat breakfast, eat breakfast	Time to say, "Goodbye".
Brush my teeth.	Say, "Goodbye", say, "goodbye"
Time to go to school!	Go back home.
Go to school, go to school	Go back home, go back home
Say, "hello!".	
Say, "hello!", say, "hello!"	
Get ready.	Eat a snack.
Get ready, get ready	Eat a snack, eat a snack
Learn a lot.	Do homework.
Time to eat my lunch.	Time to play with friends.
Eat my lunch, eat my lunch	
Play outside.	

#### 2. The meaning of verbs in those songs

Vocabulary	Meaning	Vocabulary	Meaning
Wake up	Bangun	Get ready	Bersiap
Change	Ganti	Learn	Belajar
Eat	Makan	Play	Bermain
Brush	Sikat	Come back	Kembali
Go	Pergi	Do	Mengerjakan

**(Second Meeting)**1. *Lyric of “What do you do every day” Song*

Every day, every day  
 What do you do every day?  
 Every day, every day  
 What do you do every day?  
 I clean my room  
 I wash my face  
 I ride a bike  
 I take a bath

I comb my hair  
 I brush my teeth  
 I read a book  
 I watch TV  
 Every day, every day  
 What do you do every  
 day?

2. *The meaning of verbs in those songs*

Vocabulary	Meaning	Vocabulary	Meaning
Clean	Membersihkan	Comb	Menyisir
Wash	Mencuci	Read	Membaca
Ride	Mengendarai	Watch	Menonton
Brush	Menyikat	Say	Mengatakan
Take a bath	Mandi	Do	Mengerjakan

**VII. Learning Activities**

First Meeting (2 x 35 minutes)
<b>Pre-Activity (20 minutes)</b>
<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>• The teacher greets the students and pray to God before the class begins.</li> <li>• The teacher checks for students’ attendance.</li> <li>• The teacher prepares the physical and psychological students in starting the lesson activities.</li> </ul> <p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>• The teacher associates the learning themes that will be done with the experience of learners from previous themes.</li> <li>• The teacher asks the questions that are related to the lesson to be undertaken.</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an idea of the benefits of learning the lessons to be learned in daily life.</li> <li>• If the theme is done well and really mastered well, then learners are expected to explain about the material: “Activity of Weeks”</li> </ul>

- The teacher conveys the purpose of learning at the meeting that took place.
- The teacher asks a question

**Reference:**

- The teacher informs the lesson that will be discussed at that time.
- The teacher notifies the core competencies, basic competencies, indicators and KKM at the meeting.
- The teacher divides the students into study group.
- The teacher explains the mechanism of learning implementation in accordance with the steps of learning.

**Whilst Activity (40 minutes)**

**Observing**

- The teacher asks the students to listen to the song about "daily routine" and search for difficult words contained in the song.
- The teacher communicates to the students about the song that has been played.

**Questioning**

- The teacher asks students the meaning of the song they have been listening to.
- The teacher asks students whether there are difficult words in the song.

**Experimenting**

- The teacher gives the worksheet to the students.
- The teacher asks students to do the worksheet.

**Associating**

- The teacher analyzes the social function, text structure, and linguistic elements of the song about activity of weeks according to the context of its use.
- The teacher gives the incomplete songs' lyric and asks the students to complete the lyric in the worksheet.
- The teacher replays the song and lets the students to do the worksheet.

**Communicating**

- The teacher asks the students to submit their worksheet.
- The teacher asks the students volunteer to write their answer in white board.
- The teacher checks the students' answer that written in white board.

**Closing Activity (10 menit)**

- The teacher provides feedback on today's learning processes and student outcomes.
- The teacher informs the lesson plan for the next meeting.
- The teacher closes the class.

<b>Second Meeting (2 x 35 minutes)</b>
<b>Pre-Activity (20 minutes)</b>
<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>• The teacher greets the students and pray to God before the class begins.</li> <li>• The teacher checks for students' attendance.</li> <li>• The teacher prepares the physical and psychological students in starting the lesson activities.</li> </ul> <p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>• The teacher associates the learning themes that will be done with the experience of learners from previous themes.</li> <li>• The teacher asks the questions that are related to the lesson to be undertaken.</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an idea of the benefits of learning the lessons to be learned in daily life.</li> <li>• If the theme is done well and really mastered well, then learners are expected to explain about the material: "<i>Activity of Weeks</i>"</li> <li>• The teacher conveys the purpose of learning at the meeting that took place.</li> <li>• The teacher asks a question</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>• The teacher informs the lesson that will be discussed at that time.</li> <li>• The teacher notifies the core competencies, basic competencies, indicators and KKM at the meeting.</li> <li>• The teacher divides the students into study group.</li> <li>• The teacher explains the mechanism of learning implementation in accordance with the steps of learning.</li> </ul>
<b>Whilst Activity (40 minutes)</b>
<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to listen to the song about "what do you do" and search for difficult words contained in the song.</li> <li>• The teacher communicates to the students about the song that has been played.</li> </ul>

**Questioning**

- The teacher asks students the meaning of the song they have been listening to.
- The teacher asks students whether there are difficult words in the song.

**Experimenting**

- The teacher gives the worksheet to the students.
- The teacher asks students to do the worksheet.

**Associating**

- The teacher analyzes the social function, text structure, and linguistic elements of the song about activity of weeks according to the context of its use.
- The teacher gives the incomplete songs' lyric and asks the students to complete the lyric in the worksheet.
- The teacher replays the song and lets the students to do the worksheet.

**Communicating**

- The teacher asks the students to submit their worksheet.
- The teacher asks the students volunteer to write their answer in white board.
- The teacher checks the students' answer that written in white board.

**Closing Activity (10 menit)**

- The teacher provides feedback on today's learning processes and student outcomes.
- The teacher informs the lesson plan for the next meeting.
- The teacher closes the class.

**VIII. Learning Media**

- a. Song entitled "daily routine" and "what do you do every day"
- b. Laptop and projector
- c. Papers of assignment
- d. Marker

## Appendix 1: Lesson Plan

**IX. Sources**

1. Ningsih, Karmila. 2017. *Buku Teks Pendamping Bahasa Inggris untuk Siswa SMP-MTs Kelas VIII*. Bandung: Yrama Widya.
2. <https://www.youtube.com/watch>

Jakarta, April, 2<sup>nd</sup> 2018

Researcher,



Belinda Montoya

Known by,

Advisor II

Principal of SMP SANTO PAULUS

Maria Theresia, S.Pd.Andi Sonlury, S.Pd

### Evaluation

Grade/ Semester : VIII/ 2  
Year : 2017/2018

Name :  
Date :

#### (First meeting)

#### I. Listen to the song and fill in the blanks!

*Lyric of "7 Daily Routine" Song*

1. \_\_\_\_\_ up, wake up

Change my clothes.

2. \_\_\_\_\_ my clothes,

change my clothes

Eat breakfast.

3. \_\_\_\_\_ breakfast, eat

breakfast

\_\_\_\_\_ my teeth.

Time to 4. \_\_\_\_\_ to school!

Go to school, go to school

Say, "hello!"

5. \_\_\_\_\_, "hello!", say,

"hello!"

Get ready.

6. \_\_\_\_\_ ready, get ready

Learn a lot.

Time to 7. \_\_\_\_\_ my lunch.

Eat my lunch, eat my lunch

8. \_\_\_\_\_ outside.

Play outside, play outside

9. \_\_\_\_\_ back in

Come back in, come back

in

10. \_\_\_\_\_ some more

Time to say, "Goodbye".

Say, "Goodbye", say,

"goodbye"

Go back home.

Go back home, go back

home

Eat a snack.

Eat a snack, eat a snack

Do homework.

Time to play with friends.

#### II. Write the meaning of these words !

Vocabulary	Meaning	Vocabulary	Meaning
11. Wake up	.....	16. Get ready	.....
12. Change	.....	17. Learn	.....
13. Eat	....	18. Play	.....
14. Brush	.....	19. Come back	.....
15. Go	.....	20. Do	.....



Grade/ Semester : VIII/ 2 Name :  
 Year : 2017/2018 Date :  
**(Second meeting)**

**I. Listen to the song and fill in the blanks!**

*Lyric of "What do you do every day" Song*

Every day, every day	I 5. _____ a bath
What do you 11. _____	I 6. _____ my hair
every day?	I 7. _____ my teeth
Every day, every day	I 8. _____ a book
What do you do every day?	I 9. _____ TV
I 2. _____ my room	Every day, every day
I 3. _____ my face	What do you 10. _____
I 4. _____ a bike	every day?

**II. Write the meaning of these words!**

Vocabulary	Meaning	Vocabulary	Meaning
11. Clean	.....	16. Brush	.....
12. Wash	.....	17. Read	.....
13. Ride	....	18. Watch	.....
14. Take a bath	.....	19. Sleep	.....
15. Comb	.....	20. Do	.....

**IX. Assesment**

**Assesment Guidelines**

- for each correct answer will be given 2 score
- Maximum score = 100
- Students score =  $\frac{\text{the number of correct answer}}{4} \times 10$

4

Fill in	Skor
Correct answer	2
Quite right answer	1
Wrong answer	0
No answer	0



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## LESSON PLAN 2

School	: SMP Santo Paulus Tangerang
Subject	: English
Class/Semester	: VIII / 2
Topic	: Home Life
Time Allocation	: 2 x 70 minutes

### I. Standard Competence

3. Understanding and applying the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Cultivating, decorating, and reasoning in the concrete realm (using, parsing, assembling, modifying and making) and abstract realm (writing, reading, computing, drawing and composing) in accordance with those studied in schools and other sources in the same point of view / theory.

### II. Basic Competence

- 1.1 Responding to the meaning contained in simple, accurate, fluent, and acceptable transactional conversations (to get things done) and interpersonal (socializing) to interact with the surrounding environment that involves compliment speech acts.

