

**THE USE OF MONDLY LANGUAGE APPLICATION TO IMPROVE
STUDENTS' VOCABULARY ACHIEVEMENT
(Pre-Experiment Research at the Seventh Grade Students
of SMP UNISMUH MAKASSAR)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in partial Fulfillment of the
Requirement for the Degree of Education in English Department*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2020



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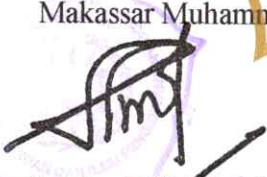
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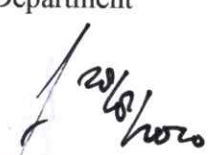

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Day / Date	Chapter	Note	Sign
Monday 01/10/18	I	Improve your review	
Thursday 27/12/18	I	Idem, in no review of items	
Tuesday, 01/01/2019	I	Review of items is not enough yet	
Monday, 07/01/2019	I	Simplify the way you do the review	
Monday 14/01/19	I	specify & decide the scope Next meeting chap 2	
Monday 19/01/19	I	Restructure your chap 2 Find out some sources	

Makassar, Mei 2018

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Day / Date	Chapter	Note	Sign
Tuesday, 29/07/19	<u>II</u>	Chap II is OK - Next meeting, prepare tests (pre & post) - Make RPP - Make Chap 3.	
Monday 04/07/19	<u>III</u>	- Determine the test. - think the number - Match the vocab topic in the questionnaire pre test & posttest with the RPP	

Makassar, 2018

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Day / Date	Chapter	Note	Sign
Monday, Feb. 11, 2019	II	- Consider to make the test as what mondly perform - Adjust with the RPP based on curriculum 2013	
Tuesday, Feb 19, 2019	III	Make RPP	
Tuesday, Feb 26, 2019	III	Ready to be presented in proposal seminar	

Makassar, 2018

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Day / Date	Chapter	Note	Sign
Tuesday 07/07/20	IV	Discussion contains analysis of Findings	
Tuesday 21/07/20	IV	Improve Findings & Discussion	
Tuesday 28/07/20	V	Ok for joining the exam	

Makassar, 2018

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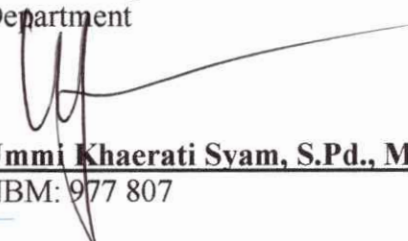
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Day / Date	Chapter	Note	Sign
- October 2010	All	Fix all correction in you proposal	/
- 29-01-2019	All	- fix format & some correction in you proposal	/
- 14-02-2019	All	- Fix format - Instrument - Data analysis	/
- 19-02-2019	All	- Sampling Technique	/

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Tuesday 28-01-2020	All	- fix all compo ^{trader} ment in your thesis 1 - Next, complete all components of your thesis	
Wednesday 29-01-2020	see	- fix your Abstract format & others	
Thursday 30-01-2020	see	- well done	

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Dengan ini menyatakan bahwa:

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Dengan perjanjian ini saya buat dengan penuh kesadaran.

Makassar, January 2020
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MOTTO

We must have knowledge and skills as tools to improve our life and to get our dream.

I dedicated this thesis to

My beloved parents, my families and all of my friends.

ABSTRACT

Abdul Rahim 2020. *The Use of Mondly Application Language to Improve Students' Vocabulary Achievement (Pre-Experimental Research at the seventh Grade Students of SMP Unismuh Makassar)*. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Supervised by Ratna Dewi and Amar Ma'ruf).

This research aimed finding out whether or not the use of Mondly Language Application effective to improve students' vocabularies competence at the seventh grade student of SMP UNISMUH MAKASSAR.

The researcher used Pre-experimental Method with one group pre-test and post-test, and data collection based on the test. The sample of this research was class VII.B2 which consisted of 19 students. The sample was taken by using Purposive Sampling Technique.

The research findings showed that the seventh Grade students of SMP Unismuh Makassar had poor score in pre-test. After treatment, their vocabulary mastery increased significantly. The students' mean score in word meaning as subject were 58.37 (pre-test) and 63.63 (post-test). The result of hypothesis testing of this research was (Sig (2-tailed) was 0.000, because of $\text{Sig} < \alpha$ ($0.000 < 0.05$), it can be concluded that pre-test and post-test has $\text{sig} < \alpha$, and H_1 was accepted and H_0 was rejected. It means that it had been significance by using Mondly Application Language for students' vocabulary mastery. It was concluded that the use of Mondly Language Application was effective to improve the students' vocabularies competence. Thus the mondly language application can be used by teachers as a media for student learning English in school to improve their vocabulary. This application is easy to use on android. The students can download this application in playstore. So the student can study anywhere and anytime with fun.

Keywords: Vocabularies, Mondly Language Application, playstore.

ABSTRAK

Abdul Rahim 2020. Penggunaan Mondly Application Language untuk Meningkatkan Kompetensi kosa kata Siswa (*Penelitian Pre-Experimental pada Siswa Kelas VII SMP Unismuh Makassar*). Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (Dibimbing oleh Ratna Dewi dan Amar Ma'ruf).

Penelitian ini bertujuan untuk mengetahui peningkatan kosa kata siswa dengan menggunakan Mondly Application Language yang berfokus pada word meaning siswa pada SMP Unismuh Makassar.

Peneliti menggunakan metode Pre-experimental dengan satu kelompok pre-test dan post-test, dan pengumpulan data berdasarkan pada tes pilihan ganda terdiri dari tiga bagian. sampel penelitian ini adalah kelas VII.B2 yang terdiri dari 19 siswa. Sampel di ambil menggunakan teknik purposive.

Temuan peneliti menunjukkan bahwa siswa kelas tujuh SMP Unismuh Makassar setelah diberikan perlakuan, penguasaan kosa kata mereka meningkat secara signifikan. Nilai rata-rata siswa pada word meaning sebagai subjek adalah 58,37 (pre-test) dan 63,63 (post-test). Hasil pengujian hipotesis penelitian ini adalah (Sig (2-tailed) adalah 0,000, dapat disimpulkan bahwa pre-test dan post-test memiliki sig < α , dan H1 diterima dan H0 ditolak, itu artinya ada signifikan menggunakan Mondly Application Language untuk penguasaan kosa kata siswa. Dapat disimpulkan bahwa penggunaan Mondly Application Language efektif untuk meningkatkan kompetensi kosa kata siswa. Dengan demikian Mondly Application Language dapat digunakan oleh guru sebagai media untuk siswa belajar bahasa Inggris di sekolah untuk meningkatkan kosa kata mereka. Aplikasi ini mudah digunakan di android. Siswa dapat mengunduh aplikasi ini di playstore. Sehingga siswa dapat belajar di mana saja dan kapan saja dengan menyenangkan.

Kata kunci: Kemampuan kosa kata, Mondly Application Language.

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january 2020, Makassar

The Researcher

Abdul Rahim

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CHAPTER 1

INTRODUCTION

A. Background

Language is the most important thing for people as a means of communication. It is basically a means of both oral and written communication. People use language to express their ideas and wishes to other's people such as when they ask for help from others. It is important to learn English because it is an international language which is used in many countries over the world and widely used in many sectors such as information, trade, education, etc.

Learning english language will never be successful without learning and understanding the vocabulary of that language since the vocabulary is the prerequisite and inseparable unit of the language. Having good knowledge of vocabulary supports students to master English. Vocabulary is needed to convey what one wishes to say through vocabulary someone can express his or her feeling, ideas, emotion, and desire.

Teaching vocabulary should be more creative and able to keep the students away from the disadvantages factors influence them in learning it. In order to keep the students away from getting bored in learning vocabulary, the teacher should use an appropriate instructional media. This media should gain the students'

interest in learning new vocabulary because it is very useful for the teacher to achieve the instructional goals and the objectives of learning, besides as a tool to command students in teaching learning process (Andriani, 2008).

Several studies have been reported using technology media in vocabulary teaching. Pilar (2016) used Duolingo into two groups as participants with different language levels. Both groups took the free placement test offered by Duolingo when they sign up for a new course. In this study, there are instructions given to both groups: first-year Spanish course. Students needed to complete five Duolingo lessons per week. Based upon the results of this study, students appear to find Duolingo an easy-to-use, helpful, and enjoyable app to practice Spanish.

In modern era, some studies also have been reported using electronic media in vocabulary mastery. Junjie (2014) used mobile – based Augmented Reality (AR) application to help to promote EFL children's vocabulary study. In this research, the students learn via mobile application with the help of the assistants. There was no traditional teaching methods. The students met the new words, and followed the pronunciations of the words through Augmented Reality (AR) application in some week. Based upon the results of this study, mobile-based AR learning is much better than traditional teaching vocabulary for EFL children. It was caused The mobile phone is easy to carry, so students can study words whenever and wherever they want.

Bassal (2016) applied mobile application to teach vocabulary. At the start of the study, the participants were tested on their knowledge of the selected 40 figurative idioms. The following week, the participant was taken MMS messages through the use of WhatsApp mobile application on a weekly basis. Every week,

10 MMS messages related with the target idioms were sent to them. The MMS contains the idiom, meaning of the idiom, a picture demonstrating the meaning of the idiom, and at least 3 sample sentences for each idiom. After sending MMS messages of 10 idioms, a mini test including fill in the blanks questions were sent to the participants as an MMS and the answers to the mini test was sent after 2 hours. based on the results, the participants who learned idioms through the use of the mobile application achieved significantly better than traditional activities, indicating that use of the mobile application was more effective in teaching idioms than the traditional activities.

Ning(2011) applied Fetion text message as a tool for delivering the new vocabulary items. Fetion, a free text message software provided by China mobile is applied in this empirical studies. The teacher chose new word items from the word list from the comprehensive reading texts and delivered a text message of five items a day at 11 am on week days. Each item includes the spelling and explanation in both Chinese and English. The experiment has lasted for four weeks participants were asked to respond to a questionnaire survey. The first section of the survey covers the learners' personal information and the second section is about the mobile phone use with regard to language learning. The third section with 22 addresses learners' perception of the mobile learning experience. The his research show the majority of adult learners favor vocabulary learning via mobile phones due to the convenience facilitated by the portability and accessibility of the mobile phones.

