

Appendices

Appendix 1: Pre-Test



PRE-TEST

Subject : English

Date : Friday, 26th April 2019

Time : 35 minutes

Instructions :

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

Name :

Class :

Read this dialogue for question no. 1

Miss Lina : Hello, class. Today, we will learn about thanking.

Students : What is thanking, Ma'am?

Miss Lina : If someone gives you or helps you, you have to say thank you.

1. Pay attention to the dialogue!

“If someone gives you or helps you, you have to say thank you.”

The underlined word refers to ...

- a. Students
 - b. Miss Lina
 - c. The readers
 - d. Miss Lina and students
2. “Can you bring my bag for a while?”

The underlined word means ...

- a. carry
- b. hang
- c. take
- d. put

CAUTION! FLOOR SLIPPERY! WHEN WET

3. The caution above warns us to ...
 - a. Make the floor wet
 - b. Walk on the slippery floor
 - c. Be careful to walk on the wet floor
 - d. Clean the wet floor so it won't be slippery

Read the text carefully to answer question no. 4

Asty : Good evening, Destira

Destira: Good evening, Asty

Asty : Is Natasha at home?

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

Asty : Where is she?

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

Asty : I just want to borrow her books.

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

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

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

Destira: Good night, see you be careful.

4. "She goes to the mall with her friend..."
The underlined word "her" refers to ...
 - a. Natasha
 - b. Asty
 - c. Destira
 - d. Tania

5. "... no more lumps."
The underlined word has similar meaning to ...
 - a. circles
 - b. chunks
 - c. flours
 - d. cubes

6. "Submit the form below to your parents..."
The underlined word has similar meaning to ...
 - a. hand in
 - b. report back
 - c. find out
 - d. get in

Read the text carefully to answer question no. 7

Iren : Hi, Mutia what are you doing?

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

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

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

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

7. "... Never mind, how to we ask Mauli and Syihab?"
The underlined word "we" refers to ...
 - a. Iren and Syihab
 - b. Mutia and Iren
 - c. Mauli and Syihab
 - d. Mutia and Mauli

8. This thing is usually found in the classroom. It is usually brought by travelers. They look at it to find a place and to avoid being lost. What is it?
- time table
 - eraser
 - map
 - teacher's desk
9. "There, I was met by a jeep." The word 'met' in the sentence means ...
- dropped
 - stopped
 - brought
 - picked up

Jono : Do you know the long time enemy of a dog?

Andi : Yes, I do. It must be a ... An animal which is very cute with adorable fur

10. From the dialog, Andi will answer
- cat
 - mouse
 - butterfly
 - scorpion

OUT OF ORDER

11. What does the notice mean?
- The machine is out
 - The machine is broken
 - The machine is not in order
 - The machine is out of order
12. "Then we saw two more temples **nearby**." The word 'nearby' has the same meaning as ...
- far
 - close by
 - stand by
 - come by
13. "The next time we have friends over for dinner." The underlined phrase means ...
- come over to a friend

- b. go over to some friends
- c. visit a friend
- d. invite friends

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

Dear Kristanto,

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

Cheers,

Suzana.

14.

- | | |
|-----------|--------------|
| a. bad | c. nice |
| b. gloomy | d. impatient |

15.

- | | |
|-------------|--------------|
| a. palace | c. malioboro |
| b. shopping | d. vacation |

16. "She is a very famous singer from Indonesia." The underlined word means

...

- | | |
|--------------|---------------|
| a. strange | c. well-known |
| b. unpopular | d. clumsy |

Read this dialogue for questions number 17 to 21.

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

Fina : Well, you know what to do.

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

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

Then, if you still want to keep the book, (20) ... it.

Rio : Ok.

Fina : And don't do it again. If you keep returning your books late, the library won't (21) ... you any more books.
 Rio : Yeah, I know ... Thanks for reminding me, Fin.
 Fina : Any time.

17.

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

18.

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

19.

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

20.

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

21.

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

22. "... a funny fluffy little duckling went to for a swim..."

What does the underlined word mean?

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

23. Kiki : My teacher asked me to act in the school play which will be held next month.

Lani : That's good. I ... you'll be successful.

- | | | | |
|----------|---------|---------|---------|
| a. doubt | b. mind | c. know | d. hope |
|----------|---------|---------|---------|

This text is for questions 24 and 25

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

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

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

24. The word “stretches” can be replaced by ...
- pulls
 - tightens
 - lengthens
 - spreads
25. The word “eruption” has closely meaning to ...
- sound
 - explosion
 - noise
 - erosion
26. What does the instruction in the picture below mean?



- A payment should be done soon
 - People should pay on the signed area
 - People should not pay there
 - People pay the price
27. Kemari is a traditional Japanese game.
The underlined word means ...
- | | |
|-----------|------------|
| a. new | c. old |
| b. modern | d. ancient |

28. A word that has the same meaning as “strong-minded” is ...
- a. sensitive
 - b. friendly
 - c. cheerful
 - d. determined
29. “...Rohmi and her brother work part-time to earn some money.”
What does the underlined words mean?
- a. work of the whole of working week
 - b. work for only part of each day or week
 - c. work for purpose of getting money as much as possible
 - d. work for family
30. “But he usually does what he is asked to do.”
The underlined phrase means ...
- a. he does anything he wants
 - b. he always asks
 - c. he is lazy
 - d. he is diligent
31. “Peter is interested in sports very much, and at school he plays football and tennis.”
The underlined phrase can be replaced by ...
- a. dislike sport
 - b. really likes sport
 - c. hates sport very much
 - d. finds sport not really entertaining
32. “It’s tail is long with thick hair...”
The antonym of the underlined word is ...
- a. beauty
 - b. strong
 - c. short
 - d. thin
33. “...he will frantically pull out every unnecessary...”
The underlined word can be best replaced ...
- a. happily
 - b. calmly
 - c. worriedly
 - d. diligently

34. It belongs to reptile, it has four legs. It uses its tail as weapon when it fights. It is originally from one of the islands of the Indonesian Archipelago. People call its name the same its place of origin. What animal is it?
- crocodile
 - aligator
 - komodo
 - phyton
35. Plants *derive* their food from the earth.
The italicized word means ...
- process
 - get
 - carry
 - establish
36. Hidayati : This is a silk blouse. You have to wash it very ...
Miranda : Don't worry. I will.
- rudely
 - quickly
 - carefully
 - beautifully

Synonyms

Find the synonym of these words!

- | | |
|---------------|--------------|
| 1. agenda | a. defect |
| 2. assistance | b. goal |
| 3. fault | c. debate |
| 4. proof | d. customer |
| 5. client | e. personnel |
| 6. advantage | f. evidence |
| 7. suggestion | g. revenue |
| 8. discussion | h. help |
| 9. staff | i. barrier |
| 10. obstacle | j. benefit |
| 11. target | k. schedule |
| 12. income | l. proposal |

Antonyms

Find the antonym of these words!

- | | |
|-------------|-------------|
| 1. admit | a. miss |
| 2. fail | b. receive |
| 3. lend | c. succeed |
| 4. deposit | d. defend |
| 5. send | e. increase |
| 6. differ | f. create |
| 7. attack | g. deny |
| 8. catch | h. depart |
| 9. reduce | i. withdraw |
| 10. destroy | j. lose |
| 11. arrive | k. borrow |
| 12. win | l. agree |

Appendix 2: Answer Key of Pre-Test

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

Synonym

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

Antonym

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

Appendix 3: Lesson Plan Meeting 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: SMP N 49 Jakarta
Subject	: English
Class/Semester	: VII/II
Theme	: It's a Beautiful Day
Time Allocation	: 2 x 35 minutes

A. Standard Competence

- C1. Living and practicing the teachings of their religion
- C2. Living and practicing honest behavior, discipline, responsibility, caring, polite, responsive and pro-active and displayed as part of the solution to the various problems in interacting effectively with the social and natural environment and in placing itself as a reflection
- C3. Understanding, implementing, and analyzing the knowledge of factual, conceptual, procedural, and metacognitive by curiosity about science, technology, arts, culture, and humanities with human insight, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem
- C4. Reworking, reasoning, and presenting in the realm of the concrete and the abstract realm associated with the development of the learning process in school independently, act effectively, creatively, able to use the method according to the rules of science

B. Basic Competence

- 3.5. Identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the human insight, animals, objects according to the context of their use (paying attention to the language elements of be, adjective)
- 4.5. Composing text for the oral interaction and written in very short and simple which involves the act of giving and asking for information related to the human insight, animals, and objects by paying attention to social functions,

text structure and language elements that are correct and including in the context

C. Indicator

- 3.5.1. Determining the social function of oral and written transactional interaction texts that involves the act of giving and asking for information related to the human insight
- 3.5.2. Determining the text structure of oral and written transactional interactions involving giving and asking for information related to the human insight
- 3.5.3. Determining the language element of oral and written transactional interactions involving giving and asking for information related to the human insight
- 4.5.1. Creating transactional written text in very short and simple which involves the act of giving and asking for information related to the human insight
- 4.5.2. Showing very short and simple oral transactional interaction texts that involves giving and asking for information that related to the human insight

D. Learning Objective

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

E. Learning Materials

1. Making statements and questions related to human insight, animals, and objects: *they are pretty, the weather is nice, etc.*
2. Vocabulary that related to physical appearance and adjective: *red, big, dark, nice, cute, beautiful, clever, happy, sad, wild, angry, kind, etc.*
3. Focusing on speech, word stress, intonation, spelling, punctuation, and handwriting

F. Teaching Method

- Approach : Student center learning
- Method : Games and Communicative Learning
- Technique : Text-twist Game

G. Learning Media, Tools, and Resources

- Media : Picture
- Tools : Paperboard, whiteboard, marker, pencil, ruler, timer, and bolpoint
- Source : English book “When English Rings the Bell”

H. Learning Activities

Pre-Activity

Teacher	Student
Greet the students	Respond the teacher's greeting
Ask the students to lead the prayer	Lead the prayer
Check the student's attendance	Respond
Explain the learning goals	Listen to the teacher's explanation

Main Activity

Teacher	Students
Ask student about asking and giving information related to human insights, animals, and things in order to identify, to criticize or to praise them	Students answer the questions.
Explain and give an example about how to making statement using physical appearance and adjective	Students repeat the explanation and give an example
Ask the student to make a group	Sit in a group discussion
Give an instruction and rules before do manual text twist game	Listen to the teacher's instruction
Give the student 5-7 random letters	Students arranged the letter
Ask every group to present the difficult word and how many words they get	Students present the game's result
Explain student the words that difficult for them	Listen to the teacher's explanation

Closing

Teacher	Students
Ask the students what they have learned	Conclude the lesson that they have learned
Give the assignment	Listen to the teacher
Ask the students to close the lesson by praying	Pray together

I. Material

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. recount text holiday. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. we really enjoyed it, and I hope I could visit Jogja again.

