APPENDICES

Appendix 1. Lesson Plan

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 through 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

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up, wake up</td>
<td>Bangun</td>
</tr>
<tr>
<td>Change my clothes.</td>
<td>Ganti</td>
</tr>
<tr>
<td>Eat breakfast.</td>
<td>Makan</td>
</tr>
<tr>
<td>Brush my teeth.</td>
<td>Sikat</td>
</tr>
<tr>
<td>Time to go to school!</td>
<td>Go to school, go to school</td>
</tr>
<tr>
<td>Say, “hello!”</td>
<td>Say, “hello!”</td>
</tr>
<tr>
<td>Get ready.</td>
<td>Get ready</td>
</tr>
<tr>
<td>Learn a lot.</td>
<td>Learn</td>
</tr>
<tr>
<td>Time to eat my lunch.</td>
<td>Time to eat my lunch</td>
</tr>
<tr>
<td>Play outside.</td>
<td>Play outside</td>
</tr>
</tbody>
</table>

2. The meaning of verbs in those songs

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up</td>
<td>Bangun</td>
<td>Get ready</td>
<td>Bersiap</td>
</tr>
<tr>
<td>Change</td>
<td>Ganti</td>
<td>Learn</td>
<td>Belajar</td>
</tr>
<tr>
<td>Eat</td>
<td>Makan</td>
<td>Play</td>
<td>Bermain</td>
</tr>
<tr>
<td>Brush</td>
<td>Sikat</td>
<td>Come back</td>
<td>Kembali</td>
</tr>
<tr>
<td>Go</td>
<td>Pergi</td>
<td>Do</td>
<td>Mengerjakan</td>
</tr>
</tbody>
</table>
(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**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean</td>
<td>Membersihkan</td>
<td>Comb</td>
<td>Menyisir</td>
</tr>
<tr>
<td>Wash</td>
<td>Mencuci</td>
<td>Read</td>
<td>Membaca</td>
</tr>
<tr>
<td>Ride</td>
<td>Mengendarai</td>
<td>Watch</td>
<td>Menonton</td>
</tr>
<tr>
<td>Brush</td>
<td>Menyikat</td>
<td>Say</td>
<td>Mengatakan</td>
</tr>
<tr>
<td>Take a bath</td>
<td>Mandi</td>
<td>Do</td>
<td>Mengerjakan</td>
</tr>
</tbody>
</table>

VII. **Learning Activities**

<table>
<thead>
<tr>
<th>First Meeting (2 x 35 minutes)</th>
<th>Pre-Activity (20 minutes)</th>
</tr>
</thead>
</table>

**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: “Activity of Weeks”
- 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.

<table>
<thead>
<tr>
<th>Whilst Activity (40 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing</strong></td>
</tr>
<tr>
<td>- The teacher asks the students to listen to the song about &quot;daily routine&quot; and search for difficult words contained in the song.</td>
</tr>
<tr>
<td>- The teacher communicates to the students about the song that has been played.</td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
</tr>
<tr>
<td>- The teacher asks students the meaning of the song they have been listening to.</td>
</tr>
<tr>
<td>- The teacher asks students whether there are difficult words in the song.</td>
</tr>
<tr>
<td><strong>Experimenting</strong></td>
</tr>
<tr>
<td>- The teacher gives the worksheet to the students.</td>
</tr>
<tr>
<td>- The teacher asks students to do the worksheet.</td>
</tr>
<tr>
<td><strong>Associating</strong></td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- The teacher gives the incomplete songs’ lyric and asks the students to complete the lyric in the worksheet.</td>
</tr>
<tr>
<td>- The teacher replays the song and lets the students to do the worksheet.</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td>- The teacher asks the students to submit their worksheet.</td>
</tr>
<tr>
<td>- The teacher asks the students volunteer to write their answer in white board.</td>
</tr>
<tr>
<td>- The teacher checks the students’ answer that written in white board.</td>
</tr>
<tr>
<td><strong>Closing Activity (10 menit)</strong></td>
</tr>
<tr>
<td>- The teacher provides feedback on today's learning processes and student outcomes.</td>
</tr>
<tr>
<td>- The teacher informs the lesson plan for the next meeting.</td>
</tr>
<tr>
<td>- The teacher closes the class.</td>
</tr>
<tr>
<td>Second Meeting (2 x 35 minutes)</td>
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- The teacher asks a question

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**Observing**
- The teacher asks the students to listen to the song about "what do you do” 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.