Other study done Monica and ariana (2014), applied facebook as social media on Vocabulary Learning to student. In their study, the 70 participants were

asked to join the Facebook group after that 70 participants were periodically sent materials and information regarding the vocabulary meant for acquiring especially different words, spelling, and were presented in an attractive manner, colourful, organized, reader-friendly. The test consists of multiple-choice questions. Their research shows Facebook could become a very effective tool and medium for backing the learning and for self learning English vocabulary.

Ransdell (2013) reports, "The iPad has been a great contribution to the class" (p. 9). Yet, many ESL classes still do not utilize mobile device apps. Mobile phone technology has the potential to increase learners' efficiency, especially in situation where self-regulated learners lack the ability to learn well in an autonomous manner (Zhang et al., 2011). So that by using application language makes it easy to learn foreign languages and the time is more effective.

Based on the explanation above, the researcher states that some of the previous researches teach the students only a few vocabularies. It did not teach spelling and pronunciation of vocabulary. They must have many vocabularies for to understand lesson in SMA and University. In modern era, it must be done to compete.

Therefore, the researcher will use Mondly languages application as media in teaching vocabulary. Mondly is one of them. Mondly is a service that aims to help us learn new languages. Mondly listens to your words and phrases, analyzes the accuracy of your pronunciation and only gives positive feedback if you speak clearly and correctly. It's like having a private tutor to hold you accountable. The app also comes with a roster of professional voice actors, so you can actually hear the language as it would be spoken in real time. This feature is helpful when it

comes to replicating proper speech patterns and intonation — two elements of language that can't be learned through books. Like with any class, you'll memorize core words, form sentences and take part in conversation through the speech recognition capabilities within the app. So the researcher tries to conduct a research entitle " The Use of Mondly Language Application to Improve Students' Vocabularies at the students of SMP UNISMUH MAKASSAR". The researcher do the reseach in SMP Unismuh Makassar because get information from the teacher of SMP UNISMUH MAKASSAR that their students have low vocabularies in English, especially the seventh grade student

B. Problem Statement

Based on the explanation above the researcher formulates question as follows: Is the use of Mondly Language Application effective to improve students' vocabularies competence at the seventh grade students of SMP UNISMUH MAKASSAR?

C. Objective of the Research

The objective of the research is to know whether or not the use of Mondly Language Application effective to improve students' vocabularies competence at the seventh grade student of SMP UNISMUH MAKASSAR.

D. Significance of this Research

The researcher is hoped that the result of this research will bring useful contribution and information to the teacher and students in the Junior High School in the other to know improve the students' vocabulary.

E. Scope of the Research

This study is limited to the following scope:

1. The researcher will teach noun through Mondly Languages Application.
2. The students' mastery of vocabulary related meaning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is core component in studying language and it is very necessary to be known. Some experts found out definition of the vocabularies. According to Thempleton (2004) said that vocabulary is the sum of words used by, understood by, or at the command of a particular person or group. Sthal (2005) said that vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context".

In addition Murcia and Weigh (1979: 123) describes the vocabulary as "a language that needs growth and development continuously for native and non-native speaker, after grammar and pronunciation are under reasonable control. So vocabulary is very important in teaching learning process, because it is the basic to know how far the students can understand about the English Vocabulary plays an important role in learning language.

2. Types of Vocabulary

Harmer (1993:159) distinguishes two kinds of vocabulary, namely active vocabulary and passive vocabulary;

- a) Active vocabulary refers to all words the students have learnt and which can be used in communication.
- b) Passive vocabulary refers to all words which students will recognize them when they see them in communication.

Soundly like Harmer Schell in Sabaruddin (2003:6) classifies vocabulary into three categories; active vocabulary, reserve vocabulary, and passive vocabulary.

- a) Active vocabulary according to Schell is the words we customarily use in speaking.
- b) Reserve vocabulary is the words we know but we rarely use them in speaking but we usually use them in writing.
- c) Passive vocabulary is the words we recognize vaguely but we are not sure of their meanings, we never use them in either speaking or writing; we just know that we have seen them before.

Generally vocabulary is divided into two parts based on its kinds which is active and passive. Active vocabulary is words which are usually used by people in speaking. While passive vocabulary is words which are rarely used in speaking and writing but we never see them.

3. The Aspects of Vocabulary

There are some aspects in learning vocabulary. According to Lado as cited in Mardianawati (2012:11), there are some vocabulary aspects as follows:

a. Pronunciation

Wehmeler (2003:1057) said that "Pronunciation is the way in which a particular person pronounces the word of a language". So pronunciation is one of the aspects that have a great influence of vocabulary. The learner need to hear a new word in foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word. There is different pronunciation between English and Indonesia vocabularies.

b. Spelling

The learner also need to know the letters and syllables that make up the word that is called spelling. Wehmeler (2003:1293) said that "Spelling is the act of forming words correctly from individual letter or the way that a word is spelt".

c. Meaning

Ur (1997:62) says that to find the meaning it can be done through translation that is word in learners' mother tongue that are equivalent in meaning to the item being taught. Some the contents of meaning, there are denotation, and connotation, synonym, antonym.

1. Denotation

Denotative meaning is called as some terms cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

2. Connotation

Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

3. Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonym is sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

4. Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- and -nymy", the two parts mean "opposite + name". Antonym deals with oppositeness of meaning.

d. Grammar

Grammar is the systematic study and description of a language. Without grammar, a language wouldn't work, because people couldn't communicate effectively. The speakers and the listeners of any exchange need to both function in the same system in order to understand each other. The grammar of a language includes of tenses of verbs, articles and adjectives and their proper order, how questions are phrased, and more.

B. The Words Classification

According to Hacth and Brown (1995: 218) said that the word classification in based on their functional categories which are called part of speech. There are part of speech as nouns, verbs, adjectives and adverbs. There are tens of thousands of them in a language and so they make up most of the words in a dictionary. Proper nouns (names of people and places) are not usually a problem for understanding, but are also Content Words. the contents are used to express cultural content and they are consists of nouns, verbs, adjectives, and adverbs. They have more or less independent meanings.

1. Adjectives

Pustet (2006, p.60) " adjectives can be defined at various of the organization of language, in particular, at the levels of morphosyntax, semantics, syntactic usage". An adjective is a word that gives more

information about the noun that goes with it. It is a part of speech. Because adjectives are used to identify or quantify individual people and unique things, they are usually positioned before the noun or pronoun that they modify. Some sentences contain multiple adjective.

2. Nouns

Emolyn (1950) asserts that noun is name of anything. It may be the name of the person Joseph, boy, an object (bo, boy), a Quantity of something (pound, ounce, pint) a measure (yard, rod) an action (involvement, performance), a state (death) an accordance (accident), a since impression (sound, hoist) and a great many another of things.

3. Verb

Jackson (1982) states that verb generally refers to action events and process such as; given, happen and become they typically have a number of distinct forms; infinitive (to walk), third person singular present tense (walks) post tense (walked), present participle (walking), and past participle (walked).

4. Adverb

An adverb is a word that is used to change, modify or qualify several types of words including an adjective, averb, aclause, anotheradverb, or any

other type of word or phrase, with the exception of determiners and adjectives, that directly modify nouns. A good way to understand adverbs is to think about them as the words that provide context. Specifically, adverbs provide a description of how, where, when, in what manner and to what extent something is done or happens.

C. Concept of Mondly Languages Application

1. Definition of Mondly Language Application

Kennedy (2019) mention that Mondly is a language learning app that claims to help you “play your way to a new language” and get you speaking “faster than anyone else.” It’s been designed by combining principles of neuroscience with cutting edge technologies. Mondly was launched in 2013 and now, in 2018, says that it has over 30 million users in over 190 countries. Mondly listens to your words and phrases, analyzes the accuracy of your pronunciation and only gives positive feedback if the learner speak clearly and correctly. It’s like having a private tutor to hold you accountable. The app also comes with a roster of professional voice actors, so the leaner can actually hear the language as it would be spoken in real time.

Jane (2017) Mondly is a highly-rated app that helps you master foreign tongues in just a few minutes each day. With picture quizzes, native speaker audio and intelligent chatbots, it’s way more fun than any high school textbook. The app teaches you new vocabulary through mini games, where you have to match the word

with the picture. As you get more confident, Mondly asks you to form simple sentences and say the new words out loud. The app provides audio recordings of native speakers to ensure you nail the pronunciation. The final step is to practice your conversation skills. So by using this application we can improve our vocabulary.

Eileen (2017) said that Mondly gives you the possibility to learn 33 languages from 33 native languages: British English, American English, Spanish, French, German, Italian, Russian, Japanese, Korean, Chinese, Turkish, Arabic, Persian, Hebrew, Portuguese, Dutch, Swedish, Norwegian, Danish, Finnish, Greek, Romanian, Afrikaans, Croatian, Polish, Bulgarian, Czech, Hungarian, Ukrainian, Vietnamese, Hindi, Indonesian.

2. Advantages of Mondly Language Application

Neagu (2018) mention that Mondly Language Application has some advantages as follows:

1. You can to learn new languages using their computers, smartphones or tablets.
2. You can to learn a new language using their native language as a starting point.
3. You can to learn a new language mostly in their spare time, a couple of minutes per day.

4. Its lessons cover most real-life situations, ranging from things like how to say Hello, to family, romance, seasons, traveling, transportation, sports, food and drinks, business and so on.
5. It uses native speakers for the voice recordings, and that means proper pronunciation.
6. It includes a chatbot that you can use to simulate conversations with a real person.