Describe and explain the picture below!



Make a paragraph from the vocabularies that you got (you can choose five words)!

Name : Putri Aena Amalia

The selected words :

1. Bed
2. Near
3. Rare
4. Rule
5. Real

My House Is The Best

My house is not too big, but my house is comfortable to live in. In my house there are many rooms. Compared to other rooms, my room is the smallest. But my room was very neat and clean, there was a soft **bed**, and my room was **near** my parents' room. In my parents' room there was a very **rare** flower vase. On the wall there is paper containing **rule** that my family must obey. In the living room there is a frame containing 3-dimensional images, the picture looks like **real**. I'm very happy to have a house like this, even though my house is not too big.

Make a paragraph from the vocabularies that you got (you can choose five words)!

Name : Farras Rahima

- Punch
- Rare
- Blood
- Such
- Lean

One Punch Man

“If the heroes run and hide, who will stay and fight?”

Saitama is the main protagonist of anime series: One **Punch** Man. He registers himself into a Hero Association as a professional hero. Currently he is a B-rank hero. He was described **such** as an ordinary-man looking, bald headed, man with **lean** body. Even though, he has a strong physical.

Previously, Saitama was an unemployment who is depressed. Once upon a time, he saved a child from a huge monster. This matter motivated him to be a professional hero. He trained really hard: 100 push up, 100 sit up, 100 squat jump and run for 10 km. By doing strict exercise, he got **rare** power which is fate **punch** that can makes his foes bleeding **blood** with only one **punch**. However, his whole of hair becomes bald.

Talk about personality, Saitama is indifferent people. Actually, Saitama doesn't care if people insult him and he usually ignores them. Unfortunately, Saitama is inability to remember people's name or face.

Appendix 4: Lesson Plan Meeting 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: SMP N 49 Jakarta
Subject	: English
Class/Semester	: VII/II
Theme	: We Love What We Do About
Time Allocation	: 2 x 35 minutes

A. Standard Competence

- C1. Living and practicing the teachings of their religion
- C2. Living and practicing honest behavior, discipline, responsibility, caring, polite, responsive and pro-active and displayed as part of the solution to the various problems in interacting effectively with the social and natural environment and in placing itself as a reflection
- C3. Understanding, implementing, and analyzing the knowledge of factual, conceptual, procedural, and metacognitive by curiosity about science, technology, arts, culture, and humanities with human insight, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem
- C4. Reworking, reasoning, and presenting in the realm of the concrete and the abstract realm associated with the development of the learning process in school independently, act effectively, creatively, able to use the method according to the rules of science

B. Basic Competence

- 3.6. Identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the human insight, animals, objects according to the context of their use (paying attention to the language elements of declarative, interrogative, and simple present tense)
- 4.6. Composing text for the oral interaction and written in very short and simple which involves the act of giving and asking for information related to the human insight, animals, and objects by paying attention to social functions,

text structure and language elements that are correct and including in the context

C. Indicator

- 3.6.1. Reading short texts of the habits of people and animals in the home, school and surrounding areas, and then mimic sentences with correct grammar, speech, and word stress
- 4.5.3. Making a short text of the habits of people and animals at the house, school, and surrounding areas with correct grammar, speech, and word pressure
- 4.5.4. Composing a simple review text about a person, animal, and object behavior, with correct social functions, text structures, and linguistic elements

D. Learning Objective

Students can make and compose a simple text about a person, animal and object around them with correct social functions and text structures

E. Learning Materials

- 4. Making statements and questions related to human insight, animals, and objects
- 5. Making declarative sentences (positive and negative) in simple present tense: *the train leaves at 06.00 am, the train does not leave at 06.00 am*, etc
- 6. Making interrogative text with Yes/No questions, Wh-questions: *is she ready to go?, are you tired?, could you help me?, who is the main character in Lion King movie?, why do you cry?*, etc
- 7. Focusing on speech, word stress, intonation, spelling, punctuation, and handwriting

F. Teaching Method

- Approach : Student center learning
- Method : Games and Communicative Learning
- Technique : Text-twist Game

G. Learning Media, Tools, and Resources

- Media : Picture
- Tools : Paperboard, whiteboard, marker, pencil, ruler, timer, and bolpoint
- Source : English book “When English Rings the Bell”

H. Learning Activities

Pre-Activity

Teacher	Student
Greet the students	Respond the teacher's greeting
Ask the students to lead the prayer	Lead the prayer
Check the student's attendance	Respond
Explain the learning goals	Listen to the teacher's explanation

Main Activity

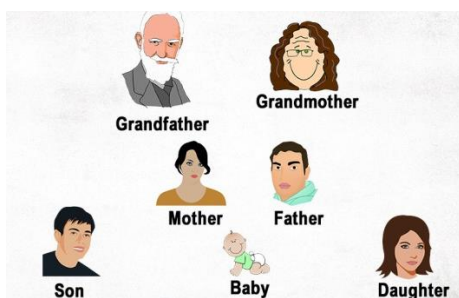
Teacher	Students
Ask student about declarative and interrogative text	Students answer the questions.
Explain and give an example about declarative and interrogative text	Students repeat the explanation and give an example
Ask the student to make a group	Sit in a group discussion
Give an instruction and rules before do manual text twist game	Listen to the teacher's instruction
Give the student 5-7 random letters	Students arranged the letter
Ask every group to present the difficult word and how many words they get	Students present the game's result
Explain student the words that difficult for them	Listen to the teacher's explanation

Closing

Teacher	Students
Ask the students what they have learned	Conclude the lesson that they have learned
Give the assignment	Listen to the teacher
Ask the students to close the lesson by praying	Pray together

I. Material

Make a sentence or describe the pictures!



Group :

Member :

Write down the questions above the underline and answer as fast as possible!

ATORUALCC

1. Clue : This tool have a lot of buttons and we can carry it everywhere
 Answer :

POYHRT

2. Clue : Usually this things displayed in the cupboard after won the contest
 Answer :

LCOKK

3. Clue : This thing usually hanging inside the classroom
 Answer :

PLECIN

4. Clue : We usually use it to write something on the paper
 Answer :

COYNAR

5. Clue : We can use these things on drawing book to make colors
 Answer :



Appendix 5: Post-Test Cycle 1

POST-TEST 1

Subject : English

Time : 35 minutes

Instructions :

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

Name :

Class :

CAUTION! FLOOR SLIPPERY! WHEN WET

1. The caution above warns us to ...
 - e. Make the floor wet
 - f. Walk on the slippery floor
 - g. Be careful to walk on the wet floor
 - h. Clean the wet floor so it won't be slippery

2. "Then we saw two more temples **nearby**." The word 'nearby' has the same meaning as ...
 - e. far
 - f. close by
 - g. stand by
 - h. come by

3. "She is a very famous singer from Indonesia." The underlined word means ...
 - c. strange
 - d. unpopular
 - e. well-known
 - f. clumsy

This text is for questions 4 and 5

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

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

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

4. The word "stretches" can be replaced by ...

e. pulls	c. lengthens
f. tightens	d. spreads

5. The word "eruption" has closely meaning to ...

e. Sound	c. noise
f. Explosion	d. erosion

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

Pineapple Juice

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

13. a. cut b. put c. chop d. slice
 14. a. break b. saute c. pour d. grate
 15. a. grill b. bake c. add d. clean
 16. a. play b. push c. press d. blend
17. The old woman said that her daughter had been died for many years and she was buried in a cemetery about an hour drive away from here.
 a. cemetery c. she
 b. the old woman d. the old woman's daughter
18. Miss Tiara is a flight attendant. She takes care of ...
 a. patients c. fields
 b. passengers d. animals
19. Tina : How do you record on this tape recorder, Ali?
 Ali: Just ... the record button and the speak into the microphone.
 a. pull b. dial c. plug d. push
20. Citra : ... me that eraser, please.
 Edi : This eraser? Here you are.
 Citra : Thank you.
 a. pass b. put c. borrow d. throw

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

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

21. a. wild b. unfamiliar c. dull d. interesting
22. "... who has called Neymar 'an excellent player.'"
 The underlined word is closest meaning to ...
 a. fantastic c. skillful
 b. generous d. confident

27. "... he misses *her* so much."