### III. Indicators

- Students are able to understand the expression of compliment.
- Students are able to understand the words used in the sentence of compliment.
- Students are able to pronounce the words that are often used in the sentence

of compliment.

#### IV. Learning Objectives

Students are able to understand the expression and say the words used in the sentence of compliment through song.

#### V. Focused Skill

Reading and Speaking

#### VI. Learning Material

##### (First Meeting)

Have you ever been complimented by the people in your home? or Have you ever compliment people in your home like your mother, your father or your brother and your woman? How does it feel to receive the compliment from your family?

A compliment is a polite remark that you say to someone to show that you like their appearance, appreciate their qualities, or approve of what they have done. Here in this chapter you will learn about the words that most people use to compliment someone. Also, you will learn how to pronounce it correctly through song.

##### 1. Lyric of "Just the way you are" Song

Oh, her eyes, her eyes make the  
stars look like they're not  
shinin'  
Her hair, her hair falls perfectly  
without her trying  
She's so beautiful and I tell her  
everyday  
Yeah, I know, I know when I  
compliment her she won't  
believe me  
And it's so, it's so sad to think  
that she don't see what I see  
But every time she asks me  
"Do I look okay?"  
I say  
When I see your face  
There's not a thing that I would  
change 'cause you're amazing  
Just the way you are

And when you smile  
The whole world stops and  
stares for a while  
'Cause girl you're amazing  
Just the way you are  
Yeah Her lips, her lips, I could  
kiss them all day if she'd let me  
Her laugh, her laugh she hates  
but I think it's so sexy  
She's so beautiful, and I tell her  
everyday  
Oh you know, you know, you  
know I'd never ask you to  
change  
If perfect's what you're  
searching for then just stay the  
same

So don't even bother asking if  
 you look okay, you know I'll  
 say  
 When I see your face  
 There's not a thing that I would  
 change  
 'Cause you're amazing  
 Just the way you are  
 And when you smile  
 The whole world stops and  
 stares for a while  
 'Cause, girl, you're amazing  
 Just the way you are  
 The way you are

The way you are  
 Girl, you're amazing  
 Just the way you are  
 When I see your face  
 There's not a thing that I would  
 change  
 'Cause you're amazing  
 Just the way you are  
 And when you smile  
 The whole world stops and  
 stares for a while  
 'Cause, girl, you're amazing  
 Just the way you are  
 Yeah.

2. *The meaning of words that used in the compliment sentences.*

Vocabulary	Meaning	Vocabulary	Meaning
Perfect	Sempurna	Pretty	Cantik
Beautiful	Indah	Cute	Manis
Amazing	Luar biasa	Lovely	Bagus
Sexy	Seksi	Stunning	menakjubkan
Smart	Pintar	Elegant	Anggun

### (Second Meeting)

Everyone loves a compliment, but it's not always easy to find the right words. Sometimes you want to use just one word to explain what you think about someone, but finding that right word is the interesting part. Here in this chapter you will learn about the words that most people use to compliment someone. Also, you will learn how to pronounce it correctly through song.

#### 1. *Lyric of "Gorgeous" Song*

You should take it as a  
 compliment  
 That I got drunk and made fun  
 of the way you talk  
 You should think about the  
 consequence  
 Of your magnetic field being a  
 little too strong  
 And I got a boyfriend, he's  
 older than us

He's in the club doing, I don't  
 know what  
 You're so cool, it makes me  
 hate you so much (I hate you so  
 much)  
 Whisky on ice, Sunset and  
 Vine  
 You've ruined my life, by not  
 being mine

You're so gorgeous  
 I can't say anything to your  
 face  
 'Cause look at your face  
 And I'm so furious  
 At you for making me feel this  
 way  
 But, what can I say?  
 You're gorgeous  
 You should take it as a  
 compliment  
 That I'm talking to everyone  
 here but you (but you, but you)  
 And you should think about the  
 consequence  
 Of you touching my hand in  
 the darkened room (dark room,  
 dark room)  
 If you've got a girlfriend, I'm  
 jealous of her  
 But if you're single that's  
 honestly worse  
 'Cause you're so gorgeous it  
 actually hurts  
 (Honey, it hurts)  
 Ocean blue eyes looking in  
 mine  
 I feel like I might sink and  
 drown and die  
 You're so gorgeous  
 I can't say anything to your  
 face (to your face)  
 'Cause look at your face (look  
 at your face)  
 And I'm so furious  
 At you for making me feel this  
 way  
 But what can I say?  
 You're gorgeous  
 You make me so happy, it turns  
 back to sad, yeah  
 There's nothing I hate more  
 than what I can't have

You are so gorgeous it makes  
 me so mad  
 You make me so happy, it turns  
 back to sad, yeah  
 There's nothing I hate more  
 than what I can't have  
 Guess I'll just stumble on home  
 to my cats  
 Alone, unless you wanna come  
 along, oh  
 You're so gorgeous  
 I can't say anything to your  
 face (to your face)  
 'Cause look at your face (look  
 at your face)  
 And I'm so furious (I'm so  
 furious)  
 At you for making me feel this  
 way (feel this way)  
 But what can I say? (I say)  
 You're gorgeous  
 You make me so happy, it turns  
 back to sad, yeah  
 There's nothing I hate more  
 than what I can't have  
 You are so gorgeous it makes  
 me so mad  
 You're gorgeous  
 You make me so happy, it turns  
 back to sad, yeah  
 There's nothing I hate more  
 than what I can't have  
 You are so gorgeous it makes  
 me so mad  
 You're gorgeous

2. *The meaning of words that used in the compliment sentences.*

Vocabulary	Meaning	Vocabulary	Meaning
Gorgeous	Sangat bagus	Angelic	Suci
Winsome	Menarik	Unique	Unik
Majestic	Mewah	Gracious	Ramah
Graceful	Jelita	Breathtaking	Mempesona
Bold	Berani	Wonderful	Hebat

## VII. Learning Activities

First Meeting (2 x 35 minutes)
<b>Pre-Activity (20 minutes)</b>
<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>• The teacher greets the students and pray to God before the class begins.</li> <li>• The teacher checks for students attendance.</li> <li>• The teacher prepares the physical and psychological students in starting the lesson activities.</li> </ul> <p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>• The teacher associates the learning themes that will be done with the experience of learners from previous themes.</li> <li>• The teacher asks the questions that are related to the lesson to be undertaken.</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an idea of the benefits of learning the lessons to be learned in daily life.</li> <li>• If the theme is done well and really mastered well, then learners are expected to explain about the material: "Home life"</li> <li>• The teacher conveys the purpose of learning at the meeting that took place.</li> <li>• The teacher asks a question</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>• The teacher informs the lesson that will be discussed at that time.</li> <li>• The teacher notifies the core competencies, basic competencies, indicators and KKM at the meeting.</li> <li>• The teacher divides the students into study group.</li> <li>• The teacher explains the mechanism of learning implementation in accordance with the steps of learning.</li> </ul>
<b>Whilst Activity (40 minutes)</b>
<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to listen to the song about "just the way</li> </ul>

you are" and search for difficult words contained in the song.

- The teacher communicates to the students about the song that has been played.

#### **Questioning**

- The teacher asks students the meaning of the song they have been listening to.
- The teacher asks students whether there are difficult words in the song.

#### **Experimenting**

- The teacher gives the worksheet to the students.
- The teacher asks students to do the worksheet.

#### **Associating**

- The teacher analyzes the social function, text structure, and linguistic elements of the song about compliment according to the context of its use.
- The teacher gives the incomplete songs' lyric and asks the students to complete the lyric in the worksheet.
- The teacher replays the song and lets the students to do the worksheet.

#### **Communicating**

- The teacher asks the students to submit their worksheet.
- The teacher asks the students volunteer to write their answer in white board.
- The teacher checks the students' answer that written in white board.

#### **Closing Activity (10 menit)**

- The teacher provides feedback on today's learning processes and student outcomes.
- The teacher informs the lesson plan for the next meeting.
- The teacher closes the class.

### **Second Meeting (2 x 35 minutes)**

#### **Pre-Activity (20 minutes)**

#### **Orientation:**

- The teacher greets the students and pray to God before the class begins.
- The teacher checks for students attendance.
- The teacher prepares the physical and psychological students in starting the lesson activities.

#### **Apperception:**

- The teacher associates the learning themes that will be done with the experience of learners from previous themes.

- The teacher asks the questions that are related to the lesson to be undertaken.

**Motivation:**

- The teacher gives an idea of the benefits of learning the lessons to be learned in daily life.
- If the theme is done well and really mastered well, then learners are expected to explain about the material: *“home life”*
- The teacher conveys the purpose of learning at the meeting that took place.
- The teacher asks a question

**Reference:**

- The teacher informs the lesson that will be discussed at that time.
- The teacher notifies the core competencies, basic competencies, indicators and KKM at the meeting.
- The teacher divides the students into study group.
- The teacher explains the mechanism of learning implementation in accordance with the steps of learning.

**Whilst Activity (40 minutes)**

**Observing**

- The teacher asks the students to listen to the song about "gorgeous" and search for difficult words contained in the song.
- The teacher communicates to the students about the song that has been played.

**Questioning**

- The teacher asks students the meaning of the song they have been listening to.
- The teacher asks students whether there are difficult words in the song.

**Experimenting**

- The teacher gives the worksheet to the students.
- The teacher asks students to do the worksheet.

**Associating**

- The teacher analyzes the social function, text structure, and linguistic elements of the song about compliment according to the context of its use.
- The teacher gives the incomplete songs' lyric and asks the students to complete the lyric in the worksheet.
- The teacher replays the song and lets the students to do the worksheet.

**Communicating**

- The teacher asks the students to submit their worksheet.
- The teacher asks the students volunteer to write their answer in white board.



