ENRICHING STUDENTS' VOCABULARY IN PROCEDURE TEXT THROUGH SPIDERGRAM

(A Classroom Action Research at Seventh Grade of MTs Manba'ul Ilmin Nafi' Gunung Mulyo Sarang Rembang in the Academic Year of 2015/2016)

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of English Language Education

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Assalamu'alaikum wr. Wb.

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ABSTRACT

Title	: Enriching Students' Vocabulary in Procedure Text through Spidergram(A Classroom Action Research at Seventh Grade of MTs Manba'ul Ilmin Nafi'Sarang Rembang in the Academic Year of 2015/2016)
Writer	: Jannatun Naimah
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The study was aimed at responding the following questions: how is the students' participation in the teaching learning through Spidergram?, and can Spidergram improve students' vocabulary in Procedure Text?. The objective of the study was to describe the students participation in teaching learning and to identify the improvement of the students' vocabulary in teaching learning using Spidergram. The study was conducted at MTs Manba'ul Ilmin Nafi' Sarang Rembang in the academic year 2015/2016. The subject of the study was the students of seventh grade B. The number of the students were seventeen. The research design that was used was classroom action research. The researcher conducted preliminary study, cycle I, and cycle II. The techniques which were used to collect the data are documentation, observation, and test. The researcher gave test in every cycle and assessed the test in every cycle. The result of study showed that the students' vocabulary in Procedure Text increased. In the preliminary study, the average of students' score is 57,35. In the cycle I, the average of students' score is 85,88. Then in cycle II, the average students' score is 88,82. From the result of observation checklist, it showed there was positive change on students in learning English. During implementing Spidergram in learning vocabulary in procedure text, the students gave attention and participation well. The students became more active in teaching learning activity. Therefore, it can be concluded that teaching vocabulary through Spidergram can enrich student' vocabulary in procedure text.

MOTTO

وَمَن جَٰهَدَ فَإِنَّمَا يُجَٰهِدُ لِنَفْسِهِۦٓ ...

And whoever strives only strives for the (benefit of) him self.

{Al-'Ankabut: 6}[1]

"Strength does not come from physical capacity. It comes from an indomitable will".

"Kekuatan tidak datang dari kapasitas fisik, tetapi berasal dari kemauan keras".

(quotes: Mahatma Gandhi)[2]

"There is nothing lost or wasted in your strives"

[1] Kementrian Agama RI , *Al-Quran*, (Jakarta: CV. Aneka Ilmu, 2013), p. 359.

[2] Imam Ratrisno, *Kumpulan Petuah Tokoh-tokoh Besar Dunia, Inggris-Indonesia*, (Jakarta: Eska Media, 1995), p. 35.

DEDICATION

This thesis is dedicated to:

- My beloved father and mother (Bapak Turmundi and Ibu Narti'ah), who always give me advice and pray to get success in study
- Honorable, My parent-in-law (Bapak Supingi and Ibu Kuzaemi), who always care and support me in study
- My beloved husband, Nurkamdi, who always loves and supports me to finish my thesis
- My cute son, Muhammad Syarief Al Ghifari, who always gives me spirit everyday

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The researcher realizes that she could not complete this thesis without support, cooperation, help, and encouragement from many people. Researcher gives her sincerest gratitude and appreciation to all people until this thesis can be completely finished. Therefore, researcher would like to extent her appreciation to all of them, especially to:

1. The Dean of Education and Teacher Training Faculty, Dr. H. Raharjo, M.Ed. St.
2. The Head of English Language Education Department, Dr. H. Ikhrom, M.Ag
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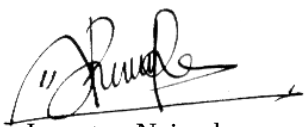
6. All of my lecturers of English Education Department of Walisongo State Islamic University Semarang, who have given insight and experience during my study.
7. All of my friends at UIN Walisongo Semarang and also my friends with the same major in English Language Education Department PBI A, PBI B, and PBI C especially my class PBI B, success for you all.

Finally, the researcher realizes that this thesis is still far from being perfect, therefore, the researcher will happily accepts constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amin.

Semarang, May 19th , 2017

Researcher



Jannatun Naimah

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CHAPTER 1

INTRODUCTION

A. Background of the Research

Language is very important for our life. We use language to communicate each other. We can deliver our massages by language both written and spoken. We can also express our idea by language. But, we have to realize that every social group use different language based on their area. For example, English people speak English as their native language, and an Indonesian speaks Bahasa Indonesia. Allah says in the holy Qur'an surah ar-Rooom 22:[3]

وَمِنْ ءَايَٰتِهِۦ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ إِنَّ فِى ذَٰلِكَ لَءَايَٰتٍ لِّلْعَٰلِمِينَ ٢٢

And His Signs are the creation of heavens and earth and the diversity of your toungues and colours. Surely there are signs in this for those of knowledge. (Q.S. Ar-Room/30: 22)[4]

In this globalization era, English as an international language is very important to learn. In spite of the difficulties in studying English, it is useful to study the language. It plays an important role in our life. There are many benefit which will be achieved if we can use English well. It will give good opportunities in our life, such as education, economy, politics, technology, job opportunity or social network.

Owing the some reasons on functional and communicative approaches to language learning, many important areas of the language that have been neglected. One such area is vocabulary. Vocabulary as a part of language is important to consider. Many vocabularies help us to

[3] Kementrian Agama RI , *Al-Quran*, p. 367.

[4] Mahmud Y. Zayid, *The Quran: An English Translation of the Meaning of the Quran*, (Beirut: Dar Al-Choura, 1980), p. 297.

understand language. We can describe anything, express an idea, read a text or write a text easily, and etc. With limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening and writing.

How important vocabulary to well-known also written in the Holy Qur'an. Allah said Prophet Adam was learning the name of things in the verse of Al-Baqarah 31:[5]

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِنْ كُنتُمْ صَٰدِقِيْنَ ٣١

And He taught Adam all the names all things and then set them before the angels, saying, "Tell Me the names of these if what you say be true." (Q.S. Al Baqarah/2: 31)[6]

Vocabulary has moved to centre stage in foreign language teaching in recent years, is backed by substantial and increasing research (e.g. Carter and Mc Charty 1988; Coady and Huckin 1997; Schmitt and Meara 1997; Singleton 1999; Read 2000). Vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words.[7]

The acquisition of a large number vocabulary is essential for successful foreign and second language learner. It will be better if vocabulary is learned since early. It can start from kindergarten, elementary school, junior high school, and other next level. They can be

[5] Kementrian Agama RI, *Al-Quran*, p. 7.

[6] Mahmud Y. Zayid, *The Quran: An English Translation of the Meaning of the Quran*, p. 4.

[7] Lynn Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 72-73.

recognized some vocabularies from the smallest thing in their environment. They can also use some vocabularies in their daily activity. So, they can memorize well and it will be a good habit for them. They will be easier to learn English without loading on their mind.

For the junior high school students, English skill is very useful for their basic to learn English at senior high school. Lynne Cameron stated "Building up a useful vocabulary is central to learning of a foreign language at primary level".[8]

There are many factors that make the student's vocabulary low. They come from internal factors and external factors. The internal factors mean factors which are from inside of the students themselves such as motivation, interest, intelligence, etc. The external factors mean factors which are from outside of students that effect their learning process such as economic background, learning materials, and teacher's performance including their teaching methods.

In learning process students often have some difficulties or barrier which must be solved. This difficulties can influence their motivation in learning process. It also influence their achievement in learning. Students need suitable teaching technique to make them easier in learning vocabulary. Students will be easier to memorize new vocabularies through a suitable learning technique and resources. The technique and media must be memorable, fun, and interesting. So, the students can enjoy and comfort in learning process. This condition will support learning outcome to get the best result.

The characteristic of students of Madrasah Tsanawiyah Manba'ul 'Ilmin Navi' are different. Some of students are interested in studying

[8] Lynn Cameron, *Teaching Languages to Young Learners*, p.72.

English and other are still difficult to understand English because of limited vocabulary they have. Limited vocabulary cause some students have low motivation to learn. They need a new method or media to build their motivation.

The researcher will teach vocabulary using using spider gram. Spidergram is also called spider map. This is one of Graphic Organizer that is used to investigate and enumarate various aspects theme or topic, helping the students to organize their thought. It looks a bit like a spider's web, bence its name.[9] Researcher hopes the students are more easier to enrich vocabularies by using Spidergram. The activities will be designed uses cooperative learning. Students will work in group and take them to be active in their learning. They will work together with their partner, and the teacher as facilitator which give clear instruction.

B. Research Questions

The Researcher has two research questions based on the problems above. The research questions are as follows:

1. How is the students' participation in the teaching learning through Spidergram to enrich students' vocabulary?
2. How is the improvement of students' vocabulary using Spidergram?

C. Objectives of the Research

[9] Titik Purwoningsih, K2206010, "Improving Students' Vocabulary Mastery through Graphic Organizers (An Action Research at Fifth Grade of SD Negeri Kentingan No.79 Surakarta in the Academic Year 2010/2011), *Thesis*, (Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, 2011), p. 24. http://eprints.uns.ac.id/2345/1/208291111201108431.pdf. Acessed on June 25, 2017 at 20.00. PM.

Considering the problem above, the objectives of this research are as follows:

1. To describe the students' participation in the teaching learning through Spidergram to enrich students' vocabulary.
2. To identify the improvement of students' vocabulary.

D. Pedagogical Significance

The result of the study is expected to be able to give the following benefits for:

1. Researcher

   The researcher will get experience and knowledge directly in teaching vocabulary through Spidergram.

2. Student

   The use of spider gram will make students learn more easily. It also helps students to develop and improve their vocabulary .

3. Teacher

   It is as motivation in choosing appropriate and various learning strategy and the researcher hopes the teacher can use Spidergram as alternative medium in teaching vocabulary on procedure text.

4. Reader

   The reader will get more information from this research.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

In this chapter, the researcher discussed some theories related to the research. They are previous research, literature review, and hypothesis.

E. PREVIOUS RESEARCH

The researcher describes some researches which are relevant to this thesis :

1. Rini Setyawati (113411130)

The thesis is written by Setyawati. Her thesis is "Improving Students' Vocabulary Power through Song." The subject of this research was the students of seventh A 1 grade. The number of the subject was 23. The design research that is used was classroom action research. The researcher conducted pre-cycle, and two cycles on classroom action research.

The technique which were used to collect the data are observations and test. The teaching learning process in cycle 1 and cycle 2 were the classroom action research. The researcher introduced the words that are represented by songs and tests. First, researcher explained about vocabulary, then the researcher gave a song. After that she asked the students to identify the vocabulary of song and write on the whiteboard.

In this research, the researcher analyzed the result from observations and achievement test from each cycle. In pre-test, there are about 39,13% students gave attention maximally to the teacher, the

average of the students' achievement was 5,57. In first cycle, there are about 82,61% of students gave attention to the material and the average of students' achievement was 7,26. In the second cycle all of the students gave attention to the class and the average of students' achievement was 8,39.

Based on the result of the research, it can be concluded that by using songs, teacher can improve students' vocabulary power. It is hoped that it can be valuable as the information resource for students, teachers and the researcher herself.[10]

The similar between both of researches are on the research approach and the discussion. The research is classroom action research and the discussion is about vocabulary. The difference on this previous research is on the teaching media or technique. The previous research uses song as the teaching media and the research uses spidergram as the teaching technique.

2. Titik Purwaningsih. K22106010.

A Thesis is written by Titik Purwaningsih. Her thesis is "Improving Students' Vocabulary Mastery through Graphic Organizers (An Action Research at Fifth Grade of SD Negeri Kentingan No. 79 Surakarta in Academic Year 2010/2011)". Teacher Training and Education faculty, Sebelas Maret University, Surakarta, 2011. The research was conducted in two cycles from July 30 until October 29, 2010 at fifth grade students of SD Negeri Kentingan No. 79 Surakarta.

[10] Rini Setyawati, 113411130, "Improving Students' Vocabulary Power through Song (A classroom Action Research with Seventh Grade Students of MTs Pondok Pabelan magelang in the Academic Year of 2014/2015)", *Thesis* (Semarang: Education and Teacher Training Faculty of UIN Walisongo Semarang, 2015), p.54-83.

The technique of collecting data are qualitative and quantitative method.

graphic organizers are instructional tool used to ilustrate a student or class's prior knowledge about topic or section of the text. Semantic mapping or graphic organizer based on Stahl and vancil (1986) in Coady and Huckin (1992) involves drawing a diagram of the relationship between words according to their use in particular text.

The result of this research show that graphic organizers can improve students' vocabulary mastery. First, the improvement can be seen from the differences between the pre-test and post-test. In pre-test, the mean of the students' score is 41.48 while in the first post-test the mean of the students' score is 67.15 and the mean score of second post-test is 79.81. Second, from the participation of the students in the classroom during the research. Third, the improvement can be known through students' interest. The result of the research implies that English teachers need to choose the appropriate technique in teaching vocabulary. The appropriate technique to teach vocabulary is graphic organizers.

The similar between both of the researches are on the research approach and teaching technique. Both of them discuss about vocabulary and used Graphic organizers.The difference on the previous research is the subject or students' grade. The previous research is teaching in elementary school while this research is teaching in Junior High School.[11]

[11] Titik Purwoningsih, K2206010, "Improving Students' Vocabulary Mastery through Graphic Organizers (An Action Research at Fifth Grade of SD Negeri Kentingan No.79 Surakarta in the Academic Year 2010/2011), *Thesis*, (Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, 2011), p. iii.

3. Attinar Yunieta Putri. 080210401033

A thesis is written by Attinar Yunita Putri. Her thesis is "The Effect of Using Spidergram on the Eighth Grade Students' Vocabulary Achievement at SMP Negeri 8 Jember in the 2013/2014 Academic Year". The purpose of this research was to investigate whether or not there was a significant effect of using Spidergram on the eighth grade students' vocabulary achievement at SMPN 8 Jember in the 2013/2014 academic year.

Spidergram is a technique for gathering and organizing vocabularies by drawing them into a diagram (Gerson and Gerson, 1997:187). Spidergram can stimulate the students' thought to find vocabularies related with the core concept.

The design of this study is quasi experimental research. The subjects were two classes that had the closest mean were chosen as the control class and experimental class. The two classes which had the closest mean score were VIII-A and VIII-B.

Based on the output of independent sample t-test by using SPSS, in the t-test column, it can be seen that the value og sig column in the first row was 0.000 and this value was less than 0.05 ($p < 0.05$). Considering the result of vocabulary test, it was concluded that the use of Spidergram technique had a significant effect on the eighth grade students' vocabulary achievement at SMP Negeri 8 Jember 2013/2014 academic year . So, this technique could be used as consideration to effective the students' ability in mastering vocabulary.

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http://eprints.uns.ac.id/2345/1/208291111201108431.pdf. Acessed on June 25, 2017 at 20.00. PM.

The similar between both of the researches are on the discussion and teaching technique. Both of them discuss about vocabulary and used Spidergram. The difference on the previous research is the research approach. The previous research is experimental research while the research is classroom action research.[12]

F. LITERATURE REVIEW

1. Vocabulary.

a. Definition of Vocabulary

Vocabulary is one of language components besides grammar and pronunciation. Suyanto said that vocabulary is the words are owned by language and they give a meaning if we use that language.[13]Another definition is given by Caroline; she said that vocabulary is the collection of words which is known by the individual.[14]

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[12]Attinar Yunieta Putri, 080210401033, "The Effect of Using Spidergram on the Eighth Grade Students' Vocabulary Achievement at SMP Negeri 8 Jember in the 2013/2014", *Thesis*, (Jember: English education Program, Language and Arts Department Faculty of Teacher Training and Education Jember University, 2014), p. xiii-xiv.

http://repository.unej.ac.id/bitstream/handle/123456789/57580/Attinar%20Yunieta%20Putri%20-%20080210401033_1.pdf?sequence=1. Acessed on June 26, 2017 at 19.00 PM.

[13] Kasihani K.E suyanto, *English for Young Learners*, (Jakarta; PT Bumi aksara, 2010), p. 43.

[14] Caroline T. lines, *Practical language Teaching: young learners*, (New York: McGraw-Hill, 2006), p.121.

According to Barbara, vocabulary is the stock of words which particular person or group know or use.[15] Alderson and Bachman said, "vocabulary is a set of lexemes including single word, compound words and idiom''.[16] Burton said, "vocabulary is the range of language of particular person, class, profession."[17]

From some definition above, the researcher concludes that vocabulary is a set of meaningful words or lexemes in a language which is known and used by people .

b. Kind of Vocabulary

According to Hycraft, There are two kinds of Vocabulary. There are receptive and productive vocabulary. Some people say the devision is "passive" and "active" vocabulary.

1. Receptive vocabulary.

   According to Hycraft (1978) receptive vocabulary is words that students recognizes and understands when they occur in a context, but which he can not produce correctly.

2. Productive vocabulary.

[15] Barbara Ann Kipver, *Random House Webster's College Dictionary*, (UsA: Random house, Inc,2001), p. 1368.

[16] John Read, *Assessing Vocabulary*, (New York; Cambridge University Press,2000).p.17.

[17] S. H Burton, *Mastering English Language*, (Hongkong: Macmillan Press Ltd, 1982), P. 98-99.

Productive vocabulary is words which the student understands, can pronounce correctly and use constructively in speaking and writing.[18]

In addition, according to Celce and Olshtain, there are two kinds of vocabulary, namely content and function words. The content words are the vocabulary that belong to open word classes (words classes that readily accept new words and discard old ones). The content words can be divided into three general classes:

a. Words that refer to a person, a place or a thing that we might call them nouns.
b. Words that express an action, an event or a state are called verbs.
c. Words are used to describe the qualities of thing or action are called adjectives and adverbs.

The function words are vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, preposition, determiners and adverbs).[19]

c. Vocabulary Learning

Discussion of vocabulary learning are often divided between intentional learning and incidental learning.