The italic words refers to

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

28. "Please *return* my jacket soon, okay!"

The italic word means

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

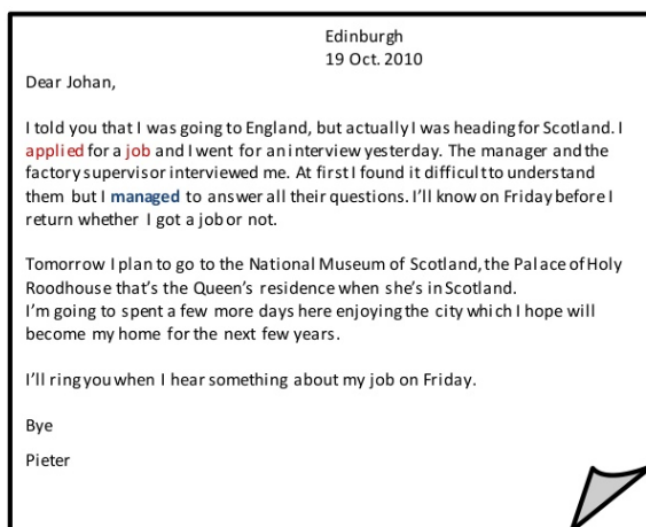
Congratulations, Henry!

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

29. "We cannot stop smiling."

The word 'we' refers to ...

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



30. "...I was heading for Scotland." The underlined phrase has same meaning as ...

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

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

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

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

- a. feeling of expectation for a certain thing to happen

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

33. “ ... I **hope** will become ...” The antonym from the bold is ...
- a. happy
 - b. fun
 - c. dislike
 - d. pleasant

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

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

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

34. “...*she* lived in Paris...”
the italic word refers to ...
- a. Irene
 - b. Eve
 - c. Pierre
 - d. Marie
35. “*They* had two daughters”
the italic word refers to ...
- a. Irene and Eve
 - b. Pierre and Marie
 - c. Marie and Irene
 - d. Marie and Eve
36. “As a **poor** student ...”
Antonym from the bold type word is ...
- a. plain
 - b. cheap
 - c. plentiful
 - d. wealthy
37. “Today, Pura Tanah Lot is accessible only at low tide...”
The underlined word means...
- a. can be reached
 - b. possible to stay
 - c. impossible to cross
 - d. difficult to pass

38. "Today, Pura Tanah Lot is accessible only at low tide..."

Antonym from the underlined type word is ...

- | | |
|--------------|---------------|
| a. good | c. high |
| b. favorable | d. outrageous |

39. "Do you want to go the **beautiful** valley?"

Antonym from the bold type word is ...

- | | |
|----------|-----------|
| a. ugly | c. nice |
| b. dirty | d. filthy |

40. "Prick skin all over with a sharp fork." What is the meaning of the underlined word?

- | | |
|--|------------------------------------|
| a. make a small hole in something | c. put something on the body |
| b. brush something on the surface pieces | d. cut something into small pieces |

Appendix 6: Answer Key of Post Test 1

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

Appendix 7: Lesson Plan Meeting 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: SMP N 49 Jakarta
Subject	: English
Class/Semester	: VII/II
Theme	: I am Proud of Indonesia
Time Allocation	: 2 x 35 minutes

A. Standard Competence

- C1. Living and practicing the teachings of their religion
- C2. Living and practicing honest behavior, discipline, responsibility, caring, polite, responsive and pro-active and displayed as part of the solution to the various problems in interacting effectively with the social and natural environment and in placing itself as a reflection
- C3. Understanding, implementing, and analyzing the knowledge of factual, conceptual, procedural, and metacognitive by curiosity about science, technology, arts, culture, and humanities with human insight, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem
- C4. Reworking, reasoning, and presenting in the realm of the concrete and the abstract realm associated with the development of the learning process in school independently, act effectively, creatively, able to use the method according to the rules of science

B. Basic Competence

- 3.7. Comparing social functions, text structures, and linguistic elements of various oral and written descriptive texts by giving and asking for information related to descriptions of people, animals, and objects very short and simple, according to the context of their use
- 4.7. Making descriptive text of social functions, text structures, and linguistic elements of various oral and written descriptive texts by giving and asking for

information related to descriptions of people, animals, and objects very short and simple, according to the context of their use

C. Indicator

- 3.7.1. Expressing social function, text structure, and linguistic elements of some oral and written descriptive texts by giving and asking for information related to descriptions of people, animals, and objects very short and simple, according to the context of their use
- 4.7.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive oral and written texts, very short and simple, related to people, animals, and objects
- 4.7.2. Compiling descriptive and oral text very short and simple, related to people, animals, and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context

D. Learning Objective

Students can make descriptive text about their village or city, observe an object or animal or person that is very well known, to collect data about the amount, nature, behavior to criticize or express admiration

E. Learning Materials

1. Making declarative sentences (positive and negative) in simple present tense: *I love Jakarta so much, I do not love Jakarta, etc.*
2. Making interrogative text with Yes/No questions, Wh-questions: *do you have a puppy?, where is your village?, etc*
3. Using singular and plural context with or without *a, the, this, those, my, their, etc.*
4. Focusing on speech, word stress, intonation, spelling, punctuation, and handwriting

F. Teaching Method

- Approach : Student center learning
- Method : Games and Communicative Learning
- Technique : Text-twist Game

G. Learning Media, Tools, and Resources

- Media : Picture
- Tools : Paperboard, whiteboard, marker, pencil, ruler, timer, and bolpoint
- Source : English book “When English Rings the Bell”

H. Learning Activities

Pre-Activity

Teacher	Student
Greet the students	Respond the teacher's greeting
Ask the students to lead the prayer	Lead the prayer
Check the student's attendance	Respond
Explain the learning goals	Listen to the teacher's explanation

Main Activity

Teacher	Students
Ask student about singular and plural	Students answer the questions.
Explain and give an example about how to making text using singular and plural	Students repeat the explanation and give an example
Ask the student to make a group	Sit in a group discussion
Give an instruction and rules before do manual text twist game	Listen to the teacher's instruction
Give the student 5-7 random letters	Students arranged the letter
Ask every group to present the difficult word and how many words they get	Students present the game's result
Explain student the words that difficult for them	Listen to the teacher's explanation

Closing






Teacher	Students
Ask the students what they have learned	Conclude the lesson that they have learned
Give the assignment	Listen to the teacher
Ask the students to close the lesson by praying	Pray together

I. Material

Describe the picture to your friend and let them guess the name!



Name :

No	Pictures	Answers	Description
1		1.	A. A traditional food dish of cooked mixed vegetables and hard-boiled eggs with peanut sauce
2		2.	B. A food with brown color and has sweet taste made from unripe jack fruit stewed for several hours.
3		3.	C. A wild animal with long tails, strong and agile necks, and sturdy limbs.
4		4.	D. An animal that covered by reddish-brown hair and grey-black skin. Has a large head with a prominent mouth area
5		5.	E. An animal with pretty and colorful feathers and have a blue crest on top of their head.

Appendix 8: Lesson Plan Meeting 4 and 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: SMP N 49 Jakarta
Subject	: English
Class/Semester	: VII/II
Theme	: That's What Friends are Supposed to Do
Time Allocation	: 2 x 35 minutes

A. Standard Competence

- C1. Living and practicing the teachings of their religion
- C2. Living and practicing honest behavior, discipline, responsibility, caring, polite, responsive and pro-active and displayed as part of the solution to the various problems in interacting effectively with the social and natural environment and in placing itself as a reflection
- C3. Understanding, implementing, and analyzing the knowledge of factual, conceptual, procedural, and metacognitive by curiosity about science, technology, arts, culture, and humanities with human insight, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem
- C4. Reworking, reasoning, and presenting in the realm of the concrete and the abstract realm associated with the development of the learning process in school independently, act effectively, creatively, able to use the method according to the rules of science

B. Basic Competence

- 3.8. Interpreting social functions and linguistic elements in song lyrics related to junior high school life
- 4.8. Capturing the contextual meaning associated with social functions and linguistic elements of song lyrics related to the lives of teenager

C. Indicator

- 3.8.1. Mimicating song lyrics verbally
- 3.8.2. Finding songs that have similar meanings or messages
- 4.8.1. Listening to song lyrics verbally
- 4.8.2. Explaining the meaning or message of the song's lyrics

D. Learning Objective

Students can develop the life values and their character through song's lyrics.

E. Learning Materials

- 1. Reading, listening and imitating song's lyrics verbally
- 2. Mentioning the song's messages that related to their life
- 3. Focusing on speech, word stress, intonation, spelling, punctuation, and handwriting

F. Teaching Method

- Approach : Student center learning
- Method : Games and Communicative Learning
- Technique : Text-twist Game

G. Learning Media, Tools, and Resources

- Media : Picture and song
- Tools : Paperboard, whiteboard, marker, pencil, ruler, timer, and bolpoint
- Source : English book "When English Rings the Bell"

H. Learning Activities

Pre-Activity

Teacher	Student
Greet the students	Respond the teacher's greeting
Ask the students to lead the prayer	Lead the prayer
Check the student's attendance	Respond
Explain the learning goals	Listen to the teacher's explanation

Main Activity

Teacher	Students
Ask student about what is their favorite songs and the meaning behind the	Students answer the questions.

song's lyrics	
Give a song's lyrics and play two songs; "Shake it Off" and "Fix You"	Students listen to the song and read the lyrics
Ask the student which words that they do not know	Students answer the questions
Ask the student to make a group	Sit in a group discussion
Give an instruction and rules before do manual text twist game	Listen to the teacher's instruction
Give the student 5-7 random letters	Students arranged the letter
Ask every group to present the difficult word and how many words they get	Students present the game's result
Explain student the words that difficult for them	Listen to the teacher's explanation

Closing

Teacher	Students
Ask the students what they have learned	Conclude the lesson that they have learned
Give the assignment	Listen to the teacher
Ask the students to close the lesson by praying	Pray together

I. Material

Listen to the music carefully and underline the difficult word!