<ul style="list-style-type: none"><li>• The teacher checks the students' answer that written in white board.</li></ul>
<b>Closing Activity (10 menit)</b>
<ul style="list-style-type: none"><li>• The teacher provides feedback on today's learning processes and student outcomes.</li><li>• The teacher informs the lesson plan for the next meeting.</li><li>• The teacher closes the class.</li></ul>

**VIII. Learning Media**

- a. Song entitled "just the way you are" and "gorgeous"
- b. Laptop and projector
- c. Papers of assignment
- d. Marker

## Appendix 1: Lesson Plan

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**IX. Sources**

1. Ningsih, Karmila. 2017. *Buku Teks Pendamping Bahasa Inggris untuk Siswa SMP-MTs Kelas VIII*. Bandung: Yrama Widya.
2. <https://www.youtube.com/watch>

Jakarta, April, 9<sup>th</sup> 2018

Researcher,



Belinda Montoya

Known by,

Advisor II

Maria Theresia, S.Pd.

Principal of SMP SANTO PAULUS

Andi Sonlury, S.Pd

**X. Evaluation**

Grade/ Semester : VIII/ 2  
 Year : 2017/2018

Name :  
 Date :

**(First meeting)****I. Listen to the song and fill in the blanks!**

*Lyric of "Just the way you are" Song*

Oh, her eyes, her eyes make the stars  
 look like they're not shining  
 Her hair, her hair falls 1. \_\_\_\_\_  
 without her trying  
 She's so 2. \_\_\_\_\_ and I tell her  
 everyday  
 Yeah, I know, I know when I  
 compliment her she won't believe me  
 And it's so, it's so 3. \_\_\_\_\_ to think  
 that she don't see what I see  
 But every time she asks me "Do I look  
 okay?"  
 I say  
 When I see your face  
 There's not a thing that I would change  
 'cause you're amazing  
 Just the way you are  
 And when you smile  
 The whole world stops and stares for a  
 while  
 'Cause girl you're amazing  
 Just the way you are  
 Yeah  
 Her lips, her lips, I could kiss them all  
 day if she'd let me  
 Her laugh, her laugh she hates but I  
 think it's so 8. \_\_\_\_\_  
 She's so 4. \_\_\_\_\_, and I tell her  
 everyday

Oh you know, you know, you know I'd  
 never ask you to change  
 If 5. \_\_\_\_\_ what you're searching for  
 then just stay the same  
 So don't even bother asking if you look  
 okay, you know I'll say  
 When I see your face  
 There's not a thing that I would change  
 'Cause you're 6. \_\_\_\_\_  
 Just the way you are  
 And when you smile  
 The whole world stops and stares for a  
 while  
 'Cause, girl, you're 7. \_\_\_\_\_  
 Just the way you are  
 The way you are  
 The way you are  
 Girl, you're amazing  
 Just the way you are  
 When I see your face  
 There's not a thing that I would change  
 'Cause you're 9. \_\_\_\_\_  
 Just the way you are  
 And when you smile  
 The whole world stops and stares for a  
 while  
 'Cause, girl, you're 10. \_\_\_\_\_  
 Just the way you are  
 Yeah.

**II. Write the synonym of these words !.**

<b>Vocabulary</b>	<b>Meaning</b>	<b>Vocabulary</b>	<b>Meaning</b>
11. Perfect	...	17. Pretty	...
12. Beautiful	...	18. Cute	...
14. Amazing	...	19. Lovely	...
15. Sexy	...	20. Stunning	...
16. Smart	...	21. Elegant	...

Grade/ Semester : VIII/ 2  
 Year : 2017/2018

Name :  
 Date :

**(Second meeting)**

**I. Listen to the song and fill in the blanks!**

*Lyric of "Gorgeous" Song*

You should take it as a  
 compliment  
 That I got drunk and made  
 1. \_\_\_\_\_ of the way you talk  
 You should think about the  
 consequence  
 Of your 2. \_\_\_\_\_ field being a  
 little too strong  
 And I got a boyfriend, he's  
 older than us  
 He's in the club doing, I don't  
 know what  
 You're so 3. \_\_\_\_\_, it makes me  
 hate you so much (I hate you so  
 much)  
 Whisky on ice, Sunset and  
 Vine  
 You've ruined my life, by not  
 being mine  
 You're so 4. \_\_\_\_\_  
 I can't say anything to your  
 face  
 'Cause look at your face  
 And I'm so 5. \_\_\_\_\_  
 At you for making me feel this  
 way  
 But, what can I say?  
 You're 6. \_\_\_\_\_  
 You should take it as a  
 compliment  
 That I'm talking to everyone  
 here but you (but you, but you)  
 And you should think about the  
 consequence  
 Of you touching my hand in  
 the darkened room (dark room,  
 dark room)

If you've got a girlfriend, I'm  
 jealous of her  
 But if you're single that's  
 honestly worse  
 'Cause you're so gorgeous it  
 actually hurts  
 (Honey, it hurts)  
 Ocean blue eyes looking in  
 mine  
 I feel like I might sink and  
 drown and die  
 You're so 7. \_\_\_\_\_  
 I can't say anything to your  
 face (to your face)  
 'Cause look at your face (look  
 at your face)  
 And I'm so 8. \_\_\_\_\_  
 At you for making me feel this  
 way  
 But what can I say?  
 You're gorgeous  
 You make me so 9. \_\_\_\_\_, it  
 turns back to sad, yeah  
 There's nothing I hate more  
 than what I can't have  
 You are so gorgeous it makes  
 me so mad  
 You make me so happy, it turns  
 back to sad, yeah  
 There's nothing I hate more  
 than what I can't have  
 Guess I'll just stumble on home  
 to my cats  
 Alone, unless you wanna come  
 along, oh  
 You're so gorgeous  
 I can't say anything to your

face (to your face)  
 'Cause look at your face (look  
 at your face)  
 And I'm so furious (I'm so  
 furious)  
 At you for making me feel this  
 way (feel this way)  
 But what can I say? (I say)  
 You're gorgeous  
 You make me so happy, it turns  
 back to sad, yeah  
 There's nothing I hate more

than what I can't have  
 You are so gorgeous it makes  
 me so mad  
 You're 10. \_\_\_\_\_  
 You make me so happy, it turns  
 back to sad, yeah  
 There's nothing I hate more  
 than what I can't have  
 You are so gorgeous it makes  
 me so mad  
 You're gorgeous

## II. Write the synonym of these words !

Vocabulary	Meaning	Vocabulary	Meaning
11. Gorgeous	...	16. Angelic	...
12. Winsome	...	17. Unique	...
13. Majestic	...	18. Gracious	...
14. Graceful	...	19. Breathtaking	...
15. Bold	...	20. Wonderful	...

## X. Assesment

### Assesment Guidelines

4. for each correct answer will be given 2 score
5. Maximum score = 100
6. Students score =  $\frac{\text{the number of correct answer}}{4} \times 10$

4

Fill in	Skor
Correct answer	2
Quite right answer	1
Wrong answer	0
No answer	0



**YAYASAN PENDIDIKAN TANIMBAR**  
**KB-TK-SD-SMP PERGURUAN “SANTO PAULUS III”**  
**KOMPLEK PERUMAHAN SIMPRUG DI PORIS**  
 Jl. Kh. Maulana Hasanuddin No.12, Poris Jaya, Batuaceper, Kota  
 Tangerang, Banten 15122

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### LESSON PLAN 3

School	: SMP Santo Paulus Tangerang
Subject	: English
Class/Semester	: VIII / 2
Topic	: family tree
Time Allocation	: 2 x 70 minutes

#### I. Standard Competence

3. Understanding and applying the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Cultivating, decorating, and reasoning in the concrete realm (using, parsing, assembling, modifying and making) and abstract realm (writing, reading, computing, drawing and composing) in accordance with those studied in schools and other sources in the same point of view / theory.

#### II. Basic Competence

- 3.4 Applying social functions, text structures, and linguistic elements of transactions between oral and written transactions involving the family tree according to the context of their use.
- 4.4 Capturing contextually meaning related to social function, text structure and linguistic elements related to family tree correctly and contextually

#### III. Indicators

- Students are able to understand about family tree
- students are able to mention their family member
- Students are able to write their family tree

#### IV. Learning Objectives

Students are able to understand, mention and write their family tree member through song

#### V. Focused Skill

Speaking and writing

#### VI. Learning Material

##### (First Meeting)

A family tree is the most common form of visually documenting one's

ancestry. Most family tree charts include a box for each individual and each box is connected to the others to indicate relationships. In addition to an individual's name, each box may include dates, birthplace, and other information, depending on the desired complexity of the family tree diagram. Here in this chapter you will learn about the family tree. Also, you will learn the name of family member to make you easier in understanding the family tree through song.

1. *Lyric of "family song" Song*

I have a family,  
 A family of six,  
 Grandpa, Grandma, Papa, Mama  
 and a little Sister.  
 Grandpa takes me for a walk,  
 Grandma feeds me ladoos,  
 They play with me.  
 They both love me,  
 And I love them too.  
 Papa goes to office,  
 Mama cooks yummy food,  
 They take me out  
 We sing aloud  
 And they love me too,  
 Yes! they love me too.

2. *The names of family member.*

Vocabulary	Meaning	Vocabulary	Meaning
Father	Ayah	Grandmother	Nenek
Mother	Ibu	Grandson	Cucu laki-laki
Sister	Saudara perempuan	Granddaughter	Cucu perempuan
Brother	Saudara laki-laki	Cousin	Saudara sepupu
Grandfather	Kakek	Niece	Keponakan perempuan

**(Second Meeting)**

Family is a group of people, usually of the same blood (but do not have to be), who genuinely love, trust, care about, and look out for each other. Not to be mistaken with relatives sharing the same household who hate each other.

A family tree is the most common form of visually documenting one's ancestry. Most family tree charts include a box for each individual and each box is connected to the others to indicate relationships. In addition to an individual's name, each box may include dates, birthplace, and other information, depending on the desired complexity of the family tree diagram. Here in this chapter you will learn about the family tree. Also, you will learn the name of family member to make you easier in



understanding the family tree through song.