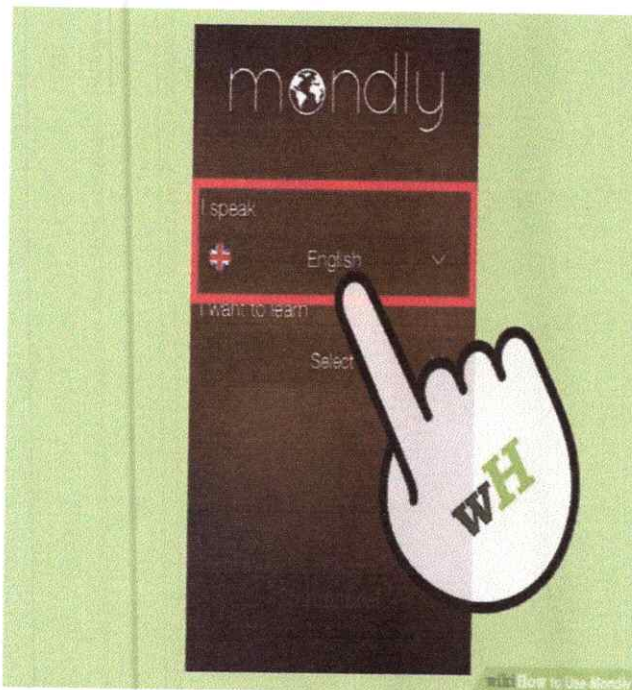
3. Procedure of Mondly Language Application

According to Eilen (2017) to start the application are:

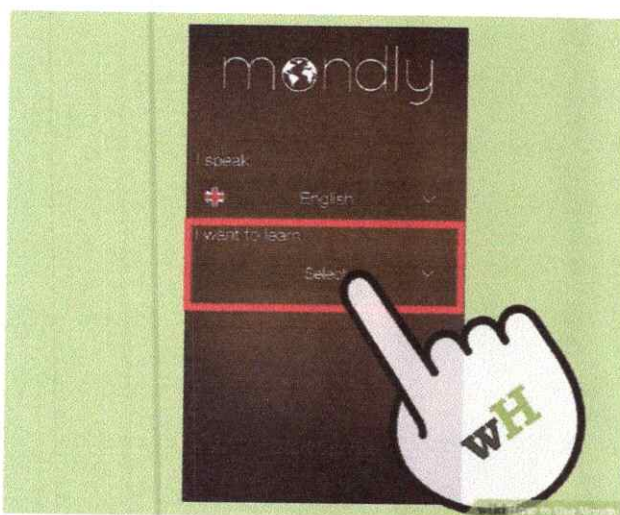
1. Open Mondly. If you do not have you can download it from the App Store or Play Store. Mondly also offers separate apps for specific languages if you want to save space on your device



2. **Choose your native language.** Tap the dropdown menu under “I speak” and select a language.



3. **Choose your target language.** Tap the dropdown menu under “I want to learn” and select the language you will be learning.



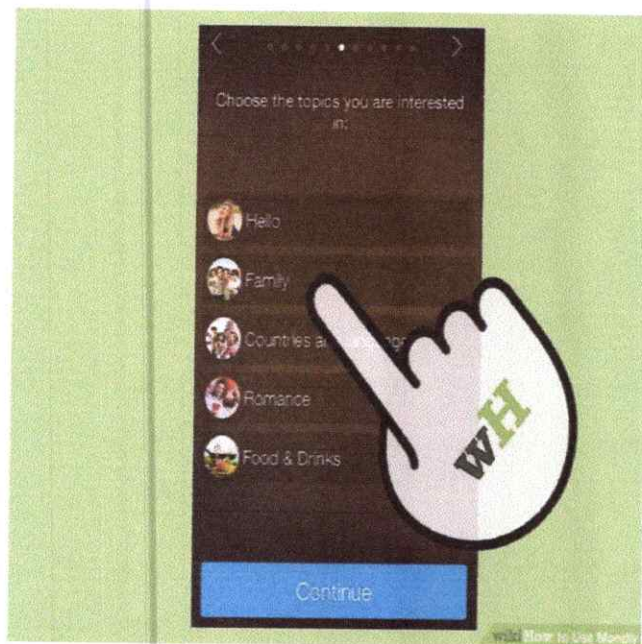
4. **Choose a difficulty.** You can select start from beginner, intermediate, or advanced. The topics will not change, but questions will become more complex and have more possible answers as you scale the difficulty upwards.



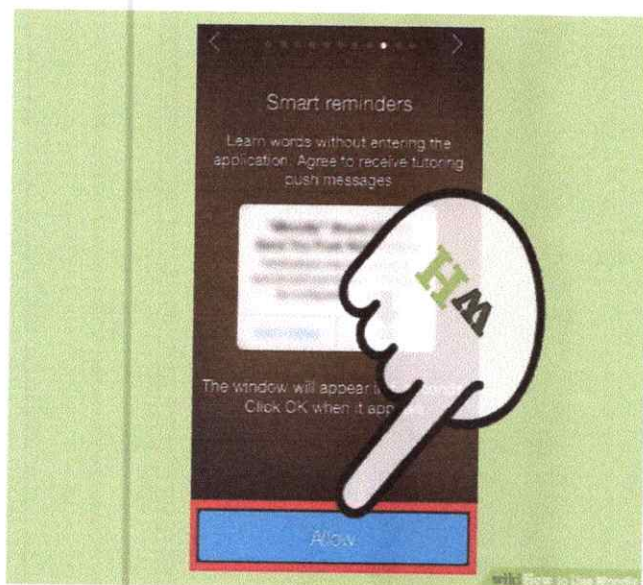
5. **Tap “Start Tutorial”.** Scroll right through the basic information until you reach a topics page. If you have an account from a previous Mondly session, you can skip the tutorial by tapping “Log in” underneath.



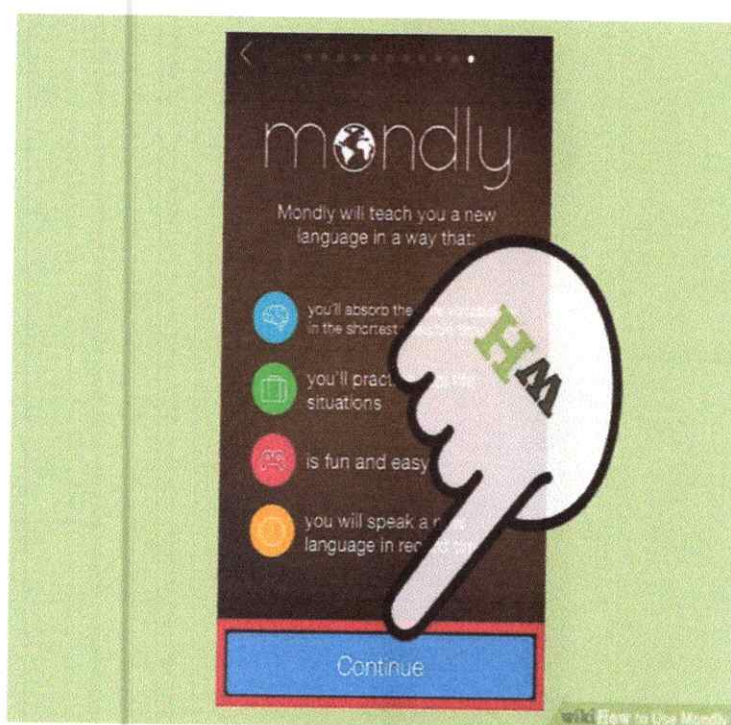
6. **Tap topics of interest to customize your lessons.** Selected topics will be highlighted. There are a few pages of topics to choose from.



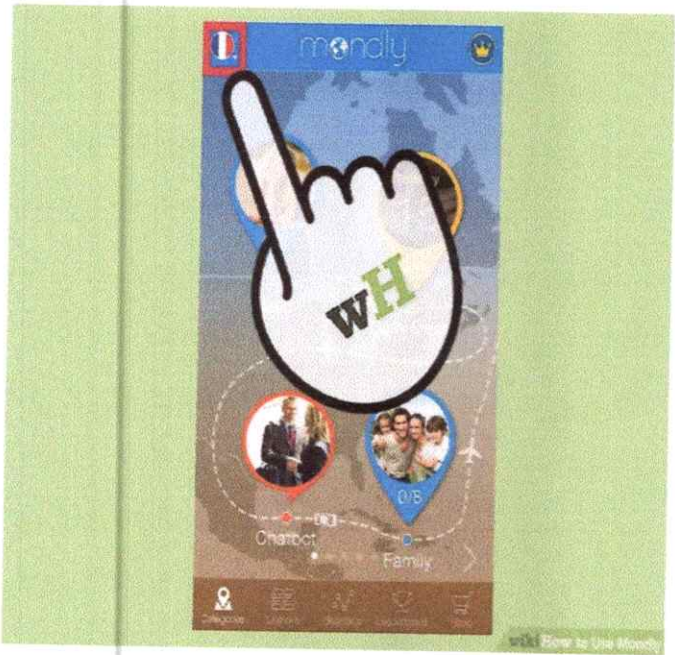
7. Allow reminders (optional). When you reach the reminders page you can tap “Allow” to enable push messages with vocabulary or reminders to keep learning. You can continue scrolling right to ignore enabling reminders.



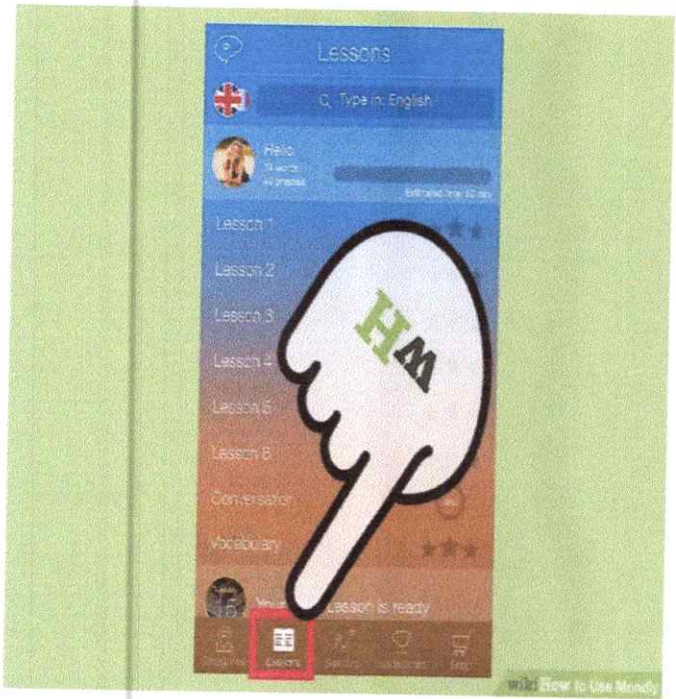
8. Tap “Continue”. When you reach the last page, this button will begin the tutorial. Once the tutorial is complete you will be taken to the Categories pag. You can tap “Skip” in the upper right corner at any time to continue without doing the tutorial.