Fix You by ColdPlay	Shake it Off by Taylor Swift
When you try your best but you don't succeed When you get what you want but not what you need When you feel so tired but you can't sleep Stuck in reverse When the tears come streaming down your face 'Cause you lose something you can't replace When you love someone but it goes to waste What could it be worse?	I stay out too late, got nothin' in my brain That's what people say, mmm hmm, that's what people say, mmm hmm I go on too many dates, but I can't make 'em stay At least that's what people say mmm mmm, that's what people say mmm mmm But I keep cruising, can't stop, won't stop moving It's like I got this music in my mind, sayin' gonna be alright 'Cause the players gonna play, play,

<p>Lights will guide you home And ignite your bones And I will try to fix you</p> <p>But high up above or down below When you are too in love to let it show Oh but if you never try you'll never know Just what you're worth</p> <p>Lights will guide you home And ignite your bones And I will try to fix you</p> <p>Tears come streaming down your face When you lose something you cannot replace oh and tears come streaming down your face And I</p> <p>Tears streaming down your face I promise you I will learn from all my mistakes oh and the tears streaming down your face And I</p> <p>Lights will guide you home And ignite your bones And I will try to fix you</p>	<p>play, play, play And the haters gonna hate, hate, hate, hate, hate Baby, I'm just gonna shake, shake, shake, shake, shake I shake it off, I shake it off Heartbreakers gonna break, break, break, break, break And the fakers gonna fake, fake, fake, fake, fake Baby, I'm just gonna shake, shake, shake, shake, shake I shake it off, I shake it off</p> <p>I'll never miss a beat, I'm lightning on my feet And that's what they don't see mmm mmm, that's what they don't see mmm mmm I'm dancing on my own (dancing on my own), I'll make the moves up as I go (moves up as I go) And that's what they don't know mmm mmm, that's what they don't know mmm mmm</p> <p>But I keep cruising, can't stop, won't stop grooving It's like I got this music in my mind saying it's gonna be alright</p> <p>'Cause the players gonna play, play, play, play, play And the haters gonna hate, hate, hate, hate, hate Baby, I'm just gonna shake, shake, shake, shake, shake I shake it off, I shake it off Heartbreakers gonna break, break, break, break, break And the fakers gonna fake, fake, fake, fake, fake Baby, I'm just gonna shake, shake, shake, shake, shake I shake it off, I shake it off I shake it off, I shake it off</p>
--	---

	<p>I, I shake it off, I shake it off I, I shake it off, I shake it off I, I shake it off, I shake it off</p> <p>Hey, hey, hey Just think while you've been getting down and out about the liars and the dirty, dirty cheats in the world You could have been getting down to this sick beat</p> <p>My ex-man brought his new girlfriend She's like "oh my God", but I'm just gonna shake it And to the fella over there with the hella good hair Won't you come on over, baby, we can shake, shake, shake, yeah oh</p> <p>'Cause the players gonna play, play, play, play, play And the haters gonna hate, hate, hate, hate, hate (haters gonna hate me) Baby, I'm just gonna shake, shake, shake, shake, shake I shake it off, I shake it off Heartbreakers gonna break, break, break, break, break And the fakers gonna fake, fake, fake, fake, fake (the fakers baby) Baby, I'm just gonna shake, shake, shake, shake, shake I shake it off, I shake it off</p> <p>I shake it off, I shake it off I, I shake it off, I shake it off I, I shake it off, I shake it off I, I shake it off, I shake it off I shake it off, I shake it off I, I shake it off, I shake it off I, I shake it off, I shake it off I, I shake it off, I shake it off</p>
--	--

Make a paragraph from the words that you got (you have to choose five difficult words) after that give it to your seat mate.

Questions:

1. Write the synonym of the words
2. Write the antonym of the words
3. Make a story or paragraph and include the words

Note :

- Do not forget to bold the vocabularies!

Name : Farras Rahima

(The words from: Taneisha Naira Dharmawan)

List of the vocabularies that I got from my friend :

1. Nerd
2. Sin
3. Ice
4. Die
5. Need

Synonym

1. Nerd = Weirdo
2. Sin = Crime
3. Ice = Cube ice
4. Die = Dead
5. Need = Necessary

Antonym

1. Nerd x Dummy
2. Sin x Virtue
3. Ice x Water
4. Die x Live
5. Need x nonessential

Paragraph

Once upon a time, there is created a **sin**. One of them is Envy. He is a poison that always snores. However, he was jealous saw the other sins power. He quietly left the afterlife and planned a big **crime**. He arrived at the world and he pretend to be a **nerd** student. When he on the way to school, he met a girl. She wore the same uniform as him. There's something strange with her. Faint, her aura is like a **virtue**! Envy hated virtue. He **need** to stay away from her. At the school, he went to the class and found the girl that he met at the way to school. It's really a bad day. He sat far from her and slept like a **dead** people. The lesson is very boring. He wondered why many people come to this **nonessential** place. Finally, it's time to break. He can't wait to drink his favorite sweet **ice** tea. His eyes twinkled when saw a **cube ice**. Envy queued for hours only for that. When he started to drink it, a **dummy** girl hit the glass which is contain the iced **water** and... BOOM! It spilled. He really mad. "**Die, die, die!**" said envy inside his heart. As long as he **lives** this is the first time he got into a very bad trouble. Even worse, she is the girl he met before. She apologized many times. This girl is really **weirdo**. Luckily, she bought a new one for me. After school I need to put a **necessary** work to the teacher office. Suddenly the virtue girl approached me and introduce herself." I'm Kindness, nice to meet you," she says and smiling. Her name is completely opposite to me.

Name : Nisrina

(The words from: Dinea Algoritmma Sayyidina)

List of the vocabularies that I got from my friend :

1. Silk
2. End
3. Die
4. Hat
5. In

Write the synonym of the words

The synonym “**Silk**” is Yarn

The synonym “**End**” is Finish

The synonym “**Die**” is Died

The synonym “**Hat**” is Cap, Balangkon

The synonym “**In**” is When

Write the antonym of the words

Answer The antonym “**Silk**” is -

The antonym “**End**” is Early

The antonym “**Die**” is Life

The antonym “**Hat**” is -

The antonym “**In**” is Out

On the day of my death my older brother, at early the family and I did not believe that my older brother died. After my family and I found out about the death of my brother, it was genuine. Then my family and I went straight to the hospital to see my brother. After seeing my sister, finally Mom and Daddy cried crying in tears. Then when all conditions were calm I found a bag containing a cap, prayer mat, yarn, sewing needle. At first I thought the sewing needle was to make my brother's job, it turned out that the sewing needle and yarn were to make a handkerchief that he wanted to give to her when she had her birthday. At first I was very strong and in the end I cried too after seeing my older brother no longer alive. The beginning of the incident my older brother died was because my older brother had an accident that hit a motorbike. I still remember the beginning when my brother and I fight then not long after that. I have forgiven my brother's misfortune during his life. at the finish of this story we must not fight or hate our own brother because someday he is lifeless we will also miss him.

Appendix 9: Post-Test Cycle 2**POST-TEST 2**

Subject : English

Time : 35 minutes

Instructions :

9. Write down your name and your class
10. Read every questions carefully
11. Answer the easy questions first
12. Choose the correct answer by crossing (x) a, b, c or d on the answer column

Name :

Class :

1. The green substance in plants is chlorophyll.
The underlined word in the above sentence is closest in meaning to ...

and English quite well. She is an excellent cook, and her grandson once said that her cooking skills could match those of a chef in a restaurant. She is very friendly and (9) She never fails to help anyone to who needs her help. She likes to travel and like any other woman, she likes to shop.

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

Read the text below to answer questions no. 10 - 12

The Houses of Toraja

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

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

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

10. “*those* who live upstream.” (paragraph 1)
The italic word refers to ...
 - a. Toraja People
 - b. The ethnic groups
 - c. Raja
 - d. Noblemen
11. “... and even today they build modern ...” (paragraph 3)
The underlined words refers to ...
 - a. Raja
 - b. Rengnge
 - c. Society
 - d. Toraja People

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



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

Read the text below to answer questions no 16

To : (0856 52956267)

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

From : Safa (0812 238562)

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

Read the text below to answer questions no 17 and 19

Koala is a mammal living in a tree. It has a (17) ... die which is mostly leaves of eucalyptus trees. Koalas are sometimes called koala bears. However, koalas are not bears.

Young bears (cube) are grown (18) ... outside their mother's body, but young koalas (19) ... their development inside the mother pouch.

17. a. special b. essential c. crucial d. commercial
 18. a. fully b. largely c. coolly d. quickly
 19. start b. convert c. grow d. complete

20. "... are hazardous to your health ..."
 What does the underlined word in the sentence means?
 a. dreadful b. dangerous c. uneasy d. serious

21. Which of the following words is the synonym of 'coast' ?
 a. shore c. mountain
 b. river d. lake

22. Waiter : Are you ready to order, Sir?
 Mr. Abi: Yes, a ... of friend rice please.
 a. bowl b. jar c. sack d. plate

Read the text below to answer questions no 23 until 24

Today is my birthday. I usually have a big celebration in my birthday. My good friends always come to my party. Today's party is different from last year's. I am having a (23) ... party than last year, with only my parents, my aunt, and my sisters. There are seventeen candles. I am getting only a little (26) It's from my aunt, Diana. However, I am very happy.

