

Appendix 1

**Students' Name on VIII A of MTs. NU 01 Banyuputih Batang
in the Academic Year 2015/2016.**

No	Name	Sex
1	Ahmad Ikhsan	Male
2	Ahmad Sidqi Maulana	Male
3	Akhmad Khotib Akhsan	Male
4	Aslahul Arifin	Male
5	Bagas Adi Prasetyo	Male
6	Bagas Saputra	Male
7	Dwi Fitriyani	Female
8	Fajar Inanto	Male
9	Faridatul Hidayah	Female
10	Ibnu Hasyim	Male
11	Irfan Mahir	Male
12	Kharisatul amanah	Female
13	Khofifatun Nisak	Female
14	Muhamad Ilyas	Male
15	Munafiyah	Female
16	Nia Febriana	Female

17	Nurotul Ikamah	Female
18	Rudi Riskiyanto	Male
19	Saily Riskiyani	Female
20	Selvie Wulandari	Female
21	Sholekhatunnisa'	Female
22	Siti Nur Rokhmah	Female
23	Tri Puji Lestari	Female
24	Wiji Patasih	Female
25	Yudha Nur Iwan	Male
26	Yulisha Widya Ningsih	Female

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 1

Nama Sekolah : MTs NU 01 Banyuputih
Mata Pelajaran : Bahasa Inggris
Topik Pembelajaran : Recount Text
Skill : Reading
Kelas/Semester : VIII / II
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi :

5. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	5.2.1. Mengidentifikasi <i>generic structure</i> dari teks <i>recount</i> 5.2.2. Mengidentifikasi <i>past tense verb</i> dan <i>transitional marker</i> dalam teks <i>recount</i> 5.2.3. Menjelaskan makna dan sinonim dari kosakata dalam teks <i>recount</i>

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik mampu mengidentifikasi generic structure, ciri kebahasaan serta menjelaskan makna kosakata dari teks recount.

D. Materi Pembelajaran

Recount Text

Definition

Recount is a text that telling the reader about one story, action or activity.

Social Function:

To entertaining or informing the reader.

Generic Structure:

- | | |
|---------------------------|---|
| 1. Orientation | : Tells who was involved, what happened, where the events took place, and when it happened. |
| 2. Events (event 1 and 2) | : Tells what happened and in what sequence. |
| 3. Re-Orientation | : consist of optional-closure of events/ending. |

Language Features:

1. Proper nouns to identify those involved in the text
3. The use of past tense to retell the events
5. The use of Transitional marker

E. Metode Pembelajaran

- List-Group-Label Strategy
- Penjelasan Guru
- Diskusi

F. Kegiatan Pembelajaran

Kegiatan	Waktu	Interaksi
Kegiatan Awal • Guru memberi salam kepada siswa • Guru memimpin siswa untuk berdoa • Guru mengecek kehadiran siswa • Guru menjelaskan materi yang akan dipelajari • Guru menjelaskan tujuan pembelajaran	5 Menit	G-S
Kegiatan Inti Eksplorasi • Guru menjelaskan materi kepada siswa dengan List-Group-Label Strategy • Guru memberikan kesempatan kepada siswa untuk memberikan pertanyaan yang berhubungan dengan materi yang telah dijelaskan oleh guru. Elaborasi • Guru memberikan siswa sebuah teks dan siswa diminta untuk membaca teks tersebut. • Siswa diminta untuk mencatat kosakata sulit didalam teks tersebut • Guru membagi siswa menjadi empat kelompok • Setelah semua kosakata sulit terkumpul, setiap kelompok diminta untuk mengelompokkan kosakata tersebut dan memberikan label kepada setiap kosakata. • Siswa diminta untuk mencari makna serta sinonim dari setiap kosakata tersebut	80 Menit	G-S S-G G-S

- Guru meminta siswa untuk menjawab pertanyaan yang telah diberikan berdasarkan teks recount. Konfirmasi - Bersama guru, siswa mengoreksi jawaban		
Kegiatan Akhir - Guru mengulas materi hari ini - Guru menutup pertemuan hari ini	5 Menit	G-S