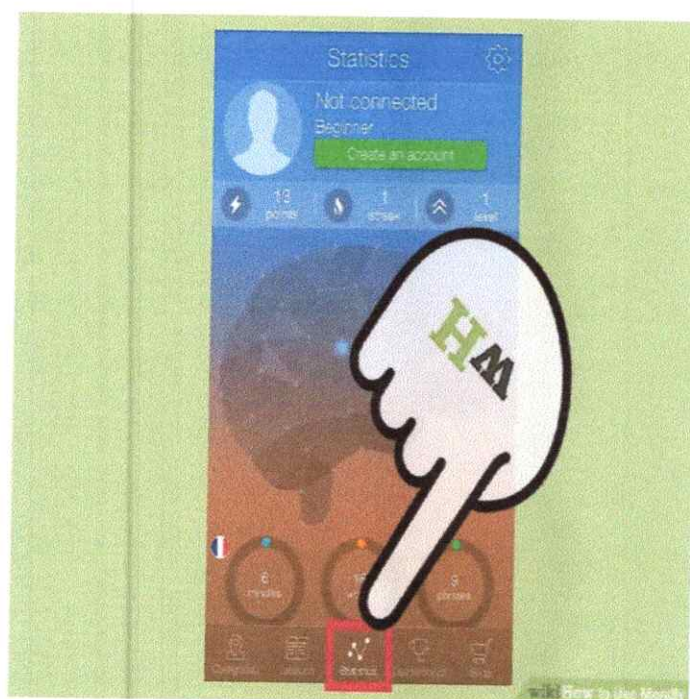
9. **Change your language.** From the Categories page, tap the flag icon in the upper left to swap between languages or start a new language. To change a language's difficulty, choose "Add a new language" and select the difficulty you want. This will overwrite the old language setting but maintain your progress.



10. **Review your lesson progress.** Tap “Lessons” at the bottom of the page to see an overview of each lesson, including how much time you’ve spent on each and how many stars you’ve earned.



11. **View statistics and review learned vocabulary.** Tap “Statistics” at the bottom of the page to see a page of your total time spent and words/phrases learned. You can drag the slider near the bottom to see a prediction of how much you can learn in how much time based on your current statistics.



D. Conceptual Framework

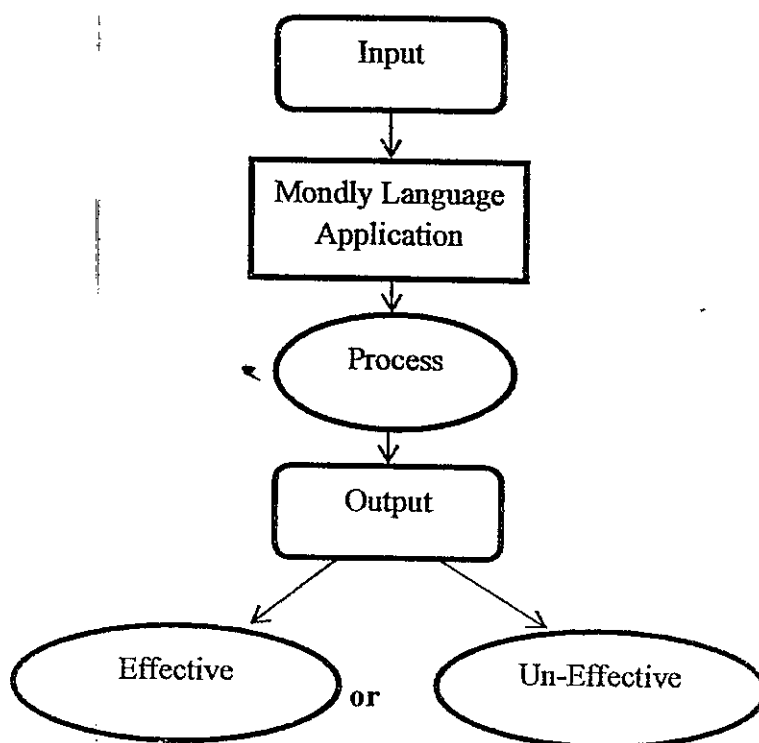


Figure 2.1 Conceptual framework

Input : Refers to the material in the form of mondly language application that are given to the students and focus on lesson plan formation to related about mondly language application that's like strategy and prepare on teaching English.

Process : Refers to spelling and pronunciation activities during treatment process. this is part using lesson plan and focus on observation about mondly language application in classroom

Output : Refers to student's achievement in understanding vocabulary. the last part we can see the result all about observation.

E. Testing Hypothesis

Based on the problem research, the researcher formulated the following hypothesis:

1. Alternative hypothesis (H_1): The use of mondly language application is effective to improve the student vocabulary..
2. Null hypothesis (H_0): The use of mondly language application is not effective to improve the student vocabulary.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is pre-experimental design. Pre-experimental is of the simplest form of research design. The researcher want to know whether the use of Mondly Language Application effective to improve students' vocabularies competence. In this research, the researcher just takes one class to use pretest and posttest design to know the result of treatment. The design is represented as follows:

Tabel 3.1.

Quasi Experimental Study

Pre-test	O1
Treatment	X
Post-test	O2

O1 : Pre-test
O2 : Post-test
X : Treatment

From the research design above, treatment was given after doing pre-test. Pre-test was administered before the implementation of Mondly Language Application as the treatment. At the end of the treatment period, post-test is used to assess students' vocabularies.

B. Population and Sample

1. population

The population of this research was the seventh grade students of SMP UNISMUH MAKASSAR academic year 2018/2019 that consisted of 101 student.

Tabel 3.2 The population is represented as follows:

No	Class	Number of Student
1	Tahfidz	19 Student
2	VII-A1	29 Student
3	VII-A2	17 Student
4	VII-B1	17 Student
5	VII-B2	19 Student

Source: TU SMP UNISMUH MUHAMMADIYAH MAKASSAR academic year 2018/2019

2. Sample

For the purpose of this research, the researcher used purposive sampling technique. One class was selected as a sample that was VII-B2 class who had very low vocabulary knowledge.

C. Research Variables

There were two variables in this research, namely independent variable and dependent variable. Independent variable is the variable that is changed in a scientific experiment to test the effects on the dependent variable, while dependent variable is the variable being tested and measured in a scientific experiment (<https://www.thoughtco.com>). They are:

a. Independent variable:

Independent variable was variable which could give influence or response to dependent variable. In this research, the independent variable was using of Mondly Language Application to Improve Students' Vocabulary Achievement.

b. Dependent variable

Dependent variable was variable which caused or influenced by other variable. Dependent variable in this research was the result of the test about students' vocabulary achievement.

D. Research Instrument

The instrument of research, the researcher used vocabulary test for pre-test and post-test to assess students' vocabulary achievement. The pre-test gave before the treatment to know the students' prior knowledge in vocabulary. The post-test conducted after using mondly language learning. The research also did interview and observation to the students about learning vocabulary. The

instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result or in other words, it can be occur complete and systematic.

E. Procedure of Collecting Data

The procedure of collecting data as follows:

1. The first, the researcher gave pre-test to the students
2. The second, the researcher gave treatment for six meetings.
3. The third, post-test was given to the students
4. Then, the researcher compare the result of those test; pre-test and post-test.

F. Data Analysis

The data was collected in line with instruments, analyzed pre-test and post-test that was used to analyze the score of students. The writer also apply interview sheet, diary notes to describe the improvement students' vocabulary by using the technique for the teaching process. It would be expected to get the satisfying result. There are several steps that taken by the researcher:

- a. Scoring the students' correct answer of pre-test and post- tes by using the formula:

$$\text{Value} = \frac{\text{result score}}{\text{Total number of question}} \times 100$$

- b. Classifying the score of the students into the following measurement scale:

Table 3.3 Score Range

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(depdikbud 2010)

- c. Data Description

The data description was used to analyze the students' vocabulary score. The description consisted of mean, median, mode and standard deviation. The researcher applied IBM Statistic SPSS 26 software to analyze the students' data description.

- d. The researcher used IBM Statistic SPSS 26 software for measuring effectiveness or uneffectiveness mondy language application.

For to known, we could watch significant difference (t-test) between the students' pre-test and post-test. The criteria of hypothesis testing are if Sig (2-tailed) lower than the level of significance, $\text{Sig} < \alpha$ ($0,000 < 0,05$), so it indicates that the students score between pre-test and post-test is significantly different and surely improve.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of findings and discussions. Findings has the data of the students' vocabularies taken from the written test in pre-test and post-test. Discussion contains explanation of findings which reflect to the result analysis of the data.

A. Research Finding

Meaning of content vocabulary as the tools of this study. Content vocabulary are further classified into nouns, verbs, adjectives and adverbs. There are tens of thousands of them in a language and so they make up most of the words in a dictionary. Proper nouns (names of people and places) are not usually a problem for understanding, but are also Content Words. the contents are used to express cultural content and they are consists of nouns, verbs, adjectives, and adverbs. They have more or less independent meanings. While nouns, verbs, adjectives, and adverbs are the most important content words, there are a few other words that are also key to understanding. These include negatives like no, not and never; demonstrative pronouns including this, that, these and those; and question word like what, where, when, how and whay.