23. a. large b. biggest c. tiny d. small
 24. a. souvenir b. grant c. reward d. gift

25. She offered him some of the most **tender**.
 The antonym of the bold type is ...
 a. gentle c. though
 b. mild d. rough

26. It was a *rare* sight to see.
 The italic typed word means ...
 a. common b. lightly c. unusual d. average

27. "... the need to reduce the usage of plastic bottles by using tumblers."
 The underlined word can be best replaced by ...
 a. ban c. remove
 b. minimize d. eliminate

28. "This seems like a *good* hotel." The synonym of the italic typed word is ...
 a. brilliant c. amused
 b. kind d. great

Read the text below to answer the questions no 38 until 40!

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

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

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

38. “A professor called the family and suggested enrolling him ...” (paragraph 3)
The underlined word refers to ...

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

39. “His talent was soon *recognized*.” (paragraph 2)
The underlined word is closest in meaning to ...

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

40. “... as long as they were *compatible* with his profession...” (paragraph 1)
Antonym from the italic typed word is ...

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

Appendix 10: Answer Key of Post Test 2

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

Appendix 11: Observation Sheet Meeting I

Observation Sheet

School : SMPN 49 Jakarta

Class : VII-G

Date : April, 29th 2019

Meeting: I

Put a thick (√) on Yes or No

No	Focus and topics	Activities		Note
		Yes	No	
Learning Process				
1	Greeting the students	√		
2	Reviewing the previous material		√	
3	Brainstorming the students' knowledge		√	
4	Starting and ending the class on time	√		
Giving assignment				
5	Asking the students to memorizing and mention the difficult word individually		√	
6	Asking the students to memorizing and mentioning the difficult words in pair/group	√		
Material				
7	Giving the material based on lesson plan	√		
8	Having the material learning source	√		
9	Using learning media (video, audio, picture)		√	
Researcher's Performance				
10	Mastering the topic material	√		
11	Showing attention and care to the students	√		
12	Explaining the material clearly and effectively	√		
13	Motivating the students		√	

14	Reviewing the material in the end of meeting		√	
Technique Implementation				
15	Explaining the procedure of manual text twist game	√		
16	Guiding the students to do the game	√		
17	Applying text twist correctly	√		
18	Dividing the students into group		√	
Class Interaction				
19	Asking the students what they do not understand	√		
20	Answering students' question	√		

The number of absence students : -

The total number of students : 36

Observer

(Endang Sukanti, S.Pd)

Appendix 12: Observation Sheet Meeting 2

Observation Sheet

School : SMPN 49 Jakarta

Class : VII-G

Date : May, 2nd 2019

Meeting: II

Put a thick (√) on Yes or No

No	Focus and topics	Activities		Note
		Yes	No	
Learning Process				
1	Greeting the students	√		
2	Reviewing the previous material		√	
3	Brainstorming the students' knowledge		√	
4	Starting and ending the class on time	√		
Giving assignment				
5	Asking the students to memorizing and mention the difficult word individually	√		
6	Asking the students to memorizing and mentioning the difficult words in pair/group	√		
Material				
7	Giving the material based on lesson plan	√		
8	Having the material learning source	√		
9	Using learning media (video, audio, picture)		√	
Researcher's Performance				
10	Mastering the topic material	√		
11	Showing attention and care to the students	√		
12	Explaining the material clearly and effectively	√		
13	Motivating the students		√	

14	Reviewing the material in the end of meeting	√		
Technique Implementation				
15	Explaining the procedure of manual text twist game	√		
16	Guiding the students to do the game	√		
17	Applying text twist correctly	√		
18	Dividing the students into group		√	
Class Interaction				
19	Asking the students what they do not understand	√		
20	Answering students' question	√		

The number of absence students : 2

The total number of students : 34

Observer

(Endang Sukanti, S.Pd)

Appendix 13 : Result of Observation Sheet Cycle 1

No	Focus and Topics	Meeting	
		I	II
1	Learning process		
	Greeting the students	√	√
	Reviewing the previous material	×	×
	Brainstorming the students' knowledge	×	×
	Starting and ending the class on time	√	√
2	Giving assignment		
	Asking the students to memorizing and mention the difficult word individually	√	√
	Asking the students to memorizing and mentioning the difficult words in pair/group	×	√
3	Material		
	Giving the material based on lesson plan	√	√
	Mastering the topic well	√	√
	Using learning media (video, audio, picture)	×	×
4	Researcher's performance		
	Mastering the topic material	√	√
	Showing attention and care to the students	√	√
	Explaining the material clearly and effectively	√	√
	Motivating the students	×	×
	Reviewing the material in the end of meeting	×	×
5	Technique Implementation		
	Explaining the procedure of manual text twist game	√	√
	Guiding the students to do game	√	√
	Applying text twist correctly	√	√

	Dividing the students into group	√	√
6	Class Interaction		
	Asking the students what they do not understand	√	√
	Answering students' question	√	√
	Total	14	15
	Percentage %	70%	75%

Appendix 14: Observation Sheet Meeting 3

Observation Sheet

School : SMPN 49 Jakarta

Class : VII-G

Date : May, 9th 2019

Meeting: III

Put a thick (√) on Yes or No

No	Focus and topics	Activities		Note
		Yes	No	
Learning Process				
1	Greeting the students	√		
2	Reviewing the previous material	√		
3	Brainstorming the students' knowledge	√		
4	Starting and ending the class on time	√		
Giving assignment				
5	Asking the students to memorizing and mention the difficult word individually		√	
6	Asking the students to memorizing and mentioning the difficult words in pair/group	√		
Material				
7	Giving the material based on lesson plan	√		
8	Having the material learning source	√		
9	Using learning media (video, audio, picture)	√		
Researcher's Performance				
10	Mastering the topic material	√		
11	Showing attention and care to the students	√		
12	Explaining the material clearly and effectively	√		
13	Motivating the students	√		

14	Reviewing the material in the end of meeting	√		
Technique Implementation				
15	Explaining the procedure of manual text twist game	√		
16	Guiding the students to do the game	√		
17	Applying text twist correctly	√		
18	Dividing the students into group	√		
Class Interaction				
19	Asking the students what they do not understand	√		
20	Answering students' question	√		

The number of absence students : -

The total number of students : 36

Observer

(Endang Sukanti, S.Pd)

Appendix 15: Observation Sheet Meeting 4

Observation Sheet

School : SMPN 49 Jakarta

Class : VII-G

Date : May, 13th 2019

Meeting: IV

Put a thick (√) on Yes or No

No	Focus and topics	Activities		Note
		Yes	No	
Learning Process				
1	Greeting the students	√		
2	Reviewing the previous material	√		
3	Brainstorming the students' knowledge	√		
4	Starting and ending the class on time	√		
Giving assignment				
5	Asking the students to memorizing and mention the difficult word individually	√		
6	Asking the students to memorizing and mentioning the difficult words in pair/group	√		
Material				
7	Giving the material based on lesson plan	√		
8	Having the material learning source	√		
9	Using learning media (video, audio, picture)	√		
Researcher's Performance				
10	Mastering the topic material	√		
11	Showing attention and care to the students	√		
12	Explaining the material clearly and effectively	√		
13	Motivating the students		√	

14	Reviewing the material in the end of meeting	√		
Technique Implementation				
15	Explaining the procedure of manual text twist game	√		
16	Guiding the students to do the game	√		
17	Applying text twist correctly	√		
18	Dividing the students into group	√		
Class Interaction				
19	Asking the students what they do not understand	√		
20	Answering students' question	√		

The number of absence students : 1

The total number of students : 35

Observer

(Endang Sukanti, S.Pd)

Appendix 15: Observation Sheet Meeting 4

Observation Sheet

School : SMPN 49 Jakarta

Class : VII-G

Date : May, 16th 2019

Meeting: V

Put a thick (√) on Yes or No

No	Focus and topics	Activities		Note
		Yes	No	
Learning Process				
1	Greeting the students	√		
2	Reviewing the previous material	√		
3	Brainstorming the students' knowledge	√		
4	Starting and ending the class on time	√		
Giving assignment				
5	Asking the students to memorizing and mention the difficult word individually	√		
6	Asking the students to memorizing and mentioning the difficult words in pair/group	√		
Material				
7	Giving the material based on lesson plan	√		
8	Having the material learning source	√		
9	Using learning media (video, audio, picture)	√		
Researcher's Performance				
10	Mastering the topic material	√		
11	Showing attention and care to the students	√		
12	Explaining the material clearly and effectively	√		
13	Motivating the students		√	

14	Reviewing the material in the end of meeting	√		
Technique Implementation				
15	Explaining the procedure of manual text twist game	√		
16	Guiding the students to do the game	√		
17	Applying text twist correctly	√		
18	Dividing the students into group	√		
Class Interaction				
19	Asking the students what they do not understand	√		
20	Answering students' question	√		

The number of absence students : 1

The total number of students : 35

Observer

(Endang Sukanti, S.Pd)