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**VIII. Learning Media**
- Song entitled “daily routine” and “what do you do every day”
- Laptop and projector
- Papers of assignment
- Marker
Appendix 1: Lesson Plan

IX. Sources
2. https://www.youtube.com/watch

Jakarta, April, 2nd 2018
Researcher,

Belinda Montoya

Known by,

Advisor II

Principal of SMP SANTO PAULUS

Maria Theresia, S.Pd.

Addi 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 "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!

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>12. Change</td>
<td>.....</td>
<td>17. Learn</td>
<td>.....</td>
</tr>
<tr>
<td>13. Eat</td>
<td>.....</td>
<td>18. Play</td>
<td>.....</td>
</tr>
<tr>
<td>15. Go</td>
<td>.....</td>
<td>20. Do</td>
<td>.....</td>
</tr>
</tbody>
</table>
I. **Listen to the song and fill in the blanks!**

*Lyric of “What do you do every day” Song*

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

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

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<tr>
<td>Clean</td>
<td>…..</td>
<td>16. Brush</td>
<td>…..</td>
</tr>
<tr>
<td>Wash</td>
<td>…..</td>
<td>17. Read</td>
<td>…..</td>
</tr>
<tr>
<td>Ride</td>
<td>…..</td>
<td>18. Watch</td>
<td>…..</td>
</tr>
<tr>
<td>Take a bath</td>
<td>…..</td>
<td>19. Sleep</td>
<td>…..</td>
</tr>
<tr>
<td>Comb</td>
<td>…..</td>
<td>20. Do</td>
<td>…..</td>
</tr>
</tbody>
</table>

IX. **Assessment**

**Assessment Guidelines**
1. For each correct answer will be given 2 score
2. Maximum score = 100
3. Students score = the number of correct answer x 10

<table>
<thead>
<tr>
<th>Fill in</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct answer</td>
<td>2</td>
</tr>
<tr>
<td>Quite right answer</td>
<td>1</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
</tr>
</tbody>
</table>
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, 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.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect</td>
<td>Sempurna</td>
<td>Pretty</td>
<td>Cantik</td>
</tr>
<tr>
<td>Beautiful</td>
<td>Indah</td>
<td>Cute</td>
<td>Manis</td>
</tr>
<tr>
<td>Amazing</td>
<td>Luar biasa</td>
<td>Lovely</td>
<td>Bagus</td>
</tr>
<tr>
<td>Sexy</td>
<td>Seksi</td>
<td>Stunning</td>
<td>menakjubkan</td>
</tr>
<tr>
<td>Smart</td>
<td>Pintar</td>
<td>Elegant</td>
<td>Anggun</td>
</tr>
</tbody>
</table>

(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
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.

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</thead>
<tbody>
<tr>
<td>Gorgeous</td>
<td>Sangat bagus</td>
<td>Angelic</td>
<td>Suci</td>
</tr>
<tr>
<td>Winsome</td>
<td>Menarik</td>
<td>Unique</td>
<td>Unik</td>
</tr>
<tr>
<td>Majestic</td>
<td>Mewah</td>
<td>Gracious</td>
<td>Ramah</td>
</tr>
<tr>
<td>Graceful</td>
<td>Jelita</td>
<td>Breathtaking</td>
<td>Mempesona</td>
</tr>
<tr>
<td>Bold</td>
<td>Berani</td>
<td>Wonderful</td>
<td>Hebat</td>
</tr>
</tbody>
</table>

VII. Learning Activities

First Meeting (2 x 35 minutes)