The finding of the research is expressed in this part by showing students meaning vocabularies in pre-test and post-test.

a. Table 4.1 Mean Score of Students' Pre-test and Post-test Scores on Meaning of Content Vocabulary

Number of students	Goal	The Students Mean Score	
		Pre-Test	Post-Test
19	Word meaning	58.37	63.63

Table 4.3 shows that the mean score of the students in word meaning. Students' mean score in pre-test and post-test in word meaning are 67.00 and 79.13. It can be seen in the chart below.

b. Figure 4.1 chart mean score in meaning of content vocabulary

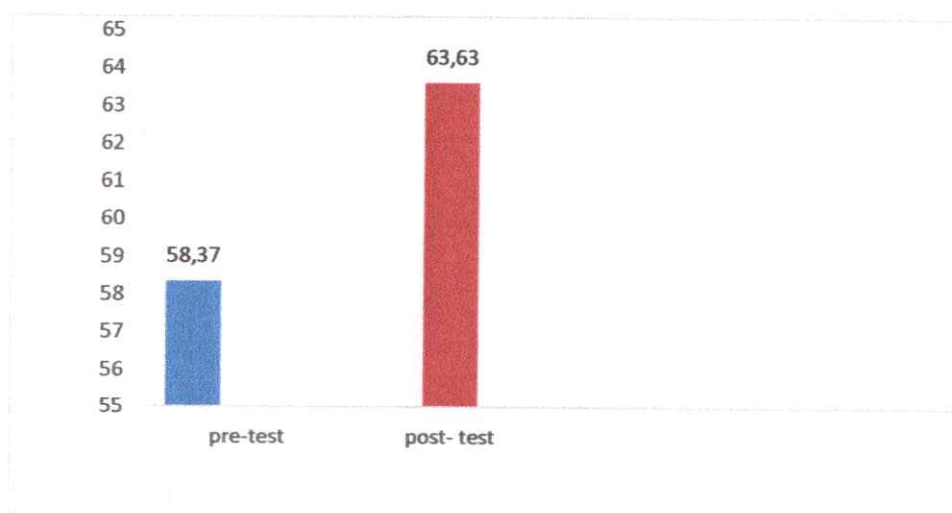


Figure 4.1 chart of mean score in meaning shows that there is improvement of the students in verb phrase from pre-test with the mean score are 58.37 and Post-test which to be 63.63.

c. **Table 4.2 Frequency of the Students' Scores in Meaning of Content Vocabulary**

No	Frequency	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	1	5.2	2	10.5
2	Very Good	86-95	2	10.5	2	10.5
3	Good	76-85	2	10.5	3	15.7
4	Fairly Good	66-75	5	26.3	4	21.05
5	Fairly	56-65	2	10.5	3	15.7
6	Poor	36-55	2	10.5	1	5.2
7	Very Poor	00-35	5	26.3	4	21.05
Total			19	100	19	100

Table 4.2 shows that the frequency of the students score, there was 1 (5.2%) student get excellent score in pre-test while in post-test there were 2 (10.5%) students, there were 2 (10.5%) student got very good in pre-test while in post-test there were 2 (10.5%), 2 (10.5%) students got good in pre-test while in post-test there were 3 (15.7%) students, 5 (26.3) students got fairly good in pre-test while in post-test only 4 (21.05) students, 2 (10.5%) students got fairly in pre-test while in post-test there were 3 (15.7) students, 2 (10.5%) students got poor

in pre-test and 1 (5.2%) students in post-test, there were 5 (26.3) students got very poor in pre-test while in post-test there were 4 (21.05) students.

d. Hypothesis Testing

The hypothesis is tested by using T-test analysis. In this case, the researcher used t-test (test of significance) for paired sample test, that is a test to know the significant difference between the result of students' mean scores in pre-test and post-test before and after giving treatment. The hypothesis as follows:

H1: The use of Mondly Language Application is effective to improve students' vocabularies competence at the seventh grade students of SMP UNISMUH MAKASSAR.

H0: The use of Mondly Language Application is not effective to improve students' vocabularies competence at the seventh grade students of SMP UNISMUH MAKASSAR.

While the criteria acceptance or rejection of t-test is:

H1 is accepted if $sig < \alpha = 0.05$

H0 is accepted if $sig > \alpha = 0.05$

e. Table 4.3 Paired Sample Test in Meaning of Content Vocabulary

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest-posttest	-5.23	8.465	1.942	-9.343	-1.183	-2.710	18	.014

Table 4.3 shows that sig. (2-tailed) $0.014 < 0.05$. It means that there is a significant difference between the score in pre-test and post-test scores. So, H_1 is accepted and H_0 is rejected. It can be assumed that there is a significant influence of using Mondly Language Application in improving students' vocabulary competence.

B. Discussion

Meaning of content vocabulary as the focus of this study. Content vocabulary are further classified into nouns, verbs, adjectives and adverbs. There are tens of thousands of them in a language and so they make up most of the words in a dictionary. Proper nouns (names of people and places) are not usually a problem for the students' achievement and so does the content words. The contents are used to express cultural content and they consist of nouns, verbs, adjectives, and adverbs. They have more or less independent meanings. While

nouns, verbs, adjectives, and adverbs are the most important content words, there are a few other words that are also key to understanding.

The research findings indicated that the students' vocabulary competence by using Mondly Language Application showed an improvement on the students' vocabulary in meaning. It was shown by the mean scores of the students' in pre-test that were lower than the score of post-test. The students' meaning of content vocabulary before being treated Mondly Language Application, the mean score was 58.37 in pre-test while in post-test, the mean score was 63.63. For example Student number of 1 got 62 score in pre-test while he got 73 score in post-test, it mean there was an increasing of 11 %. Student number of 8 got 82 score in pre-test while he got 96 score in post-test, it mean there was an increasing of 14 %. Student number of 18 got 53 score in pre-test and he got 58 score in post-test, it mean there was an increasing of 5 %.

Based on the t-test analysis, it was found that the data t-test of meaning was sig. 0.14, it means that the sig (2-tailed) was bigger than 0.05. It can be concluded that there was significant effect in using Mondly Language Application for students' word meaning.

From the discussion above, the researcher assumed that alternative hypothesis (H1) was accepted and null hypothesis was rejected. Thus, using Mondly Language Application was effective media to improve students' vocabulary competence in meaning at 7th Grade students of SMP UNISMUH MAKASSAR.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions of this research. This chapter was concerned on what was discussed in the previous chapter.

A. Conclusion

Based on the findings and discussions of the research, the researcher concluded that the use of Mondly Language Application was effective to improve the students' vocabularies competence. It was proved by the result of research showed that p value (sig. (2-tailed) was 0.00. It was lower than α 0.05, it could be assumed that H1 was accepted and H0 was rejected. The students' mean score in word meaning were 58.37(pre-test) and 63.63 (post-test).

Thus the mondly language application can be used by teachers as a media for student learning English in school to improve their vocabulary. This application is easy to use on android. The student can download this application in playstore. So the student can study anywhere and anytime with fun.

A. Suggestions

The researcher proposed some suggestion as follows:

1. The teacher

In the research, the researcher found that the technology gave solution to the students in English learning process. The teacher could use this Mondly Language Application as one of effective media in English teaching after saw the students' achievement.

2. The students

The students could use Mondly Language Application to increase English vocabulary competence, because the previous researcher said that with Application the students could easily memories and understand the words even just leaning own self.

3. Other Researchers

This research was one literatures for the other researchers to make innovation media to improve students' achievement especially in English Learning process.

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APPENDICES

APPENDIX I

DATA HASIL PRE-TEST SISWA KELAS 7 B2 SMP UNISMUH

NO	NAMA	HASIL PEROLEHAN	NILAI	NILAI AKHIR
1	ADI HAFIIDH	28	62.22222	62
2	AGUNG MAULANA	31	68.88889	69
3	AHMAD ALAZHARI	18	40	40
4	AHMAD FAUZI MUBAROK	27	60	60
5	ANDI MUH. IKRAR	13	28.88889	29
6	ARMAN MAULANA	33	73.33333	73
7	AZIZ	13	28.88889	29
8	BHAKA HAZIMUL FIQRI	37	82.22222	82
9	FATHIR MUHAMMAD	39	86.66667	87
10	IHWANUL	6	13.33333	13
11	LEWIS RADHI	44	97.77778	98
12	MUH YUSRAN HIDAYAH MULIA	8	17.77778	18
13	MUH. FIQHI AL ASHAR	35	77.77778	78
14	MUH. NUR IQWAN	32	71.11111	71
15	MUH. RESKI	39	86.66667	87
16	MUH. REYZA FAYYAD	31	68.88889	69
17	MUH. RIFQI AS SHADIQ	32	71.11111	71
18	MUH. ZEVA PRATAMA	24	53.33333	53
19	SAIFUL	9	20	20
	JUMLAH	499	1108.889	1109

APPENDIX II

DATA HASIL POST-TEST SISWA KELAS 7 B2 SMP UNISMUH

NO	NAMA	HASIL PEROLEHAN	NILAI	NILAI AKHIR
1	ADI HAFIIDH	33	73.33333333	73
2	AGUNG MAULANA	37	82.22222222	82
3	AHMAD ALAZHARI	29	64.44444444	64
4	AHMAD FAUZI MUBAROK	27	60	60
5	ANDI MUH. IKRAR	20	44.44444444	44
6	ARMAN MAULANA	36	80	80
7	AZIZ	10	22.22222222	22
8	BHAKA HAZIMUL FIQRI	43	95.55555556	96
9	FATHIR MUHAMMAD	41	91.11111111	91
10	IHWANUL	12	26.66666667	27
11	LEWIS RADHI	43	95.55555556	96
12	MUH YUSRAN HIDAYAH MULIA	8	17.77777778	18
13	MUH. FIQHI AL ASHAR	32	71.11111111	71
14	MUH. NUR IQWAN	37	82.22222222	82
15	MUH. RESKI	39	86.66666667	87
16	MUH. REYZA FAYYAD	31	68.88888889	69
17	MUH. RIFQI AS SHADIQ	33	73.33333333	73
18	MUH. ZEVA PRATAMA	26	57.77777778	58
19	SAIFUL	7	15.55555556	16
JUMLAH		544	1208.888889	1209