G. Sumber

- 1) Scaffolding English for Junior High School
- 2) Englis in Focus for Grade VIII
- 3) Inside Words: Tools For teaching Academic vocabulary

H. Tugas

- 1) Teknik : Tes tertulis
- 2) Lembar Kerja : Terlampir

I. Penilaian

- 1.) Jumlah item : 10
- 2.) Skor setiap item : 10
- 3.) Total skor semua item : 100

Semarang, 21 Mei 2016

Mengetahui,

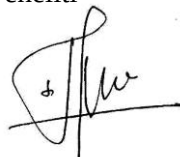
Kolaborator



Mukholidah, S.Pd

NIP.

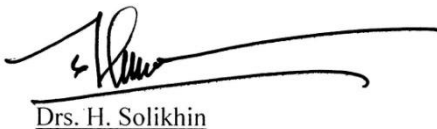
Peneliti



Maulida Rani Safitri

NIM. 123411067

Kepala Madrasah



Drs. H. Solikhin

NIP.

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 2

Nama Sekolah : MTs NU 01 Banyuputih
Mata Pelajaran : Bahasa Inggris
Topik Pembelajaran : Recount Text
Skill : Reading
Kelas/Semester : VIII / II
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi :

5. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	5.2.1. Mengidentifikasi <i>generic structure</i> dari teks <i>recount</i> 5.2.2. Mengidentifikasi <i>past tense verb</i> dan <i>transitional marker</i> dalam teks <i>recount</i> 5.2.3. Menjelaskan makna dan sinonim dari kosakata dalam teks <i>recount</i>

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik mampu mengidentifikasi generic structure, ciri kebahasaan serta menjelaskan makna kosakata dari teks recount.

D. Materi Pembelajaran

Recount Text

Definition

Recount is a text that telling the reader about one story, action or activity.

Social Function:

To entertaining or informing the reader.

Generic Structure:

- | | |
|---------------------------|---|
| 1. Orientation | : Tells who was involved, what happened, where the events took place, and when it happened. |
| 2. Events (event 1 and 2) | : Tells what happened and in what sequence. |
| 3. Re-Orientation | : consist of optional-closure of events/ending. |

Language Features:

1. Proper nouns to identify those involved in the text
3. The use of past tense to retell the events
5. The use of Transitional marker

E. Metode Pembelajaran

- List-Group-Label Strategy
- Penjelasan Guru
- Diskusi

F. Kegiatan Pembelajaran

Kegiatan	Waktu	Interaksi
Kegiatan Awal • Guru memberi salam kepada siswa • Guru memimpin siswa untuk berdoa • Guru mengecek kehadiran siswa • Guru menjelaskan materi yang akan dipelajari • Guru menjelaskan tujuan pembelajaran	5 Menit	G-S
Kegiatan Inti Eksplorasi • Guru menjelaskan materi kepada siswa dengan List-Group-Label Strategy • Guru memberikan kesempatan kepada siswa untuk memberikan pertanyaan yang berhubungan dengan materi yang telah dijelaskan oleh guru. Elaborasi • Guru memberikan siswa sebuah teks dan siswa diminta untuk membaca teks tersebut. • Siswa diminta untuk mencatat kosakata sulit didalam teks tersebut • Guru membagi siswa menjadi empat kelompok • Setelah semua kosakata sulit terkumpul, setiap kelompok diminta untuk mengelompokkan kosakata tersebut dan memberikan label kepada setiap kosakata. • Siswa diminta untuk mencari makna serta sinonim dari setiap kosakata tersebut • Guru meminta siswa untuk menjawab pertanyaan	80 Menit	G-S S-G G-S

yang telah diberikan berdasarkan teks recount. Konfirmasi		
Bersama guru, siswa mengoreksi jawaban		
Kegiatan Akhir		
- Guru mengulas materi hari ini - Guru menutup pertemuan hari ini	5 Menit	G-S

G. Sumber

- 1) Scaffolding English for Junior High School
- 2) Englis in Focus for Grade VIII
- 3) Inside Words: Tools For teaching Academic vocabulary

H. Tugas

- 1) Teknik : Tes tertulis
- 2) Lembar Kerja : Terlampir

I. Penilaian

- 1) Jumlah item : 10
- 2) Skor setiap item : 10
- 3) Total skor semua item : 100

Semarang, 25 Mei 2016

Mengetahui,

Kolaborator



Mukholidah, S.Pd

NIP.