1. *Lyric of "The Family Tree" Song*

We're all part of the family tree  
I'm a grandson and a cousin  
I'm a nephew and a son  
I'm brother and I'm me!  
The family tree, the family tree  
Can you find me on the family tree?  
I have two sister. Look and see!  
Can you find me on the family tree?  
I'm a granddaughter and a cousin  
I'm a daughter and a niece  
I'm a sister and I'm me!  
The family tree, the family tree  
Can you find me on the family tree  
I have three cousins. Look and see!  
Can you find me on the family tree?  
The family tree, the family tree  
Can you find me on the family tree?  
We're a happy family  
We're all part of the family tree

2. *The names of family members.*

Vocabulary	Meaning	Vocabulary	Meaning
Aunt	Tante	Son	Anak laki-laki
Uncle	Paman	Daughter	Anak perempuan
Mother in law	Ibu mertua	Husband	Suami
Sister in law	Adik ipar	Wife	Istri
Niece	Keponakan laki-laki	Nephew	Keponakan laki-laki

## VII. Learning Activities

First Meeting (2 x 35 minutes)
<b>Pre-Activity (20 minutes)</b>
<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>• The teacher greets the students and pray to God before the class begins.</li> <li>• The teacher checks for students' attendance.</li> <li>• The teacher prepares the physical and psychological students in starting the lesson activities.</li> </ul> <p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>• The teacher associates the learning themes that will be done with the experience of learners from previous themes.</li> <li>• The teacher asks the questions that are related to the lesson to be undertaken.</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an idea of the benefits of learning the lessons to be learned in daily life.</li> <li>• If the theme is done well and really mastered well, then learners are expected to explain about the material: "Family tree"</li> <li>• The teacher conveys the purpose of learning at the meeting that took place.</li> <li>• The teacher asks a question</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>• The teacher informs the lesson that will be discussed at that time.</li> <li>• The teacher notifies the core competencies, basic competencies, indicators and KKM at the meeting.</li> <li>• The teacher divides the students into study group.</li> <li>• The teacher explains the mechanism of learning implementation in accordance with the steps of learning.</li> </ul>
<b>Whilst Activity (40 minutes)</b>
<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to listen to the song about "I love my</li> </ul>

family” and search for difficult words contained in the song.

- The teacher communicates to the students about the song that has been played.

#### **Questioning**

- The teacher asks students the meaning of the song they have been listening to.
- The teacher asks students whether there are difficult words in the song.

#### **Experimenting**

- The teacher gives the worksheet to the students.
- The teacher asks students to do the worksheet.

#### **Associating**

- The teacher analyzes the social function, text structure, and linguistic elements of the song about activity of weeks according to the context of its use.
- The teacher gives the incomplete songs’ lyric and asks the students to complete the lyric in the worksheet.
- The teacher replays the song and lets the students to do the worksheet.

#### **Communicating**

- The teacher asks the students to submit their worksheet.
- The teacher asks the students volunteer to write their answer in white board.
- The teacher checks the students’ answer that written in white board.

#### **Closing Activity (10 menit)**

- The teacher provides feedback on today's learning processes and student outcomes.
- The teacher informs the lesson plan for the next meeting.
- The teacher closes the class.

### **Second Meeting (2 x 35 minutes)**

#### **Pre-Activity (20 minutes)**

#### **Orientation:**

- The teacher greets the students and pray to God before the class begins.
- The teacher checks for students’ attendance.
- The teacher prepares the physical and psychological students in starting the lesson activities.

#### **Apperception:**

- The teacher associates the learning themes that will be done with the experience of learners from previous themes.
- The teacher asks the questions that are related to the lesson to be undertaken.

**Motivation:**

- The teacher gives an idea of the benefits of learning the lessons to be learned in daily life.
- If the theme is done well and really mastered well, then learners are expected to explain about the material: “*Family Tree*”
- The teacher conveys the purpose of learning at the meeting that took place.
- The teacher asks a question

**Reference:**

- The teacher informs the lesson that will be discussed at that time.
- The teacher notifies the core competencies, basic competencies, indicators and KKM at the meeting.
- The teacher divides the students into study group.
- The teacher explains the mechanism of learning implementation in accordance with the steps of learning.

**Whilst Activity (40 minutes)****Observing**

- The teacher asks the students to listen to the song about "the family tree song" and search for difficult words contained in the song.
- The teacher communicates to the students about the song that has been played.

**Questioning**

- The teacher asks students the meaning of the song they have been listening to.
- The teacher asks students whether there are difficult words in the song.

**Experimenting**

- The teacher gives the worksheet to the students.
- The teacher asks students to do the worksheet.

**Associating**

- The teacher analyzes the social function, text structure, and linguistic elements of the song about activity of weeks according to the context of its use.
- The teacher gives the incomplete songs' lyric and asks the students to complete the lyric in the worksheet.
- The teacher replays the song and lets the students to do the worksheet.

**Communicating**

- The teacher asks the students to submit their worksheet.
- The teacher asks the students volunteer to write their answer in white board.
- The teacher checks the students' answer that written in white board.

**Closing Activity (10 menit)**

- The teacher provides feedback on today's learning processes and student outcomes.
- The teacher informs the lesson plan for the next meeting.
- The teacher closes the class.

**VIII. Learning Media**

- a. Song entitled “I love my family” and “the family tree song”
- b. Laptop and projector
- c. Papers of assignment
- d. Marker

- IX.**
- X.**
- XI.**
- XII.**
- XIII.**
- XIV.**
- XV.**

Appendix 1: Lesson Plan

**IX. Sources**

1. Ningsih, Karmila. 2017. *Buku Teks Pendamping Bahasa Inggris untuk Siswa SMP-MTs Kelas VIII*. Bandung: Yrama Widya.
2. <https://www.youtube.com/watch>

Jakarta, April 16<sup>th</sup> 2018

Researcher,

  
Belinda Montoya

Known by,

Advisor II



Maria Theresia, S.Pd.

Principal of SMP SANTO PAULUS



Andi Sonlury, S.Pd.

**Evaluation**

Grade/ Semester : VIII/ 2                      Name :  
 Year : 2017/2018                              Date :

**(First meeting)****I. Listen to the song and fill in the blanks!**

*Lyric of "family" song*

I have a 1. \_\_\_\_\_,  
 A family of six,  
 2. \_\_\_\_\_, 3. \_\_\_\_\_, 4. \_\_\_\_\_, 5. \_\_\_\_\_  
 and a little 6 \_\_\_\_\_.

7. \_\_\_\_\_ takes me for a walk,  
 8. \_\_\_\_\_ feeds me ladoos,  
 They play with me.  
 They both love me,  
 And I love them too.

9. \_\_\_\_\_ goes to office,  
 10. \_\_\_\_\_ cooks yummy food,  
 They take me out  
 We sing aloud  
 And they love me too,  
 Yes! they love me too.

**II. Arrange these words into the right words!.**

*The names of family member.*

Vocabulary	The right words	Vocabulary	The right words
11. Therfta	...	16. rnadgothmer	...
12. Mthro	...	17. Gsransn	...
13. Rssite	...	18. Drangdaghteru	...
14. throrbe	...	19. Sinouc	...
15. rgandafthar	...	20. Iecne	...







**YAYASAN PENDIDIKAN TANIMBAR**  
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### LESSON PLAN 4 OF CYCLE 1

School	: SMP Santo Paulus Tangerang
Subject	: English
Class/Semester	: VIII / 2
Topic	: My Body
Time Allocation	: 2 x 70 minutes

#### I. Standard Competence

3. Understanding and applying the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Cultivating, decorating, and reasoning in the concrete realm (using, parsing, assembling, modifying and making) and abstract realm (writing, reading, computing, drawing and composing) in accordance with those studied in schools and other sources in the same point of view / theory.

#### II. Basic Competence

- 3.6 Applying social functions, text structures, and linguistic elements of transactions between oral and written transactions involving parts of body according to the context of their use.
- 4.6 Capturing contextually meaning related to social function, text structure and linguistic elements related to part of body correctly and contextually

#### III. Indicators

- Students are able to understand the part of body.
- Students are able to understand the meaning and the function of each parts of body.
- Students are able to write the names of part of body.

#### IV. Learning Objectives

Students are able to understand the meaning of parts of body and write the name of parts of body through song.

#### V. Focused Skill

Reading and writing

#### VI. Learning Material (First Meeting)

Your body is more than what you see when you look in the mirror -there are

different parts that have different jobs, but each part works together so you can eat, sleep, sit in class and play with friends.

Your body is a pretty amazing thing! While there's lots happening on the outside that you can see, such as scratching an itch, eating lunch with your friends at school and running outdoors, there's even more happening inside. Find out more about your bones and muscles, and about your five senses and the nervous system.

Here in this chapter you will learn about the part of your body. Also, you will learn how to pronounce it correctly through song.

1. *Lyric of "body parts" Song*

Everybody has a body  
And everybody has body parts  
Body parts.

You have ten fingers  
You have ten toes  
You have two eyes  
And you have one nose.  
You have two arms  
You have two legs  
And you have hair on the top of  
your head.

Everybody has a body  
And everybody has body parts  
Body parts  
You use your hands to pick  
things up  
You use your arms to give  
great big hugs  
You use your legs to run and  
run  
And your feet always touch the  
ground.

Everybody has a body  
And everybody has body parts  
Body parts

You use your eyes when you're  
looking  
You use your nose to smell  
what's cooking  
You use your ears to hear this  
song  
You use your mouth to sing  
along.  
Everybody has a body  
And everybody has body parts  
Body parts

Hey everyone, I have an idea.  
Why don't we all play a game?  
Ok, here we go  
Touch your head, touch your  
toes  
Touch your arms and touch  
your nose  
Shake your hair, wiggle your  
toes  
Wave your arms and prickle  
your nose.  
Everybody has a body  
And everybody has body parts  
Body parts (x4)

## 2. *Parts of the Body.*

### THE FACE

- eye,
- nose,
- mouth,
- ear,
- cheek,
- chin,
- nostril,
- eyebrow,
- eyelid,
- eyelash,
- Lips.