<table>
<thead>
<tr>
<th>Pre-Activity (20 minutes)</th>
</tr>
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</table>

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 "just the way
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.
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<tbody>
<tr>
<td><strong>Observing</strong></td>
</tr>
<tr>
<td>- The teacher asks the students to listen to the song about &quot;gorgeous&quot; and search for difficult words contained in the song.</td>
</tr>
<tr>
<td>- The teacher communicates to the students about the song that has been played.</td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
</tr>
<tr>
<td>- The teacher asks students the meaning of the song they have been listening to.</td>
</tr>
<tr>
<td>- The teacher asks students whether there are difficult words in the song.</td>
</tr>
<tr>
<td><strong>Experimenting</strong></td>
</tr>
<tr>
<td>- The teacher gives the worksheet to the students.</td>
</tr>
<tr>
<td>- The teacher asks students to do the worksheet.</td>
</tr>
<tr>
<td><strong>Associating</strong></td>
</tr>
<tr>
<td>- The teacher analyzes the social function, text structure, and linguistic elements of the song about compliment according to the context of its use.</td>
</tr>
<tr>
<td>- The teacher gives the incomplete songs’ lyric and asks the students to complete the lyric in the worksheet.</td>
</tr>
<tr>
<td>- The teacher replays the song and lets the students to do the worksheet.</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td>- The teacher asks the students to submit their worksheet.</td>
</tr>
<tr>
<td>- The teacher asks the students volunteer to write their answer in white board.</td>
</tr>
</tbody>
</table>
• The teacher checks the students’ answer that written in white board.

<table>
<thead>
<tr>
<th>Closing Activity (10 menit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The teacher provides feedback on today's learning processes and student outcomes.</td>
</tr>
<tr>
<td>• The teacher informs the lesson plan for the next meeting.</td>
</tr>
<tr>
<td>• The teacher closes the class.</td>
</tr>
</tbody>
</table>

VIII. Learning Media
   a. Song entitled “just the way you are” and “gorgeous”
   b. Laptop and projector
   c. Papers of assignment
   d. Marker
IX. Sources


2. https://www.youtube.com/watch

Jakarta, April, 9th 2018

Researcher,

Belinda Montoya

Known by,

Advisor II

Principal of SMP SANTO PAULUS

Maria Theresia, S.Pd.

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 !.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Perfect</td>
<td>…</td>
<td>17. Pretty</td>
<td>…</td>
</tr>
<tr>
<td>15. Sexy</td>
<td>…</td>
<td>20. Stunning</td>
<td>…</td>
</tr>
<tr>
<td>16. Smart</td>
<td>…</td>
<td>21. Elegant</td>
<td>…</td>
</tr>
</tbody>
</table>
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)  \( \rightarrow \)  than what I can't have
'Cause look at your face (look  \( \rightarrow \)  You are so gorgeous it makes
at your face)  \( \rightarrow \)  me so mad
And I'm so furious (I'm so  \( \rightarrow \)  You're 10.________
furious)  \( \rightarrow \)  You make me so happy, it turns
At you for making me feel this  \( \rightarrow \)  back to sad, yeah
way (feel this way)  \( \rightarrow \)  There's nothing I hate more
But what can I say? (I say)  \( \rightarrow \)  than what I can't have
You're gorgeous  \( \rightarrow \)  You are so gorgeous it makes
You make me so happy, it turns  \( \rightarrow \)  me so mad
back to sad, yeah  \( \rightarrow \)  You're gorgeous
Three's nothing I hate more

II. Write the synonym of these words !

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Winsome</td>
<td>…</td>
<td>17. Unique</td>
<td>…</td>
</tr>
<tr>
<td>15. Bold</td>
<td>…</td>
<td>20. Wonderful</td>
<td>…</td>
</tr>
</tbody>
</table>

X. Assesment

Assesment Guidelines
4. for each correct answer will be given 2 score
5. Maximum score = 100
6. Students score = the number of correct answer \( \times 10 \)