APPENDIX III

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	19	.948	.000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	58.37	19	26.013	5.968
	posttest	63.63	19	26.298	6.033

Paired Samples Test

		Paired Differences				95% Confidence Interval				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	of the Difference	Lower	Upper	t	df	
Pair 1	pretest - posttest	-5.263	8.465	1.942		-9.343	-1.183	-2.710	18	.014

Statistics

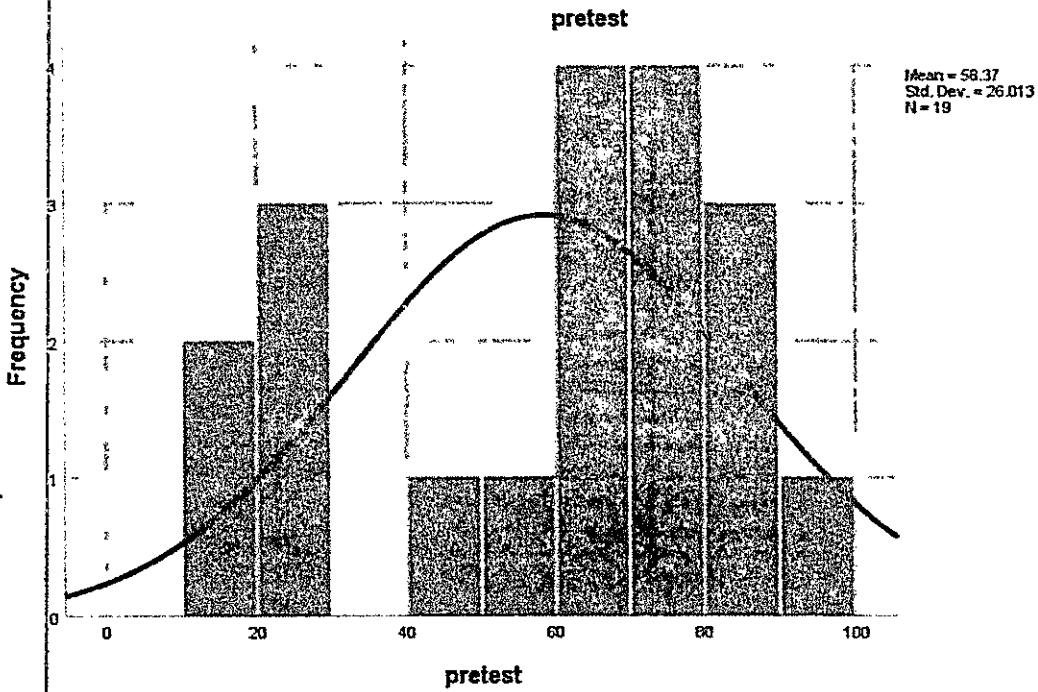
		pretest	Posttest
N	Valid	19	19
	Missing	0	0
Mean		58.37	63.63
Median		69.00	71.00
Std. Deviation		26.013	26.298
Minimum		13	16
Maximum		98	96

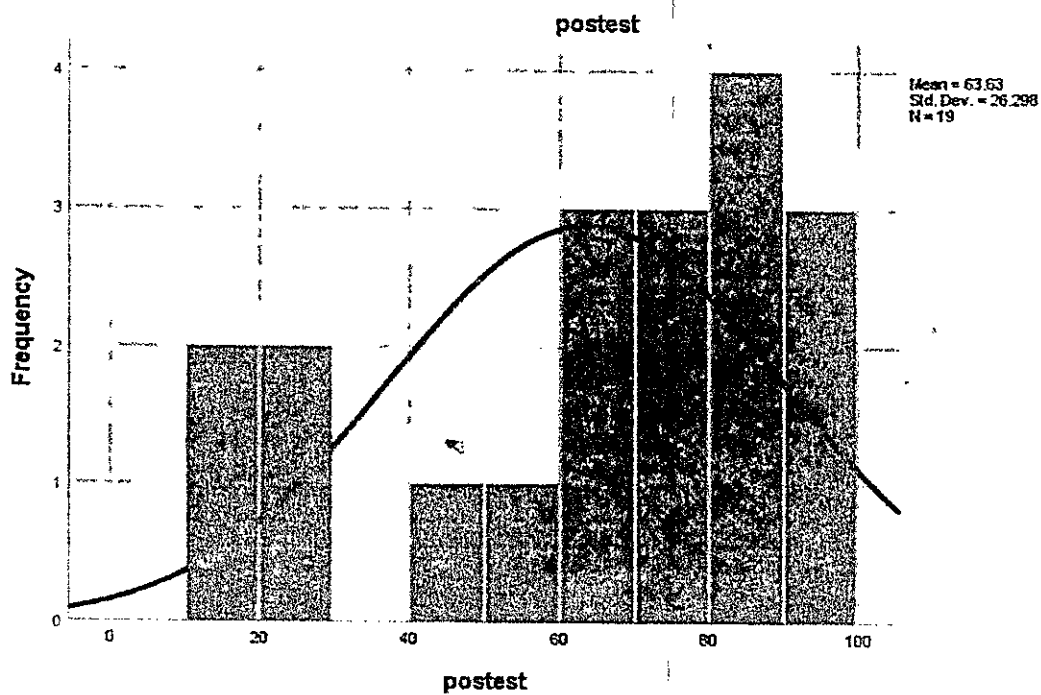
Frequency Table

		pretest			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	13	1	5.3	5.3	5.3
	18	1	5.3	5.3	10.5
	20	1	5.3	5.3	15.8
	29	2	10.5	10.5	26.3
	40	1	5.3	5.3	31.6
	53	1	5.3	5.3	36.8
	60	1	5.3	5.3	42.1
	62	1	5.3	5.3	47.4
	69	2	10.5	10.5	57.9
	71	2	10.5	10.5	68.4
	73	1	5.3	5.3	73.7
	78	1	5.3	5.3	78.9
	82	1	5.3	5.3	84.2
	87	2	10.5	10.5	94.7
	98	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

		posttest			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	16	1	5.3	5.3	5.3
	18	1	5.3	5.3	10.5
	22	1	5.3	5.3	15.8
	27	1	5.3	5.3	21.1
	44	1	5.3	5.3	26.3
	58	1	5.3	5.3	31.6

60	1	5.3	5.3	36.8
64	1	5.3	5.3	42.1
69	1	5.3	5.3	47.4
71	1	5.3	5.3	52.6
73	2	10.5	10.5	63.2
80	1	5.3	5.3	68.4
82	2	10.5	10.5	78.9
87	1	5.3	5.3	84.2
91	1	5.3	5.3	89.5
96	2	10.5	10.5	100.0
Total	19	100.0	100.0	





APPENDIX IV

PRE-TEST

Name :

Class :

Choose the correct answer from the option a, b, c, or d.

1. The day before Sunday is.....

- A. Monday
- B. Wednesday
- C. Friday
- D. Thursday

2. The day after Saturday is....

- A. Wednesday
- B. Friday
- C. Monday
- D. Sunday
- E.

3. There aredays in a week

- A. Twelve
- B. Ten
- C. Seven
- D. Nine

4. The month before may is...

- A. March
- B. July
- C. June
- D. January

5. The month after august is.....
- A. October
 - B. March
 - C. September
 - D. November
6. This month is february, the next month is.....
- A. January
 - B. March
 - C. April
 - D. May
7. Yesterday was Friday. Today is.....
- A. Thursday
 - B. Wednesday
 - C. Sunday
 - D. Saturday
8. Namula :.....?
- Salsabila : it is june
- A. What month is this month?
 - B. Is the mont june?
 - C. What day is today?
 - D. What time is it?
9. We have ceremony on.....
- A. Saturday
 - B. Wednesday
 - C. Monday
 - D. Sunday
10. The fifth month of the year is....
- A. July
 - B. September
 - C. March
 - D. May

11. The seventh month of year is.....
- A. December
 - B. October
 - C. July
 - D. August
12. The third day is.....
- A. Wednesday
 - B. Thursday
 - C. Saturday
 - D. Monday
13. Most people don't go to work on.....and.....
- A. Saturday and Monday
 - B. Saturday and Sunday
 - C. Everyday
 - D. Sunday and Monday
14. The last month of the year is.....
- A. October
 - B. January
 - C. December
 - D. November
15. The month between may and july is.....
- A. February
 - B. August
 - C. June
 - D. April

My name is fahra. I have grandparents. They are mr. and mrs. Hariyadi. My aunt name is mrs. Vivi, her husband mr. Hamid. They are children are varel and rusli.

16. Mrs. Vivi is fahra's.....

- A. sister
- B. mother
- C. aunt
- D. uncle

17. Mr. hariyadi is fahra's.....

- A. parents
- B. grandparents
- C. cousin
- D. brother

18. varel and rusli are vivi's....

- A. grandparents
- B. husband
- C. children
- D. Brother

19. I have a mother and father . they are my

- A. Grand mother
- B. Parents
- C. Brother
- D. Uncle

20. My father's wife is my

- A. Aunt
- B. Cousin
- C. Mother
- D. Sister

21. My mother's brother is my

- A. Father
- B. Family

C. Uncle

D. Boy

I am Rossi. I have a family. There are father, mother, brother and sister. My parents are Mr. and Mrs. Bayu. My brother is Roni and my sister is Karmila.

22. Mr. Bayu is Rossi's....

A. Brother

B. Father

C. Sister

D. Mother

23. Rossi's sister is....

A. Roni

B. Mr. Bayu

C. Mrs. Bayu

D. Karmila

24. Roni is Rossi's

A. Sister

B. Brother

C. Mother

D. Father

25. Mrs. Bayu is Rossi's.....

A. Mother

B. Uncle

C. Aunt

D. Nephew

26. "Hello,..... is Nadia".