### THE ARM AND HAND

- finger,
- palm,
- wrist,
- forearm,
- elbow,
- upper arm,
- shoulder,
- thumb

### THE LEG AND FOOT

- knee,
- leg,
- shin,
- calf (muscle),
- ankle,
- heel,
- foot,
- toe

### (Second Meeting)

The human body is pretty amazing. It is made up of many parts that work together to make one important organism that can live, breathe, eat, jump, dance and so much more--you! Let's explore some of these body parts now. To make it a little more fun and help you remember them, try to make up your own dance move for each body part you learn about through song.

#### 1. *Lyric of "The Body" Song*

I am the eye, I go blink, blink,  
Yes, I am the eye and I can  
wink,  
I am the eye but I can't think,  
That belongs to my friend the  
brain.

Fritter fratter frit, fritter fratter  
frit,  
I'm the brain with electric  
current patter pit,

I'm the brain and I fritter  
learning bit by bit,  
Yes I fritter fratter fritter all the  
time.

I go lub dub, lub dub I go.  
I am the heart, I pump like so.  
I'm bringing life to all the parts,  
I am consistent, I'm the heart

#### 2. *Internal Parts of the Body*

- Heart - your heart pumps your blood around your body.
- Lungs - when you breathe, the air goes into your lungs.

- Veins - these transport blood through your body. They are like little tubes.
- Brain - this is your 'thinking machine' inside your head.
- Throat - food goes down this to get to your stomach.
- Liver - the organ that cleans your blood.
- Stomach - your food goes here when you swallow it.
- Kidneys - the organs that process all your body waste.
- Skeleton - all of the bones in your body.
- Ribs - these are the bones that protect the organs in your chest.
- Bones - your skeleton consists of many bones. There are about 206 in your body.
- Skin - it covers almost the entire body and helps keep all the organs and muscles in place

### **OTHER PARTS OF THE BODY**

Here is a list of some other parts of the body that have not been included above.

- head
- face
- hair
- tongue
- tooth
- back
- waist
- chest
- hip
- thigh
- muscles

## VII. Learning Activities

<b>First Meeting (2 x 35 minutes)</b>
<b>Pre-Activity (20 minutes)</b>
<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>• The teacher greets the students and pray to God before the class begins.</li> <li>• The teacher checks for students' attendance.</li> <li>• The teacher prepares the physical and psychological students in starting the lesson activities.</li> </ul> <p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>• The teacher associates the learning themes that will be done with the experience of learners from previous themes.</li> <li>• The teacher asks the questions that are related to the lesson to be undertaken.</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an idea of the benefits of learning the lessons to be learned in daily life.</li> <li>• If the theme is done well and really mastered well, then learners are expected to explain about the material: "Parts of body"</li> <li>• The teacher conveys the purpose of learning at the meeting that took place.</li> <li>• The teacher asks a question</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>• The teacher informs the lesson that will be discussed at that time.</li> <li>• The teacher notifies the core competencies, basic competencies, indicators and KKM at the meeting.</li> <li>• The teacher divides the students into study group.</li> <li>• The teacher explains the mechanism of learning implementation in accordance with the steps of learning.</li> </ul>
<b>Whilst Activity (40 minutes)</b>
<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to listen to the song about "the body parts" and search for difficult words contained in the song.</li> <li>• The teacher communicates to the students about the song that has been played.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students the meaning of the song they have been listening to.</li> <li>• The teacher asks students whether there are difficult words in the song.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• The teacher gives the worksheet to the students.</li> <li>• The teacher asks students to do the worksheet.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• The teacher analyzes the social function, text structure, and linguistic elements of</li> </ul>

the song about compliment according to the context of its use.

- The teacher gives the incomplete songs' lyric and asks the students to complete the lyric in the worksheet.
- The teacher replays the song and lets the students to do the worksheet.

#### **Communicating**

- The teacher asks the students to submit their worksheet.
- The teacher asks the students volunteer to write their answer in white board.
- The teacher checks the students' answer that written in white board.

#### **Closing Activity (10 minutes)**

- The teacher provides feedback on today's learning processes and student outcomes.
- The teacher informs the lesson plan for the next meeting.
- The teacher closes the class.

### **Second Meeting (2 x 35 minutes)**

#### **Pre-Activity (20 minutes)**

##### **Orientation:**

- The teacher greets the students and pray to God before the class begins.
- The teacher checks for students' attendance.
- The teacher prepares the physical and psychological students in starting the lesson activities.

##### **Apperception:**

- The teacher associates the learning themes that will be done with the experience of learners from previous themes.
- The teacher asks the questions that are related to the lesson to be undertaken.

##### **Motivation:**

- The teacher gives an idea of the benefits of learning the lessons to be learned in daily life.
- If the theme is done well and really mastered well, then learners are expected to explain about the material: "*Parts of body*"
- The teacher conveys the purpose of learning at the meeting that took place.
- The teacher asks a question

##### **Reference:**

- The teacher informs the lesson that will be discussed at that time.
- The teacher notifies the core competencies, basic competencies, indicators and KKM at the meeting.

<ul style="list-style-type: none"> <li>• The teacher divides the students into study group.</li> <li>• The teacher explains the mechanism of learning implementation in accordance with the steps of learning.</li> </ul>
<b>Whilst Activity (40 minutes)</b>
<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to listen to the song about "the body" and search for difficult words contained in the song.</li> <li>• The teacher communicates to the students about the song that has been played.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students the meaning of the song they have been listening to.</li> <li>• The teacher asks students whether there are difficult words in the song.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• The teacher gives the worksheet to the students.</li> <li>• The teacher asks students to do the worksheet.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• The teacher analyzes the social function, text structure, and linguistic elements of the song about compliment according to the context of its use.</li> <li>• The teacher gives the incomplete songs' lyric and asks the students to complete the lyric in the worksheet.</li> <li>• The teacher replays the song and lets the students to do the worksheet.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to submit their worksheet.</li> <li>• The teacher asks the students volunteer to write their answer in white board.</li> <li>• The teacher checks the students' answer that written in white board.</li> </ul>
<b>Closing Activity (10 minutes)</b>
<ul style="list-style-type: none"> <li>• The teacher provides feedback on today's learning processes and student outcomes.</li> <li>• The teacher informs the lesson plan for the next meeting.</li> <li>• The teacher closes the class.</li> </ul>

### VIII. Learning Media

- a. Song entitled "The body parts" and "The body"
- b. Laptop and projector
- c. Papers of assignment
- d. Marker

## Appendix 1: Lesson Plan

**VIII. Learning Media**

- a. Song entitled "The body parts" and "The body"
- b. Laptop and projector
- c. Papers of assignment
- d. Marker

**IX. Sources**

1. Ningsih, Karmila. 2017. *Buku Teks Pendamping Bahasa Inggris untuk Siswa SMP-MTs Kelas VIII*. Bandung: Yrama Widya.
2. <https://www.youtube.com/watch>

Jakarta, April 23<sup>th</sup> 2018

Researcher,



Belinda Montoya

Known by,

Advisor II

Maria Theresia, S.Pd.

Principal of SMP SANTO PAULUS

Andi Sonlury, S.Pd



**X. Evaluation**

Grade/ Semester : VIII/ 2  
 Year : 2017/2018

Name :  
 Date :

**(First meeting)****I. Listen to the song and fill in the blanks!**

*Lyric of "The body parts" Song*

Everybody has a body  
 And everybody has body parts  
 Body parts.

You have ten 1. \_\_\_\_\_  
 You have ten 2. \_\_\_\_\_  
 You have two 3. \_\_\_\_\_  
 And you have one 4. \_\_\_\_\_  
 You have two 5. \_\_\_\_\_  
 You have two 6. \_\_\_\_\_  
 And you have 7. \_\_\_\_\_ on the top of  
 your head.  
 Everybody has a body  
 And everybody has body parts  
 Body parts

You use your hands to pick things up  
 You use your arms to give great big  
 hugs  
 You use your legs to run and run  
 And your feet always touch the  
 ground.

Everybody has a body

And everybody has body parts  
 Body parts  
 You use your eyes when you're  
 looking  
 You use your nose to smell what's  
 cooking  
 You use your 8. \_\_\_\_\_ to hear this  
 song  
 You use your mouth to sing along.

Everybody has a body  
 And everybody has body parts  
 Body parts  
 Hey everyone, I have an idea.  
 Why don't we all play a game?  
 Ok, here we go  
 Touch your head, touch your toes  
 Touch your arms and touch your nose  
 Shake your 9. \_\_\_\_\_, wiggle your toes  
 Wave your arms and prickle your  
 10. \_\_\_\_\_.

Everybody has a body  
 And everybody has body parts  
 Body parts (x4)

**II. Write the meaning of these words!.**

Vocabulary	Meaning	Vocabulary	Meaning
11. Mouth	Mulut	17. Shoulder	...
12. Nostril	...	18. Forearm	...
14. Eyelash	...	19. Ankle	...
15. Palm	...	20. Calf	...
16. Elbow	...	21. Knee	...

Grade/ Semester : VIII/ 2                      Name :  
Year : 2017/2018                      Date :

**(Second meeting)**

**I. Listen to the song and fill in the blanks!**

*Lyric of "The Body" Song*

I am the 1.\_\_\_\_\_, I go blink,  
blink,  
Yes, I am the eye and I can  
wink,  
I am the eye but I can't think,  
That belongs to my friend the  
2.\_\_\_\_\_.

Fritter fratter frit, fritter fratter  
frit,  
I'm the brain with electric  
current patter pit,  
I'm the brain and I fritter  
learning bit by bit,  
Yes I fritter fratter fritter all the  
time.