<table>
<thead>
<tr>
<th>Fill in</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct answer</td>
<td>2</td>
</tr>
<tr>
<td>Quite right answer</td>
<td>1</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
</tr>
</tbody>
</table>
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.**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>Ayah</td>
<td>Grandmother</td>
<td>Nenek</td>
</tr>
<tr>
<td>Mother</td>
<td>Ibu</td>
<td>Grandson</td>
<td>Cucu laki-laki</td>
</tr>
<tr>
<td>Sister</td>
<td>Saudara perempuan</td>
<td>Granddaughter</td>
<td>Cucu perempuan</td>
</tr>
<tr>
<td>Brother</td>
<td>Saudara laki-laki</td>
<td>Cousin</td>
<td>Saudara sepupu</td>
</tr>
<tr>
<td>Grandfather</td>
<td>Kakek</td>
<td>Niece</td>
<td>Keponakan perempuan</td>
</tr>
</tbody>
</table>

*(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.
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.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aunt</td>
<td>Tante</td>
<td>Son</td>
<td>Anak laki-laki</td>
</tr>
<tr>
<td>Uncle</td>
<td>Paman</td>
<td>Daughter</td>
<td>Anak perempuan</td>
</tr>
<tr>
<td>Mother in law</td>
<td>Ibu mertua</td>
<td>Husband</td>
<td>Suami</td>
</tr>
<tr>
<td>Sister in law</td>
<td>Adik ipar</td>
<td>Wife</td>
<td>Istri</td>
</tr>
<tr>
<td>Niece</td>
<td>Keponakan laki-laki</td>
<td>Nephew</td>
<td>Keponakan laki-laki</td>
</tr>
</tbody>
</table>

VII. Learning Activities

First 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 “I love my
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
Appendix 1: Lesson Plan

IX. Sources
2. https://www.youtube.com/watch

Jakarta, April 16th 2018
Researcher,

Belinda Montoya

Known by,

Advisor II

Principal of SMP SANTO PAULUS

Maria Theresia, S.Pd.

Andi Sonhury, 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.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>The right words</th>
<th>Vocabulary</th>
<th>The right words</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Therfta</td>
<td>…</td>
<td>16. madgothmer</td>
<td>…</td>
</tr>
<tr>
<td>12. Mthroe</td>
<td>…</td>
<td>17. Gsranodsn</td>
<td>…</td>
</tr>
<tr>
<td>14. thorbe</td>
<td>…</td>
<td>19. Sinouc</td>
<td>…</td>
</tr>
<tr>
<td>15. rgandaaftheta</td>
<td>…</td>
<td>20. Iecne</td>
<td>…</td>
</tr>
</tbody>
</table>
I. Listen to the song and fill in the blanks!

Lyric of “the family tree” Song

We’re all part of the family tree
I’m a 1.____ and a 2.____
I’m a 3.____ and a 4.____
I’m 5.____ and I’m me!
The family tree, the family tree
Can you find me on the family tree?
I have two sisters. Look and see!
Can you find me on the family tree?
I’m a 6.____ and a 7.____
I’m a 8.____ and a 9.____
I’m a 10.____ and I’m me!
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

II. Arrange these words into the right words!

The names of family member.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. ntau</td>
<td>…</td>
<td>16. ons</td>
<td>…</td>
</tr>
<tr>
<td>12. clenu</td>
<td>…</td>
<td>17. ughterad</td>
<td>…</td>
</tr>
<tr>
<td>13. therom ni wal</td>
<td>…</td>
<td>18. sbanduh</td>
<td>…</td>
</tr>
<tr>
<td>14. terssi ni lwa</td>
<td>…</td>
<td>19. fewi</td>
<td>…</td>
</tr>
<tr>
<td>15. eceni</td>
<td>…</td>
<td>20. hewpen</td>
<td>…</td>
</tr>
</tbody>
</table>

XVI. Assessment

Assessment Guidelines
7. for each correct answer will be given 2 score
8. Maximum score = 100
9. Students score = the number of correct answer x 10

<table>
<thead>
<tr>
<th>Fill in</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct answer</td>
<td>2</td>
</tr>
<tr>
<td>Quite right answer</td>
<td>1</td>
</tr>
<tr>
<td>Wrong answer</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
</tr>
</tbody>
</table>
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 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

#### First 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.
- 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 body parts" 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 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.
- The teacher divides the students into study group.
- The teacher explains the mechanism of learning implementation in accordance with the steps of learning.