1. Intentional learning

[18] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*,(Cambridge: Cambridge University Press, 1995), p. 370.

[19] Marianne Celce and Murcia Elite Olshtain, *Discourse and context in Language Teaching*, (New York: Cambridge University Press, 2003),p. 76.

Intentional learning as being designed, planned for, or intended by teacher or student. There is general consensus among L1 vocabulary experts (e.g., Calfee & Drum, 1986; Stahl & Fairbanks, 1986; Beck, McKeown, & Omanson, 1987; Chall, 1987; Drum & Konopak, 1987; Graves, 1987, 1987) that intentional learning, in particular instruction, does aid in the learning word.

2. Incidental learning

Incidental learning as the type of learning that is a by product of doing or learning something else. Most of work with incidental learning has focused on the vocabulary which is learned through reading. This incidental learning of words from reading in particular is apparently quit powerful also in the foreign language (rather than second language) environment.

In fact, after one study with French learners in the United States, the researcher, Dupuy and Krashen (1993) estimated that the learners who participated in reading and watching a film in class acquired approximately five to ten words per hour from incidental learning from a quite difficult text. The research did not test words that could have been learned from regular classroom interaction, so it is possible that students actually acquired even more words incidentally.[20]

[20] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*, p. 368-369.

2. Definition of Spidergram

A spidergram or spider map is a type of graphic organizer that is used to investigate and enumarate various aspects theme or topic, helping the students to organize their thought. It looks a bit like a spider's web, bence its name. The process of creating a spider diagram helps the students focus on the topic and requires the students to review what they already know in order to organize that knowledge[21].

Graphic Organizers are charts, graphs, or diagram, which encourage students to see information as a component of system rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: Semantic word map, story chat, Venn diagram, spider map, network tree, word map, and KWL chart.[22]

According to Bromley, Devitis and Modlo in 1999 Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of concept or topic into a pattern using labels (Bromley, Devitis & Modlo, 1999).[23] Basically graphic organizers are instructional tool used to ilustrate a student or

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[21] Titik Purwoningsih, K2206010, "Improving Students' Vocabulary Mastery through Graphic Organizers (An Action Research at Fifth Grade of SD Negeri Kentingan No.79 Surakarta in the Academic Year 2010/2011), *Thesis*, p. 24. http://eprints.uns.ac.id/2345/1/208291111201108431.pdf.

Acessed on June 25, 2017 at 20.00. PM.

[22] ELL SDAIE Strategies: Instructional Strategies Used throughout the Year. http://orh.sweetwaterschools.org/files/2012/06/EL-SDAIE-Strategies.pdf. Acessed on June 26, 2017 at 20.00 PM.

[23] E-book, Hongkong Curriculum Department Institute, Personal, Social, and Humanities Education Section, *The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics*, (Hongkong: Education Department, 2001), p. 3.

class's prior knowledge about topic or section of the text. Semantic mapping or graphic organizer based on Stahl and vancil (1986) in Coady and Huckin (1992) involves drawing a diagram of the relationship between words according to their use in particular text. [24]

Based on the definition above, the researcher concludes that graphic organizers are visual representation of knowledge in form of chart, diagram, or graph that encourage the students to see the information and develop a topic.

There are many kinds of graphic organizers. Some kinds of graphic organizers are as follows:[25]

a. Circle organizer

This organizer can be used to help students understand the sequence of events in a process. On a sequence circle there is a consecutive flow of events with the last cycling back to the first event. Sequence circles are appropriate to represent the relationship of events that are continuous

b. Data grid

This organizer can be used to help students organize information into different categories. It allows students compare and contrast information according to various criteria. Students are

[24] Titik Purwoningsih, K2206010, "Improving Students' Vocabulary Mastery through Graphic Organizers (An Action Research at Fifth Grade of SD Negeri Kentingan No.79 Surakarta in the Academic Year 2010/2011), *Thesis*, (Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, 2011), p. 22-23.

[25] E-book, Hongkong Curriculum Department Institute, Personal, Social, and Humanities Education Section, *The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics*, p. 14-46.

thus trained to see patterns of information and are able to generate hypotheses.

c. Discussion map

This organizer can be used to help students consider both sides of an issue before drawing conclusion. Students are trained to develop skills in comparing and contrasting points of view from different people.

d. Compare map

This organizer can be used to help students compare two concepts according to a set of criteria. Students can make use of it to record a discussion between two concepts/subjects and as an organizing tool for comparison.

e. Big question map

This organizer can be used to help students improve their research and problem-solving skills. Students are trained to plan their research and investigation of a topic and thus promote their ability to learn and think independently.

f. Star diagrams

Star diagrams are a type of graphic organizer that summarize and organize data about multiple traits or characters, fact, or attributes assosiated a single topic. Star diagrams are useful for basic brainstorming about a topic or simply listing all the major traits related to a theme.

g. A spider map

A spider map (sometimes called a semantic map) is a type of graphic organizer that is used to investigate and enumarate various aspects theme or topic, helping the students to organize

their thought. It looks a bit like a spider's web, bence its name. For example, a spider diagram can be used to find methods that help students study skills (like taking notes, reading, memorizing, etc), and investigate the factors involved in performing each of the methods.

h. A Fishbone map

A fishbone map (sometimes called herringbone map) is a type of graphic organizer that is used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple, visual way. The use of color helps make a fishbone map clearer and easier to interpret.

i. Word boxes

Vocabulary maps or word boxes are graphic organizers that can be useful in helping students learn new vocabulary words. For each new vocabulary word, the students write the word, its definition, its part of speech (noun, verb, adjective, adverb, etc), a synonym, an antonym, draws a picture that ilustrates the meaning of the word, and write a meaningful sentence using the word.

j. Cluster diagrams

Clustee diagrams (also called cloud diagrams) are a type of non-linear graphic organizer that can help to systematize the generation of ideas based upon a central topic. Using this type of diagram, the students can more easily brainstorm a theme, associate about an idea, or explore a new subject.

k. Tree diagrams

Tree diagrams are a type of graphic organizer that shows how items are relate to another. The tree's trunk represents the

main topic, and the branches represent relevant facts, factors, influences, traits, people, or outcomes.

l. Story maps

Story maps are graphic organizers that can be useful in helping students analyze or write a story. This type of analysis is especially good for examining fables and folktales.Story map graphic organizers help students idntify the elements of the story and the theme or moral of the story.

m. Chain diagrams

Chain diagrams also called sequence of events diagram, are a type of graphic organizer that describe the stages or steps in a process. Chain diagrams are useful in examining linear cause – and-effect processes and other processes that unfold sequentially.The students must be able to identify the first step in the process, all of the resulting stages in the procedure as they unfold, and the outcome (the final stage). In this process, the studens realize how one step leads to the next in the process, and eventually, the outcome.

n. Continuum or timeline diagrams

Continuum diagrams are a type of graphic organizer that is used to represent a continuum of data that occur in chronological (time) order or in sequential order. For example, a continuum or timeline diagram can be used to display milestones in a persons's life.[26]

[26] Titik Purwoningsih, K2206010, "Improving Students' Vocabulary Mastery through Graphic Organizers (An Action Research at Fifth Grade of SD Negeri Kentingan No.79 Surakarta in the Academic Year 2010/2011), *Thesis*, p. 23-30. http://eprints.uns.ac.id/2345/1/208291111201108431.pdf.

Spidergram is a diagram with lines and circles for organizing information so that it is easier to use or remember. [27] Spidergram is a technique for gathering and organizing vocabularies by drawing them into a diagram (Gerson and Gerson, 1997:187). Spidergram can stimulate the students' thought to find vocabularies related with the core concept.[28]

The technique is used if the involves investigating attributes associated with a single topic, and then obtaining more detail on each of these ideas.[29]

From some definitions above, the researcher concludes that Spidergram is one type of graphic organizer in form of diagram with lines and circles that has function as a technique for gathering vocabulary and developing topic.

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[27] Cambridge University Press, "Cambridge Advanced Learner's Dictionary and Thesaurus", http://dictionary.cambridge.org/dictionary/english/spidergram. Acessed on July 2, 2017 at 21.00 PM.

[28] Attinar Yunieta Putri, 080210401033, "The Effect of Using Spidergram on the Eighth Grade Students' Vocabulary Achievement at SMP Negeri 8 Jember in the 2013/2014", *Thesis*, p. xiii.

http://repository.unej.ac.id/bitstream/handle/123456789/57580/Attinar%20Yunieta%20Putri%20-%20080210401033_1.pdf?sequence=1. Acessed on June 26, 2017 at 19.00 PM.

[29] Setyo Purwaningsih, 09202241089, "Improving Students' Reading Comphrehension through Graphic Organizersat SMP N 15 yogyakarta in the Academic Year of 2012/2013", *Thesis*, (Yogyakarta: Faculty of Language and Arts Yogyakarta State University, 2013), p. 22-23.

http://eprints.uny.ac.id/21039/1/Setyo%20Purwaningsih%2009202241089.pdf. Acessed on July 03, 2017 at 15.00 PM.

3. Procedure text

Procedure text is piece of text that gives us instruction for doing something.[30] A procedural text is used to do or make something.[31] The social function of procedure text is to describe how something is accomplished through a sequence of action or steps.

The generic structure of procedure text consist of goal, materials, and steps. This is an example of procedure text. The goal is *How to make kolak*.[32] The materials are *500 grams sweet potatoes, two cups thick coconut milk, 90 grams brown sugar, pinch of salt, 2 cups water*. The steps are *First, peel and wash the sweet potatoes and cut them into small squares, boil in 2 cups of water for 10 minutes, In other saucepan, simmer the coconut milk with a pinch of salt and the brown sugar, stirring and being careful that the coconut milk doesn't quite come to the boil, When the sugar is dissolved, put in the sweet potatoes and continue to simmer for about 10 to 15 minutes, until potatoes are cooked, last serve hot.*

The procedure text has some language features. The text focus on generalized human agents, the text use of simple present tense

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[30] KBI, "Procedure text: Defenisi, Tujuan, Jenis, Generic Structure, dan Contoh Terlengkap", http://www.kuliahbahasainggris.com/procedure-text-definisi-tujuan-jenis-generic-structure-dan-contoh-terlengkap/. Accessed on May 06, 2016 at 22.00 PM

[31] Mukarto dkk, *English on Sky 1 for Junior High School Students year VII*, (Jakarta: Erlangga, 2007), p. 198

[32]Yuli Nuriskandar, "15 Contoh Procedure Text", http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html. Accessed on May 06, 2016 at 22.30 PM.

(often imperative), the text use mainly of temporal conjunctions (or numbering to indicate sequence), and using material processes.[33]

4. Material and Procedure

At the beginning of this study, the researcher gives a passage to all of students in the class. The passage is a procedure text. Students have to read the text. The text is made really interesting. Students also will find some new words in text. There are some words will be made different from the other. The word is made in bold. Students will analyze the meaning of the word. The students will work in a group. They will be divided into some groups. So, they can discuss with their friend together.

Student will be asked to make list of the word. The aim of these lists is to find out the words that the students do not know because these words will be taught during the treatment. The students have to indicate their knowledge of the words by write the word in a column of table with two options: '*I know the word*'; '*I don't know the word*'. If the know the word, they have to write the word with the meaning in column *'I know the word'*.

They start to keep a difficult vocabulary by using 'spidergram'. The unknown word will write in a circle in the centre of paper. Then, they have to discuss the word to look for the meaning. They also may to ask the meaning to their teacher. They were also allowed to open dictionary. The researcher or teacher asked them to find out some words which are suitable to follow and related to the

[33] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: AEE, 1995), p. 206.

word in the circle. The word has to suitable to follows the circle word based on the meaning.

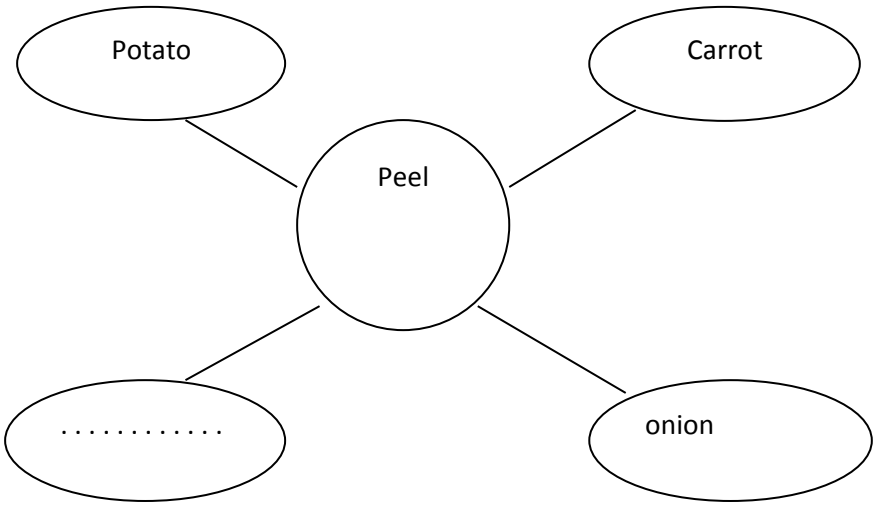

Figure of Spidergram.[34]

The teacher asks a representative of each group to present their result of their work in front of the class. The teacher checks correctness by using collocation dictionary and show the multiple suitable collocation of each word in a board.

[34] Stuart Redman, *English Vocabulary in Use: Pre-intermediate and Intermediate*, (Jakarta: Erlangga, 2001), p. 31.

G. RESEARCH HYPOTHESIS

The hypothesis of this research is that using spidergram can enrich students' vocabulary of the seventh grade students of MTs Manba'ul 'Ilmin Nafi'.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is action research at the Seventh grade students of MTs Manba'ul Ilmin Nafi' Sarang Rembang in the academic year 2015/2016. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriation of certain activities and procedures.[35]Arikunto stated that classroom action research is one of the type of investigation that explains process, cause and effect by using a treatment.[36] This research has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.[37]

From the definition above, the researcher concludes that classroom action research is one of investigation in improving or increasing the practice of learning which can be done by teacher, researcher, and student with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research is qualitative descriptive research uses

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[35] E-book, Jeremy Harmer, *The Practice of English language Teaching, (England:Longman,2003)*,p. 344.

[36] Suharsimi Arikunto, et. all, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2015), p. 1.

[37] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 129.

data observation toward improving students motivation in learning vocabulary through collocation, this data was analyzed through some cycles in action.

Before the researcher did the cycles in action, researcher observed at first research design could be done with some steps as follow:

1. Collected data such as documentation includes the number of the students, students' name list, and pre-test.
2. After the researcher collected the data, she did a pre-test. It purpose is to know the score mean of students' vocabulary before using collocation.
3. The researcher assessed the result of students' vocabulary test in pre-cycle

In this research there were two cycles applied and there were four components in one cycles for doing classroom action research. There were four steps in Classroom action Research, they are planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action).

According to Arikunto stated that there are four steps process in each cycle for doing classroom action research can be explained as follow:[38]

a. Planning

[38] Suharsimi Arikunto, *Penelitian Tindakan untuk Guru, Kepala Sekolah & Pengawas*, (Yogyakarta: Aditya Media, 2010), p. 17-19.

Planning an action research by focusing on who, what, when, where, and how the action will be done. This research was to get information about students participation in English subject.

b. Acting

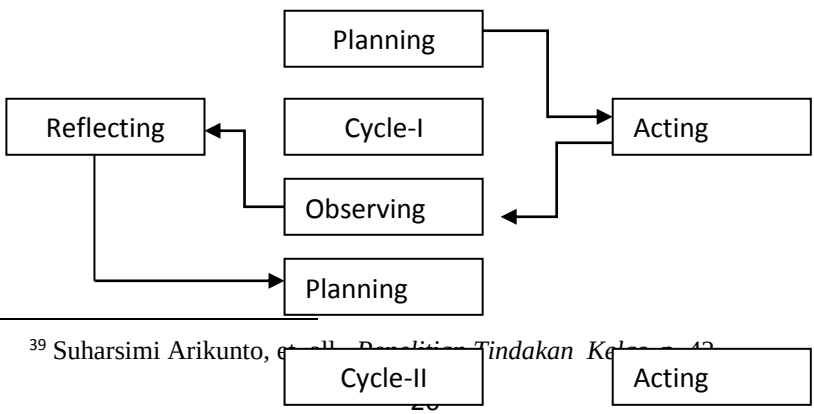
This section discusses about the steps and activities that will be implemented by researcher. In this step, the teaching technique was applied in teaching learning process

c. Observing

In this phase, the researcher observes the teaching learning process. The researcher prepared an observation checklist to know the class condition.

d. Reflecting

Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher can observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives. Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result. The classroom action research cycles model are as follows:[39]



[39] Suharsimi Arikunto, et all, *Penelitian Tindakan Kelas*, p. 42

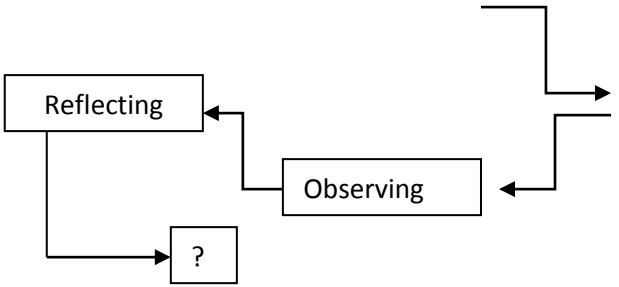


Figure 1. Action Research Cycle

B. Place and Time of Research

This action research was carried out at MTs Manbaul Ilmin Nafi Sarang Rembang. It is located at Jalan Kalipang-lodan KM.04 Sarang Rembang. Researcher choose this school because the location is near from the researcher's house. The research was conducted on March until May 2016

C. The Subject and Collaborator of the Study

a. Subject of the Study

This research directly focuses on the subject that would be investigated. The subject of this study was students of seventh grade VII B of MTs Manbaul Ilmin Navi in the academic year of 2015/2016.

b. Collaborator

The collaborator in this classroom action research is person who helps the researcher to collects the data. The collaborator in this research is the English teacher who teaches English in MTs Manbaul Ilmin Nafi. The teacher is Mr. Sampurno Dwi A, S.Pd.