A. My

B. I am

C. What

D. My name

27. Salma :is your name?

Rafi : my name is rafi

- A. What
- B. That
- C. This
- D. It

28. Yanti : "good morning lena".

Lena : "....."

- A. Good evening
- B. Good afternoon
- C. Good night
- D. Good morning

29. Ria : "how are you?"

Ginan :

- A. My name
- B. I am fine
- C. Your name
- D. I am

30. Miftah : "are you ok?"

Rolis :

- A. No, I ok
- B. No, it is ok
- C. Yes, I ok
- D. Yes, I am ok

31. Yanti : "good bye, rudi.

Rudi :

- A. Good afternoon
- B. Good evening

C. Good bye

D. Good morning

32. Reski : "...are you?"

Avi : "I am ten years old."

A. What

B. What is

C. How old

D. How do

33. Ana : "Nice to meet you"

Kiki : "..."

A. Good morning

B. How are you

C. How do you do

D. Nice to meet you too

34. Zahra : "...?"

Putri : "I am very well, thanks."

A. How are you

B. Good morning

C. Nice to meet you

D. What is your name

35. Nadila : "... are you from?"

Lana : "I am from Makassar."

A. How

B. What

C. When

D. Where

36. Anjani : "Bye-bye, Naia"

Naia : "..."

A. Good morning

B. See you later

C. I am fine

D. Thank you

37. Rania : "... is he?"

Ismil : He is Hendra

A. How

B. Who

C. What

D. Where

Text for number 23-28!

I would like to introduce myself. My name is Kanaia Putri. My nick name is Naia. I am 8 years old. I am a student. I am from Jakarta.

38. The girls ...

A. Drawing

B. Studying

C. Listening

D. Introducing

39. The girl name is ...

A. Kanaia Putri

B. Aisyah

C. Putri

D. Aisyah Kanaia Putri

40. The girl's nick name is ...

A. Aisyah

B. Putri

C. Ica

D. Naia

41. Naia is ... years old.

A. Eleven

B. Nine

C. Eight

D. Six

42. Naia is a ...

A. Student

B. Nurse

C. Teacher

D. Doctor

43. Naia is from ...

A. Jakarta

B. Makassar

C. Bandung

D. Medan

44. Ulfi : Where do you ...?

Andri : I live at jalan Tupai.

A. Old

B. Life

C. Live

D. Born

45. Ryan : "Thank you, ratih".

Iin : ...

A. You are welcome

B. Good morning

C. I am Ratih

D. I am fine

POST-TEST

Name :

Class :

Choose the correct answer from the option a, b, c, or d.

1. on....., muslim go to the mosque for Friday prayers
 - A. Saturday
 - B. Monday
 - C. Friday
 - D. Thursday
2. Most people work from.....
 - A. Everyday
 - B. Saturday to Monday
 - C. Sunday to monday
 - D. Monday to Friday
3. The middle day of the week is....
 - A. Wenesday
 - B. Tuesday
 - C. Friday
 - D. Saturday
4. We have ceremony on.....
 - A. Saturday
 - B. Wednesday
 - C. Monday
 - D. Sunday
5. The fifth month of the year is....
 - A. July
 - B. September
 - C. March

D. May

6. The seventh month of year is.....

A. December

B. October

C. July

D. August

7. The day before Sunday is.....

A. Monday

B. Wednesday

C. Friday

D. Thursday

8. The day after Saturday is....

A. Wednesday

B. Friday

C. Monday

D. Sunday

E.

9. There aredays in a week

A. Twelve

B. Ten

C. Seven

D. Nine

10. The month before may is...

A. March

B. July

C. June

D. January

11. The month after august is.....

A. October

B. March

C. September

D. November

12. This month is february, the next month is.....

A. January

B. March

C. April

D. May

13. Yesterday was Friday. Today is.....

A. Thursday

B. Wednesday

C. Sunday

D. Saturday

I am Rani. I have a family. There are father, mother, brother and sister. My parents are Mr. and Mrs. jockson. My brother is Ruben and my sister is Karen.

14. Mr. jockson is Rossi's....

A. Brother

B. Father

C. Sister

D. Mother

15. karen's sister is....

A. Roni

B. Mr. Bayu

C. Mrs. Bayu

D. Karmila

16. Karen is rani's

A. Sister

B. Brother

C. Mother

D. Father

17. Mrs. jockson is rani's.....

A. Mother

B. Uncle

C. Aunt

Nephew

18. I have a mother and father . they are my

A. Grand mother

B. Parents

C. Brother

D. Uncle

19. My father's wife is my

A. Aunt

B. Cousin

C. Mother

D. Sister

20. My mother's brother is my

A. Father

B. Family

C. Uncle

D. Boy

21. "Hello,..... is nadia".

A. My

B. I am

C. What

D. My name

22. Salma :.....is your name?

Rafi : my name is rafi

A. What

B. That

C. This

D. It

23. Yanti : " good morning lena".

Lena : "....."

- A. Good evening
- B. Good afternoon
- C. Good night
- D. Good morning

24. Ria : "how are you?"

GINAN :

- A. My name
- B. I am fine
- C. Your name
- D. I am

25. Miftah : "are you ok?"

ROLIS :

- A. No, I ok
- B. No, it is ok
- C. Yes, I ok
- D. Yes, I am ok

26. The meaning of mother in Indonesia language is.....

- A. Sepupu perempuan
- B. Ibu
- C. Ayah
- D. Saudara laki-laki

27. The meaning of aunt in Indonesia language is.....

- A. Paman
- B. Bibi
- C. Ayah
- D. Kakek

28. The meaning of sudara laki-laki in English language is....

- A. Grand father
- B. Grand mother
- C. Sister

D. Brother

29. Yanti : "good bye, rudi.

Rudi :

A. Good afternoon

B. Good evening

C. Good bye

D. Good morning

30. Reski : "...are you?"

Avi : "I am ten years old."

A. What

B. What is

C. How old

D. How do

31. Ana : "Nice to meet you"

Kiki : "..."

A. Good morning

B. How are you

C. How do you do

D. Nice to meet you too

32. Zahra : "...?"

Putri : "I am very well, thanks."

A. How are you

B. Good morning

C. Nice to meet you

D. What is your name

33. Nadila : "... are you from?"

Lana : "I am from Makassar."

A. How

B. What

C. When

D. Where

Text for number 21-25!

I would like to introduce myself. My name is Roland Arroyan. My nick name is Roland. I am 13 years old. I am a student. I am from Jakarta.

34. The girl name is ...

- A. Roland Arroyan
- B. Arroyan
- C. Putri
- D. Aisyah Kanaia Putri

35. The girl's nick name is ...

- A. Arroyan
- B. Putri
- C. Roland
- D. Naia

36. Roland is ... years old.

- A. Eleven
- B. thirteen
- C. Eight
- D. Six

37. Roland is a ...

- A. Student
- B. Nurse
- C. Teacher
- D. Doctor

38. Roland is from ...

- A. Jakarta
- B. Makassar
- C. Bandung
- D. Medan

39. Anjani : "Bye-bye, Naia"

Naia : "..."

- A. Good morning
- B. See you later
- C. I am fine
- D. Thank you

40. Rania : "... is he?"

Ismil : He is Hendra

- A. How
- B. Who
- C. What
- D. Where

41. Ulfi : Where do you ...?

Andri : I live at jalan Tupai.

- A. Old
- B. Life
- C. Live
- D. Born

42. Ryan : "Thank you, ratih".

Iin : ...

- A. You are welcome
- B. Good morning
- C. I am Ratih
- D. I am fine

43. Namula :

Salsabila : it is june

- A. What month is this month?
- B. Is the mont june?
- C. What day is today?
- D. What time is it?

44. The third day is.....

- A. Wednesday
- B. Thursday
- C. Saturday
- D. Monday

45. Most people don't go to work on.....and.....

- A. Saturday and Monday
- B. Saturday and Sunday
- C. Everyday
- D. Sunday and Monday

LESSON PLAN

Satuan Pendidikan : SMP UNISMUH MAKASAR

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Tahun Pelajaran : 2018/2019

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat:

1. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari
2. Memahami penggunaan *part of speech* dalam kalimat.
3. Menyebutkan/mengidentifikasi *vocabulary* yang diberikan oleh guru sesuai dengan *spelling*, *pronunciation*, dan *meaning* dengan benar.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Mengidentifikasi unsur kebahasaan teks family, introduction and greetings, day, food, drink and the month.	3.4.1. Mengidentifikasi unsur kebahasaan ungkapan meminta dan memberi informasi tentang family, introduction and greetings, day, food, drink and the month (<i>vocabularies terkait dengan makna dalam teks family, introduction and greetings, day, food, drink and the month</i>).
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait family, introduction and greetings, day, food, drink and the month	4.1.1 Melakukan tindak tutur lisan dan tulis menggunakan unsur kebahasaan (<i>vocabularies terkait dengan makna dalam teks family, introduction and greetings, day, food, drink and the month</i>).

C. Materi Pembelajaran

my family

1. Materi pembelajaran regular

- Fungsi sosial
- Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.
- Struktur teks
- Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
- Penyebutan benda dengan a, the, bentuk jamak (-s)
- Penggunaan kata penunjuk this, that, these, those ...
- *Part of speech* (Preposisi untuk in, on, under untuk menyatakan tempat)
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

2. Materi pembelajaran remedial

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

3. Materi pembelajaran pengayaan

- Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar

F. Media, Alat, Bahan dan Sumber Pembelajaran

➤ Metode Pembelajaran

Pendekatan : *Scientific Learning*

➤ Media Pembelajaran

- ▲ Mondly language application

➤ Sumber Belajar:

- ▲ Teks Siswa,
- ▲ Buku Pegangan Guru,
- ▲ Modul/bahan ajar,
- ▲ Sumber internet.
- ▲ Mondly language application

D. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 X 40 menit)		Waktu
Kegiatan Pendahuluan Guru : Orientasi • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		10 menit
Kegiatan Inti		
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Mengamati (Observing)	1. Guru menginstruksikan kepada peserta didik untuk membuka <i>monday language application</i> terkait dengan materi 2. Guru memberikan materi terkait dengan <i>my family</i>. 3. Peserta didik mengidentifikasi kata-kata yang diinstruksikan oleh guru.	