<table>
<thead>
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<th>Whilst Activity (40 minutes)</th>
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</thead>
<tbody>
<tr>
<td><strong>Observing</strong></td>
</tr>
<tr>
<td>- The teacher asks the students to listen to the song about &quot;the body&quot; and search for difficult words contained in the song.</td>
</tr>
<tr>
<td>- The teacher communicates to the students about the song that has been played.</td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
</tr>
<tr>
<td>- The teacher asks students the meaning of the song they have been listening to.</td>
</tr>
<tr>
<td>- The teacher asks students whether there are difficult words in the song.</td>
</tr>
<tr>
<td><strong>Experimenting</strong></td>
</tr>
<tr>
<td>- The teacher gives the worksheet to the students.</td>
</tr>
<tr>
<td>- The teacher asks students to do the worksheet.</td>
</tr>
<tr>
<td><strong>Associating</strong></td>
</tr>
<tr>
<td>- The teacher analyzes the social function, text structure, and linguistic elements of the song about compliment according to the context of its use.</td>
</tr>
<tr>
<td>- The teacher gives the incomplete songs’ lyric and asks the students to complete the lyric in the worksheet.</td>
</tr>
<tr>
<td>- The teacher replays the song and lets the students to do the worksheet.</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td>- The teacher asks the students to submit their worksheet.</td>
</tr>
<tr>
<td>- The teacher asks the students volunteer to write their answer in white board.</td>
</tr>
<tr>
<td>- The teacher checks the students’ answer that written in white board.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing Activity (10 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teacher provides feedback on today's learning processes and student outcomes.</td>
</tr>
<tr>
<td>- The teacher informs the lesson plan for the next meeting.</td>
</tr>
<tr>
<td>- The teacher closes the class.</td>
</tr>
</tbody>
</table>

**VIII. Learning Media**

- Song entitled “The body parts” and “The body”
- Laptop and projector
- Papers of assignment
- 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
   2. https://www.youtube.com/watch

Jakarta, April 23th 2018

Researcher,

Belinda Montoya

Known by,

Advisor II

Principal of SMP SANTO PAULUS

Maria Theresia, S.Pd.

Andi Sonlury, S.Pd.
X. Evaluation
Grade/ Semester : VIII/ 2
Name :
Year : 2017/2018
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

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!

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Mouth</td>
<td>Mulut</td>
<td>17. Shoulder</td>
<td>…</td>
</tr>
<tr>
<td>14. Eyelash</td>
<td>…</td>
<td>19. Ankle</td>
<td>…</td>
</tr>
<tr>
<td>15. Palm</td>
<td>…</td>
<td>20. Calf</td>
<td>…</td>
</tr>
</tbody>
</table>
(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!

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

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart</td>
<td>Throat</td>
</tr>
<tr>
<td>Veins</td>
<td>Kidneys</td>
</tr>
</tbody>
</table>

XI. Assessment

Assessment Guidelines

1. For each correct answer will be given 2 score
2. Maximum score = 100
3. Students score = \( \text{the number of correct answer} \times 10 \)

<table>
<thead>
<tr>
<th>Fill in</th>
<th>Skor</th>
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<tbody>
<tr>
<td>Correct answer</td>
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</tr>
<tr>
<td>Quite right answer</td>
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<tr>
<td>Wrong answer</td>
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Appendix 2. The Analysis Scores of Pre-Test