Peneliti



Maulida Rani Safitri

NIM. 123411067

Kepala Madrasah



Drs. H. Solikhin

NIP.

Appendix 4

LESSON PLAN Cycle 1

School	:	MTs NU 01 Banyuputih
Subject	:	Bahasa Inggris
Material	:	Recount Text
Skill	:	Reading
Grade/Semester	:	VIII / II
Time	:	2 x 45 minutes

A. Standard of Competence :

5. Understanding meaning in short functional text and simple essay in form of recount to interact with the nearest environment.

B. Basic Competence and Indicators

Basic Competence	Indicators
5.2. Responding meaning in simple short functional text accurately, fluently and acceptable to interact with the nearest environment.	5.2.1. Identify the generic structure of recount text 5.2.2. Identify past tense verb of transitional marker of recount text 5.2.3. Explain the meaning and synonym of vocabularies in recount text

C. Learning Goal

By the end of the lesson, the students will have been able to identify the generic structure, the language feature and also know the meaning of the vocabularies.

D. Teaching Material

Recount Text

Definition

Recount is a text that telling the reader about one story, action or activity.

Social Function:

To entertaining or informing the reader.

Generic Structure:

- | | |
|---------------------------|---|
| 1. Orientation | : Tells who was involved, what happened, where the events took place, and when it happened. |
| 2. Events (event 1 and 2) | : Tells what happened and in what sequence. |
| 3. Re-Orientation | : consist of optional-closure of events/ending. |

Language Features:

1. Proper nouns to identify those involved in the text
3. The use of past tense to retell the events
5. The use of Transitional marker

E. Teaching Method

- List-Group-Label Strategy
- Teacher's Explanation
- Discussion

F. Teaching Activity

Activites	Time	Interacti on
Pre Activities - Teacher greets the students - Teacher guides to pray - Teacher checks the student's attendance - Teacher informs the students about the material - Teacher explains the learning goals	5 Menit	T-S
Main Activities Exploration - Teacher explains the material to the students with List-Group-Label Strategy - Teacher gives an opportunity to the students to ask some questions related with the material that has been explained by the teacher Elaboration - Teacher gives the students a text and the students are asked to read text - The students are asked to look for and note the difficult vocabularies in the text - Teacher divides the students into four groups - After all of difficult vocabularies are collected, each group is asked to grouping the vocabulary and give label to each vocabulary. - The students are asked to find the meaning and synonym of each vocabulary - Teacher asks students to answer the questions which are given based on the recount text Confirmation - Teacher gives feedback toward students' work	80 Menit	T-S S-T T-S

Post Activities - Teacher reviews the material today - Teacher closes the class	5 Menit	T-S

G. Material Sources

- 1.2 Scaffolding English for Junior High School
- 1.3 Englis in Focus for Grade VIII
- 1.4 Inside Words: Tools For teaching Academic vocabulary

H. Assessment

- 3) Technique : Written test
- 4) Example of instrument : Enclosed

I. Scoring Guidance

- 4.) Number of items : 10
- 5.) Maximal score of each item : 10
- 6.) Total score of all items :100

Semarang, 21 May 2016

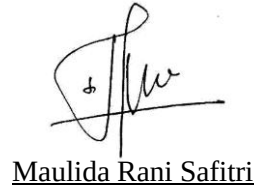
Checked by,
Collaborator



Mukholidah, S.Pd

NIP.

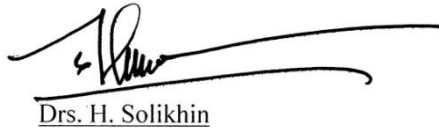
Researcher



Maulida Rani Safitri

NIM. 123411067

Headmaster



Drs. H. Solikhin

NIP.