I go lub dub, lub dub I go.  
I am the heart, I pump like so.  
I'm bringing life to all the parts,  
I am consistent, I'm the heart

**II. Fill in column below with the name of body parts in accordance with its function!**

Vocabulary	Meaning
11. Pumps your blood around your body.	...
12. Transport blood through your body.	...
13. This is your 'thinking machine' inside your head.	...
14. Food goes down this to get to your stomach.	...
15. The organ that cleans your blood.	...
16. Your food goes here when you swallow it.	
17. The organs that process all your body waste.	
18. All of the bones in your body.	
19. These are the bones that protect the organs in your chest.	
20. It covers almost the entire body and helps keep all the organs and muscles in place.	

**Heart**  
**Veins**

**Throat**  
**Kidneys**

**Skin**  
**Liver**

**Ribs**  
**Stomach**

**Brain**  
**Skeleton**

**XI. Assesment**

**Assesment Guidelines**

1. for each correct answer will be given 2 score
2. Maximum score = 100
3. Students score =  $\frac{\text{the number of correct answer}}{4} \times 10$

4

Fill in	Skor
Correct answer	2
Quite right answer	1
Wrong answer	0
No answer	0

## Appendix 2. The Analysis Scores of Pre-Test

NO.	NAME	PRE-TEST
1.	Damianus	20
2.	Vina Hermanto	30
3.	Maria Verlycia Chandra	50
4.	Henky Wibowo	35
5.	Gomarul Zaman	25
6.	Evans Marvel	30
7.	Ridwan	55
8.	Benny	30
9.	Nelly Angela	70
10.	vennicia	40
11.	Jurita Shan	55
12.	Dian	45
13.	Anita Aling	25
14.	Yunita Pratiwi	25
15.	Susan Susanti	35
16.	Bea Watillah	25
17.	Pascal Manopo	40
18.	Erick Changger	50
19.	David	10
20.	Pietri Helen	25
21.	Selviana	40
22.	Veronika	45
23.	Novina	30
24.	Mega Utami	25
25.	Kevin Anggara	60
26.	Prasetyo Yakob	50
27.	Risman Abdullah	25
28.	Agnes Asisi	40
29.	Billy Ricardo	50
30.	Bagus Gede Artapradana	25
31.	Richard Marisi	35
32.	Phillipus Suhunan	50
33.	Richie Stevanus	15
34.	Jonathan Timoty	45
<b>Total</b>		1255
<b>Average</b>		36,91176
<b>Maximum Score</b>		70
<b>Minimum Score</b>		10
<b>Number of Maximum Score</b>		1
<b>Number of Minimum Score</b>		1

### Appendix 3. The Analysis Scores of Post-test 1

NO.	NAME	Posttest 1
1.	Damianus	65
2.	Vina Hermanto	70
3.	Maria Verlycia Chandra	65
4.	Henky Wibowo	70
5.	Gomarul Zaman	50
6.	Evans Marvel	65
7.	Ridwan	65
8.	Benny	70
9.	Nelly Angela	80
10.	Vennicia	75
11.	Jurita Shan	70
12.	Dian	65
13.	Anita Aling	65
14.	Yunita Pratiwi	65
15.	Susan Susanti	70
16.	Bea Watillah	70
17.	Pascal Manopo	75
18.	Erick Changger	65
19.	David	30
20.	Pietri Helen	65
21.	Selviana	75
22.	Veronika	70
23.	Novina	65
24.	Mega Utami	70
25.	Kevin Anggara	75
26.	Prasetyo Yakob	80
27.	Risman Abdullah	40
28.	Agnes Asisi	70
29.	Billy Ricardo	85
30.	Bagus Gede Artapradana	65
31.	Richard Marisi	70
32.	Phillipus Suhunan	65
33.	Richie Stevanus	35
34.	Jonathan Timoty	75
<b>Total</b>		2255
<b>Average</b>		66,32352941
<b>Maximum Score</b>		85
<b>Minimum Score</b>		30
<b>Number Of Maximum Score</b>		1
<b>Number Of Minimum Score</b>		1

#### Appendix 4. The Analysis Scores of Post-test 2

<b>NO.</b>	<b>NAME</b>	<b>Posttest 2</b>
1.	Damianus	85
2.	Vina Hermanto	75
3.	Maria Verlycia Chandra	75
4.	Henky Wibowo	70
5.	Gomarul Zaman	85
6.	Evans Marvel	65
7.	Ridwan	70
8.	Benny	80
9.	Nelly Angela	75
10.	Vennicia	85
11.	Jurita Shan	75
12.	Dian	80
13.	Anita Aling	80
14.	Yunita Pratiwi	70
15.	Susan Susanti	70
16.	Bea Watillah	75
17.	Pascal Manopo	70
18.	Erick Changger	75
19.	David	70
20.	Pietri Helen	65
21.	Selviana	80
22.	Veronika	70
23.	Novina	70
24.	Mega Utami	80
25.	Kevin Anggara	70
26.	Prasetyo Yakob	80
27.	Risman Abdullah	90
28.	Agnes Asisi	70
29.	Billy Ricardo	70
30.	Bagus Gede Artapradana	90
31.	Richard Marisi	65
32.	Phillipus Suhunan	85
33.	Richie Stevanus	70
34.	Jonathan Timoty	65
<b>Total</b>		2550
<b>Average</b>		75
<b>Maximum Score</b>		90
<b>Minimum Score</b>		65
<b>Number Of Maximum Score</b>		2
<b>Number Of Minimum Score</b>		4

## Appendix 5. Pretest Form



**YAYASAN PENDIDIKAN TANIMBAR**  
**KB-TK-SD-SMP PERGURUAN “SANTO PAULUS III”**  
 KOMPLEK PERUMAHAN SIMPRUG DI PORIS  
 Jl. Kh. Maulana Hasanuddin No.12, Poris Jaya, Batuceper, Kota Tangerang, Banten 15122

### PRETEST

Name : \_\_\_\_\_  
 Class : VIII  
 Day/date : Monday, .... April 2018  
 Teacher : Belinda Montoya

SCORE

#### A. Multiple Choice

**Cross (X) the best answer below among a, b, c, and d based on what you have learned!**

1. How many brothers do you have? In Indonesian is ....
  - a. Kapan kamu mempunyai saudara laki-laki?
  - b. Berapa saudara laki-lakimu?
  - c. Bagaimana rasanya mempunyai saudara laki-laki?
  - d. Apakah kamu mempunyai saudara laki-laki?
2. My mother's husband is my...
  - a. brother
  - b. father
  - c. uncle
  - d. grand father
3. Daughter-in-law in Indonesian is ....
  - a. saudara perempuan
  - b. menantu perempuan
  - c. tante
  - d. anak perempuan
4. My parents have 3 children. I am Nizam, the first child. Zaki is the second child. Iin is Zaki's ....
  - a. father
  - b. sister
  - c. brother
  - d. uncle
5. I want to introduce my family. In Indonesian ....
  - a. Saya ingin berkenalan dengan anda.
  - b. Saya ingin memperkenalkan keluarga saya.
  - c. Saya ingin mengenal anda lebih jauh.
  - d. Saya ingin dikenalkan dengan keluarga anda.

This text is for no. 6 until 10. Read text carefully!

### Adi's Family

This is Adi's family. There are Adi, his brother, his sister, his father, his mother, his grandfather, and his grandmother. His father is Mr. Ardan. His mother is Mrs. Endang. His brother is Bambang. His sister is Siska. His grandfather is Mr. Suroso. His grandmother is Mrs. Samsiah. Adi has uncle and aunt. His uncle is Mr. Joko. His aunt is Mrs. Wati. Adi has three cousins. They are Hary, Pretty, and Hilman.

6. How many brother does Adi have?
- one brother
  - two brothers
  - three brothers
  - four brothers
7. Mr. Ardan's son is ....
- Hari and Hilman
  - Suroso and Joko
  - Bambang and Adi
  - Joko and Bambang
8. Adi's grandmother is ....
- Mrs. Endang
  - Mrs. Samsiah
  - Mrs. Wati
  - Mrs. Siska
9. Mrs Endang has ....
- a son
  - two sons.
  - three sons
  - four sons
10. Siska's uncle is ....
- Mr. Ardan
  - Mr. Suroso
  - Mr. Bambang
  - Mr. Joko

### B. Matching

Find 10 words in the box that included the family!

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



**Appendix 6. Post-test 1 Form**



**YAYASAN PENDIDIKAN TANIMBAR  
KB-TK-SD-SMP PERGURUAN "SANTO PAULUS III"  
KOMPLEK PERUMAHAN SIMPRUG DI PORIS**

Jl. Kh. Maulana Hasanuddin No.12, Poris Jaya, Batuceper, Kota Tangerang, Banten 15122

**POST TEST**

<b>SCORE</b>

Name : \_\_\_\_\_  
Class : VIII  
Day/date : Monday, .... May 2018  
Teacher : Belinda Montoya

**Cross (X) the best answer below among a, b, c, and d based on what you have learned!**

Look at the stars,  
Look how they shine for you,  
And everything you do,  
Yeah, they (1) \_\_\_\_\_ all yellow.  
I (2) \_\_\_\_\_ along,  
I (3) \_\_\_\_\_ a song for you,  
And all the things you do,  
And it was called "yellow".  
So then I (4) \_\_\_\_\_ my turn,  
Oh what a thing to have done,  
And it (5) \_\_\_\_\_ all yellow.  
Your skin,  
Oh yeah your skin and bones,

Turn into something beautiful,  
Do you know,  
You know I love you so,  
You know I love you so,  
I (6) \_\_\_\_\_ across,  
I (7) \_\_\_\_\_ to cross for you,  
Oh what a thing to do.  
'cause you were all yellow,  
I (8) \_\_\_\_\_ a line,  
I drew a line for you,  
Oh what a thing to do,  
And it was all yellow.