<table>
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<td>1.</td>
<td>Damianus</td>
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<tr>
<td>2.</td>
<td>Vina Hermanto</td>
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<tr>
<td>3.</td>
<td>Maria Verlycia Chandra</td>
<td>50</td>
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<tr>
<td>4.</td>
<td>Henky Wibowo</td>
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<tr>
<td>5.</td>
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<tr>
<td>7.</td>
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<tr>
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<tr>
<td>34.</td>
<td>Jonathan Timoty</td>
<td>45</td>
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</table>

**Total** 1255  
**Average** 36,91176  
**Maximum Score** 70  
**Minimum Score** 10  
**Number of Maximum Score** 1  
**Number of Minimum Score** 1
Appendix 3. The Analysis Scores of Post-test 1

<table>
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<td>6.</td>
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<td>Ridwan</td>
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<td>8.</td>
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</table>

**Total:** 2255

**Average:** 66.32352941

**Maximum Score:** 85

**Minimum Score:** 30

**Number Of Maximum Score:** 1

**Number Of Minimum Score:** 1
Appendix 4. The Analysis Scores of Post-test 2

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<td>Maria Verlycia Chandra</td>
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<td>5.</td>
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<td>6.</td>
<td>Evans Marvel</td>
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<td>Ridwan</td>
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<td>Vennicia</td>
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<tr>
<td>11.</td>
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<td>Dian</td>
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<td>18.</td>
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<td>25.</td>
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<tr>
<td>32.</td>
<td>Phillipus Suhunan</td>
<td>85</td>
</tr>
<tr>
<td>33.</td>
<td>Richie Stevanus</td>
<td>70</td>
</tr>
<tr>
<td>34.</td>
<td>Jonathan Timoty</td>
<td>65</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2550</td>
</tr>
<tr>
<td>Average</td>
<td>75</td>
</tr>
<tr>
<td>Maximum Score</td>
<td>90</td>
</tr>
<tr>
<td>Minimum Score</td>
<td>65</td>
</tr>
<tr>
<td>Number Of Maximum Score</td>
<td>2</td>
</tr>
<tr>
<td>Number Of Minimum Score</td>
<td>4</td>
</tr>
</tbody>
</table>
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

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

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?  
   a. one brother  
   b. two brothers  
   c. three brothers  
   d. four brothers

7. Mr. Ardan’s son is ....  
   a. Hari and Hilman  
   b. Suroso and Joko  
   c. Bambang and Adi  
   d. Joko and Bambang

8. Adi’s grandmother is ....  
   a. Mrs. Endang  
   b. Mrs. Samsiah  
   c. Mrs. Wati  
   d. Mrs. Siska

9. Mrs Endang has ....  
   a. a son  
   b. two sons.  
   c. three sons  
   d. four sons

10. Siska’s uncle is ....  
   a. Mr. Ardan  
   b. Mr. Suroso  
   c. Mr. Bambang  
   d. 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 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

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,
1. ______

a. was c. were 4. ______
b. are d. have

2. ______
a. came c. comes 5. ______
b. come d. have come

3. ______
a. write c. wrote

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,
Iknewaoa thing do,
I (8) ______ a line,
I drew a line for you,
Oh what a thing to do,
And it was all yellow.

b.wriited d. written
a. take c. taked
b. took d. taken
a. is c. was
b. are d. were
6. _________
   a. swim  b. swam  c. swum  d. swimmed

7. _________
   a. jump  b. jump  c. jumpt  d. jumped

8. _________
   a. drewed  b. drown  c. draw  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.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Perfect</td>
<td>Sempurna</td>
<td>17. Pretty</td>
<td>…</td>
</tr>
<tr>
<td>15. Sexy</td>
<td>…</td>
<td>20. Stunning</td>
<td>…</td>
</tr>
<tr>
<td>16. Smart</td>
<td>…</td>
<td>21. Elegant</td>
<td>…</td>
</tr>
</tbody>
</table>

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 ________. But I hated eating ________ for dinner every night.
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!