D. Procedure of the Research

In this classroom action research, the researcher conducted two cycles through spider gram in teaching vocabulary, which was each cycle consist of four steps, they are planning, acting, observing, and reflecting. The researcher conducted two cycles and each cycle was ended by a final test, but before conduct the first cycle she conducted preliminary to know the initial condition of students' vocabulary power in their class. The activities that have done in each cycle are as follow:

a. Preliminary research

Preliminary research was conducted on May 15, 2016. The teacher taught the students use conventional teaching. The researcher observed the students activities and participation in this session to get the information about students' initial condition and to know their problems in teaching learning. After that, the researcher gave the test to check the students' understanding in vocabulary.

After conducting preliminary, the researcher got conclusion that the students' vocabulary was low. It could be seen from their score. Not only their score, there were many students didn't give their attention when the teacher taught them. Then, the researcher decided to conduct the next cycle to solve the problem.

b. The First Cycle

The first cycle conducted on May 22, 2016. In this cycle the researcher prepared some activities that had been done in this first treatment, those are:

1. Planning

There were some activities that had been done by the researcher in planning. She made a lesson plan as guiding to teach vocabulary. Then she prepared observation checklist. She also prepared the teaching material and media. The last, she prepared exercises to test as an instrument.

The teacher also had some activities in this session. He prepared students' attention list. He also helped the researcher to discuss and share the information about material, lesson plan and syllabus.

2. Acting

The researcher did some activities in this session. First, he greeted the students and checked the students' attendance. Then she asked question to the students related to the topic. The material was procedure text. The topic was about food. She explained about procedure text such as generic structure and language features. She also explained about action verb in the text.

After that, she divided the students into some groups. Then she explained the rule and gave instruction related to the activity. She asked the students to choose a difficult word from the list. The difficult word was written in the centre of their paper, and they had to circle the word in the centre. She asked the students to find out the words which are suitable to follow and related to the word in the circle based on the meaning as many as possible. The words was written used Spidergram. Then the researcher asked the representative of each group to

show the result of the collocation in front of the class. Last, she gave the final test to find out the final outcomes of first cycle.

In this session, the English teacher observed the researcher activity and learning processes. He also observed the students response.

3. Observing

The researcher observed students activities using observation checklist. She observed students' attention and participation. It could be seen from students' paid attention, asked question, responded question, accomplished the task, and enthusiastic in teaching learning.

In this session, the English teacher became an observer in the teaching learning process. He used observation checklist to observe how many students who paid attention, asked question, responded to questions, accomplished task, and enthusiastic to English learning.

4. Reflecting

The researcher analyzed the data from the observation checklist and result of the test to find out the improvement of students vocabulary. Then she discussed to the teacher about teaching learning process that had been done to find out the weakness of the cycle. She also discussed about how to improve it to the next cycle.

The teacher and the researcher evaluated the step in teaching learning process. They also discussed the result of the test and observation sheet.

E. **Technique of Collecting Data**

1. Documentation

   Documentation method is used to look for the data concerning matters or the variable that are taken in the form of the note, transcript, book, newspaper, magazine, inscription, notulen, legger, agenda, etc.[40] The researcher used documentation which relate with this research. They were students' name list, students' English mark, lesson schedule, students' worksheet and photo of teaching and learning process.

2. Observation

   According to Sugiyono, observation as data collection techniques have specific characteristics compared to interview and questionnaire. If interviews and questionnaires in constant communication with the people, the observation is not limited to people, but also the surrounding objects.

   Hadi stated that Observation is a complex process, a process that is composed of a variety of biological and psychological processes. two of the most important is the processes of observation and memory.

   In terms of the implementation process of data collection, observation can be divided into non-participant observation and participant observation, then in terms of instrumentation is used,

[40] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 201.

the observations can be divided into structured and unstructured observation.[41]

Observation was used to monitor the students' activities during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they were given explanation, did the task, and to know their difficulties. In conducting this classroom action research, the researcher decided to use observation form.

Table I

Form of Observation Check List

INDICATORS	YES	NO
Paying Attention		
Asking Question		
Responding to Question		
Accomplishing task		
Being enthusiastic an Collocation		

3. Test

[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 145.

A test is a series of questions or exercises and the other instruments used to measure skill, knowledge, and individual or group ability.[42] Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group.

F. Technique of Analyzing

There are two types of data as evidence. They are namely quantitative and qualitative data. The quantitative data are data from written test namely pre-test and post-test. The result of the test is analyzed statistically. Meanwhile, the qualitative data comes from observation noted on field notes.

1. Analyzing Observation

Researcher used observation scheme during the teaching-learning process in pre-cycle research, cycle I, and cycle II. Data from observation described as detail as the researcher will get. Data from observation was grouped based on students' attention toward the lesson, the frequent of asking question, accomplishing task that given by the teacher and being enthusiastic to English game has taken as a clue or indicator for students' vocabulary in Procedure Text using collocation. In this observation, the researcher used systematic observation. According to Arikunto systematic observation is observation that done by researcher with guidance as instrument of observation.[43] The guidance was called

[42] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 193.

[43] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 200.

sign system which contained the list of activities that had been observed, here after the researcher used sign toward students' activities.

The form of sign system observation is as follow:

Table I

Form of Sign System Observation

Indicators	**Yes**	**No**
Paying Attention		
Asking Question		
Responding to Question		
Accomplishing Task		
Being Enthusiastic an using collocation		

The researcher checked in the observation check list. In the end of cycle, the researcher analyzed by calculating the percentage from the check list as the formula below:

$$P = \frac{f}{n} x\ 100\%$$

p = percentage

f = the sum of check list

n = amount of students

2. Analyzing Test

Test is one technique to measure someone's proficiency. Brown states that a test is a method of measuring person's ability, knowledge or performance in a given domain. Test is preparing administrative procedure that occurs in identifiable times in a curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.[44] The researcher used score on students' proficiency on students' vocabulary in Procedure Text. The researcher used mean formula to know the average of students' score and to check the increasing of students' vocabulary in Procedure Text, mean defined as "the total number of score divided with the total number of student". The pattern of mean as follow:[45]

$$M = \frac{\sum X}{N}$$

X= the total scores of students

N= the total number of students

G. Indicator of Achievement

The students' success and failure in doing the planned activities assessed by referring to the increasing students' vocabulary

[44] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson, 2004), p. 3.

[45] Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 49.

achievement through Spidergram. The proficiency could be said that they are successfully is gained by students if the students have improvement in every cycle.

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher would like to describe and discuss the result of the research. The researcher would describe the students' participation and the students' improvement in learning vocabulary by using collocation. The researcher used Classroom Action Research as the field of research methodology. Then as the result of the research would be presented by the result of the research and the analysis of the collected data during did the research that involved Pre Cycle, Cycle I, and Cycle II.

A. Description of the Data

The research was conducted by using classroom action research. The research consist of pre-cycle, cycle I and cycle II. Before conducted the cycle I, the researcher did the preliminary research (pre-cycle) to measure student's competence in learning vocabulary.

1. Pre- Cycle

The pre-cycle was conducted on May 15, 2016. In this activity, the students' was taught by conventional method. Conventional teaching or traditional teaching refers to a teaching method involving instructors and students interacting face-to-face manner in the classroom. Students receive the information passively and reiterate the information memorized in the exams.[46] The traditional (or

[46] Yap Wei Li, "Transforming Conventional Teaching Classroom to Learner-Centered Teaching Classroom, Using Multimedia-Mediated Learning Module", *International Journal of Information and Education Technology*., (Vol. 6, No. 2, 2016), p. 105-106. www.ijiet.org/vol6/667-K00013.pdf

conventional) teaching methods are teacher-centered and include the use of lectures and discussion while the problem solving element is presented by and discussed with the instructor; the syllabus, the teaching materials and the students assessments are determined by the tutor and transmitted to students in various lectures.[47] In this cycle, teacher just showed a procedure text to the students. Then teacher choose some vocabularies from the text. After that teacher read the vocabularies and asked students to imitate him. I saw that student's attention in this class only 47,06%. It influenced process of receiving English material by students from the teacher. There were not all students responding to question from the teacher. The students which responded the question only 23,5%. It showed that many students still have less motivation to respond and participate the activity in the class.

In this cycle, the teacher taught material of procedure text about food. In this case the teacher did not use a media to support his teaching process. He just asked his students to memorize some vocabularies from the text. It made them were bored to memorize all vocabularies one by one without interesting way. The students were not active during learning process. Students' enthusiastic only 41,17. It showed that many students were not interested to the activity.

After that, the researcher gave written test for the students. There were 10 items matching picture, and 10 items multiple choices

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Accessed on October 28, 2016. 08.00 AM.

[47] Belias Demitrios et. all, "Traditional Teaching Method VS. Teaching trough the Application of Information and Communication Technologies in the Accounting Field: Quo Vadis?". *European Scientific Journal* 9, 28, 2013, 76. http://eujournal.org/index.php/esj/article/view/1885. Accessed on October 28, 2016. 07.30 AM

of test. The test was followed by 17 students of seventh grade of MTs Manbaul Ilmin Nafi' Sarang Rembang. The result of the test would be data of students' achievement before taught trough Spidergram as a technique in teaching vocabulary.

2. First Cycle

The first cycle was conducted on May 22, 2016. In this cycle the researcher began teach this class. She applied Spidergram to teach vocabulary in this class. The material was procedure text about food. Researcher asked students to make a list of word in a table. The table consist of two columns, these were 'I know the word' and 'I don't know the word'. The further result would be explained as follows:

a. Planning

There were some activities in planning which had been done by the researcher. She made a lesson plan to teach in the first cycle. The material was procedure text. The topic is about food. The lesson plan used KTSP.

Then She made a media for teaching. She used sticking media to teach because there was not LCD in the school. It contained the example procedure text.

She also prepared some papers to teach collocation. She delivered some papers for each group. The paper was used to write the collocation.

The researcher also prepared an observation checklist. The purpose was to know the students' participation and respond in the class.

The last, She prepared exercises for test. The test had been done to know the students' competence and the result of the teaching.

From the planning, the researcher used lesson plan to implement activities which would be done. The researcher used KTSP format for her lesson plan, because the school still used KTSP. There were there parts of activities such pre-activities, main activities, and post activities.

In pre-activities, the researcher prepared all of thing needed for teaching and started to teach students. Firstly, the researcher greeted students, checked student's attendance. Then in the main activities the researcher divided students into five groups. Each group learned vocabulary trough collocation enthusiastically. And in the post activities the researcher asked representative of each group to come forward and read aloud the vocabulary from the discussion.

b. Acting

There were some activities which had been done in acting. At the beginning, the researcher informed to the students that the material is about procedure text. The topic was about How to make something.

Then students were divided into five group. Each group consist of 3 until 4 students to learn vocabulary trough collocation. The researcher explain the rule of the activity. After that the researcher gave a text and white paper for each group. She asked to discuss the text and find out the collocation.

Each group made a list of vocabulary from the text into a table. The table consist of two column. *'I know the word'* and '*I don't know the word'*. The wrote some vocabularies in column *'I know the word'* if they knew the meaning of the word. And they wrote some difficult vocabulary in column *' I don't know the word'* if they didn't know the meaning.

Then the researcher asked the students to choose a difficult word from the list. The difficult word was written in the centre, and they have to circle the word in the centre of paper.

After that the researcher asked the students to find out the words which were suitable to follow and related to the word in the circle based on the meaning as many as possible. The words were written in form of spidergram.

Then After the researcher asked the representative of each group to show the result of the spidergram in front of the class.

Researcher checked the correctness of the task with the students together. The researcher also gave conclusion about the material which had been learned.

The last, the researcher gave students a test to measure student's achievement in the first cycle.

c. Observing

In observation step, the researcher observed the event that happened during teaching and learning process. The researcher observed the activity by using the observation guide. The step were as follows:

1. The researcher observed the activeness and attention of students in the classroom during teaching learning process.

2. The researcher observed the students' response when they were asked by teacher
3. The researcher observed the students' task, they accomplished the task or not

d. Reflecting

There were students who were not involved by using spidergram. They were still passive and didn't join in the discussion. So, it must be revised to involved whole students in using spidergram for the next cycle.

There were some students still confused to find out the suitable word which was relevant in the spidergram . So, it must made the students more understand in the next cycle. She also had to make clearer instruction in the next cycle.

Some students were still unconfident when they read a text and the result of their spidergram. So, the researcher had to give motivation to the students in the next cycle.

After the researcher and the collaborator evaluate the score and observation checklist, the researcher decided to conduct the next cycle better.

3. Second Cycle

The Second Cycle was done based on the result of reflection in the first cycle. It was conducted on May 24, 2016. It was same with the first cycle. It contained of teaching learning process through spidergram. But, the material is different. So, The are some new vocabulary from the text.

The problem in the first cycle in the first cycle were some students still had difficulties to find out the the words which were

suitable to follow and related to the word in the centre of spidergram, and there were some students not involved discussion well. So, the researcher tried to encourage to find out the problem solving. She made clearer instruction in this cycle. She tried to improve her attention to the students activity during learning process. She also gave motivation to students. The complete procedure could be seen as follows:

a. Planning

The researcher did some activities in planning of cycle two. First, she identified the problem in the first cycle and found the way to solve the problem. She also made a lesson plan to teach in cycle two. The material was procedure text with different title from cycle 1.

Then the researcher prepared a media for teaching. She showed an example of procedure text in a big paper. She stamped the paper on the blackboard in front of the class.

She also prepared some papers for using spidergram in the teaching learning. Students needed the white papers to write some words in the spider gram .

The last, the researcher prepared observation checklist and exercises for students. She prepared the observation checklist to know the students participation in second cycle, and prepared the exercises for test.

b. Acting

The researcher did some activities in acting of second cycle. First, the researcher informed to the students about the material. the material had same topic. But, the tittle is different.

Second, the researcher divided students into 5 groups to learn vocabulary through spidergram. Teacher explained the rule of the activity. then she gave a text and exercises to each group. The exercises consist of five questions. she also gave a white paper to write the collocation.

Each group made a list of vocabulary from the text into a table. The table consist of two column. *'I know the word'* and '*I don't know the word'*. The wrote some vocabularies in column *'I know the word'* if they knew the meaning of the word. And they wrote some difficult vocabulary in column *' I don't know they word'* if they didn't know the meaning.

Then, the researcher asked the students to choose a difficult word from the list. The difficult word was written in the centre, and they have to circle the word in the centre of paper. She asked the students to find out some words which were suitable and relevant to follow the word in the centre as many as possible. The words were written in form of spidergram.

After that the teacher asked the representative of each group to show the result of the spidergram in front of the class. Researcher checked the correctness of the task with the students together. the researcher also gave conclusion about the material which had been learned.

The last the researcher gave students a test to measure student's achievement in the second cycle

c. Observing

In observation step during cycle 2 did not different from the previous cycle, The researcher also observed the events that

happened during teaching and learning process. The researcher observed the activity by using observation guide. The steps were as follows:

1. The researcher observed the activeness and attention of students in the classroom during teaching learning process.
2. The researcher observed the students response when they were asked about the material.
3. The researcher observed the students' task, they accomplished the task or not.

d. Reflecting

The analysis of the second cycle showed that the result was better than the first cycle. There was improvement from first cycle to second cycle. In the first cycle the mean of score was 85,88 And the mean of score in the second cycle was 88, 82. The result in the second cycle made researcher was satisfied.

B. The Analysis of the Result

1. Pre Cycle

In this cycle, the teacher taught procedure text about how to make thing. The topic is food. In this case, the teacher did not use media to support the teaching learning. He just asked the students to read the text and vocabulary. The teacher read the vocabulary and the meaning, and then asked the students to repeat after him. He also asked

to students to memorize some vocabularies in the procedure text. It made the students bored.

The students did not show their activeness. They only tried to read and memorize the vocabulary. Some of them did not pay attention to the teacher's explanation. They looked sleepy in the class. After that the researcher give a test to measure the students' competence.

Table 1

The observation checklist of pre cycle

INDICATORS	Total of Students			
	Yes	%	No	%
Paying Attention	8	47,06 %	9	52,94 %
Asking Question	2	11,76 %	15	88,23 %
Responding to Question	4	23,52 %	13	76,47 %
Accomplishing Task	8	47,06%	9	52,94 %
Being enthusiastic to English learning	7	41,17 %	10	58,82 %

Then the percentage of the observation score was found out by this formula:

Score= Total Score X 100%

Maximum Score

According to data of observation checklist above, it can be concluded that only less of students are active and enthusiastic in the learning process. The major of students were not active in the class. It

could be seen from their participation in asking question, responding question, and accomplishing task. It showed that the students needed different learning technique to improve their motivation and participation.