1. \_\_\_\_\_  
a. was                                    c. were  
b. are                                        d. have  
2. \_\_\_\_\_  
a. came                                    c. comes  
b. come                                     d. have come  
3. \_\_\_\_\_  
a. write                                     c. wrote

- b.writed                                    d. written  
4. \_\_\_\_\_  
a. take                                        c. taked  
b. took                                        d. taken  
5. \_\_\_\_\_  
a. is    c. was  
b. are                                         d. were

6. \_\_\_\_\_
- a. swim                      c. swum
- b. swam                      d. swimmmed
7. \_\_\_\_\_
- a. jamp                      c. jumpt
- b. jump                      d. jumped
8. \_\_\_\_\_
- a. drawed                      c. draw
- b. drown                      d. drew
9. we watched that movie \_\_\_\_\_ in the cinema
- a. last Saturday
- b. next week
- c. at the weekends
- d. on Saturdays
10. last Sunday, we \_\_\_\_\_ a walk in the park.
- a. took some
- b. went on
- c. went to
- d. went for

**II. Fill in the blanks in the table with the irregular verbs.**

Vocabulary	Meaning	Vocabulary	Meaning
11. Perfect	Sempurna	17. Pretty	...
12. Beautiful	...	18. Cute	...
14. Amazing	...	19. Lovely	...
15. Sexy	...	20. Stunning	...
16. Smart	...	21. Elegant	...

**III. Fill in the blanks below with your own story.**

When I was a primary student, I lived in \_\_\_\_\_. I started school at \_\_\_\_\_ I finished school at \_\_\_\_\_. I loved \_\_\_\_\_ in the afternoon. I wanted to be \_\_\_\_\_. I loved watching \_\_\_\_\_ movies every Sunday. I laughed a lot when I watched them. And I carried \_\_\_\_\_. Buti hated eating \_\_\_\_\_ for dinner every night.

## Appendix 7. Post-test 2 Form



**YAYASAN PENDIDIKAN TANIMBAR**  
**KB-TK-SD-SMP PERGURUAN “SANTO PAULUS III”**  
KOMPLEK PERUMAHAN SIMPRUG DI PORIS  
Jl. Kh. Maulana Hasanuddin No.12, Poris Jaya, Batuaceper, Kota Tangerang, Banten 15122

### POSTTEST II

SCORE

Name : \_\_\_\_\_  
Class : VIII  
Day/date : Monday, May 2018  
Teacher : Belinda Montoya

#### A. Reading Section

**Cross (X) the best answer below among a, b, c, and d based on what you have learned!**

- She likes playing .... (tenis)
  - tennis
  - cycling
  - jogging
  - running
  - golf
  - tennis meja
  - lari
  - setnin
- A : What is he doing?  
B : He is ... (berenang)
  - cycling
  - running
  - swimming
  - jogging
  - tessin
  - tensin
  - tennis
- Boxing means ...
  - tinju
  - setnin
  - tessin
  - tennis
- Cycling means ....
  - bersepeda
  - berenang
  - berlari
  - tinju

6. Saya suka berenang. In English ....
- I likes swimming
  - I like swimming
  - Swimming I like
  - Like swimming I
7. A : Do you like boxing?  
B : Yes, I ....
- has
  - do
  - have
  - does
8. My hobby is fishing. In Indonesian is ....
- Hobiku adalah berenang
  - Hobiku adalah tinju
  - Hobiku adalah memancing
  - Hobiku adalah bowling
9. I prefer ... (lari) to swimming.
- running
  - cycling
  - gymnastic
  - swimming
10. A : .... sport is this?  
B : This is gymnastic.
- Who
  - Was
  - What
  - Where

## B. Writing Section

**Write down the meaning of these words related to sports!**

- Fishing : ....
- Gymnastic : ....
- Cycling : ....
- Tennis : ....
- Chess : ....

**Guess the sport that described below!**

- I need a racket, shuttlecock, and a net. It is ....
- I need some gear like a ball and the ring. It is ....
- We need a chessboard and the chessman. It is ....
- We always do this sport in the swimming pool. It is ....
- We ride the bike to do this sport. It is ....

## Appendix 8. Observation Form

### TEACHING OBSERVATION FORM

(to be completed by the observer)

Researcher	:	Number of students	:
Observer	:	Class	:
Date, time	:	Topic	:

**A. Please put a thick (√) on the right column based on your observation about the learning and teaching process for researcher.**

No	Indicators / Aspect Observed	Yes	No
<b>Pre Learning</b>			
1	Preparing students to learn		
2	Introduce the lessons interesting		
3	Stimulating the curiosity of student		
<b>Core activity of learning</b>			
4	Master the learning material		
5	Explaining the material systematically		
6	Having good and correct language, speak clearly, and out of loud		
7	Having good approach to students		
8	Learning involves the active participation of students		
9	Showing an open attitude towards the students' responses		
10	Mastering the class		
11	Having skills to giving question to students		
12	Having skills using media and learning resources		
13	Monitoring the progress of students' learning process		
14	Conducting the final assessment in accordance goals/competencies		
<b>Closure</b>			
15	Reviewing and concluding the important parts		
16	Encourage the students to master the material and absorb the lessons recently shown		
<b>Total Score</b>			

**B. Please put a thick (√) on the right column based on your observation about The learning and teaching process for students.**

No	Statement	Yes	No
1	The students give attention during teaching and learning activity.		
2	The students are enthusiastic during the activity.		
3	The students can answer teacher's questions during the activity.		
4	The students understand the teacher's explanation and instruction during the lesson.		
5	The students participate actively in the activity.		
6	The students don't feel shy to show their understanding in front of others.		
7	The students confidently ask teacher about the lesson during teaching and learning process.		
8	The students interest in learning vocabulary using English songs.		
9	The students can increase their vocabularies using English songs when teaching learning process.		
10	The students is condusive when teaching learning process.		

Notes:

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Jakarta, .....<sup>th</sup> April 2018

Observer,

**Maria Theresia, S.Pd**

## Appendix 9. Questionnaire Form

### QUESTIONNAIRE OF STUDENTS

No.	Statements	Category	
		Yes	No
1	Would you like to enrich English vocabulary by using songs? <i>(Apakah kamu senang memperkaya kosakata Bahasa Inggris dengan menggunakan lagu?)</i>		
2	Would you be interested and motivated to enrich English vocabulary by using the song? <i>(Apakah kamu tertarik dan termotivasi untuk memperkaya kosakata Bahasa Inggris dengan menggunakan lagu?)</i>		
3	Are you having trouble learning English vocabulary by using the song? <i>(Apakah kamu ada kesulitan dalam belajar kosakata Bahasa Inggris dengan menggunakan lagu?)</i>		
4	Do learn by using songs make you quickly memorize the vocabulary? <i>(Apakah belajar dengan menggunakan lagu membuatmu cepat dalam menghafal kosakata?)</i>		
5	Do learn by using song in the class is boring? <i>(Apakah belajar dengan menggunakan lagu di kelas membosankan?)</i>		

## **Appendix 10. Field Notes**

### **FIELD NOTES**

No : 01  
Topic : Introduction and Pretest  
Day, Date : April, 2<sup>nd</sup>, 2018  
Time : 10.30-11.45

The researcher and Ms. Maria who is the English teacher came into the class. The teacher greeted the students. The teacher checked the attendances' list and tried to make the class into a good condition. Then she explained that there would be a new comer in this class to teach English.

Ms. Maria gave the researcher opportunity to introduce herself and explained her purpose. The researcher introduced herself to the students. She mentioned the name, the address, the university and the purpose of her coming to the class as the researcher that did research in that class for about two months in completing the undergraduate thesis. The researcher said that she would enrich students' vocabulary using English song. Before implementing the new media, he would do pretest to know the students' vocabulary skill.

After the researcher finished the pretest, she gave the spirit to the students in order that they always study hard. The researcher gave the time to Ms. Maris after giving that explanation. The time showed that the lesson time was up, and then Ms. Maria ended the class. But before that, she gave some motivations to the students.



## **FIELD NOTES**

No : 02  
Topic : First Meeting  
Day, Date : April, 2<sup>nd</sup>, 2018  
Time : 12.30-13.40

The researcher gave the observation sheet to the observer before the class began. The action process, in the first meeting, began by greeting the students. The topic of material was 'Activity of Weeks'. Then, the researcher taught by playing a song from laptop with speaker entitled "Daily Routine" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic 'Activity of Weeks'.

The class was not yet conducive, because the speaker was not work properly and some students still made jokes and chatted with their friends. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher also received critiques from the observer through observation sheet. The first meeting ended.

## **FIELD NOTES**

No : 03  
Topic : Second Meeting  
Day, Date : April, 4<sup>th</sup>, 2018  
Time : 12.30-13.40

The number of the students who attended in the teaching learning process was 33 students. The one was not present, named Veronika, she got illness. In this session, the researcher would use teaching aids such as: speaker, laptop, projector, and worksheets. Before the class started, the researcher gave observation sheet to the observer.

The teacher brainstormed the students with the vocabularies that told before. The class was more conducive than before. The teacher collected the students' homework. Then, researcher asked the students to listen to the English song entitled "What Do You Do Every Morning?" Next, researcher elaborated the students about lesson. At the end of the activities, the students did the assignment. The second meeting of cycle I was ended.

## **FIELD NOTES**

No : 03  
Topic : Third Meeting  
Day, Date : April, 9<sup>th</sup>, 2018  
Time : 12.30-13.40

The third meeting was held on Monday, 9<sup>th</sup> April 2018 started from 12.30 until 13.50 p.m. All of the students attended in the teaching and learning process. The researcher gave the observation sheet to the observer before the class began. The action process began by greeting the students. The topic of material was 'Home Life'. Then, the researcher taught by playing a song from laptop with speaker entitled "Just The Way You Are" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic.

The class in the third meeting was quite conducive, because the speaker was work properly and the students listen to the song carefully. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher received critiques from the observer through observation sheet. The third meeting ended.