1. She likes playing .... (tenis)  
   a. tennis  
   b. golf  
   c. tennis meja  
   d. lari  
   c. jogging  
   d. running

2. A : What is he doing?  
   B : He is ... (berenang)  
   a. cycling  
   b. running  
   c. swimming  
   d. tennis

3. Boxing means ...
   a. tinju  
   b. berlari  
   c. berenang  
   d. lari

   a. setnin  
   b. tessin  
   c. tensin  
   d. tennis

5. Cycling means ....  
   a. bersepeda  
   b. berenang  
   c. lari  
   d. tinju
   a. I likes swimming c. Hobiku adalah memancing
   b. I like swimming d. Hobiku adalah bowling
   c. Swimming I like 9. I prefer ... (lari) to swimming.
   d. Like swimming I a. running
7. A : Do you like boxing? b. cycling
   B : Yes, I .... c. gymnastic
   a. has d. swimming
   b. do 10. A : .... sport is this?
   c. have B : This is gymnastic.
   d. does a. Who
8. My hobby is fishing. In Indonesian b. Was
   is .... c. What
   a. Hobiku adalah berenang
d. Where

B. Writing Section

Write down the meaning of these words related to sports!

1. Fishing : ....
2. Gymnastic : ....
3. Cycling : ....
4. Tennis : ....
5. Chess : ....

Guess the sport that described below!

6. I need a racket, shuttlecock, and a net. It is ....
7. I need some gear like a ball and the ring. It is ....
8. We need a chessboard and the chessman. It is ....
9. We always do this sport in the swimming pool. It is ....
10. We ride the bike to do this sport. It is ....
Appendix 8. Observation Form

TEACHING OBSERVATION FORM
(to be completed by the observer)

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer</td>
<td>Class</td>
</tr>
<tr>
<td>Date, time</td>
<td>Topic</td>
</tr>
</tbody>
</table>

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

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

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

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

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Jakarta, .......... th April  2018
Observer,

Maria Theresia, S.Pd
## Appendix 9. Questionnaire Form

### QUESTIONNAIRE OF STUDENTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Would you like to enrich English vocabulary by using songs?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td><em>(Apakah kamu senang memperkaya kosakata Bahasa Inggris dengan menggunakan lagu?)</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Would you be interested and motivated to enrich English vocabulary by using the song?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td><em>(Apakah kamu tertarik dan termotivasi untuk memperkaya kosakata Bahasa Inggris dengan menggunakan lagu?)</em></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Are you having trouble learning English vocabulary by using the song?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(Apakah kamu ada kesulitan dalam belajar kosakata Bahasa Inggris dengan menggunakan lagu?)</em></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do learn by using songs make you quickly memorize the vocabulary?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(Apakah belajar dengan menggunakan lagu membuatmu cepat dalam menghafal kosakata?)</em></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do learn by using song in the class is boring?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(Apakah belajar dengan menggunakan lagu di kelas membosankan?)</em></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 10. Field Notes

FIELD NOTES

No : 01
Topic : Introduction and Pretest
Day, Date : April, 2nd, 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.
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.
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\textsuperscript{th}, 2018
Time : 12.30-13.40

The third meeting was held on Monday, 9\textsuperscript{th} 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, 11th, 2018
Time : 12.30-13.40

The fourth meeting was held on Wednesday, 11th April 2018 started from 12.30 to 13.50 am. 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.
The fifth meeting was held on Monday, 16th 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, 18th, 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\textsuperscript{rd}, 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.
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, 30th, 2018
Time: 12.30-13.40

The ninth meeting was held on Monday, 30th 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, 2nd, 2018
Time : 12.30-13.40

The tenth meeting was held on Wednesday, 2nd 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.
The eleventh meeting was held on Monday, 7th 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.
The twelfth meeting was held on Wednesday, 9th 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.
The thirteenth meeting was held on Monday, 14th 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, 16th, 2018
Time : 12.30-13.40

The thirteenth meeting was held on Wednesday, 16th 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.
The thirteenth meeting was held on Monday, 21st 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, 23rd, 2018
Time : 12.30-13.40

The sixteenth meeting was held on Wednesday, 23rd 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.