Appendix 5

LESSON PLAN Cycle 2

School : MTs NU 01 Banyuputih
Subject : Bahasa Inggris
Material : Recount Text
Skill : Reading
Grade/Semester : VIII / II
Time : 2 x 45 minutes

A. Standard of Competence :

5. Understanding meaning in short functional text and simple essay in form of recount to interact with the nearest environment.

B. Basic Competence and Indicators

Basic Competence	Indicators
5.2. Responding meaning in simple short functional text accurately, fluently and acceptable to interact with the nearest environment.	5.2.1. Identify the generic stucture of recount text 5.2.2. Identify past tense verb of transitional marker of recount text 5.2.3. Explain the meaning and synonym of vocabularies in recount text

C. Learning Goal

By the end of the lesson, the students will have been able to identify the generic structure, the language feature and also know the meaning of the vocabularies.

D. Teaching Material

Recount Text

Definition

Recount is a text that telling the reader about one story, action or activity.

Social Function:

To entertaining or informing the reader.

Generic Structure:

- | | |
|---------------------------|---|
| 1. Orientation | : Tells who was involved, what happened, where the events took place, and when it happened. |
| 2. Events (event 1 and 2) | : Tells what happened and in what sequence. |
| 3. Re-Orientation | : consist of optional-closure of events/ending. |

Language Features:

1. Proper nouns to identify those involved in the text
3. The use of past tense to retell the events
5. The use of Transitional marker

E. Teaching Method

- List-Group-Label Strategy
- Teacher's Explanation
- Discussion

F. Teaching Activity

Activites	Time	Interacti on
Pre Activities • Teacher greets the students • Teacher guides to pray • Teacher checks the student's attendance • Teacher informs the students about the material • Teacher explains the learning goals	5 Minutes	T-S
Main Activities Exploration • Teacher explains the material to the students with List-Group-Label Strategy • Teacher gives an opportunity to the students to ask some questions related with the material that has been explained by the teacher Elaboration • Teacher gives the students a text and the students are asked to read text • The students are asked to look for and note the difficult vocabularies in the text • Teacher divides the students into four groups • After all of difficult vocabularies are collected, each group is asked to grouping the vocabulary and give label to each vocabulary. • The students are asked to find the meaning and synonym of each vocabulary	80 Minutes	T-S S-T T-S

- Teacher asks students to answer the questions which are given based on the recount text Confirmation - Teacher gives feedback toward students' work		
Post Activities - Teacher reviews the material today - Teacher closes the class	5 Minutes	T-S

G. Material Sources

- 1.5 Scaffolding English for Junior High School
- 1.6 Englis in Focus for Grade VIII
- 1.7 Inside Words: Tools For teaching Academic vocabulary

H. Assessment

- 5) Technique : Written test
- 6) Example of instrument : Enclosed

I. Scoring Guidance

- 7.) Number of items : 10
- 8.) Maximal score of each item : 10
- 9.) Total score of all items :100

Semarang, 25 May 2016

Checked by,

Collaborator


Mukholidah, S.Pd

NIP.

Researcher


Maulida Rani Safitri

NIM. 123411067

Headmaster


Drs. H. Solikhin

NIP.

Appendix 6

Score of students' English Daily Test

No	Students' Name	Score
1	Ahmad Ikhsan	68
2	Ahmad Sidqi Maulana	68
3	Akhmad Khotib Akhsan	70
4	Aslahul Arifin	75
5	Bagas Adi Prasetyo	75
6	Bagas Saputra	70
7	Dwi Fitriyani	70
8	Fajar Inanto	70
9	Faridatul Hidayah	80
10	Ibnu Hasyim	70
11	Irfan Mahir	70
12	Kharisatul amanah	80
13	Khofifatun Nisak	70
14	Muhamad Ilyas	70
15	Munafiyah	70
16	Nia Febriana	80
17	Nurotul Ikmah	70
18	Rudi Riskiyanto	70
19	Saily Riskiyani	80
20	Selvie Wulandari	70
21	Sholekhatunnisa'	70
22	Siti Nur Rokhmah	70
23	Tri Puji Lestari	80
24	Wiji Patasih	75
25	Yudha Nur Iwan	70

26	Yulisha Widya Ningsih	70
----	-----------------------	----

Batang, 25 May 2016

Checked by,

Collaborator

A handwritten signature in black ink, consisting of a large loop followed by a series of vertical strokes and a long horizontal line extending to the right.