## **FIELD NOTES**

No : 04  
Topic : Fourth Meeting  
Day, Date : April, 11<sup>th</sup>, 2018  
Time : 12.30-13.40

The fourth meeting was held on Wednesday, 11<sup>th</sup> April 2018 started from 12.30 to 13.50am. The number of the students who attended in the teaching learning process was 32 students. The students were not present, named Selviana and Agnes, they got illness. In this session, the researcher would use teaching aids such as: speaker, laptop, projector, and worksheets. Before the class started, the researcher gave observation sheet to the observer.

The teacher brainstormed the students with the vocabularies that told before. The class was more conducive than before. The teacher collected the students' homework. Then, researcher asked the students to listen to the English song entitled "Gorgeous" Next, researcher elaborated the students about lesson. At the end of the activities, the students did the assignment. The Fourth meeting of cycle I was ended.

## **FIELD NOTES**

No : 05  
Topic : Fifth Meeting  
Day, Date : April, 16<sup>th</sup>, 2018  
Time : 12.30-13.40

The fifth meeting was held on Monday, 16<sup>th</sup> April 2018 started from 12.30 until 13.50 p.m. All of the students attended in the teaching and learning process. The researcher gave the observation sheet to the observer before the class began. The action process began by greeting the students. The topic of material was 'Family Tree'. Then, the researcher taught by playing a song from laptop with speaker entitled " Family Song" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic.

The class in the fifth meeting was quite conducive, because the speaker was work properly and the students listen to the song carefully. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher received critiques from the observer through observation sheet. The fifth meeting ended.

## **FIELD NOTES**

No : 06  
Topic : Sixth Meeting  
Day, Date : April, 18<sup>th</sup>, 2018  
Time : 12.30-13.40

The researcher greeted the students, asked their condition and checking their attendance. There would be several vocabularies that they were going to learn. The researcher gave the observation sheet to the observer before the class began. The topic of material was 'Family tree'. Then, the researcher taught by playing a song from laptop with speaker entitled " The family tree song" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic.

The class in the sixth meeting was conducive, the speaker was work properly and the students listen to the song carefully. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting and suggested the students to study hard for lesson next meeting. The researcher asked the students to pray together. The researcher received critiques from the observer through observation sheet. The fifth meeting ended.

## **FIELD NOTES**

No : 07  
Topic : Seventh Meeting  
Day, Date : April, 23<sup>rd</sup>, 2018  
Time : 12.30-13.40

The researcher greeted the students, asked their condition and checking their attendance. There would be several vocabularies that they were going to learn. The researcher gave the observation sheet to the observer before the class began. The topic of material was 'My body'. Then, the researcher taught by playing a song from laptop with speaker entitled " Body Parts" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic.

The class in the sixth meeting was more conducive the last meeting, the speaker was work properly and the students listen to the song carefully. The researcher administered assignment and checked the assignment together with students and suggested the students to study hard for lesson next meeting. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting and suggested the students to study hard for lesson next meeting. The researcher asked the students to pray together. The researcher received critiques from the observer through observation sheet. The Seventh meeting ended.

## **FIELD NOTES**

No : 08  
Topic : Eighth Meeting  
Day, Date : April, 25<sup>th</sup>, 2018  
Time : 12.30-13.40

The number of the students who attended in the teaching learning process was 33 students. The one was not present, named Risman, he got illness. In this session, the researcher would use teaching aids such as: speaker, laptop, projector, and worksheets. Before the class started, the researcher gave observation sheet to the observer.

The teacher brainstormed the students with the vocabularies that told before. The class was more conducive than before. The teacher collected the students' homework. Then, researcher asked the students to listen to the English song entitled "The body" Next, researcher elaborated the students about lesson. At the end of the activities, the students did the assignment and the researcher suggested the students to study hard for lesson next meeting. The researcher asked the students to pray together. The eight meeting of cycle I was ended.



## **FIELD NOTES**

No : 09  
Topic : Ninth Meeting  
Day, Date : April, 30<sup>th</sup>, 2018  
Time : 12.30-13.40

The ninth meeting was held on Monday, 30<sup>th</sup> April 2018 started from 12.30 until 13.50 p.m. All of the students attended in the teaching and learning process. The researcher gave the observation sheet to the observer before the class began. The action process began by greeting the students. The topic of material was 'Sport'. Then, the researcher taught by playing a song from laptop with speaker entitled "What do you like" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic. The class in the ninth meeting was quite conducive, because the speaker worked properly and the students listen to the song carefully. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting suggested the students to study hard for lesson next meeting. The researcher asked the students to pray together. The researcher received critiques from the observer through observation sheet. The ninth meeting ended.

## **FIELD NOTES**

No : 10  
Topic : Tenth Meeting  
Day, Date : May, 2<sup>nd</sup>, 2018  
Time : 12.30-13.40

The tenth meeting was held on Wednesday, 2<sup>nd</sup> May 2018 started from 12.30 to 13.50am. The number of the students who attended in the teaching learning process was 32 students. The students were not present, named Billy and Ridwan. The researcher gave the observation sheet to the observer before the class began. The action process, in this meeting, began by greeting the students. The topic of material was 'Sport'. Then, the researcher taught by playing a song from laptop with speaker entitled "Daily Routine" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic 'Gymnastic'. The class was not conducive, because some students still made jokes and chatted with their friends. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher also received critiques from the observer through observation sheet. The tenth meeting ended.

## **FIELD NOTES**

No : 11  
Topic : Eleventh Meeting  
Day, Date : May, 7<sup>th</sup>, 2018  
Time : 12.30-13.40

The eleventh meeting was held on Monday, 7<sup>th</sup> May 2018 started from 12.30 to 13.50am. All of the students attended in the teaching and learning process. The researcher gave the observation sheet to the observer before the class began. The action process in this meeting began by greeting the students. The topic of material was 'I am a student'. Then, the researcher taught by playing a song from laptop with speaker entitled " what do you want to be?" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the job and occupations. The class was not conducive, because some students still made jokes and chatted with their friends. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher also received critiques from the observer through observation sheet. The eleventh meeting ended.

## **FIELD NOTES**

No : 12  
Topic : Twelfth Meeting  
Day, Date : May, 9<sup>th</sup>, 2018  
Time : 12.30-13.40

The twelfth meeting was held on Wednesday, 9<sup>th</sup> May 2018 started from 12.30 until 13.50 p.m. All of the students attended in the teaching and learning process. The researcher gave the observation sheet to the observer before the class began. The action process began by greeting the students. The topic of material was 'I am a student'. Then, the researcher taught by playing a song from laptop with speaker entitled " people work" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic.

The class was quite conducive, because the speaker was work properly and the students listen to the song carefully. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher received critiques from the observer through observation sheet. The twelfth meeting ended.

## **FIELD NOTES**

No : 13  
Topic : Thirteenth Meeting  
Day, Date : May, 14<sup>th</sup>, 2018  
Time : 12.30-13.40

The thirteenth meeting was held on Monday, 14<sup>th</sup> May 2018 started from 12.30 to 13.50am. All of the students attended in the teaching and learning process. The researcher gave the observation sheet to the observer before the class began. The action process in this meeting began by greeting the students. The topic of material was 'Public Transportation'. Then, the researcher taught by playing a song from laptop with speaker entitled "transportation song" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to vehicles. The class was not conducive, because some students still made jokes and chatted with their friends. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher also received critiques from the observer through observation sheet. The Thirteenth meeting ended.

## **FIELD NOTES**

No : 14  
Topic : Fourteenth Meeting  
Day, Date : May, 16<sup>th</sup>, 2018  
Time : 12.30-13.40

The thirteenth meeting was held on Wednesday, 16<sup>th</sup> May 2018 started from 12.30 to 13.50am. All of the students attended in the teaching and learning process. The researcher gave the observation sheet to the observer before the class began. The action process in this meeting began by greeting the students. The topic of material was 'Public Transportation'. Then, the researcher taught by playing a song from laptop with speaker entitled " Vehicle" and the students were suggested to carefully listen to the song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to vehicles. The class was not conducive, because some students still made jokes and chatted with their friends. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher also received critiques from the observer through observation sheet. The Fourteenth meeting ended.

## **FIELD NOTES**

No : 15  
Topic : Fifteenth Meeting  
Day, Date : May, 21<sup>th</sup>, 2018  
Time : 12.30-13.40

The thirteenth meeting was held on Monday, 21<sup>st</sup> May 2018 started from 12.30 to 13.50am. The number of the students who attended in the teaching learning process was 34 students. In this session, the researcher would use teaching aids such as: speaker, laptop, projector, and worksheets. Before the class started, the researcher gave observation sheet to the observer.

The teacher brainstormed the students with the vocabularies that told before. The class was more conducive than before. The teacher collected the students' homework. Then, researcher asked the students to listen to the English song entitled "We went on holiday". Then, the researcher taught by playing a song from laptop with speaker entitled "Fairytale" and the students were suggested to carefully listen to the song. Next, researcher elaborated the students about lesson. At the end of the activities, the students did the assignment and the researcher suggested the students to study hard for lesson next meeting. The researcher asked the students to pray together. The eight meeting of cycle I was ended.

## **FIELD NOTES**

No : 16  
Topic : Sixteenth Meeting  
Day, Date : May, 23<sup>rd</sup>, 2018  
Time : 12.30-13.40

The sixteenth meeting was held on Wednesday, 23<sup>rd</sup> May 2018 started from 12.30 to 13.50am. All of the students attended in the teaching and learning process. The researcher gave the observation sheet to the observer before the class began. The action process in this meeting began by greeting the students. The topic of material was 'We went on holiday'. Next, researcher elaborated the students about lesson by using an English song. After that, the researcher described the meaning of some difficult words in that song. The researcher showed and translated the meaning of vocabularies related to the topic. The class was not conducive, because some students still made jokes and chatted with their friends. The researcher administered assignment and checked the assignment together with students. At the end of meeting, researcher gave them homework to make them more understand the material in this meeting. The researcher also received critiques from the observer through observation sheet. The sixteenth meeting ended.