Appendix 16: Result of Observation Sheet Cycle 2

No	Focus and Topics	Meeting		
		III	IV	V
1	Learning process			
	Greeting the students	√	√	√
	Reviewing the previous material	√	√	√
	Brainstorming the students' knowledge	√	√	√
	Starting and ending the class on time	√	√	√
2	Giving assignment			
	Asking the students to memorizing and mention the difficult word individually	×	√	√
	Asking the students to memorizing and mentioning the difficult words in pair/group	√	√	√
3	Material			
	Giving the material based on lesson plan	√	√	√
	Having the material learning sources	√	√	√
	Using learning media (video, audio, picture)	√	√	√
4	Researcher's performance			
	Mastering the topic material	√	√	√
	Showing attention and care to the students	√	√	√
	Explaining the material clearly and effectively	√	√	√
	Motivating the students	√	×	×

	Reviewing the material in the end of meeting	√	√	√
5	Technique Implementation			
	Explaining the procedure of manual text twist game	√	√	√
	Guiding the students to do the game	√	√	√
	Applying text twist correctly	√	√	√
	Dividing the students into group	√	√	√
6	Class Interaction			
	Asking the students what they do not understand	√	√	√
	Answering students' question	√	√	√
	Total	19	19	19
	Percentage %	95%	95%	95%

Appendix 17: Recapitulation of Observation Sheet

No	Focus and Topics	Meeting				
		I	II	III	IV	V
1.	Learning process					
	Greeting the students	√	√	√	√	√
	Reviewing the previous material	×	×	√	√	√
	Brainstorming the students' knowledge	×	×	√	√	√
	Starting and ending the class on time	√	√	√	√	√
2.	Giving assignment					
	Asking the students to memorizing and mention the difficult word individually	√	√	×	√	√
	Asking the students to memorizing and mentioning the difficult words in pair/group	×	√	√	√	√
3.	Material					
	Giving the material based on lesson plan	√	√	√	√	√
	Mastering the topic well	√	√	√	√	√
	Using learning media (video, audio, picture)	×	×	√	√	√
4.	Researcher's performance					
	Mastering the topic material	√	√	√	√	√
	Showing attention and care to the students	√	√	√	√	√
	Explaining the material clearly and effectively	√	√	√	√	√
	Motivating the students	×	×	√	×	×
	Reviewing the material in the end of meeting	×	×	√	√	√
5.	Technique Implementation					
	Explaining the procedure of manual text twist game	√	√	√	√	√
	Guiding the students to do the game	√	√	√	√	√

	Applying text twist correctly	√	√	√	√	√
	Dividing the students into group	√	√	√	√	√
6.	Class Interaction					
	Asking the students what they do not understand	√	√	√	√	√
	Answering students' question	√	√	√	√	√
	Total	14	15	19	19	19
	Percentage %	70%	75%	95%	95%	95%

Appendix 18: The Students' Score of Pre-Test

Minimum Achievement Criteria: 80

No	Subject	Score	Category
1	ANI	69	Good
2	AF	62	Good
3	ARG	88	Excellent
4	BF	90	Excellent
5	DCA	92	Excellent
6	DH	49	Moderate
7	DA	70	Good
8	ET	60	Good
9	FA	55	Moderate
10	FR	60	Good
11	F	58	Good
12	FR	66	Good
13	KM	57	Good
14	KMA	75	Very good
15	MP	70	Good
16	MZ	67	Good
17	MRG	57	Good
18	MGA	58	Good
19	MHFT	67	Good
20	MI	70	Good
21	MM	45	Moderate
22	NS	62	Good
23	NP	56	Good
24	NH	80	Excellent
25	NVI	59	Good
26	N	57	Good
27	PAA	40	Fair
28	RAS	96	Excellent
29	RR	57	Good
30	RH	81	Excellent
31	RDM	75	Very good
32	SZ	67	Good
33	SA	67	Good
34	TN	55	Moderate
35	TDIF	78	Very good
36	ZSR	75	Very good
Total		2390	
Mean of Score		66.38	

Appendix 19: The Students' Score of Post Test 1

Minimum Achievement Criteria: 80

No	Subject	Score	Category
1	ANI	77	Very Good
2	AF	70	Good
3	ARG	90	Excellent
4	BF	91	Excellent
5	DCA	90	Excellent
6	DH	56	Good
7	DA	77	Very Good
8	ET	73	Very Good
9	FA	62	Good
10	FR	70	Good
11	F	67	Good
12	FR	74	Very Good
13	KM	64	Good
14	KMA	80	Excellent
15	MP	78	Very Good
16	MZ	76	Very Good
17	MRG	70	Good
18	MGA	60	Good
19	MHFT	79	Very Good
20	MI	77	Very Good
21	MM	59	Good
22	NS	82	Excellent
23	NP	75	Very Good
24	NH	85	Excellent
25	NVI	65	Good
26	N	58	Good
27	PAA	58	Good
28	RAS	80	Excellent
29	RR	66	Good
30	RH	89	Excellent
31	RDM	80	Excellent
32	SZ	73	Very Good
33	SA	71	Very Good
34	TN	70	Good
35	TDIF	80	Excellent
36	ZSR	88	Excellent
Total		2660	
Mean of Score		73.88	

Appendix 20: The Students' Score of Post Test 2

Minimum Achievement Criteria: 80

No	Subject	Score	Category
1	ANI	83	Excellent
2	AF	79	Very Good
3	ARG	92	Excellent
4	BF	86	Excellent
5	DCA	85	Excellent
6	DH	62	Good
7	DA	90	Excellent
8	ET	80	Excellent
9	FA	70	Good
10	FR	78	Very Good
11	F	80	Excellent
12	FR	78	Very Good
13	KM	70	Good
14	KMA	82	Excellent
15	MP	86	Excellent
16	MZ	86	Excellent
17	MRG	76	Very Good
18	MGA	63	Good
19	MHFT	88	Excellent
20	MI	84	Excellent
21	MM	66	Good
22	NS	86	Excellent
23	NP	89	Excellent
24	NH	94	Excellent
25	NVI	74	Very Good
26	N	64	Good
27	PAA	63	Good
28	RAS	84	Excellent
29	RR	73	Very Good
30	RH	96	Excellent
31	RDM	92	Excellent
32	SZ	70	Good
33	SA	82	Excellent
34	TN	83	Excellent
35	TDIF	93	Excellent
36	ZSR	86	Excellent
Total		2893	
Mean of Score		80,36	

Appendix 21: The Students' Score of Pre-Test, Post- Test cycle 1 and Post-Test Cycle II

No	Subject	Pre-Test	Post Test 1	Post Test 2
1	ANI	69	77	83
2	AF	62	70	79
3	ARG	88	90	92
4	BF	90	91	86
5	DCA	92	90	85
6	DH	49	56	62
7	DA	70	77	90
8	ET	60	73	80
9	FA	55	62	70
10	FR	60	70	78
11	F	58	67	80
12	FR	66	74	78
13	KM	57	64	70
14	KMA	75	80	82
15	MP	70	78	86
16	MZ	67	76	86
17	MRG	57	70	76
18	MGA	58	60	63
19	MHFT	67	79	88
20	MI	70	77	84
21	MM	45	59	66
22	NS	62	82	86
23	NP	56	75	89
24	NH	80	85	94
25	NVI	59	65	74
26	N	57	58	64
27	PAA	40	58	63
28	RAS	96	80	84
29	RR	57	66	73
30	RH	81	89	96
31	RDM	75	80	92
32	SZ	67	73	70
33	SA	67	71	82
34	TN	55	70	83
35	TDIF	78	80	93
36	ZSR	75	88	86
Total		2390	2660	2893
Mean of Score		66,38	73,88	80,36

Appendix 22. The Description of the Students' Score Improvement from Pre-Test to Post- Test cycle II

No	Subject	Pre-Test	Post Test 2	Improvement
1	ANI	69	83	14
2	AF	62	79	17
3	ARG	88	92	4
4	BF	90	86	4
5	DCA	92	85	7
6	DH	49	62	13
7	DA	70	90	20
8	ET	60	80	20
9	FA	55	70	15
10	FR	60	78	18
11	F	58	80	22
12	FR	66	78	12
13	KM	57	70	13
14	KMA	75	82	7
15	MP	70	86	16
16	MZ	67	86	19
17	MRG	57	76	19
18	MGA	58	63	5
19	MHFT	67	88	21
20	MI	70	84	14
21	MM	45	66	21
22	NS	62	86	24
23	NP	56	89	33
24	NH	80	94	14
25	NVI	59	74	15
26	N	57	64	7
27	PAA	40	63	23
28	RAS	96	84	12
29	RR	57	73	16
30	RH	81	96	15
31	RDM	75	92	17
32	SZ	67	70	3
33	SA	67	82	15
34	TN	55	83	28
35	TDIF	78	93	15
36	ZSR	75	86	11

Appendix 24: Interview Script

Interviewee - PA

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

PA : Iya, Miss. Selamat pagi juga. (Good morning, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

PA : Urm ... sedikit membosankan karena terkadang saya tidak mengerti. (Urm ... a little bit boring because I did not understand, Miss)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris? (Do you study English other than at school?)

PA : Tidak. Paling-paling, saya cuma belajar bahasa Inggris di rumah karena ada PR. (No, Miss. I just learn English if I have a homework)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa Inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

PA : Senang banget, Miss. Soalnya, jarang yang pakai game (I am so happy because rarely use this)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, kosa katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

PA : Iya, Miss. (Yes, Miss)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini? (Are you motivated to learning English using this game?)