Mukholidah, S.Pd

NIP.

Appendix 7

Research Schedule of Classroom Action Research at the eighth grade students of MTs. NU 01 Banyuputih Batang in Academic Year of 2014/2015

No	Task Description	May					
		16	17	18	21	25	26
1	Asking permission to the head master to do research and getting familiar with the school situation	√					
2	Doing observation to teaching learning process to get needed data		√				
3	Doing test in pre cycle			√			
4	Doing the first cycle and doing the test				√		
5	Doing the second cycle and giving the test					√	
6	Analyzing the data and writing the report						√

Appendix 8

TEACHER OBSERVATION CHECKLIST (Cycle 1)

Teachers' name : Mukholidah, S. Pd.
School : MTs NU 01 Banyuputih
Instruction : Give the mark (√) at the column below!

No.	Indicator	Score			
		1	2	3	4
1.	Teacher begins the teaching by reciting basmallah			√	
2.	Teacher checks students' attendance			√	
3.	Teacher explains the objective of learning			√	
4.	Teacher conditioned students to begin the teaching learning			√	
5.	Teacher gives warming up related to the material				√
6.	Teacher uses teaching aids in teaching learning		√		
7.	Teacher gives opportunity students to ask			√	
8.	Teacher prepared lesson plan before teaching			√	
9.	Teacher gives explanation about the material			√	
10.	Teacher evaluates last material			√	
11.	Teacher uses interesting method				√
12.	Teacher gives exercise			√	
13.	Teacher makes a group to do discussion			√	
14.	Teacher asks one of each group to present the result of discussion			√	
15.	Teacher asks students to practice			√	
16.	Teacher gives feedback to students		√		
17.	Teacher reviews whole the material by question-answer		√		
18.	Teacher evaluates teaching learning today			√	
19.	Teacher gives students homework			√	
20.	Teacher closes the teaching learning by praying together			√	

Scoring

4 = Excellent

3 = Good

2 = Fair

1 = Failed

Batang, 21 May 2016

Checked by,

Collaborator



Mukholidah, S.Pd

NIP.

Appendix 9

TEACHER OBSERVATION CHECKLIST (Cycle 2)

Teachers' name : Mukholidah, S. Pd.

School : MTs NU 01 Banyuputih

Instruction : Give the mark (√) at the column below!

No.	Indicator	Score			
		1	2	3	4
1.	Teacher begins the teaching by reciting basmallah			√	
2.	Teacher checks students' attendance			√	
3.	Teacher explains the objective of learning			√	
4.	Teacher conditioned students to begin the teaching learning			√	
5.	Teacher gives warming up related to the material				√
6.	Teacher uses teaching aids in teaching learning			√	
7.	Teacher gives opportunity students to ask			√	
8.	Teacher prepared lesson plan before teaching			√	
9.	Teacher gives explanation about the material			√	
10.	Teacher evaluates last material		√		
11.	Teacher uses interesting method			√	
12.	Teacher gives exercise			√	
13.	Teacher makes a group to do discussion			√	
14.	Teacher asks one of each group to present the result of discussion		√		
15.	Teacher asks students to practice			√	
16.	Teacher gives feedback to students			√	
17.	Teacher reviews whole the material by question-answer			√	
18.	Teacher evaluates teaching learning today			√	
19.	Teacher gives students homework			√	
20.	Teacher closes the teaching learning by praying together				√

Scoring

4 = Excellent

3 = Good

2 = Fair

1 = Failed

Batang, 25 May 2016

Checked by,

Collaborator


Mukholidah, S.Pd

NIP.