Then, the score of test had been counted as follow:

Table 2

Score of Test in Pre Cycle

No	Student's Name	Score
1	A Jauhari	25
2	A Sugiyanto	85
3	Abdul Aziz	45
4	Ainur Rohmah	60
5	Bayu Firman Maulana	45
6	Dolim	50
7	Dzakirun Mustofa	45
8	Kholifatun	50
9	M Khasib Kamil	70
10	Muwaffaqah	65
11	Rohmatun Nikmah	60
12	Siti Rohmawatul Hikmah	65
13	Siti Zahroh	65
14	Siti Zuliyah	70
15	Wasiatun Najah	70
16	Wasitotul Munawaroh	45
17	Wulandari	60
	Total Score	975

To know the mean of students' score, the formula is as follow:

$$M = \frac{\sum X}{N}$$

M = The average of students' score

∑X = Total Score

N = The number of students

$$M = \frac{\sum X}{N}$$

$$= \frac{975}{17}$$

= 57,35

2. First Cycle

In this cycle the researcher began to implement spider gram to learn vocabulary. The material was procedure text about How to make something. The topic was about food. In the first cycle, the collaborator also did observation as below:

Table 3

The observation checklist of first cycle

INDICATORS	Total of Students			
	Yes	%	No	%
Paying Attention	12	70,58 %	5	29,41 %
Asking Question	11	64,70%	6	35,29 %
Responding to Question	12	70,58 %	5	29,41 %
Accomplishing	17	100%	0	0%

Task				
Being enthusiastic to English learning	12	70,58%	5	29,41%

Then the percentage of the observation score was found out by this formula:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

Based on data of observation checklist above, it can been concluded that there were differences between before and after applied spidergram. Students joined English learning enthusiastically. They were more paid attention and active in the class. It could be seen from percentage of paying attention, asking question and responding to question.

Then after giving test to the students, the researcher gave the score as the result of the test. The score of all students had been counted as follow;

Table 4

Score of Test in Cycle I

No	Student's Name	Score
1	A Jauhari	95
2	A Sugiyanto	95
3	Abdul Aziz	60
4	Ainur Rohmah	85

5	Bayu Firman Maulana	90
6	Dolim	80
7	Dzakirun Mustofa	70
8	Kholifatun	70
9	M Khasib Kamil	95
10	Muwaffaqah	100
11	Rohmatun Nikmah	85
12	Siti Rohmawatul Hikmah	95
13	Siti Zahroh	85
14	Siti Zuliyah	80
15	Wasiatun Najah	100
16	Wasitotul Munawaroh	90
17	Wulandari	85
	Total score	1460

$$M = \frac{\sum X}{N}$$

M = The average of students' score

ΣX = Total score

N = The number of student

$$M = \frac{\Sigma X}{N}$$

$$= \frac{1460}{17}$$

= 85,88

From the result above, there was significant improvement compared with the result of Pre cycle. The mean of score was 85,88. But, the researcher was less satisfied because there was student still get score under 70. It should be increased again to make the research more successful. So, she tried to conduct better in the next cycle.

3. Second Cycle

In the second cycle the researcher used spidergram again. The material was procedure text. The topic was food. But, the title was different from the first cycle. In The researcher also more paid attention to the students. She also reminded the students about the regulation of using spidergram in their discussion. She made the instruction clearer in this cycle. So, the students were more understand to do the activity.

In this cycle the collaborator also did observation in the class as below:

Table 5

The observation checklist of second cycle

INDICATORS	Total of Students			
	Yes	%	No	%
Paying Attention	17	100%	0	0%
Asking Question	13	76,47%	4	23,52%
Responding to Question	15	88,23%	2	11,76%
Accomplishing Task	17	100%	0	0%
Being enthusiastic to	17	100%	0	0%

English learning				

According to result of the observation checklist above, the students was involved in the teaching learning process. They was more enthusiastic and active in the class. They participated well in teaching learning process. The asked some questions related to the topic. They also discussed well. It made different atmosphere in the class.

After that the researcher did a test for second cycle. Then the researcher compared the result of this test with the result of previous test.

Table 6

Score of Test in Cycle II

No	Student's Name	Score
1	A Jauhari	85
2	A Sugiyanto	90
3	Abdul Aziz	80
4	Ainur Rohmah	90
5	Bayu Firman Maulana	90
6	Dolim	90
7	Dzakirun Mustofa	85
8	Kholifatun	80
9	M Khasib Kamil	100
10	Muwaffaqah	100
11	Rohmatun Nikmah	75
12	Siti Rohmawatul Hikmah	85
13	Siti Zahroh	90

14	Siti Zuliyah	95
15	Wasiatun Najah	100
16	Wasitotul Munawaroh	85
17	Wulandari	90
	Total score	1510

$$M = \frac{\sum X}{N}$$

M = The average of students' score

ΣX = Total score

N = The number of student

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1510}{17}$$

= **88,82**

The analysis in the second cycle showed that the result of the test is better than pre cycle and first cycle. The improvement in the second cycle might be caused by reflecting in the first cycle. In is second cycle the researcher more paid attention to the students. She also gave some questions related to the procedure text. So, the vocabulary was more meaningful in their mind.

C. The Analysis of Whole Cycle

1. The result of test

The result of the test from the pre cycle until second cycle can be seen in the table below:

Table 7

No	Name	Pre cycle	Cycle 1	Cycle 2
1	A Jauhari	25	95	85
2	A Sugianto	85	95	90
3	Abdul Aziz	45	60	80
4	Ainur Rohmah	60	85	90
5	Bayu Firman Maulana	45	90	90
6	Dolim	50	80	90
7	Dzakirun Mustofa	45	70	85
8	Kholifatun	50	70	80
9	M Khasib Kamil	70	95	100
10	Muwaffaqoh	65	100	100
11	Rohmatun Nikmah	60	85	75
12	Siti Rohmawatul Hikmah	65	95	85
13	Siti Zahroh	65	85	90
14	Siti Zuliyah	70	80	95
15	Wasiatun Najah	70	100	100
16	Wasitotul Munawaroh	45	90	85
17	Wulandari	60	85	90
	Sum	**975**	**1460**	**1510**
	Average	**57,35**	**85,88**	**88.82**
	Min	**25**	**60**	**75**
	Max	**85**	**100**	**100**

Table 8

Comparison the average of Students' scores o Pre Cycle, Cycle 1, Cycle 2

No	Cycle	Mean
1	Pre Cycle	57,35
2	First Cycle	85,88
3	Second Cycle	88,82

The average of students' score in pre cycle was 57,35. It showed that the result was not good. In the first cycle, the average of students' score was 85,88. It showed that there was improvement after applied spidergram. That was good result. In the second, the average of students' score was 88, 88. The result of second cycle better than the first cycle. There was also improvement and the result was more satisfying. So, the use of spider gram to enrich students' vocabulary in procedure text at seventh grade of MTs Manba'ul Ilmin Nafi' was success. It could be seen from their score in the first cycle and second cycle. There was significant improvement.

2. The result of observation

Classroom observation checklist was used to observe students' behavior during teaching learning process. The students' was observed by the English teacher in the class. The observation was done to find out the students activeness and students participation in the learning process. The observation checklist were include paying attention, asking question, responding to question, accomplishing task, and being enthusiastic to learning English.

The result of the observation checklist from pre cycle until second cycle as follow:

Indicators	Total of Students

	Pre Cycle	Cycle 1	Cycle 2
Paying Attention	8	12	17
Asking Question	2	11	13
Responding to Question	4	12	15
Accomplishing task	8	17	17
Being enthusiastic to English learning	7	12	17

From the data above, it could be analyzed by calculating the percentage from the checklist as the pattern below:

Indicators	**Pre Cycle**	**Cycle 1**	**Cycle 2**
Paying Attention	47,06 %	70,58 %	100 %
Asking Question	11,76 %	64,70 %	76,47 %
Responding to Question	23,52 %	70,58 %	88,23 %
Accomplishing task	47,06 %	100 %	100 %
Being enthusiastic to English learning	41,17 %	70,58 %	100 %

a. The Students' Attention to the Teacher

There were 8 students paid attention to the teacher's explanation during pre cycle. Some of them were noise, talked with their classmates, and sleepy. So it showed that was less attention from the students

In cycle 1, the number of students who paid attention was increased. There were 12 students paid attention to the researcher's

explanation during treatment. I began to use spidergram in this cycle. Most of students focused to the researcher's explanation. But there were 5 students still did not pay attention. They did something else such as talked with their friend and drew something in their book.

After that, all of students in the class paid attention to the teacher's explanation in cycle 2. There were 17 students in the class. They looked paid attention more serious. All f them focused to the explanation.

Overall, the result of observation in students' attention toward explanation was increase from pre cycle, cycle 1, until cycle 2.

b. Asking Question

The second indicator which was observed was asking question. I observed how many students who asked question in the teaching learning process. It included students' activeness and students' participation. There were only 2 students asked question in pre cycle. The other students just kept silent and looked afraid to ask something. It showed that their activeness were still poor. They were not participate well in the class.

In cycle 1, the number of students' asked question increased. There were 11 students asked question in this cycle. Students were more active in this cycle. They participated well in the class. They asked question about vocabulary, meaning, and how to find the collocation. But, there were still 6 students just silent and did not ask something to the researcher.

The result of cycle 2 showed that the number of students who active in the class increased from 11 to 13 students. Most of them were more confident to ask. Some of them asked about new vocabulary and they tried to remember it.

Overall, the result of observation during pre-test, cycle 1, and cycle 2 in asking question was increased. Students became active step by step.

c. Student's Respond to Question

The third indicator in the observation was student's respond to question. The researcher and the teacher observed how many students who responded and answered to question orally. Beside that, the researcher and the teacher also observed if the response positive or negative.

In pre cycle, There were only 4 students responded to question from the teacher. It showed that the result was poor, because 13 students did not respond to the question. Most of them looked lazy to respond and some of them were confuse to respond.

The result of cycle 1, there were 12 students responded to questions from researcher. It showed that the response increased from 4 to 12. This was good result. They showed their spirit to answer and respond some questions from the researcher. But, There were still 5 students still did not give their response. Might be they did not understand well with the material.

Then, in the cycle 2 students showed their spirit well to respond some questions from the researcher. The result was increase from 12 students to 15 students responded questions.

Most of them looked enthusiastic and more understand to answer some questions from the researcher

So, there was progress from the students in each cycle. It could be seen from the number of students who respond to question in each cycle.

d. The students' Accomplishing Task

The fourth indicator in the observation was students' accomplishing task in learning vocabulary. There were 8 students who did the task well. Most of them were still confused to accomplish the task from the teacher. There were 9 students who did not accomplish the task well. They were not serious. They just daydreamed, talked with their friend and made a noise.

The number of students who accomplished the task seriously increased 17 in cycle 1. All of students in the class did the task well. They did the task seriously. They felt that the use of spidergram in learning vocabulary was very useful for them. That was different way for hem in learning vocabulary. So, they looked entertained to accomplished the task.

In cycle 2, the number of students who accomplished the task were still same with in cycle 1. There were 17 students who accomplished the task well. It mean that all of students accomplished the task. They were more serious and spirit in this cycle than in the first cycle.

Overall, the result of observation showed that the students' seriousness in accomplishing the task increased from pre cycle until cycle 1 and cycle 1.

e. The students being Enthusiastic in English learning.

The fifth indicator in the observation was students enthusiastic in learning English. Many students thought that English was very difficult lesson to learn. It made only 7 students who were interested in English learning in pre cycle. They did not show their enthusiastic in English learning. They looked did not have motivation to learn. They felt bored with the teacher's method

In cycle 1, the number of students being enthusiastic increased significantly. There were 12 students being enthusiastic in English learning. They looked spirit and interested in learning process. They were more active in the class. They tried to discuss and did the activity well.

Then in the cycle 2, all of students in the class were enthusiastic in learning English. There were 17 students in the class. They were more active and full of spirit in their discussion. The activity increased their motivation in English learning.

Overall, the result of observation in aspect students being enthusiastic in English learning increased from pre cycle, cycle 1, and cycle 2. It could be seen from the students number who being enthusiastic in each cycle.

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RESEARCH SCHEDULE IN CLASSROOM ACTION RESEARCH

Teacher : Sampurno Dwi Atmojo, S.Pd.

Researcher : Jannatun Naimah

Class : VII B

No	Activities	Date
1	Preliminary visit (meet the teacher)	26-03-2016
2	Meeting the teacher to make sure the material	16-04-2016
3	Meeting the headmaster to give research permission	7-05-2016
4	Meeting the teacher to make sure the start of the research	8-05-2016
5	Doing the research (Pre-cycle)	15-05-2016
6	First Cycle	22-05-2016
7	Evaluation of cycle 1	23-05-2016
8	Second cycle	24-05-2016
9	Evaluation of cycle 2	25-05-2016
10	Give the whole result to the teacher	29-05-2016

Students' Name of VII B

No	Student's Name	Sex
1	A Jauhari	Male
2	A Sugiyanto	Male
3	Abdul Aziz	Male
4	Ainur Rohmah	Female
5	Bayu Firman Maulana	Male
6	Dolim	Male
7	Dzakirun Mustofa	Male
8	Kholifatun	Female
9	M Khasib Kamil	Male
10	Muwaffaqah	Female
11	Rohmatun Nikmah	Female
12	Siti Rohmawatul Hikmah	Female
13	Siti Zahroh	Female
14	Siti Zuliyah	Female
15	Wasiatun Najah	Female
16	Wasitotul Munawaroh	Female
17	Wulandari	Female

DAFTAR NILAI SISWA MTSMANBA'UL ILMIN NAFI'

SEMESTER : GASAL/GENAP
TH PELAJAR : 2015/2016
MATA PELAJARAN : BAHASA INGGRIS
KELAS : VII B

| NO | NAMA | TANGGAL/BULAN | | |

STUDENTS' SCORE OF VII B

No	Name	Pre cycle	Cycle 1	Cycle 2
1	A Jauhari	25	95	85
2	A Sugianto	85	95	90
3	Abdul Aziz	45	60	80
4	Ainur Rohmah	60	85	90
5	Bayu Firman Maulana	45	90	90
6	Dolim	50	80	90
7	Dzakirun Mustofa	45	70	85
8	Kholifatun	50	70	80
9	M Khasib Kamil	70	95	100
10	Muwaffaqoh	65	100	100
11	Rohmatun Nikmah	60	85	75
12	Siti Rohmawatul Hikmah	65	95	85
13	Siti Zahroh	65	85	90
14	Siti Zuliyah	70	80	95
15	Wasiatun Najah	70	100	100
16	Wasitotul Munawaroh	45	90	85
17	Wulandari	60	85	90
	Sum	**975**	**1460**	**1510**
	Average	**57,35**	**85,88**	**88.82**
	Min	**25**	**60**	**75**
	Max	**85**	**100**	**100**

PERANGKAT PEMBELAJARAN

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan : SMP
Kelas/Semester : VIII/1

Nama Guru : Sampurno Dwi Atmojo, S.Pd.
NIP /NIK : -
Sekolah : MTs Manba'ul Ilmin Nafi'

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

SILABUS PEMBELAJARAN

Sekolah : **MTs Manbau'ul Ilmin Nafi'**

Kelas : **VII (tujuh)**

Mata Pelajaran : **Bahasa Inggris**

Semester : **2 (dua)**

Standar Kompetensi : 7. Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur	1. Percakapan singkat memuat ungkapan-ungkapan : Contoh: *A :Pass me the pencil, please!* *B :Sure. Here you are.* *A : Give me a piece of paper, please!* *B : Sure, Here*	1. Tanya jawab tentang berbagai hal terkait materi 2. Membahas kosakata dan tata bahasa: *noun phrase, adjective, adverb, verb* yang terkait dengan meminta dan memberi jasa, meminta	Merespon ungkapan-ungkapan : 1.Meminta & memberi jasa 2. Meminta & memberi barang	Tes lisan a. Tes tulis b.Unjuk kerja Tes lisan	Merespon ungkapan Matching T / F Merespon tindakan Memberi jawaban	*1. Listen to the expression and respond to it* *2. Listen to the expression and match it with the suitable response*	2x40 menit	- *script* percakapan - rekaman media elektonik: kaset, VCD , DVD film

: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta	*You are.* *A : Did you come here yesterday?* *B : I did.* 2. Tata Bahasa • *Simple Past tense* • *Quantifiers* 3. Kosa kata • Kata terkait tema • Kata terkait jenis teks 4. Ungkapan Baku Sure Please	dan memberi barang, meminta dan memberi fakta 3. Mendengarkan percakapan sesuai dengan materi 4. Menjawab pertanyaan sesuai dengan isi percakapan 5. Menjawab pertanyaan tentang struktur percakapan	3.Meminta & memberi fakta		singkat	*3. Listen to the dialoque and decide whether it is TRUE or FALSE.* *4. Pass me the pencil, please.* *5. Give short answer*		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani (*courage*)								
7.2 Merespon makna dalam percakapan transaksional *(to get things done*) dan interpersonal (bersosialisasi) sangat	Percakapan singkat memuat ungkapan-ungkapan : Contoh : *1.A: What do*	1. Mendengarkan dan merespon introduction tentang topik materi yang akan disampaikan	Merespon ungkapan-ungkapan : 1. Meminta dan memberi pendapat	Tes lisan Tes Lisan	Merespon ungkapan Merespon ungkapan	*Respond to the following expressions orally.* *1. A: What do you think?*	2x 40 menit	*Script* percakapan di buku teks Rekaman percakapan buatan: CD ,VCD

sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turur : meminta dan memberi pendapat dan menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal	*you Think?* *B: Not bad* *2.A: I like tea* *B: I dont I like milk* *3.A:.Are you sure ?* *B : I am* *4.A: Are you?* *B : Yes, I am* Tata Bahasa • Verb : Like, need, want Kosa kata • Daily need • Kata terkait jenis teks Ungkapan Baku • Not bad • Great	2. Mendengarkan dan merespon penjelasan kosakata dan tatabahasa tentang topik materi yang akan dipelajari 3. mendengarkan percakapan transaksional dan interpersonal tentang topik materi yang dipelajari 4. mengidentifikasi tindak tutur ungkapan-ungkapan yang diperdengarkan 6. merespon ungkapan-ungkapan yang diperdengarkan	2.Menyatakan suka dan tidak suka 3.Meminta klarifikasi 4. Merespon secara interpersonal	Tes tulis Tes tulis	pilihan ganda jwbn singkat	*B: .Not .....* *2. A: What do you like to drink?* *B: .....* *3. A: Are you sure?* *B: .....* *a. Ok b. Fine c. Alright d. I am* *4. A: I'm happy* *B: Are you?* *A:……*		,DVD, film Rekaman percakapan otentik