PA : Iya, sedikit, Miss. Hehehe (Yes, Miss. Hehehe)

- Researcher : Apa pendapat kamu mengenai permainan ini? (What is your opinion about this game?)
- PA : Nyenengin banget, soalnya Miss Endang belum pernah pake game ini. (This is so fun because Miss Endang never use this kind of game)
- Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)
- PA : Iya, Miss! Soalnya dari game ini aja, saya bisa menambah beberapa kata baru walaupun tidak begitu banyak, tapi saya dapat yang baru. (Of course, Miss! Because from this game I can get some new words)
- Researcher : Oke, wawancara sudah selesai. Terima kasih, ya. (Well, this interview just finished. Thank you)
- PA : Oke, Miss. (Okay, Miss)

Interviewee - NSU

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

NSU : Iya, selamat pagi, Miss. (Good morning, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

NSU : Menyenangkan (English is fun)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris? (Do you study English other than at school?)

NSU : Nggak, Miss. Belajar bahasa Inggris kalau ada tugas aja. (No, Miss. I study English if there are only assignments)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa Inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

NSU : Seru, Miss. (Exciting, Miss)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, kosa katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

NSU : Iya, Miss! Saya tau beberapa kata baru (Yes, Miss. I get new words)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini? (Are you motivated to learning English using this game?)

NSU : Iya, saya jadi termotivasi. (Yes, I am motivated)

Researcher : Apa pendapat kamu mengenai permainan ini? (What is your opinion about this game?)

NSU : Bikin deg-degan, Miss tapi seru. Biasanya 'kan sama Miss Endang kita cuma dari buku aja (This game makes my heart beat

fast! Because with Miss Endang, we only learn English using the book)

Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)

NSU : Iya, Miss. Karena kita bisa jadi tahu kata-kata baru dan jadi ingin tau kata baru yang lain. (Yes, Miss because from this game I really get new words and wanted to know the other words)

Researcher : Oke, wawancara sudah selesai. Terima kasih, ya. (Well, this interview just finished. Thank you)

NSU : Iya, Miss. Sama-sama. (Okay, Miss. You're welcome)

Interviewee - AR

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

AR : Oke, Miss. (Okay, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

AR : Menyenangkan. (This is so fun)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris?

AR : Iya, Miss. Saya ikut les di luar sekolah. (Yes, Miss. I join tuition)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa Inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

AR : Seru gitu, Miss. Baru tau ada game kaya gini. (This game makes me so excited because I just know there is a game like this)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, kosa katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

AR : Iya, nambah, Miss! (Of course, Miss!)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini? (Are you motivated to learning English using this game?)

AR : Iya, Miss. Saya jadi penasaran juga. (Yes, Miss. This game really makes me curious)

Researcher : Apa pendapat kamu mengenai permainan ini? (What is your opinion about this game?)

AR : Seru banget, Miss. (So exciting!)

Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)

- AR : Iya lah, Miss. Soalnya, saya aja, baru beberapa kali aja nambah kosa kata baru. (Yes, Miss. I just play this game several times and get new words)
- Researcher : Oke, wawancara sudah selesai. Terima kasih, ya. (Well, this interview just finished. Thank you)
- AR : Iya, Miss. Sama-sama. (You're welcome, Miss)

Interviewee - BF

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

BF : Selamat pagi juga, Miss. (Good morning, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

BF : Menyenangkan, soalnya saya suka banget bahasa Inggris. (English is so fun because I really like English lesson)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris? (Do you study English other than at school?)

BF : Iya, saya ikut kursus bahasa Inggris, Miss. (Yes, Miss. I join tuition)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa Inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

BF : Saya merasa tertantang dan geregetan gitu, Miss. Kami 'kan sebelumnya belum pernah pake game ini. (I really feel challenged and wanted to be a winner. We are never try this game before)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, kosa katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

BF : Banget, Miss! (Of course!)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini? (Are you motivated to learning English using this game?)

BF : Iya, Miss. Setelah belajar pake game ini juga, saya jadi memperbanyak baca dan memperhatikan susunan kata bahasa Inggris. (Yes, Miss. After learning using this game, I increased the number of readings and paying attention to English text structure)

- Researcher : Apa pendapat kamu mengenai permainan ini? (What is your opinion about this game?)
- BF : Menyenangkan, seru banget pokoknya! Saya suka banget! (This is so fun and I really like this game!)
- Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)
- BF : Tentu dong, Miss. Soalnya game ini benar-benar nambah kosa kata baru gitu, jadinya memang harus dicoba sih untuk belajar bahasa Inggris. (Of course, Miss. This game makes me get so many new words and we have to try this game for learning English lesson)
- Researcher : Oke, wawancara sudah selesai. Terima kasih, ya. (Well, this interview just finished. Thank you)
- BF : Oke, Miss. Sama-sama. (Okay, Miss. You're welcome)

Interviewee - N

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

N : Pagi juga, Miss. (Good morning, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

N : Membosankan, Miss. Karena kadang-kadang saya cuma bisa liat teman yang lain ngerti tapi saya nggak. (English lesson is so boring because, sometimes I just can seeing my other friends who understands English)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris? (Do you study English other than at school?)

N : Nggak. Paling kalau ada tugas aja. (No, Miss. If there are assignments then I will study)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa Inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

N : Pertama kaget, Miss. Soalnya kita harus cepet-cepet! (First, I am so shocked because we have to do that fast!)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, kosa katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

N : Iya, Miss. Lumayan, nambah sedikit. (Yeah, a little bit, Miss)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini? (Are you motivated to learning English using this game?)

N : Iya, Miss, termotivasi. (Yes, Miss. I am motivated)

Researcher : Apa pendapat kamu mengenai permainan ini?

- N : Bikin kita harus mikir cepat tapi seru. (This game requires us to think fast)
- Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)
- N : Iya, Miss. Soalnya kita bisa tau banyak banget kata baru. (Yes, Miss because we can know so many new words)
- Researcher : Oke, wawancara sudah selesai. Terima kasih, ya. . (Well, this interview just finished. Thank you)
- N : Iya, Miss. (Okay, Miss.)

Interviewee - RR

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

RR : Iya, Miss. (Yes, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

RR : Menyenangkan (English is fun)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris? (Do you study English other than at school?)

RR : Iya, Miss. Belajar. (Yes, Miss. I am study)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

RR : Senang, Miss. Seru. (I am happy and this game is fun)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, kosa katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

RR : Iya, Miss. (Yes, Miss)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini? (Are you motivated to learning English using this game?)

RR : Iya, Miss. (Yes, Miss)

Researcher : Apa pendapat kamu mengenai permainan ini? (What is your opinion about this game?)

RR : Seru dan tertantang, Miss. (Exciting and feels challenging)

Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)

- RR : Tentu, Miss. Kita jadi nambah kata baru. (Of course we get new words, Miss)
- Researcher : Oke, wawancara sudah selesai. Terima kasih, ya. (Well, this interview just finished. Thank you)
- RR : Iya, Miss.

Interviewee - DC

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

DC : Pagi juga, Miss (Good morning, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

DC : Menyenangkan, Miss soalnya saya suka. (Of course English is so fun because I like it)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris? (Do you study English other than at school?)

DC : Iya, belajar di rumah sendiri pake film, Miss. (I studying with English movie, Miss)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa Inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

DC : Saya jadi merasa kompetitif karena harus bersaing dan waktunya cepet (I feel competitive because I have to compete and the time is fast)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, kosa katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

DC : Iya, Miss. Nambah banget. (Yes, Miss. I get so many)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini? (Are you motivated to learning English using this game?)

DC : Iya, Miss. Tentu aja. (Of course, Miss)

Researcher : Apa pendapat kamu mengenai permainan ini? (What is your opinion about this game?)

- DC : Seru. Soalnya biasa kita belajar bahasa Inggris cuma kaya gitu-gitu aja sama Miss Endang. Pas Miss ngajarin bahasa Inggris game ini jadi lebih seru gitu. (This is so fun and I am exciting! The other days when we learn English with Miss Endang, we are just using book and so boring. When you teach us with this game, the lesson become so much fun)
- Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)
- DC : Iya, Miss saya saranin banget karena game ini juga bikin kita pengen baca buku bahasa Inggris yang banyak supaya tau banyak kata (Yes, Miss! I really recommend because this game makes us wanted to read many English book so we can know the English word)
- Researcher : Oke, wawancara sudah selesai. Terima kasih, ya. (Do you suggest this game will be applied next time in learning English?)
- DC : Iya, Miss Christy. (Yes, Miss Christy)

Interviewee - MM

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

MM : Iya, pagi, Miss. (Good morning, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

MM : Membosankan, Miss. (So boring, Miss)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris? (Do you study English other than at school?)

MM : Nggak, Miss (No, Miss)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

MM : Kaget, Miss. Soalnya kita diburu-buruin tapi harus bisa nulis kata bahasa Inggris (I am shocked. In this game we have to write English words fast)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

MM : Iya, sih, Miss jadi nambah (Yes, Miss I get new words)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini? (Are you motivated to learning English using this game?)

MM : Sedikit sih, Miss. (A little bit, Miss)

Researcher : Apa pendapat kamu mengenai permainan ini? (What is your opinion about this game?)