Appendix 10

Observation Checklist For Students of First Cycle

No	Indicators	None (0%)	Few (<20)	Half (21%- 50%)	Many (51%- 70%)	Majori ty (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's teaching			√			3
2	Students respond to explained material		√				2
3	Students are interested to the teaching learning process			√			3
4	Students are active during teaching learning process				√		4
5	Students answer teacher's questions		√				2

Appendix 11

Observation Checklist For Students of Second Cycle

No	Indicators	None (0%)	Few (<20 %)	Half (21% - 50%)	Many (51%- 70%)	Majori ty (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's teaching				√		4
2	Students respond to explained material			√			3
3	Students are interested to the teaching learning process					√	5
4	Students are active during teaching learning process					√	5
5	Students answer teacher's questions			√			3

9. I don't **bring** an English book.
 - a. Forget
 - b. Borrow
 - c. Throw
 - d. Carry
10. I sit in the **middle**.
 - a. Corner
 - b. Outside
 - c. Inside
 - d. Center
11. He can **catch** the ball.
 - a. Get
 - b. Throw
 - c. Buy
 - d. See
12. The water of this place is **clean**.
 - a. Pure
 - b. Dirty
 - c. Fresh
 - d. Sweet
13. We should finish it as **quick** as possible
 - a. Slow
 - b. Fast
 - c. Beautiful
 - d. Good
14. Their action were very **embarrassing**.
 - a. Amusing
 - b. Entertaining
 - c. Boring
 - d. Ridiculous
15. We should be **patient** to face this problem.
 - a. Fast
 - b. Calm
 - c. Happy
 - d. Arrogant
16. I **think** we should change the schedule.
 - a. Assume
 - b. Know
 - c. Forget
 - d. Take
17. The seed grows on the **ground** luxuriantly.
 - a. Street
 - b. Soil
 - c. City
 - d. Village
18. The truck was stuck in the **mud**.
 - a. Well
 - b. Beach
 - c. Clay
 - d. Park
19. I saw the sheep eating the **grass**.
 - a. Tree
 - b. Hay
 - c. Flower
 - d. Stem
20. We looked for a **convenient** place under a tree.
 - a. Suitable
 - b. Comfort
 - c. Cold
 - d. Scary

21. He said that the **scenery** there is beautiful.
- Panorama
 - Beach
 - City
 - Village
22. She has **beautiful** hair.
- Pretty
 - Ugly
 - Long
 - Small
23. My sister **helped** me to finish my homework .
- Assisted
 - Taught
 - Made
 - Gave
24. I found the book **under** the chair.
- Above
 - Behind
 - Below
 - Beside
25. **Therefore**, he taught me how to do it very well.
- So
 - However
 - Meanwhile
 - Afterward

B. Find the meaning of the vocabularies!

Vocabulary	Meaning
1. Preferred	
2. Travelling	
3. Plane	
4. Airport	
5. Remember	
6. Convenient	
7. Island	
8. Lunch	
9. Pieces	
10. Lake	

C. Please match the antonym in the left side with the words in the right side correctly!

Vocabulary	Answer	Antonym
1. Young		a. Dirty
2. Like		b. Advantage
3. Careful		c. Old
4. Clean		d. Careless
5. Fine		e. Hate
6. Small		f. Little
7. Shallow		g. Bad
8. Lot		h. Wet
9. Damage		i. Deep
10. Dry		j. Big

9. We took pictures of beautiful scenery there.
a. Photos c. Painting
b. Drawing d. Replica
10. I feel so tired.
a. Exhausted c. Happy
b. Glad d. Sad
11. I hope you will come to my house.
a. Expect c. Know
b. Dream d. See
12. The student goes to school every morning with her sister.
a. Pupil c. Friend
b. Teacher d. Parents
13. He will get succes someday.
a. Achieve c. Bring
b. Give d. Borrow
14. I hope my next trip will be interesting.
a. Confusing c. Disappointing
b. Absorbing d. Boring
15. It was a scary experience.
a. Sad c. Brave
b. Terrifying d. Beautiful
16. We are in the last line.
a. First c. Next
b. End d. Begin
17. We need to take a rest.
a. Nap c. Break
b. Bath d. Sleep
18. I hope my holiday will be interesting.
a. Vacation c. Assignment
b. Homework d. Travel
19. My house is near from my school.
a. Home c. Castle
b. Building d. Office
20. He will help me to repair my computer.
a. Know c. Buy