❖	**Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani (*courage*)					

SILABUS PEMBELAJARAN

Sekolah : **MTs Manba'ul Ilmin Nafi'**

Kelas : **VII (tujuh)**

Mata Pelajaran : **Bahasa Inggris**

Semester : **2 (dua)**

Standar Kompetensi : 8. Mendengarkan

Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkung	• Teks fungsional pendek berupa : 1. Instruksi 2. Daftar barang 3. Ucapan Selamat 4. Pengumuman • Kosakata terkait tema dan jenis teks	1. *Brain storming* tentang kosakata terkait materi 2. Membahas kosakata dan tata bahasa terkait materi tentang : *noun, noun phrase, adjective, verb, adverb*. 3. Mendeng	1.Merespon makna dalam teks fung-sional pendek : - Instruksi - Daftar barang belanjaan - Ucapan selamat - Pngumu	Tes lisan Tes tulis Unjuk kerja Test Lisan Tes Tulis	Jwbn singkat -Pilihan ganda - melengkapi Melakukan perintah	*Listen to the text and answer the questions.* *Listen to the text and choose the best option.* *Listen to the text and complete the*	2x40 menit	*script* : di buku guru tentang : instruksi - daftar barang - ucapan selamat - pengumum-an Rekaman

an terdekat	• Ciri kebahasaan teks fungsional : - instruksi - daftar barang - ucapan selamat - pengumuman	arkan teks fungsional yang menggunakan gambit-gambit *attention please, thanks, excuse me, sorry*. 4. Menjawab pertanyaan sesuai dengan isi teks yang didengar 5. Menjawab pertanyaan tentang struktur teks fungsional yang didengar	man 2. Menentukan Fungsi komuni-katif teks yang didengar. 3. Menentukan ciri kebahasaan dari masing-masing teks fungsional yang didengar		Jawaban Singkat Uraian singkat	*sentences.* *Listen to the instruction and do it !* *What is the purpose of the text* Listen and write all the verbs stated in the text Listen and write all the verbs stated in the text		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*respons*								

			ibility) Berani (*courage*) Ketulusan (*Honesty*)					
8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure	• Teks monolog berbentuk: 1. DeskriptIf 2. prosedur • Kosakata terkait tema / jenis teks • Ciri kebahasaan teks deskriptif dan procedur. • Langkah retorika teks deskriptif / prosedur	1. Mendengarkan dan merespon tentang berbagai hal terkait tema / jenis teks yang dibahas. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang muncul dalam teks deskriptif / prosedur 3. Mendengarkan model monolog teks deskriptif /prosedur 4. Menjawab pertanyaan secara lisan tentang isi teks deskriptif /prosedur 5. Menyebut	• Merespon informasi dalam teks lisan monolog berbentuk : - Diskriptif - Procedur • Menentukan ciri kebahasaan teks yang didengar. • Menentukan fungsi komunikatif teks yang didengar.	Tes lisan Tes tulis Tes tulis	Pertanyaan lisan Pilihan ganda Pilihan ganda	*Listen and answer the following questions* *Listen to the text and choose the best answer by crossing a,b,c or d* *Listen to the text and choose the best answer by crossing a,b,c or d*	2x40 menit	*Script* teks monolog deskriptif/prosedur dalam buku guru Rekaman teks monolog deskriptif /prosedur

		kan fungsi komunikatif teks yang didengar. 6. Mengidentifikasi kata kerja dari teks yang didengar. 7. Mendengarkan teks deskriptif / prosedur lainnya.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani (*courage*) Ketulusan (*Honesty*)								

SILABUS PEMBELAJARAN

Sekolah : **MTs Manba'ul Ilmin Nafi'**

Kelas : **VII (tujuh)**

Mata Pelajaran : **Bahasa Inggris**

Semester : **2 (dua)**

Standar Kompetensi: 9. Berbicara mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan	Percakapan singkat memuat ungkapan-ungkapan : Contoh: *1.A : Pass me the pencil please!* *B : Sure. here you are.* *2.A : Give me the paper*	1. Tanya jawab yang berkaitan dengan materi 2. Membahas kosakata dan tata bahasa*: noun, adjective, adverb, noun phrase*	* Bertanya dan menjawab berbagai informasi : 1.Meminta dan memberi jasa 2.Meminta dan memberi barang	Unjuk kerja Tes Lisan Unjuk	*Bermain peran* Merespon ungkapan Bermain peran	*1. Perform the dialogue with your friend in the front of the class!* *2. Listen to the expression and respond to it , example :* *a. Pass me the salt, please.* *b. Give me the paper,*	4x40 menit	• *Script* percakapan dari buku teks • Alat peraga • Rekaman

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta	*Please!* *B : Sure, here it is.* *3.A: Did you come here yesterday ?* *B : I did* *Tata Bahasa* *- Verbs: Like, need, want* *- Simple Past Tense* *Kosakata* *- Kata Terkait tema dan jenis teks ungkapan baku* *- Here it is* *- Here you are*	3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi 4. Berlatih dengan teman menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi 5. Berman perang menggunakan ungkapan yang telah dipela	3.Meminta dan memberi fakta	kerja		*please.* *c. Did you come late?* *3. Create a dialoque based on the role cards and perform it.*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		jari.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*)								•
9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done)* & interpersonal (bersosialisai) sangat sederhana dengan menggunakan ragam	1. Percakapan singkat memuat ungkapan-ungkapan : Contoh : *A : What do you think of this?* *B : Not bad* *A : I like tea* *B : I don't* *A : Are you sure* *B : I am*	1. Mendengarkan dan merespon pertanyaan tentang topik materi yang akan disampaikan 2. Mendengarkan dan merespon pembahasan tentang kosakata dan tatabahasa yang	Bertanya dan menjawab berbagai Informasi : 1. Meminta & memberi pendapat 2. Menyatakan suka dan tidak suka 3. Meminta klarifikasi 4. Merespon secara interpersonal	Unjuk kerja Tes lisan Unjuk kerja Tes lisan	*Bermain peran* Daftar pertanyaan Bermain peran Menjawab singkat	*Perform a dialogue about asking and giving opinion with your own words!* *Answer the following questions orally!* *Create a dialoque based on the role cards and perform* it	4x40 menit	*Script* percakapan dalam buku teks *Script* otentik Rekaman percakapan Alat peraga

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dantidak suka, meminta klarifikasi, merespon secara interpersonal	*A :Do you?* *B : I do* 2. Tata Bahasa - Verb be - Verb do - Verb have 3. Kosa kata • Kata terkait tema • Kata terkait jenis teks 4. Ungkapan Baku • Wonderful ! • Excellent !	terkait dengan topik materi yang akan disampaikan 3. Mendengarkan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari 4. Menirukan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari 5. Melakukan percakapan				Give your positive response a. D b. A c. C d. D		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		transaksional dan interpersonal dengan teman dengan materi yang dipelajari						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*)								

SILABUS PEMBELAJARAN

Sekolah : **MTs Manba'ul Ilmin Nafi'**

Kelas : **VII (tujuh)**

Mata Pelajaran : **Bahasa Inggris**

Semester : **2 (dua)**

Standar Kompetensi : 10. Berbicara Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima	1. Teks fungsional pendek berbentuk : 1. Instruksi 2. Daftar barang 3. Pengumuman 4. Ucapan selamat 2. Tata Bahasa • Imperatives • Quantifiers 3. Kosakata Kata	1. Tanya jawab yang berkaitan dengan materi 2. Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb 3. Meniruk an ungkapan-ungkapan yang digunakan dalam percakap	Mengungkapkan makna dalam teks fungsional pendek berbentuk : – Instruksi – Daftar barang – Pengumuman – Ucapan selamat ▪ Memberi instruksi secara lisan. ▪ Menyebutkan daftar barang tertentu. ▪ Mengumu	Unjuk kerja	Uji petik berbicara	*1. Give instrtruction to your friend orally based on the picture.* *2. Mention the things you find in ...* *3. Announce a certain information to your friend* *4. Say something to*	4x40 menit	- *Script* percakapan dari buku teks - Alat peraga

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
untuk berinteraksi dengan lingkungan terdekat	terkait jenis teks 4. Ungkapan Baku • Well done • Congratulations • Happy birthday	an sesuai materi 4. Mendengarkan teks fungsional / pendek 5. Menjawab pertanyaan tentang isi teks yang didengar. 6. Menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi dengan teman berpasangan 7. Menggunakan ungkapan-ungkapan sesuai dengan materi dalam keadaan/ situasi nyata	mkan sesuatu ▪ Mengucapkan selamat			*your friend when ...* *a. He/She got good score at english test* *b. won the game*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani (*courage*)								
10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk	1. Teks monolog berbentuk : • *Descriptive* • *Procedure* 2. Kosa kata terkait tema / jenis teks. 3. Ciri kebahasaan teks deskriptif / prosedur 4. Tata Bahasa • Present	*1.* Mendengarkan dan merespon berbagai hal tentang teks deskriptif /prosedur 2. Memperhatikan dan merespon penjelasan tentang kosakata dan tatabahasa dalam teks monolog Deskriptif/prosedur tentang Tea*/How to make a cup of tea.* 3. Mendengarkan model monolog	1. Mengungkapkan berbagai informasi dalam teks monolog berbentuk - *Descriptive* - *Procedure* 2.Menyebutkan fugsi komunikatif teks yang didengar. 3.Menyebutkan ciri kebahasaan teks yang didengar.	Tes lisan Unjuk kerja	Daftar pertanyaan *Uji petik berbicara* *Uji petik berbicara*	*Answer the following questions orally!* *2.a. Describe something / someone with your own words orally in front of the class!*	4x40 menit	*Script* monolog teks deskriptif/ prosedur dalam buku teks *Script* otentik Rekaman monolog Alat peraga

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
descriptive dan *procedure* T e ns e • Imper at iv es 5. Ungkapan Baku We you	lisan tentang teks deskriptif /prosedur 4. Mendiskusikan dalam kelompok *draft* monolog mendeskripsikan kembali, menyampaikan prosedur dengan kata-kata sendiri 5. Melakukan monolog lisan secara individu	4.Melakukan monolog dalam bentuk deskriptif / prosedur				*2.b. Tell your friends how to do something (make a cup of tea)*		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
			Tekun (*diligence*)					

SILABUS PEMBELAJARAN

Sekolah : **MTs Manba'ul Ilmin Nafi'**

Kelas : **VII (tujuh)**

Mata Pelajaran : **Bahasa Inggris**

Semester : **2 (dua)**

Standar Kompetensi : **11. Membaca Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berter	1. Teks fungsional pendek berupa : Instruksi Daftar barang Ucapan selamat pengumuman 2. Tatabahasa - Adverb phrase - Noun Phrase - Adj Phrase 3. Kosakata	1 Tanya jawab yang berkaitan dengan materi 2 Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb 3 Mendengarkan contoh membacanyaring yang dilakukan guru	1.mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa: - Instruksi - Daftar barang - Ucapan selamat - Pengumuman 2.Merespon	Tes tulis Tes lisan Esai Unjuk kerja	Esai Pilihan Ganda Jawaban Singkat Uji petik membacanyaring	*1.write down the answers completely* *2.Choose the best answer by crossing a,b,c,d* *3.Answer the questions orally* *4.Read the text aloud.*	4x40 menit	Buku teks Yang relevan Teks otentik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
ima yang berkaitan dengan lingkungan terdekat	- Kata terkait tema dan jenis teks Ungkapan baku - Listen, Please - Attention, please	4 Berdiskusi dengan teman menjawab pertanyaan bacaan 5 Menjawab pertanyaan bacaan secara lisan individual 6 Membaca nyaring bergiliran	berbagai informasi dalam teks fungsional pendek 3.Membaca nyaring teks fungsional / pendek.					
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
			(*courage*)					
11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/*	1.Teks Esei berbentuk *deskriptive/procedure* 2. Kosakata terkait tema / jenis teks. 3.Ciri kebahasaan teks : - *procedure* - *descrptive* 4.Ungkapan baku - *Delicious !* - It smells good !	1. Mendengarkan dan merespon *introduction* tentang teks deskriptif /prosedur dengan topik materi yang akan dibaca. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks deskriptif /prosedur yang akan dibaca 3. Memperhatikan penjelasan tentang langkah retorika teks	1. Mengidentifikasi berbagai informasi dalam teks descriptive dan procedure *2. Mengidentifikasi* fungsi komunikatif teks deskriptif / procedure. 3. Mengidentifikasi langkah retorika teks deskriptif /prosedur 4menyebutkan	Tes lisan Tes tulis Tes tulis	Daftar pertanyaan Uraian Pilihan Ganda Jawaban singkat	*1. Read the text carefully and then answer the following questions briefly!* *2. Answer the questions based on the text.* *3.Choose the correct Answer* *List all the verbs started in the text*	4x40 menit	Buku teks Yang relevan Teks otentik Alat peraga

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
procedure		deskriptif /prosed-ur 4. Mengidentifikasi langkah retorika dalam kerja kelompok 5. Mengidentifikasi berbagai informasi dalam kerja kelompok 6. Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri	ciri kebahasaan teks descriptive / procedure.					
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*)								
11.3 membaca nyaring bermakna teks fungsio	• Teks Esei berbentuk *descriptive / procedure.*	1 Mendengarkan dan merespon hal-hal yang	Melafalkan kata, frasa dan kalimat dengan baik dan benar	Tes unjuk kerja	Melafalkan	*1. Pronounce the following words or phrases*	2x40 menit	Buku teks Teks otentik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
nal dan esai pendek dan sangat sederhana berbentuk *descriptive/ procedure* dengan ucapan, tekanan dan intonasi yang berterima	• *Pronunciation* • *Intonation* • *punctuation*	perlu diperhatikandalam kegiatan membaca nyaring teks *descriptive/procedure* tentang pentingnya *pronunciation, intonation, punctuation,* kualitas suara *2* Mendengarkan model membaca nyaring teks *descritive/procedure* 3 Meniruk an membaca nyaring dengan intonasi dan jeda sesuai model 4 Membac a nyaring sendiri dengan	• Membaca kata frasa dan kalimat dengan intonasi yang benar • Membaca nyaring teks descriptive/ procedure dengan baik dan benar.		Intonasi Uji petik Membaca nyaring	*correctly!* *2. Read the following sentences by applying correct intonation!* *3. Read the following text loudly!*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		lafal, intonasi, dan jeda yang baik dan benar						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

SILABUS PEMBELAJARAN

Sekolah : **MTs Manba'ul Ilmin Nafi'**

Kelas : **VII (tujuh)**

Mata Pelajaran : **Bahasa Inggris**

Semester : **2 (dua)**

Standar Kompetensi : **12. Menulis Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar	1. Teks fungsional Instruksi Daftar barang Pengumuman Ucapan selamat 2. Kosakata terkait tema / jenis teks. 3. Ciri kebahasaan teks fungsional. 4. Tanda Baca 5. Spelling	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative* 3. Membuat frasa,	• Menuliskan fungsional pendek berbentuk : - Instruksi - Daftar barang - Pengu	Test tulis Tes tulis Penugasan	Melengkapi Menyusun kata acak Esai bebas Tugas rumah	*1. Complete the sentences* *2. Rearrange the words into good sentences* *3. Write down your own shopping list based on the situation given.* *4. Write*	4x40 menit	- Buku teks - Alat peraga - Tempat-tempat umum yang ada teks fungsional

dan berterima untuk berinteraksi dengan lingkungan terdekat		kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas	muman - Ucapan Selamat • Menulis kalimat sederhana			*down list of instructions to be on time to school* *5.Write a greeting card to your friend on his/her birthday* *Listen and make a draft of retelling descriptive/procedure text*		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*)								

Kompetensi Dasar	**Materi Pembelajaran**	**Kegiatan Pembelajaran**	**Indikator Pencapaian Kompetensi**	**Penilaian**			**Alokasi Waktu**	**Sumber Belajar**
				Teknik	**Bentuk Instrumen**	**Contoh Instrumen**		
12.2	• Teks monolog	1. Mendengarkan	1. Melengkapi	Tes tulis	melengkapi	*1.*	6x40	Buku teks

Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam	berbentuk • *Descriptive / procedure* • *Unsur bahasa terkait teks.* • *Langkah retorika terkait teks.* • *Spelling* • *Tanda baca*	dan merespon introduction tentang penulisan teks monolog deskriptif / prosedur. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif / prosedur 3. Memperhatikan dan membaca teks deskriptif / prosedur. 4. Menulsi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif / prosedur. 5. Menulis	teks - *descriptive* - *procedure* 2. Menyusun teks 3. Menulis teks berbentuk - *Descriptive/ procedure*		menyusun teks Esai	*Complete the blank spaces Correctly.* *2. Arrange the jumbled sentences into a good descriptive/ procedure text* *3. Write down a simple descriptive/ procedure text based on the picture / with your own words*	menit	Alat peraga Teks otentik

teks berbentuk *descriptive/ procedure*		teks deskriptif / prosedur dengan struktur teks yang benar.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Mengetahui;
Kepala Madrasah

Abdul Jalil , S.Pd.I

Rembang, 5 Juli 2015
Guru Mapel Bahasa Inggris

Sampurno Dwi Atmojo, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

(Pre - Cycle)

Nama sekolah	: MTs Man'baul Ilmin Nafi'	
Mata Pelajaran	: Bahasa Inggris	
Kelas/Semester	: VII (Tujuh) / 2	
Standar Kompetensi	: 11.	Membaca Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar	: 11.2	Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/ procedure*
Aspek/Skill	: Membaca	
Alokasi Waktu	:2 x 40 menit	

Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

- **Karakter siswa yang diharapkan :**

  Dapat dipercaya (Trustworthines)

  Rasa hormat dan perhatian (*respect*)

  Tekun (*diligence*)

  Tanggung jawab (*responsibility*)

Materi Pembelajaran

Teks monolog berbentuk *deskriptive/procedure*

Kosakata terkait tema / jenis teks.