MM : Sebenarnya seru sih, Miss. Tapi kadang bikin pusing soalnya kadang-kadang saya nggak tau (Honestly this game is so fun but sometimes I cannot get it)

- Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)
- MM : Iya, saya saranin banget soalnya main pake game ini jadi liat kamus juga kadang-kadang dari situ kata baru nambah. (Yes, I highly recommend this game because this game we want to look up the words in dictionary)
- Researcher : Oke, wawancara sudah selesai. Terima kasih, ya. . (Well, this interview just finished. Thank you)
- MM : Oke, Miss. Sama-sama. (Okay, Miss. You're welcome)

Interviewee - FR

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

RR : Siap, Miss. (Okay, Miss)

Researcher : Miss mau tanya, menurut kamu pelajaran Bahasa Inggris itu bagaimana? Menyenangkan atau membosankan? (I want to ask you, what do you think about English lesson? Is it fun or boring?)

RR : Menyenangkan soalnya saya suka. (It is fun because I like English lesson)

Researcher : Apakah selain di sekolah kamu juga belajar bahasa Inggris? (Do you study English other than at school?)

RR : Kalau kaya les, nggak. Tapi belajar dari baca-baca buku bahasa Inggris sih palingan, Miss. (I do not join any tuition but I am studying from English books)

Researcher : Lalu, bagaimana perasaan kamu ketika belajar bahasa inggris menggunakan permainan ini? (So, how do you feel after learning to use this game?)

RR : Deg-degan, Miss. Seru gitu deh pokoknya. (I am so nervous but the game is so exciting)

Researcher : Apakah setelah permainan ini digunakan dalam pelajaran bahasa Inggris, kosa katamu bertambah? (Does learning using text twist game enrich your vocabulary?)

RR : Nambah, Miss. Lumayan lah. (Yes, Miss. I get some)

Researcher : Apakah kamu termotivasi untuk semakin belajar bahasa Inggris setelah menggunakan metode permainan ini?

RR : Iya, Miss termotivasi gitu lah. (Yes, I am motivated)

Researcher : Apa pendapat kamu mengenai permainan ini? (What is your opinion about this game?)

- RR : Seru. Nggak pernah guru belajar pake game kaya gini, Miss. (So exciting because there has never been a teacher who taught using this game)
- Researcher : Dari kamu pribadi, apakah kamu menyarankan permainan ini untuk digunakan dalam pembelajaran bahasa Inggris? (Do you suggest this game will be applied next time in learning English?)
- RR : Iya, dong. Soalnya dari game ini, kita itu jadi tau banyak banget kata. Sampe ke sinonim antonimnya juga. (Of course. From this game we can know so many new words even synonym and antonym)
- Researcher : Oke, wawancara sudah selesai. Terima kasih, ya.
- RR : Oke, Miss. Sip. (Okay, Miss!)

Appendix 24 : Researcher's Diary Notes

The First Meeting

The first meeting was conducted on Monday, 29th April 2019. The researcher opened the class by greeting students and asked the students' condition. After greeting the students, the researcher checked the students' attendance. The number of students who attended in teaching-learning was 36 none of them were absent. The researcher implemented the teaching-learning process based on the lesson plan that had been made. Before involving students in Manual Text Twist Game technique, the researcher explained the game. First, the researcher gave a text entitled "A Beautiful Day at Jogja" to students and asked them to read the text. Second, the researcher asked students to underline the difficult word from the text and find out the meaning from their dictionary but, at this time only nine students brought the dictionary. For this text, none of them had difficulties because the text difficulties level was easy. After that, the researcher gave a picture, a family picture who had a picnic and asked them to make a sentence from the picture. All of them can make a good sentence. When the game was started, they are so competitive and the classroom situation became a little bit noisy but the researcher still can handle the situation. Some students still look confused because they still have to adjust the game procedures.

The Second Meeting

The second meeting was conducted on Thursday, 2nd May 2019. The number of students comes at that time was 34 because two students were absent. In the second treatment, the researcher did the same treatment but the researcher gave them some pictures that shown animals (dog, cat, horse, cow, and fish), family member, and school environment. After that, the researcher chooses them randomly to be made a sentence from the picture and a student 'N' cannot make a good sentence. Her face looked confused. The researcher asked another student to help her. The researcher started the game and command them to write many words. In this meeting, the students were calmed and more competitive than previous meeting. They wanted to be a winner and gain so many words. After the time was over, every person from the group mentions the difficult words and other students had to write. Before the class ended, the researcher explains every difficult word. In the next meeting, the students were given post-test cycle 1.

The Third Meeting

The third meeting was held on Thursday, 9th May 2019. The number of students who attended the teaching-learning process was 36. First, the researcher briefly announces the result of the first cycle and gave an appreciation to the student who got a high score and motivated the students who got a low score. Before start, the teaching process, the researcher announce the student if their group members were changed and asked them to sit in a group after heard this announce, the class being noise but still conducive. The researcher gave them some pictures that showed Indonesia such as; traditional houses, animals, and food. The researcher asked the students to mention and describe every picture and students who previously had difficulty when composing sentences are now much better. When the game was started, some students were walking around the class. When the time is ended, the researcher called every person in each group to in front of the class and mention the words they get.

The Fourth Meeting

The fourth meeting was conducted on Monday, May 13th, 2019. One student was absent. In this meeting, the researcher gave a paper that contained the song's lyrics and played the song. After that, the researcher pointed at them randomly for asked the songs' meaning and difficult words from the lyrics. The students that called by the teacher were good to explained the song's meaning and they become more active, also they more understanding for listening to the teacher. Then, the researcher explained the words and started the game. In this meeting, the class situation becomes a little bit not conducive because some of them were called by their home teacher.


The Fifth Meeting

This meeting was held on Thursday, 16th May 2019. In this meeting, the researcher only plays the songs that students like and asked them about the meaning, after that the game was started. In the fifth meeting, their English teacher, Miss Endang had to score them about performing songs and their speaking. To end the meeting, the researcher reminded the students to study at home because in the next meeting there would be a test.

Appendix 25: Documentation of Action



Appendix 26: Surat Pemberian Ijin Melaksanakan Penelitian



Universitas Kristen Indonesia
Fakultas Keguruan dan Ilmu Pendidikan

21 Maret 2019

Jl. Mayjen Sudarto no.2
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INDONESIA

Telp. 021 8092425, 8009190
Faks. 021 80285229
Email: kepsek@ukri.ac.id
<http://www.ukri.ac.id>

Nomor : 851/F1.D1/PP.2/Genap/2019
Perihal : Permohonan Izin Melaksanakan Penelitian

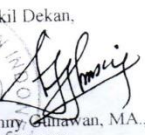
Kepada Yth:
Kepala Sekolah
SMP Negeri 49 Jakarta
Jalan Raya Bogor KM.20
Kramat jati, Kota Jakarta Timur

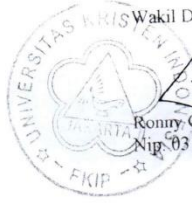
Dengan hormat,
Sehubungan dengan rencana penulisan skripsi mahasiswa/i kami:

Nama	: Christy Natalia
NIM	: 1512150007
Semester/ Prodi	: VIII / Pendidikan Bahasa Inggris
Judul Skripsi	: "Improving Seventh Grade Students' Vocabulary Mastery at SMPN 49 Jakarta by Using Manual Text Twist Game"
Dosen Pembimbing	: 1. Hendrikus Male, M.Hum 2. L. Angelianawati, M.Pd

kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa/i tersebut melaksanakan kegiatan Penelitian di Sekolah yang Bapak/Ibu Pimpin.

Atas perhatian Bapak/Ibu, kami mengucapkan terima kasih.

Wakil Dekan,

Ronny Ghuwan, MA., M.Pd.
Nip. 031542



• BENDAHATI • BERTALAMAN • PEDULI • PROFESIONAL • SERTANGGUNGJAWAB • DISIPLIN

Appendix 27: Attendance List

No	Participants	Pre-test	1	2	Post-Test 1	3	4	5	Post-Test 2
1	ANI	√	√	√	√	√	√	-	√
2	AF	√	√	√	√	√	√	√	√
3	ARG	√	√	√	√	√	√	√	√
4	BF	√	√	√	√	√	√	√	√
5	DCA	√	√	√	√	√	√	√	√
6	DH	√	√	√	√	√	√	√	√
7	DA	√	√	√	√	√	√	√	√
8	ET	√	√	√	√	√	√	√	√
9	FA	√	√	√	√	√	√	√	√
10	FR	√	√	√	√	√	√	√	√
11	F	√	√	√	√	√	√	√	√
12	FR	√	√	√	√	√	√	√	√
13	KM	√	√	√	√	√	√	√	√
14	KMA	√	√	√	√	√	√	√	√
15	MP	√	√	√	√	√	√	√	√
16	MZ	√	√	-	√	√	-	√	√
17	MRG	√	√	√	√	√	√	√	√
18	MGA	√	√	√	√	√	√	√	√
19	MHFT	√	√	√	√	√	√	√	√
20	MI	√	√	√	√	√	√	√	√
21	MM	√	√	√	√	√	√	√	√
22	NS	√	√	√	√	√	√	√	√
23	NP	√	√	√	√	√	√	√	√
24	NH	√	√	√	√	√	√	√	√
25	NVI	√	√	√	√	√	√	√	√
26	N	√	√	√	√	√	√	√	√
27	PAA	√	√	√	√	√	√	√	√
28	RAS	√	√	√	√	√	√	√	√
29	RR	√	√	√	√	√	√	√	√
30	RH	√	√	√	√	√	√	√	√
31	RDM	√	√	-	√	√	√	√	√
32	SZ	√	√	√	√	√	√	√	√
33	SA	√	√	√	√	√	√	√	√
34	TN	√	√	√	√	√	√	√	√
35	TDIF	√	√	√	√	√	√	√	√
36	ZSR	√	√	√	√	√	√	√	√