- b. Assist d. Go
21. Marina is my close **friend**.
a. Mate c. Neighbour
b. Brother d. Sister
22. They **started** to make a plan
a. Began c. Taught
b. Went d. Took
23. **Although** angry birds is a new game, it has quickly become very popular.
a. However c. When
b. So d. Moreover
24. I will **show** it to you.
a. See c. Give
b. Present d. take
25. It was my **bad** experience.
a. Awful c. funny
b. Scary d. strange

B. Find the meaning of the vocabularies!

Vocabulary	Meaning
1. Adolescence	
2. Acne	
3. Self-Esteem	
4. Medicine	
5. Experience	
6. Street	
7. Expired	
8. Scary	
9. Warmth	
10. Market	

C. Please match the antonym in the left side with the words in the right side correctly!

Vocabulary	Answer	Antonym
1. Good		a. Create
2. Traditional		b. Ugly
3. Expired		c. Delayed
4. Suddenly		d. Above
5. Hurried		e. Bad
6. Annoying		f. Appear
7. Beautiful		g. Pleasing
8. Under		h. Modern
9. Vanish		i. Enemy
10. Friend		j. Slowly

Appendix 14

Key answer of first cycle

- | | | |
|---------|-------|-------|
| A. 1. A | 11. A | 21. A |
| 2. C | 12. A | 22. A |
| 3. B | 13. B | 23. A |
| 4. B | 14. D | 24. C |
| 5. A | 15. B | 25. A |
| 6. C | 16. B | |
| 7. C | 17. B | |
| 8. A | 18. C | |
| 9. D | 19. B | |
| 10. D | 20. A | |

- B. 1. Lebih suka
2. Bepergian
3. Pesawat
4. Bandara
5. Ingat
6. Sesuai
7. Pulau
8. Makan siang
9. Potongan - potongan
10. Danau

- | | |
|---------|-------|
| C. 1. C | 6. J |
| 2. E | 7. I |
| 3. D | 8. F |
| 4. A | 9. B |
| 5. G | 10. H |

Key answer of second cycle

- | | | |
|---------|-------|-------|
| A. 1. A | 11. A | 21. A |
| 2. B | 12. A | 22. A |
| 3. A | 13. A | 23. A |
| 4. A | 14. B | 24. B |
| 5. A | 15. B | 25. A |
| 6. C | 16. B | |
| 7. A | 17. C | |
| 8. A | 18. A | |
| 9. A | 19. A | |
| 10. A | 20. B | |

- B. 1. Masa remaja
2. Jerawat
3. Harga diri
4. Obat
5. Pengalaman
6. Jalan
7. Kadaluarasa
8. Menyeramkan
9. Kehangatan
10. Pasar

- | | |
|---------|-------|
| C. 1. E | 6. G |
| 2. H | 7. B |
| 3. A | 8. D |
| 4. J | 9. F |
| 5. C | 10. I |

Appendix 15

Picturess of Research



Students are doing test of pre cycle



Students are doing list-group-label strategy



Students are doing test of second cycle

CURRICULUM VITAE

Name : Maulida Rani Safitri
Date of Birth : November 7th, 1994, Batang, Central Java
Student Number : 123411067
Email : maulidaranisafitri@gmail.com
Adress : Home
Kalibalik Rt 01/04, BanyuputihBatang
Boarding House
Perum Bank Niaga Blok B1, Ngaliyan,
Semarang

Academic Background

1. SDN Kalibalik 02 Banyuputih
2. MTs Nurul Huda Banyuputih
3. MANU 01 Banyuputih
4. UIN Walisongo Semarang