Ciri kebahasaan teks :

- *procedure*
- *descrptive*

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

Pertemuan Pertama Dan Kedua.

A.Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks deskriptif/prosedur yang akan dibaca
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - ➢ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - ➢ Membantu menyelesaikan masalah;

- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan

konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar

- Buku teks yang relevan
- Kaset/CD
- *Script* percakapan dan/atau rekaman percakapan
- Gambar-gambar yang relevan

Penilaian

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
1. Mengidentifikasi berbagai informasi dalam teks descriptive dan procedure *2. Mengidentifikasi*	Tes lisan Tes tulis	Daftar pertanyaan Uraian	*1. Read the text carefully and then answer the following questions briefly!* *2. Answer the questions based on the text.*

fungsi komunikatif teks deskriptif / procedure. 3. Mengidentifikasi langkah retorika teks deskriptif /prosedurmenyebutkan ciri kebahasaan teks descriptive / procedure.	Tes tulis	Pilihan Ganda Jawaban singkat	*3.Choose the correct Answer* *List all the verbs started in the text*

- Bentuk: Uraian
- Instrumen:

  📖 *Answer the questions based on the text*.

- Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Rembang, May 15, 2016

Researcher

Jannatun Naimah

NIM. 123411056

Teacher

Sampurno Dwi Atmojo, S.Pd

NIP. 197312112007101001

Head Master of MTs Manbaul Ilmin Nafi'

Abdul Jalil S.Pd.I

NIP.

LESSON PLAN

(Pre - Cycle)

School Name	: MTs Man'baul Ilmin Nafi '
Subject	: English
Class / Semester	: VII (seven) / 2
Standard of Competence	: 11. Reading Understand the meaning of the functional written text and very simple short essay form *of descriptive* and *procedure* relating to the immediate environment
Basic Competence	: 11.2 Respond to the meaning and rhetoric steps accurately, fluently and accepting in a very simple essay related to the immediate environment in the form *of descriptive* text / *procedure*

Aspect / Skill: Reading

Time Allocation: 2 x 40 minutes

Learning objectives

At the end of the lesson, students can understand the functional meaning of the text and write a very simple short essays a in the form *of descriptive* and *procedure* relating to the immediate environment

- **Students' character are expected:** Trustworthiness

  Respect

  diligence

  responsibility

Learning materials:

Descriptive monologue form or *procedure*

Vocabulary related to the theme or text type.

Language Features of text:

-procedure

-descriptive

Learning Methods: Three phase technique

Steps Activity

First And Second Meeting.

A. Pre-Activities

Apperception

- Questions and answers about writing text and very simple form *of descriptive* and *procedure* relating to the immediate environment

Motivation:

- Explains the importance of the material that will be learned and must be mastered by students

B. Core Activities

Exploration

In exploration activities, the teacher:

- Involves learners seek broader and deeper information about the topic or theme of the material to be studied by applying natural principles of being a teacher and learning from a variety of sources;
- Pays attention to explanation of vocabulary and grammar relating to the descriptive or procedure text that will be read
- Uses a variety of learning approaches, instructional media, and other learning resources;
- Facilitates the interaction between all learners and between learners and teachers, environment, and other learning resources.
- Involves learners actively in any learning activities and
- Facilitates learners to experiment in the laboratory, studio, or field.

Elaboration

In the elaboration of activities, teacher:

- Customizes learners to read and write in variation through certain meaningful tasks.
- Facilitates learners by giving assignments, discussions, and others to come up with new ideas both orally and in writing.
- Provides an opportunity to think, analyze, solve problems, and act without fear.
- Facilitates learners in cooperative and collaborative learning.
- Facilitates learners in a healthy competition to improve learning achievement.
- Facilitates learners make good exploration report made orally or in writing, individually or in groups;
- Facilitates learners to present individual and group work.
- Facilitates learners do exhibitions, tournaments, festivals, as well as products produced
- Facilitates learners engage in activities that grow pride and self-confidence of learners.

Confirmation

In confirmation of activities, teacher:

- Gives positive feedback and reinforcement in the form of oral, written, signed, and gifts to the success of learners,
- Provides confirmation of the results of exploration and elaboration of learners through a variety of sources,
- Facilitates learners to reflect to gain a learning experience that has been done,
- Facilitates learners to gain significant experience in achieving the basic competencies by:
    - Serves as a resource and facilitator in answering questions of students who faced difficulties, using standardized language and correct.
    - Helps solve the problem;
    - Gives reference so that learners can check the results of exploration.
    - Provides information for further exploration.
    - Provides motivation to learners who lack or have not actively participated.
- Teachers ask questions about things that are not yet known by students

- Teachers together students use question and answer to confirm misconceptions, provide reinforcement and inference.

C. Closing Activities

In the closing activity, the teacher:

- together with the learners and or his self makes a summary or concluding lesson
- Assesses and reflections of the activities that have been carried out consistently and well managed.
- Provides feedback on the process and learning outcomes
- Plans follow-up activities in the form of remedial learning, enrichment programs, counseling services and provides good task assignments individually or in groups according to the results of learners
- Delivers the lesson plan at the next meeting.

Learning Resources

- The relevant text books
- CD/Cassette
- *Script* conversations and / or recording conversations
- The relevant picture

Assessment

Indicators	Assesment technique	Instrument form	Instruction
1. Identifying information in the descriptive and procedure text	Oral test	A list of questions Commentary	*1. Read the text carefully and then answer the following questions briefly!*
2. Identifying communicative function descriptive or procedure text	Writing test	Multiple Choice Short Answer	*2. Answer the questions based on the text.* *3.Choose the correct Answer*
3. Identifying the rhetorical step descriptive text or procedure text and mentioning the language feature of descriptive text or procedure text	Writing test		*List all the verbs started in the text*

- Form: Essay test

- Instrument:
  - *Answer the questions based on the text . Answer the questions based on the text.*
- Assessment rubric

Commentary	Score
Correct Answer	2
The Answer is not quite right	1
Wrong Answer	0

Rembang, May 15, 2016

Researcher

Jannatun Naimah

NIM. 123411056

Teacher

Sampurno Dwi Atmojo, S.Pd

NIP. 197312112007101001

Head Master of MTs Manbaul Ilmin Nafi'

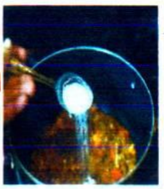
Abdul Jalil S.Pd.I

NIP.

Nama : A. Jauhari
Kls : VII B

15

Look at the picture and match them with the right expression!



(1) fry the fish (2) add the salt (3) chop the meat (4) ~~Boil the milk~~ stir the tea

(5) Peel the onion (6) ~~Heat~~ the oil (7) ..... (8) Break the egg

(9) Boil the milk (10) .....

f. Break the egg	a. Boil the milk
g. Peel the onion	b. Slice the onion
h. Fry the fish	c. Pour the water
i. Stir the tea	d. Heat the oil
j. Chop the meat	e. Add the salt

Choose either a, b, c, or d for the right answer!

1. First, ……..the onion before slice it
   a. Boil
   b. Slice
   c. Peel
   d. Pour

2. ..... .the milk into a glass
   a. Boil
   b. Pour
   c. Slice
   d. Heat

3. ……..the bread into a very thin pieces.
   a. Peel
   b. Pour
   c. Heat
   d. Slice

4. ……..the oil in a frying pan.
   a. Heat
   b. Slice
   c. Boil
   d. Add

5. Fry ……..until smell out
   a. The coffee
   b. The tea
   c. The onion
   d. The bread

B: 5 X 5 = 25

6. ……..the milk into a pan for 10 minute
   a. Boil
   b. Fry
   c. Peel
   d. Add

7. .....coffee powder and hot water until mix well.
   a. Heat
   b. Pour
   c. Peel
   d. Stir

8. Then, …….the salt on the fried rice to make better taste
   a. Heat
   b. Add
   c. Fry
   d. Boil

9. Chop ……. into a very thin pieces
   a. The Garlic
   b. The fish
   c. The egg
   d. The salt

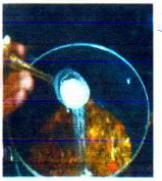
10. Break…….into a bowl.
    a. The fish
    b. The garlic
    c. An egg
    d. An onion

Nama : Siti ramma watul HIFmah

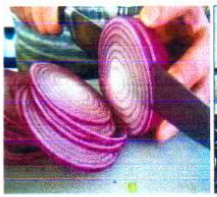
No absen : 17

65

Look at the picture and match them with the right expression!



(1) Fry the Fish (2) g. Peel the onion (3) a. Add the salt (4) c. Pour the water



(5) Slice the onion (6) d. Heat the oil (7) i. Stir the tea (8) f. Break the egg

(9) a. Boil the milk (10) j. Chop the meat

f. Break the egg	a. Boil the milk
g. Peel the onion	b. Slice the onion
h. Fry the fish	c. Pour the water
i. Stir the tea	d. Heat the oil
j. Chop the meat	e. Add the salt

Choose either a, b, c, or d for the right answer!

1. First, ……..the onion before slice it
   a. Boil
   b. Slice
   c. Peel
   d. Pour

2. ..... .the milk into a glass
   a. Boil
   b. Pour
   c. Slice
   d. Heat

3. ……..the bread into a very thin pieces.
   a. Peel
   b. Pour
   c. Heat
   d. Slice

4. ……..the oil in a frying pan.
   a. Heat
   b. Slice
   c. Boil
   d. Add

5. Fry ……..until smell out
   a. The coffee
   b. The tea
   c. The onion
   d. The bread

B: 13 X 5 = 65

6. ……..the milk into a pan for 10 minute
   a. Boil
   b. Fry
   c. Peel
   d. Add

7. .....coffee powder and hot water until mix well.
   a. Heat
   b. Pour
   c. Peel
   d. Stir

8. Then, ……..the salt on the fried rice to make better taste
   a. Heat
   b. Add
   c. Fry
   d. Boil

9. Chop ……. into a very thin pieces
   a. The Garlic
   b. The fish
   c. The egg
   d. The salt

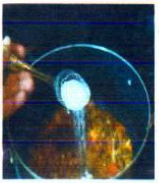
10. Break……..into a bowl.
   a. The fish
   b. The garlic
   c. An egg
   d. An onion

Name : A. Sugianto

No absen : 02

85

Look at the picture and match them with the right expression!



(1) Fry the fish (2) Peel the onion (3) Add the salt (4) Pour the water

(5) Slice the onion (6) Heat the oil (7) Stir the tea (8) Break the egg

(9) Boil the milk (10) Chop the meat

f. Break the egg	a. Boil the milk
g. Peel the onion	b. Slice the onion
h. Fry the fish	c. Pour the water
i. Stir the tea	d. Heat the oil
j. Chop the meat	e. Add the salt

Choose either a, b, c, or d for the right answer!

✓ 1. First, ……..the onion before slice it
   a. Boil
   b. Slice
   ~~c.~~ Peel
   d. Pour

2. ..... .the milk into a glass
   a. Boil
   b. Pour
   c. Slice
   d. Heat

3. ……..the bread into a very thin pieces.
   a. Peel
   b. Pour
   c. Heat
   d. Slice

4. ……..the oil in a frying pan.
   a. Heat
   b. Slice
   c. Boil
   d. Add

B = 17 X 5 = 85

5. Fry ……..until smell out
   a. The coffee
   b. The tea
   c. The onion
   d. The bread

6. ……..the milk into a pan for 10 minute
   a. Boil
   b. Fry
   c. Peel
   d. Add

7. .....coffee powder and hot water until mix well.
   a. Heat
   b. Pour
   c. Peel
   d. Stir

8. Then, …….the salt on the fried rice to make better taste
   a. Heat
   b. Add
   c. Fry
   d. Boil

9. Chop ……. into a very thin pieces
   a. The Garlic
   b. The fish
   c. The egg
   d. The salt

10. Break…….into a bowl.
   a. The fish
   b. The garlic
   c. An egg
   d. An onion

PRE CYCLE

Form of Observation Check List

Pre-Cycle

INDICATORS	Total of Students			
	Yes	%	No	%
Paying Attention	8	47,06 %	9	52,94 %
Asking Question	2	11,76 %	15	88,23 %
Responding to Question	4	23,52 %	13	76,47 %
Accomplishing Task	8	47,06 %	9	52,94 %
Being enthusiastic to English learning	7	41,17 %	10	58,82 %

Rembang, May 15, 2016

Researcher

Jannatun Naimah

NIM. 123411056

Teacher

Sampurno Dwi Atmojo, S.Pd

NIP. 197312112007101001

LESSON PLAN OF CYCLE I

School : MTs Manba'ul Ilmin Nafi'

Subject : English

Class/Semester : VII/2

Theme : How to make things

Skill : Reading

Duration : 2 X 40 minutes

A. Standard of competence
   understand the meaning of the short functional written text and very simple short essay form of descriptive and procedure relating to the immediate environment
B. Basic Competence:
   1. Respond to the meaning and rhetoric steps accurately, fluently and accepted in a very simple essay related to the immediate environment in the form of procedure text
   2. Read aloud a meaningful functional text and very simple short essay form of procedure by pronunciation, stress and intonation are acceptable.
C. Indicator:
   1. Identifying the variety information in the procedure text
   2. Identifying about vocabulary and grammar relating to the procedure text that will be read

3. Mentioning the language feature of procedure text
4. Pronouncing words, phrases and sentences properly
5. Reading words, phrases and sentences with correct intonation
6. Reading aloud the procedure text well and correctly

D. Learning aim

By the end of the lesson, the students are able to:

1. Pronounce words, phrase, and sentences correctly
2. Mention the variety vocabularies relating to the procedure text.

E. Method: reading, and discussion

F. Technique: Spidergram

G. Learning material

1. Definition of Procedure Text

   Procedure text is piece of text that gives us instruction for doing something. A procedural text is used to do or make something. The social function of procedure text is to describe how something is accomplished through a sequence of action or steps.

2. **Generic Structure**:
   - Goal
   - Materials
   - Steps

3. **Language Feature:**

   a. Using Simple Present Tense and Using an imperative form (Prepare mushrooms, add some sugar, etc.)
   b. Using temporal conjunction (connectives) : (First, firstly, second, secondly, then, after that … etc)
   c. Use mainly of *Material Processes*

The material of the procedure text is How to make a fruit ice (Es buah)

How to make fruit ice

Material:

- Ice
- Apple
- Strawberries
- Jackfruit
- Melon
- Mango
- Avocado

- sugar water
- milk

Steps :

First, Peel the apple, avocado, melon, mango and jackfruit.

Second, Cut the fruits round or dice

Then, Boil sugar with water until cooked for about 30 minutes.

Next, Put the fruits that have been cut round pieces or dice in serving glass

Then, to taste Pour the sugar water into a glass

Next, put ice cubes into the glass, and pour the milk on ice fruit.

Last, put the decorations on the glass with a piece of strawberry on it.

4. Vocabularies

   Action verbs:

   a. Peel = Mengupas
   b. Cut = Memotong
   c. Boil = Merebus
   d. Put = Meletakkan
   e. Chop = Mencincang
   f. Slice = Mengiris

g. Heat = Memanaskan
h. Fry = Menggoreng
i. Add = Menambahkan

H. Learning Activities

Activities	Time	Sample of
Pre- activities • Teacher greets students	10 minutes	• Asssalamualaikum wr.wb. Good morning students. How are you today?
• Teacher asks the students to prayer		• Lets open our lesson today by reciting Basmallah together
• Teacher checks students attendance		• Who is absent today?
• Teacher gives stimulus to the students		• What's your favorite food?
• Teacher tells the goal of the study		• In our meeting today we will learn about procedure text. We will learn the generic structure, language feature and also the vocabularies in the text

• Teacher gives motivation to the students **Main Activities** ***Exploration*** • Teacher show a procedure text in front of the class (by sticking a text in the blackboard) • Teacher ask one of students to read the text in front of the class • Teacher stimulates the students to find out the generic structure of the		• Ok students…. Let's start our lesson today with full of spirit and • Ok student's. Let's see the text. What do you think about the text? • Who want to read this text?. Ok, Please (the name of student) come forward and read this text. • Do you know why I give different color in this sentence? Can you mention where the ingredient is?

procedure text • Teacher show the language feature of the text • Teacher points the action verbs in the text and show the meaning • Teacher pronounce the action verb and asks the students to imitate her. ***Elaboration***	50 minutes	• From the sentence in the text, we can mention the language feature of the text. The text using temporal conjunction (first, second, then, or next). Can you find the other language feature? • In imperative form of the sentence, we will focus on action verb , such as (boil, stir, pour, and etc). • Okay, I will pronounce these words and please repeat after me!

• The teacher divides the students into 4 or 5 groups. • The teacher gives the text for each groups • The teacher asks the teacher to read the text • The teacher asks the students make a list of the action verb in the text in the		• Okay… I will divide you into four group • Okay, I give you a text. This is an procedure text • Please, read the text carefully! • After read the text, please analyze the action verb in the text. And then make a list of the verbs. You will make two column " I know the word" and "I don't know the word". If you know the meaning of the word , please write the word in a column, "I know the word ,"and also give the meaning of

		word. If you don't know the meaning of the word, please write the word in column "I don't know the word".
• The teacher asked the students to make a Spidergram		• Please start to make a Spidergram on your paper!
• The teacher asks the students to write the word that they don't know the meaning in a circle		• After that please write the word that you don't know the meaning in a circle form in the centre of paper!
• The teacher asks the students to find out some words which are		• Then, please find out some words which are suitable to follow and related to the word in the circle !. For example:

suitable to follow and related to the word in the circle		Peel **the potato**, peel **the onion.** Please make it in form of Spidergram!
• The teacher asks the representative of each groups to show the result their work		• Okay….Please, one of representative of each group to come forward and show your work result
Confirmation		
• Teacher give reviews by checking the correctness of the task and show the Spidergram in		• Okay, now we are going to check the correctness of the task together. I also will show the true vocabulary in the Spidergram.

the blackboard **Post-activities** • Teacher and students conclude the lesson • Teacher give a test • Teacher gives motivation to the students • The teacher	20 minutes	• Okay I will conclude our material today. We learn about procedure text. We learn about the generic structure and the language feature of the text. And don't forget that there are many action verb in procedure text that very important to learn. • Well…. I will give you a test to check your understanding about our lesson today. • Please improve your English by studying at home • Okay….I think enough

closes the meeting		for our meeting today. Thank you for your nice attention. Let's close our meeting today by reciting hamdallah together. Wassalamualaikum wr.wb

H. Sources:

English on Sky 1 for Junior High School Students year VII, (Jakarta: Erlangga, 2007), and Internet

I. Media

Paper, chalk, sticking media

J. Assessment

Form : Written test

Technique: Students are assigned to answer multiple choice and matching picture

Aspect : Accuracy of answering the questions

K.

Kind of questions	Aspects	Score
Matching picture	If the answer is correct	5
	If the answer is wrong	0
Multiple choice	If the answer is correct	5
	If the answer is wrong	0

*If all multiple choice questions are correct the total score is 50

*If the matching picture questions are correct the total score is 50

Score = $= \frac{Total\ Score}{Maximal\ score}\ x\ 100$

Rembang, May 22, 2016

Researcher

Jannatun Naimah

NIM. 123411056

Teacher

Sampurno Dwi Atmojo, S.Pd

NIP. 197512112007101001

Head Master of MTs Manba'ul Ilmin Nafi'

Abdul Jalil S.Pd.I

NIP.

HOW TO MAKE A FRIED RICE (NASI GORENG)

MATERIAL/ INGREDIENTS:

- Oil
- White rice
- Garlic
- Onion
- Egg
- Tomato sauce
- Ketchup

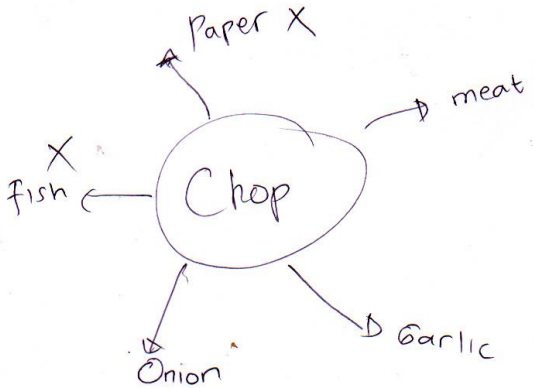
STEP:

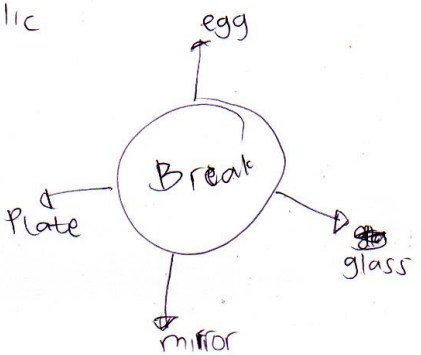
1. **Peel** the onion and the garlic
2. **Chop** the onion and the garlic
3. **Heat** the oil
4. **Fry** the onion and the garlic that have been chopped
5. **Break** the egg and insert into frying pan
6. Next, Put the white rice into the frying pan. **Stir** the white rice, egg, and the spices until mix well
7. **Add** the salt, tomato sauce, and ketchup. Stir it Well.
8. Serve the fried rice on the plate

Kel 1 = Bayu firman maulana
Siti Rohmawatul Hikmah
Siti Zahroh

Cycle 1

I know the word	I don't know the word
Peel = Mengupas	Chop = mencincang
Heat = Memanaskan	Break = Memecahkan
fry = menggoreng	
Stir = Mengaduk	
Add = menambahkan	

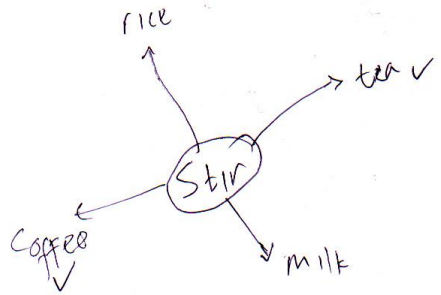


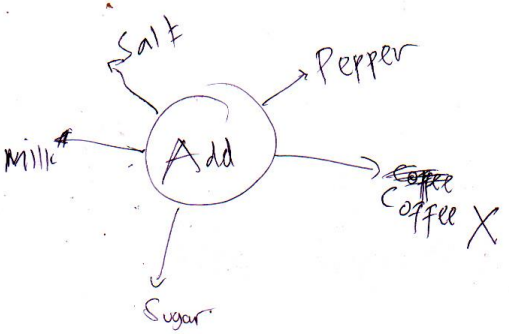


kel 4 : Wasitotul munawaroh
Abdul Aziz
Muwaffaqoh

Cycle I

I know the word	I don't know the word
Peel = Mengupas chop = Mencincang Heat = Memanaskan Fry = Menggoreng Break = Memecahkan	Stir = Mengaduk Add = Menambahkan

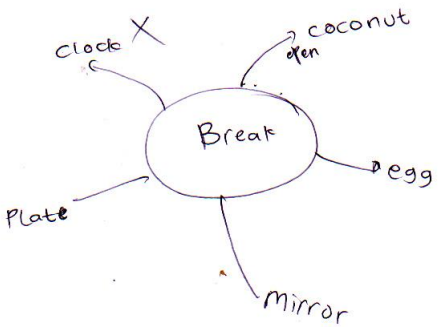


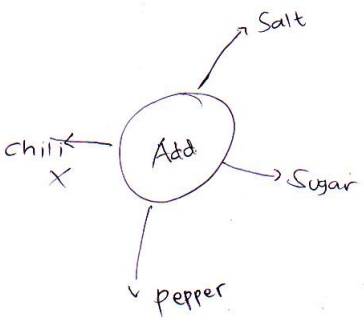


Kel 5 : Qasiatun najah
Dzakirun mustofa
Rohmatun nikmah

Cycle 1

I know the word	I don't know the word
Peel = mengupas	Add = menambahkan
Chop = Mencincang	Stir = Mengaduk
Heat = memanaskan	Break = Memecahkan
Fry = menggoreng	





Nama = Washilatun Najah Cycle]

No Abs. = 12

100

Look at the picture and match them with the right expression!

(1) b. Heat the oil (2) g. Stir the tea (3) j. Slice the bread (4) d. Pour the milk

(5) c. Peel the carrot (6) h. Chop the garlic (7) f. Break the egg (8) e. Add the salt

(9) a. Boil the milk 10) i. Fry the Onion

a. Boil the milk
b. Heat the oil
c. Peel the carrot
d. Pour the milk
e. Add the salt
f. Break the egg
g. Stir the tea
h. Chop the garlic
i. Fry the onion
j. Slice the bread

1. First, ... the apple and avocado before cut it into round or dice shape
   a. Break
   b. Put
   c. Peel
   d. Boil

2. Pour.....into a glass
   a. The water
   b. The onion
   c. The garlic
   d. The fruit
3. Then stir.....and the water together until mix well
   a. The fruit
   b. The white rice
   c. The onion
   d. The coffee
4. .....the milk for 10 minute in a pan
   a. Boil
   b. Peel
   c. Put
   d. Add
5. First, Slice ..... thinly
   a. The milk
   b. The water
   c. The onion
   d. The oil
6. .....the oil on the frying pan for 1 minute
   a. Stir
   b. Heat
   c. Slice
   d. Add
7. Then, break.....and put into a bowl
   a. The oil
   b. The water
   c. The egg
   d. The onion
8. Then, ...the salt on the fried rice to make better taste.
   a. Fry
   b. Heat

15 - 20 x 5

100

c. Boil
~~x~~ Add

9. Next, fry the ..... until cooked well
   a. coffee
   b. milk
   ~~x~~ chicken
   d. fruit

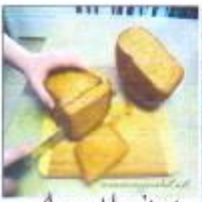
10. Then, chop the .....before fry it
   a. fruit
   ~~x~~ meat
   c. salt
   d. sugar

NAMA : AZ42
ABSEN. 3

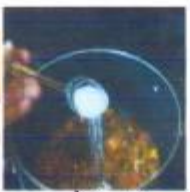
cycle 1

60

Look at the picture and match them with the right expression!



(1) Heat the oil (2) Stir the tea (3) Chop the garlic (4) Boil the milk



(5) Peel the carrot (6) Slice the bread (7) Break the egg (8) Add the salt

(9) Pour the milk (10) Fry the onion

a. Boil the milk
b. Heat the oil
c. Peel the carrot
d. Pour the milk
e. Add the salt
f. Break the egg
g. Stir the tea
h. Chop the garlic
i. Fry the onion
j. Slice the bread

1. First, ... the apple and avocado before cut it into round or dice shape
   a. Break
   b. Put
   c. Peel
   d. Boil

2. Pour.....into a glass
   a. The water
   b. The onion
   c. The garlic
   d. The fruit

3. Then stir.....and the water together until mix well
   a. The fruit
   b. The white rice
   c. The onion
   d. The coffee

4. .....the milk for 10 minute in a pan
   a. Boil
   b. Peel
   c. Put
   d. Add

B: 12x5
= 60

5. First, Slice ..... thinly
   a. The milk
   b. The water
   c. The onion
   d. The oil

6. .....the oil on the frying pan for 1 minute
   a. Stir
   b. Heat
   c. Slice
   d. Add

7. Then, break.....and put into a bowl
   a. The oil
   b. The water
   c. The egg
   d. The onion

8. Then, ...the salt on the fried rice to make better taste.
   a. Fry
   b. Heat

c. Boil
d. Add

9. Next, fry the ..... until cooked well
   a. coffee
   b. milk
   c. chicken
   d. fruit
10. Then, chop the.....before fry it
   a. fruit
   b. meat
   c. salt
   d. sugar

FIRST CICLE

Reflection Journal of Cycle 1

On May 22th, 2016 I entered the Class of Seventh B to teach. I started to greet the student with spirit. They responded well my greeting, but some of them looked doubt and shy. I had

prepared a lesson plan for the day. I also prepared a teaching media for them. I brought a big paper and I stamped the paper on the blackboard. There was no LCD in this school. So, I used paper as medium. The content of the paper was an example of procedure text. The topic was about food. I taught a procedure text. But, my focus was in vocabulary.

I asked some students to read the paper in front of the class. But , some of them were still shy. Their voice was low. Then I asked them to focus on vocabulary in the text, exactly on action verb. I tried to ask the meaning of vocabularies. But, Most of them were still confused. Then I helped them to show the meaning. I tried to make them enjoy in learning. I practiced the vocabulary with gesture. Then I asked them to imitate me. They looked fun.

I wanted to make the students in this class be more active. I divided them into some groups. Then I delivered a white paper and an example of procedure text. I started to teach

vocabulary through Spidergram. Most of them looked enthusiastic to do this activity. But, there were still some students did not join this activity well. They did not pay attention well to me. So, I asked them to be focus more. I tried to ask their attention by saying “Hello” or “Hi”. Then I explained the procedures of this activity. They paid attention to me. I also asked them to ask question about this activity if they did not understand well. There were some students asked me about this activity. This was positive signal that they were enthusiastic and be more active. But, There were some students still unconfident to ask and respond questions. So, I had to give them motivation to became more confident in the class. Then they did the task to find out some suitable vocabularies form of Spidergram. They accomplished the task well. They discuss with their group well. They did all of the activities until finished.

The last the teacher and I evaluated the students score in the first cycle. There was improvement compared to the result of Pre cycle. The mean of score was 85,5. But, I less satisfied because there was a student still get score under 70. It should be increased again to make the research more successful.

Form of Observation Check List

Cycle I

INDICATORS	Total of Students			
	Yes	%	No	%
Paying Attention	12	70,58%	5	29,41 %
Asking Question	11	64,70%	6	35,29%
Responding to Question	12	70,58%	5	29,41%
Accomplishing Task	17	100%	0	0 %
Being enthusiastic to English learning	12	7	5	29,41%

Rembang, May 22, 2016

Researcher

Jannatun Naimah

NIM. 123411056

Teacher

SA. Sampurna Dwi Atmojo, S.Pd

NIP. 197312112007101001

LESSON PLAN OF CYCLE II

School : MTs Manba'ul Ilmin Nafi'

Subject : English

Class/Semester : VII/2

Theme : How to make things

Skill : Reading

Duration : 2 X 40 minutes

L. Standard of competence
understand the meaning of the short functional written text and very simple short essay form of descriptive and procedure relating to the immediate environment

M. Basic Competence:
3. Respond to the meaning and rhetoric steps accurately, fluently and accepted in a very simple essay related to the immediate environment in the form of procedure text
4. Read aloud a meaningful functional text and very simple short essay form of procedure by pronunciation, stress and intonation are acceptable.

N. Indicator:

7. Identifying the variety information in the procedure text
8. Identifying about vocabulary and grammar relating to the procedure text that will be read
9. Mentioning the language feature of procedure text
10. Pronouncing words, phrases and sentences properly
11. Reading words, phrases and sentences with correct intonation
12. Reading aloud the procedure text well and correctly

O. Learning aim

By the end of the lesson, the students are able to:

3. Pronounce words, phrase, and sentences correctly
4. Mention the variety vocabularies relating to the procedure text.

P. Method: TPR, reading, and discussion

Q. Technique: Spidergram

R. Learning material

1. Definition of Procedure text

   Procedure text is piece of text that gives us instruction for doing something. A procedural text is used to do or make something. The social function of procedure text is to describe how something is accomplished through a sequence of action or steps.

2. **Generic Structure**:

- Goal
- Materials
- Steps

3. Language Feature:

d. Using Simple Present Tense and Using an imperative form (Prepare mushrooms, add some sugar, etc.)
e. Using temporal conjunction (connectives) : (First, firstly, second, secondly, then, after that … etc)
f. Use mainly of *Material Processes*

The material of the procedure text in this meeting is How to make indomie fried noodle

How To Make Indomie Fried Noodle

MATERIALS :

- One pack of instant noodle
- Water

STEPS:

- First, boil two glasses of water in a pan.
- Then, open the package of Indomie fried noodles.
- While waiting for the water to boil, pour the seasoning: chili sauce, soya sauce and oil into a bowl.
- After the water is boiled, drain the noodles.
- Next, throw away the water.
- Then, pour the noodles into the bowl.
- After that, mix the noodles with the seasoning, sauce, and the other ingredients.
- Now, your noodles are ready.

4. Vocabularies:

   Action Verbs:

   a. Boil = merebus
   b. Open = membuka
   c. Pour = menuangkan
   d. Drain = mengeringkan
   e. Throw away = membuang
   f. Mix = Mencampurkan
   g. Grill = Memanggang
   h. Add = Menambahkan
   i. Heat = Memanaskan

j. Chop = mencincang/ memotong halus

H. Learning Activities

Activities	Time	Sample of Instruction
Pre- activities • Teacher greets students		• Asssalamualaikum wr.wb. Good morning students. How are you today?
• Teacher asks the students to prayer		• Lets open our lesson today by reciting Basmallah together
• Teacher checks students attendance		• Who is absent today?
• Teacher gives stimulus to the students • Teacher tells the goal of the study	10 minutes	• What's your favorite food? • In our meeting today we will learn about procedure text. We will learn the generic structure, language feature and also the

		vocabularies in the text
• Teacher gives motivation to the students **Main Activities** ***Exploration*** • Teacher show a procedure text in front of the class (by sticking a text in the blackboard) • Teacher ask one of students to read the text in front of the class		• Ok students…. Let's start our lesson today with full of spirit and • Ok student's. Let's see the text. What do you think about the text? • Who want to read this text?. Ok, Please (the name of student) come forward and read this text.

• Teacher stimulates the students to find out the generic structure of the procedure text • Teacher show the language feature of the text • Teacher points the action verbs in the text and show the meaning	50 minutes	• Do you know why I give different color in this sentence? Can you mention where the ingredient is? • From the sentence in the text, we can mention the language feature of the text. The text using temporal conjunction (first, second, then, or next). Can you find the other language feature? • In imperative form of the sentence, we will focus on action verb , such as (boil, stir, pour, and etc).

• Teacher pronounce the action verb and practice the action verb with her body . Then she asks the students to imitate her. ***Elaboration*** • The teacher divides the students into 4 or 5 groups. • The teacher gives the text for each groups • The teacher asks the teacher to read the text		• Okay, I will pronounce and practice these words with my gesture and please imitate me! • Okay… I will divide you into four group • Okay, I give you a text. This is an procedure text • Please, read the text carefully!

• Teacher asks students to answer the some questions related to the text • The teacher asks the students make a list of the action verb in the text in the		• And then answer the question below! • After that, please analyze the action verb in the text. And then make a list of the verbs. You will make two column " I know the word" and "I don't know the word". If you know the meaning of the word , please write the word in a column, "I know the word ,"and also give the meaning of word. If you don't know the meaning of the word, please write the word in column "I don't know the word".

• The teacher asks the students to make a Spidergram • The teacher asks the students to write the word that they don't know the meaning in a circle • The teacher asks the students to find out some words which are suitable to follow and related to the word in the cilcle		• Please start to make a Spidergram on your paper! • After that please write the word that you don't know the meaning in a circle form in the centre of paper! • Then, please find out some words which are suitable to follow and related to the word in the circle!. For example: Peel **the potato**, peel **the onion.** Please make it in form of Spidergram!

• The teacher asks the representative of each groups to show the result their work ***Confirmation*** • Teacher give reviews by checking the correctness and show the suitable vocabularies form of Spidergram in the blackboard		• Okay….Please, one of representative of each group to come forward and show your work result • Okay, now we are going to check the correctness of the task together. I also will show the true vocabularies in your Spidergram! • Okay I will conclude

Post-activities • Teacher and students conclude the lesson • Teacher give a test • Teacher gives motivation to	20 minutes	our material today. We learn about procedure text. We learn about the generic structure and the language feature of the text. And don't forget that there are many action verb in procedure text that very important to learn. • Well…. I will give you a test to check your understanding about our lesson today. • Please improve your English by studying at home • Okay….I think enough

the students • The teacher closes the meeting		for our meeting today. Thank you for your nice attention. Let's close our meeting today by reciting hamdallah together. Wassalamualaikum wr.wb

S. Sources:

English on Sky 1 for Junior High School Students year VII, (Jakarta: Erlangga, 2007), and Internet

T. Media

Paper, chalk, sticking media

U. Assessment

Form : Written test

Technique: Students are assigned to answer multiple choice and matching picture

Aspect : Accuracy of answering the questions

V.

Kind of questions	Aspects	Score
Matching picture	If the answer is correct	5
	If the answer is wrong	0
Multiple choice	If the answer is correct	5
	If the answer is wrong	0

*If all multiple choice questions are correct the total score is 50

*If the matching picture questions are correct the total score is 50

Score = $= \frac{Total\ Score}{Maximal\ score}\ x\ 100$

Rembang, May 24, 2016

Researcher

Jannatun Naimah

NIM. 123411056

Teacher

Sampurno Dwi Atmojo, S.Pd

NIP. 197312112007101001

Head Master of MTs Manba'ul Ilmin Nafi'

Abdul Jalil S.Pd.I

NIP.

How to make Grilled Sausage (Sosis panggang)

Ingredients:

- Beef Sausage
- Onion
- Barbeque sauce
- Chili sauce
- Garlic , chopped
- Pepper
- Mustard
- Butter

Steps:

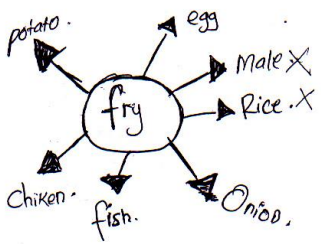
1. First, **Peel** the onion and garlic
2. Second, **Chop** the garlic , and **slice** the onion
3. Then, **Heat** 2 tbs butter into frying pan
4. Next, **Fry** the garlic and the onion until smell out for making spice
5. **Add** the barbeque sauce and chili sauce into the frying pan, stir with the spice
6. Then **Add** the pepper and mustard, stir until mix well
7. Put the sausage into frying pan, **stir** with the spice until cooked well
8. Last, **Grill** the sausage until cooked well and smell out
9. The grilled sausage is ready to serve

Kel : 2
A. Jauhari
M Khasib Kamil
Siti Zuliyah

Kelas . VIIB

NO	I know the word	I don't know the word.
1.	Peel = Mengupas.	
2.	Chop = Memotong	
3.	Heat = Menuang	
4	Break = ~~Mengaduk~~. Memecahkan.	
5	~~Menu~~ Add = Menambahkan.	
6.	Stir = Mengaduk.	
8.	Serve = Menyajikan.	

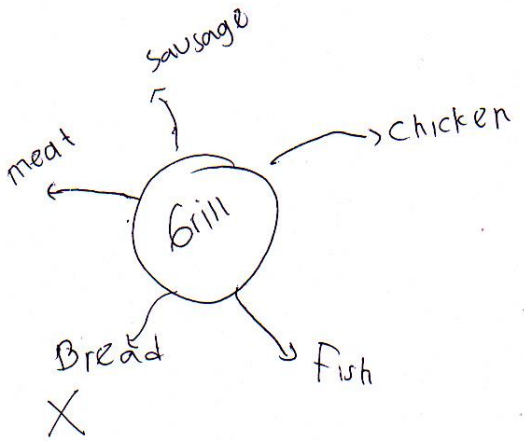
7.)



Kel 3

Siti Zahroh
Muwaffaqoh
M. Khasib Khamil
Dzakirun mustofa

I know the word	I don't know the word
Peel : Mengupas Add : menambahkan Fry : Menggoreng Heat : Memanaskan	Grill = memanggang



Name : M.khasib kamil (anak islam sejati)

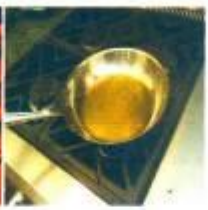
Class : VII B (tujuh)

Number: 01 (satu)

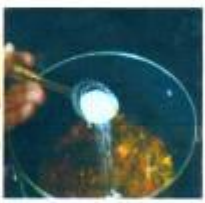
cycle 2

100

Look at the picture and match them with the right expression!



(1) Slice the Bread (2) pour the milk.. (3) Grill the chicken.. (4) Heat the oil



(5) Stir the coffee (6) Chop the garlic (7) Break the egg (8) Add the salt

(9) Fry the egg 10) Boil the milk

a. Boil the milk	f. Break the egg
b. Heat the oil	g. Stir the coffee
c. Add the salt	h. Chop the garlic
d. Pour the milk	i. Fry the egg
e. Grill the chicken	j. Slice the bread

1. .....the egg and put into a bowl
   a. Break
   b. Put
   c. Peel
   d. Boil

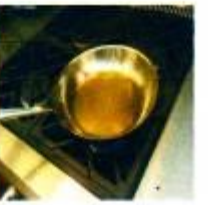
2. Stir.....and the sugar until mix well
   a. The tea
   b. The onion
   c. The garlic
   d. The fruit
3. Fry.....until smell out
   a. The fruit
   b. The milk
   c. The onion
   d. The coffee
4. .....two glasses of water for 10 minute in a pan
   a. Boil
   b. Peel
   c. Put
   d. Add
5. First, Slice ..... into very thin pieces
   a. The milk
   b. The water
   c. The onion
   d. The egg
6. .....the oil on the frying pan for 1 minute
   a. Stir
   b. Heat
   c. Slice
   d. Add
7. Then, Pour .....into a glass
   a. the sugar
   b. the water
   c. the egg
   d. the onion
8. Then, ...the pepper and salt to the omelet to make better taste.
   a. Fry
   b. Heat
   c. Boil
   d. Add
9. Next, peel.....before chop it into very small pieces
   a. the garlic
   b. the milk
   c. the salt
   d. the fish
10. Then, chop .....before fry it
    a. the fruit
    b. the meat
    c. the salt
    d. the sugar

Name : Rohmatun Nimah
Class : VII B
Number: ~~11 (sebelas)~~ 10 (Sepuluh)

Cycle II

75

Look at the picture and match them with the right expression!



(1) j. Slice the bread. (2) d. Pour the milk (3). e. Grill the chicken (4). b. Heat the oil

(5). g. Stir the coffe (6). h. Chop the garlic (7). f. Break the egg (8). c. Add the salt

(9) i. Fry the egg 10). a. Boil the milk

a. Boil the milk
b. Heat the oil
c. Add the salt
d. Pour the milk
e. Grill the chicken
f. Break the egg
g. Stir the coffee
h. Chop the garlic
i. Fry the egg
j. Slice the bread

1. First, ... the apple and avocado before cut it into round or dice shape
   a. Break
   b. Put
   c. Peel
   d. Boil

2. Pour.....into a glass
   a. The water
   b. The onion
   c. The garlic
   d. The fruit
3. Then stir.....and the water together until mix well
   a. The fruit
   b. The white rice
   c. The onion
   d. The coffee
4. .....the milk for 10 minute in a pan
   a. Boil
   b. Peel
   c. Put
   d. Add
5. First, Slice ..... thinly
   a. The milk
   b. The water
   c. The onion
   d. The oil
6. .....the oil on the frying pan for 1 minute
   a. Stir
   b. Heat
   c. Slice
   d. Add
7. Then, break.....and put into a bowl
   a. The oil
   b. The water
   c. The egg
   d. The onion
8. Then, ...the salt on the fried rice to make better taste.
   a. Fry
   b. Heat

c. Boil
d. Add

9. Next, fry the ..... until cooked well
   a. coffee
   b. milk
   c. chicken
   d. fruit

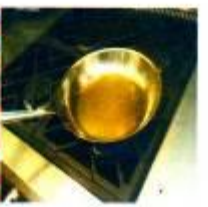
10. Then, chop the .....before fry it
   a. fruit
   b. meat
   c. salt
   d. sugar

Name : Siti Zahroh
Class : VII B (Tujuh)
Number: 16

cycle II

90

Look at the picture and match them with the right expression!



(1) Slice the bread (2) Pour the milk (3) grill the chicken (4) heat the oil

(5) stir the coffee (6) chop the garlic (7) Break the egg (8) add the salt

(9) fry the egg 10) Boil the milk

a. Boil the milk
b. Heat the oil
c. Add the salt
d. Pour the milk
e. Grill the chicken
f. Break the egg
g. Stir the coffee
h. Chop the garlic
i. Fry the egg
j. Slice the bread

1. .....the egg and put into a bowl
   a. Break
   b. Put
   c. Peel
   d. Boil

2. Stir.....and the sugar until mix well
   a. The tea
   b. The onion
   c. The garlic
   d. The fruit
3. Fry.....until smell out
   a. The fruit
   b. The milk
   c. The onion
   d. The coffee
4. .....two glasses of water for 10 minute in a pan
   a. Boil
   b. Peel
   c. Put
   d. Add
5. First, Slice ..... into very thin pieces
   a. The milk
   b. The water
   c. The onion
   d. The egg
6. .....the oil on the frying pan for 1 minute
   a. Stir
   b. Heat
   c. Slice
   d. Add
7. Then, Pour .....into a glass
   a. the sugar
   b. the water
   c. the egg
   d. the onion
8. Then, ...the pepper and salt to the omelet to make better taste.
   a. Fry
   b. Heat
   c. Boil
   d. Add
9. Next, peel.....before chop it into very small pieces
   a. the garlic
   b. the milk
   c. the salt
   d. the fish
10. Then, chop .....before fry it
    a. the fruit
    b. the meat
    c. the salt
    d. the sugar

Chicken
Fish
Grill

Reflection Journal of Second Cycle

On May 24th, 2016 I entered the Class of Seventh B to teach. The activity is the same as the first cycle. I greeted the students in the class to open the lesson. In the second cycle their respond is better than the first cycle. They responded my greeting together and full of spirit. Then I showed a procedure text in a large paper with different title but the topic was still same as the first cycle. They were more confident to read vocabulary in the text. Then I asked them the meaning of some vocabularies in the text. Some of them became more confident to ask. They asked some vocabularies that they didn't know the meaning.

After that I continued the activity to teach vocabulary through Spidergram. I divided them into some groups. They joined their group well . I delivered a procedure text in a piece of paper. I asked them to focus on action word in the text. I had made bold the action verb in the procedure text. I asked them to look for the difficult word from the text, especially action verb. Then they had to looked for some words which are sutable to follow and related to the word in the circle. I allowed them to open dictionary. They looked enthusiastic to join this activity. They paid attention better than at the first cycle. They paid

attention to my explanation related to the activity. They discussed and did the activity well. They accomplished the task well.

The result score of second cycle was better than the first cycle. There was improvement from first cycle to second cycle. In the first cycle, the mean of score was 85,88, and the mean of score in second cycle was 88,82. The result in the second cycle made me satisfied.

Form of Observation Check List

Cycle II

INDICATORS	Total of Students			
	Yes	%	No	%
Paying Attention	17	100 %	0	0 %
Asking Question	13	76,47%	4	23,52%
Responding to Question	15	88,23%	2	11,76%
Accomplishing Task	17	100 %	0	0 %
Being enthusiastic to English learning	17	100 %	0	0%

Rembang, May 24, 2016

Researcher

Jannatun Naimah

NIM. 123411056

Teacher

Sampurno Dwi Atmojo, S.Pd

NIP. 197312112007101001

LEMBAGA PENDIDIKAN ISLAM
MTs MANBA'UL ILMIN NAFI' SARANG KAB. REMBANG
Jln Kalipang-Lodan Km 04 Gunungmulyo Sarang Kode Pos 59274
Email : miminsarang@gmail.com

SURAT KETERANGAN

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Manba'ul IlminNafi' Gunungmulyo Kec. Sarang Kab. Rembang.

Nama	: Abdul Jalil, S.Pd.I
NIP	: -
Alamat	: Desa Gunungmulyo Kec.Sarang Kab. Rembang

Menerangkan bahwa :

Nama	: Jannatun Naimah
NIM	: 123411056
Alamat	: Desa Gunungmulyo RT 007 RW 002 Kec. Sarang Kab. Rembang

Mahasiswi tersebut diatas telah melaksanakan penelitian pada MTs Manba'ul Ilmin Nafi' dari tanggal 15 Mei sampai dengan tanggal 24 Mei 2016.

Demikian surat keterangan ini dibuat, untuk dijadikan periksa dan digunakan sebagaimana mestinya.

Sarang, 24 Mei 2016
Kepala

ABDUL JALIL, S.Pd.I

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In. 06. 03 / J2 / PP. 009.9 / 4477 / 2015 Semarang, 17 Januari 2016

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

Sayyidatul Fadlilah, M. Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Jannatun Naimah

NIM : 123411056

Judul : The Use of Collocation to Improve Students' Vocabulary in Procedure Text (A Classroom Action Research at Seventh Grade of MTs Manba'ul 'Ilmin Nafi' in the Academic Year of 2105/2016)

Dan menunjuk saudari:

Sayyidatul Fadlilah, M. Pd

Demikian penunjukkan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,
Sekretaris Jurusan PBI

(Sayyidatul Fadlilah, M. Pd)
NIP. 19810908 200710 2 001

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka(Kampus II)NgaliyanTelp.7601295 Fax. 7615387 Semarang 50185

Nomor : Un.10.3/D.I/TL.00/IR/V/2016 Semarang, 12 Mei 2016
Lamp. :
Hal : Mohon Izin Riset
A.n :Jannatun Naimah
NIM : 123411056

Kepada Yth :
Kepala MTs. Manba'ul Ilmin Nafi'
di Sarang Rembang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami harapkan mahasiswa:

Nama	:Jannatun Naimah
NIM	:123411056
Alamat	:Ds. Gunung Mulyo RT 007 RW 002 Sarang Rembang
Judul Skripsi	:**The Use of Collocation to Improve Students' Vocabulary in Procedure Text(A Classroom Action Research at 7th Grade of MTs. Manba'ul Ilmin Nafi' in the Academic Year of 2015/2016).**

Pembimbing :Sayyidatul Fadlilah, M. Pd.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 10 hari, pada tanggal 15Mei 2016 sampai dengan tanggal 24 Mei 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik

Dr. H. Fatah Syukur, M. Ag
NIP.19681212 1994031003

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

A. Personal Details

Name : Jannatun Naimah

Place and date of birth : Rembang, June 20th, 1993

Original address : Ds. Gunung Mulyo RT/RW 007/002, Kec. Sarang, Kab. Rembang

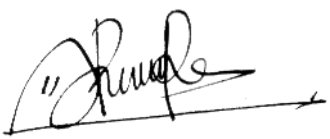
Dormitory address: Perum. Bukit Beringin Lestari, Blok C-12, RT/RW 10/14, Kel. Wonosari, Kec. Ngaliyan, Semarang.

E-mail: naimahgemini@gmail.com

B. Educational Background

1. MI Khoirul Huda
2. MTs N Lasem
3. SMAN 1 Lasem
4. Student of Education and Teacher Training Faculty in Walisongo State Islamic University

Semarang, May 6th, 2017



Jannatun Naimah
NIM. 123411056

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

WALISONGO

Certificate

Nomor : Un.10.0/P3/PP.00.9/2877/2016

Certificate Number : 120161358

This is to certify that

JANNATUN NAIMAH
Student Register Number: 201601421358

the TOEFL Preparation Test

conducted by

the Language Development Center of State Islamic University (UIN) "Walisongo" Semarang

On November 2nd, 2016

and achieved the following result:

Listening Comprehension	*Structure and Written Expression*	*Vocabulary and Reading*	*Score*
45	45	45	450

Give in Semarang,
November 17th, 2016
Director,

Dr. H. Muhammad Saifullah, M.Ag
NIP. 19621 199603 1 003

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email : ppb@walisongo.ac.id

شهادة

B-1140/Un.10.0/P3/PP.00.9/04/2017

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

الطالبة : JANNATUN NAIMAH

تاريخ و محل الميلاد : Rembang, 20 Juni 1993

رقم القيد : 123411056

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ٢٧ مارس ٢٠١٧

بتقدير: **مقبول (٣١٨)**

وحررت لها الشهادة بناء على طلبها.

سمارانج، ١٠ أبريل ٢٠١٧

مدير،

الدكتور محمد سيف الله الخاج

رقم التوظيف : ١٩٧٦٠٣٢٢١٩٩٦٠٣١٠٠٣

ممتاز : ٤٥٠ - ٥٠٠
جيد جدا : ٤٠٠ - ٤٤٩
جيد : ٣٥٠ - ٣٩٩
مقبول : ٣٠٠ - ٣٤٩
راسب : ٢٩٩ وأدناها

رقم الشهادة : 220170533

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)
Jalan Walisongo Nomor 3-5 Semarang 50185
telp/fax: (024) 7615923, website: lppm.walisongo.ac.id, email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : B-975/Un.10.0/L.1/PP.03.06/12/2016

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama : **JANNATUN NAIMAH**

NIM : **123411056**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Reguler Angkatan ke-67 Semester Gasal Tahun Akademik 2016/2017 dari tanggal 27 September 2016 sampai tanggal 10 November 2016 di Kabupaten Boyolali, dengan nilai :

..... **84** ..... (..... **4,0 / A** .....)

Semarang, 21 Desember 2016

Dr. H. Sholihan, M.Ag.
NIP. 19600604 199403 1004