	4. Guru menjelaskan setiap kata yang ada dalam <i>mondly language application</i> sesuai dengan materi yang diajarkan. 5. Peserta didik menirukan ujaran dan intonasi yang dicontohkan oleh guru.	
Menanyakan (Questioning)	1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut. 3. Guru memberi pertanyaan terkait materi <i>my family</i> untuk mengetahui sejauh mana pemahaman peserta didik. 4. Guru membantu menjawab jika tidak ada peserta didik yang mampu menjawabnya. 5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.	
Mencoba (Experimenting)	1. Peserta didik mengidentifikasi kata-kata yang ada pada <i>mondly language application</i> terkait materi <i>my family</i>. 2. Peserta didik menjelaskan <i>vocabulary</i> terkait dengan <i>my family</i>(contohnya: Guru: <i>how many sister do you have?</i> Siswa: <i>I have 5 sister.</i> Guru: <i>who is this?</i> Siswa: <i>this is my brother, this is my sister,</i> 3. Guru memberikan pertanyaan nama-nama <i>family</i> Contohnya: Guru: <i>who is your sister name ?</i> Siswa: <i>my sister name is fatimah... ..</i> 4. Guru memberikan kesempatan kepada setiap siswa untuk berpasangan dan saling bertukar informasi terkait <i>my family</i>. (Contohnya: Siswa: <i>what is the meaning of.... In indonesia?</i>	60 Menit
Menalar (Associating)	1. Guru meminta setiap peserta didik untuk menuliskan nama-nama <i>family</i> yang ada di sekitarnya yang belum diketahui bahasa inggrisnya sebanyak mungkin. Menuliskannya dengan bahasa Indonesia.	

	2. Guru memberikan kesempatan kepada siswa untuk mencari tahu arti dalam bahasa Inggris kosakata yang telah dituliskan. 3. Peserta didik dapat mencari tahu jawabannya dengan <i>searching in mondly language application</i> atau bertanya kepada temannya.	
Mengkomunikasikan (Networking)	1. Peserta didik diminta maju ke depan kelas untuk memaparkan hasilnya. 2. Peserta didik harus mengucapkan kosa kata yang ditulis dengan <i>spelling, pronunciation, dan meaning</i> dengan tepat. 3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> yang tepat. 4. Peserta didik bergantian memaparkan hasil kerjanya. 5. Guru memaksimalkan agar peserta didik dapat memaparkan hasil/tugas mereka.	
Kegiatan Penutup		
	1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru 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; seperti memberikan tugas di rumah dengan mencari vocabulary tentang <i>things in the house</i>. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.	10 Menit
Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli		

lingkungan)					
2. Pertemuan Ke-2 (2 X 40 menit)	Waktu				
Kegiatan Pendahuluan Guru : Orientasi - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran - Memeriksa kehadiran peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi - Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>my family</i>, - Mengingatnkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. - Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung - Mengajukan pertanyaan. Pemberian Acuan - Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. - Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung - Pembagian kelompok belajar - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	10 menit				
Kegiatan Inti <table border="1"> <tr> <td style="text-align: center;"> Model Penemuan Pembelajaran </td> <td style="text-align: center;"> Media Alat dan Bahan Pembelajaran </td> </tr> <tr> <td> Mengamati (Observing) </td> <td> 1. Guru memberikan materi terkait dengan <i>asking and giving information about family</i>. 2. Guru menjelaskan materi tentang <i>asking and giving information expression about family</i> dan cara membuat <i>simple sentences</i>. Materi sebagai berikut: </td> </tr> </table>	Model Penemuan Pembelajaran	Media Alat dan Bahan Pembelajaran	Mengamati (Observing)	1. Guru memberikan materi terkait dengan <i>asking and giving information about family</i> . 2. Guru menjelaskan materi tentang <i>asking and giving information expression about family</i> dan cara membuat <i>simple sentences</i> . Materi sebagai berikut:	60 Menit
Model Penemuan Pembelajaran	Media Alat dan Bahan Pembelajaran				
Mengamati (Observing)	1. Guru memberikan materi terkait dengan <i>asking and giving information about family</i> . 2. Guru menjelaskan materi tentang <i>asking and giving information expression about family</i> dan cara membuat <i>simple sentences</i> . Materi sebagai berikut:				

	<i>Asking expression:</i> <i>Who is this?</i> <i>How many.... do you have?</i> <i>Can I.....please?</i> <i>May I.....please?</i> <i>Can you.... please?</i> <i>Giving expression:</i> <i>This is...</i> <i>I have....</i> <i>No, Thank you</i> <i>Yes, this is....</i> <i>*Of course.</i> <i>It's ok. Thanks anyway</i> <i>Sure.</i> <i>There are....</i> 3. Guru menjelaskan materi tersebut dengan <i>spelling, pronunciation, dan meaning</i> yang tepat dan <i>part of speech</i> pada <i>simple sentence</i>. 4. Peserta didik menirukan ujaran dan intonasi guru dengan benar.	
Menanyakan (Questioning)	1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut. 3. Guru memberi pertanyaan terkait materi <i>asking and giving information expression about family guru: Can I know your family?</i> <i>Siswa: of course.</i> untuk mengetahui sejauh mana pemahaman peserta didik. 4. Guru membantu peserta didik yang kesulitan dalam menjawab. 5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.	
Mencoba (experimenting)	1. Peserta didik mengidentifikasi ungkapan-ungkapan dalam memberikan dan meminta informasi tentang <i>my family</i>. 2. Guru meminta peserta didik untuk bertanya kepada teman sebangkunya tentang	

	memberikan dan meminta informasi tentang <i>my family</i> <i>Siswa 1: May I know your....?</i> <i>Siswa 2: yes, of course.</i> 3. Guru meminta peserta didik untuk membedakan ungkapan antara memberi dan meminta informasi terkait <i>my family</i> Guru memberikan kesempatan kepada setiap siswa untuk menanyakan temannya (maks. 5 orang) tentang informasi <i>my family</i> dengan menggunakan <i>asking and giving information expression</i>.	
Menalar (Associating)	1. Guru meminta siswa untuk berpasangan. 2. Guru meminta setiap pasangan untuk membuat <i>short dialog</i> tentang <i>dialog for asking and giving expressions</i> tentang <i>my family</i> (maks. 6 dialog). 3. Peserta didik dapat menggunakan <i>monolly language application</i> untuk mencari kosakata yang belum diketahui artinya. 4. Peserta didik juga harus dapat menjelaskan <i>part of speech simple sentences</i> yang telah dibuat.	
Mengkomunikasikan (Networking)	1. Peserta didik diminta maju ke depan kelas untuk memaparkan hasil pekerjaannya. 2. Peserta didik harus mampu menjelaskan hasil pekerjaannya. 3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> yang tepat. 4. Setiap pasangan bergantian memaparkan hasil pekerjaannya. 5. Guru memaksimalkan agar peserta didik dapat memaparkan hasil/tugas mereka. 6. Guru dapat mengarahkan peserta didik yang salah dalam <i>spelling, pronunciation, dan meaning</i>.	
Kegiatan Penutup		
	1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang	

sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru 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; seperti memberikan tugas di rumah dengan mencari vocabulary yang berhubungan materi yang sudah dipelajari dan membuat <i>dairy activities</i> tentang materi tersebut. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.	10 Menit
Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)	
4. Pertemuan Ke-4 (2 X 40 menit)	Waktu
Kegiatan Pendahuluan Guru : Orientasi • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>introduction and greetings</i> Mengingatn kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	10 menit

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Mengamati (Observing)	1. Guru menginstruksikan kepada peserta didik untuk membuka <i>mondly language application</i> terkait dengan materi. 2. Guru memberikan materi terkait dengan <i>introduction and greetings</i> 3. Guru menjelaskan setiap kata-kata yang ada dalam <i>mondly language application</i> sesuai dengan materi yang diajarkan. 4. Peserta didik menirukan ujaran dan intonasi yang dicontohkan oleh guru.
Menanyakan (Questioning)	1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut. 3. Guru memberi pertanyaan terkait materi <i>introduction and greetings</i> untuk mengetahui sejauh mana pemahaman peserta didik. 4. Guru membantu menjawab jika tidak ada peserta didik yang mampu menjawabnya. 5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.
Mencoba (Experimenting)	1. Peserta didik mengidentifikasi kata-kata yang ada pada <i>mondly language application</i> terkait materi <i>introduction and greetings</i>. 2. Guru meminta peserta didik untuk maju ke depan dan menguji sejauh mana pemahamannya dengan materi tentang <i>introduction and greetings</i>.

	- Guru memberikan pertanyaan terkait dengan <i>itroduction and grēetings</i> . Contohnya: <i>Guru: where is you come from?</i> <i>Siswa: I am from....</i> - Guru memberikan kesempatan kepada setiap peserta didik untuk maju ke depan.	60 Menit
Menalar (Associating)	- Guru membagikan peserta didik dalam 2 kelompok. Kelompok A dan B. - Guru meminta setiap kelompok untuk berbaris memanjang ke belakang. - Guru menempelken kertas karton di papan tulis dua bagian. 1 bagian untuk kelompok A dan lainnya untuk kelompok B. Kertas karton tersebut telah diisi sebuah tabel yang terdiri dari kolom hari bertuliskan bahasa indonesiadan ungkapan tegur sapa. Dan telah disediakan <i>flashcard</i> bertuliskan bahasa inggris. - Setiap kelompok berlomba untuk memasang gambar di setiap kolom yang ada dalam tabel dengan benar. - Guru memberikan waktu selama 7 menit dalam memasang gambar. - Kelompok yang cepat dan benar adalah pemenangnya.	
Mengkomunikasikan (Networking)	- Setiap kelompok harus mempresentasikan hasilnya. - Setiap peserta didik dalam kelompok bergantian dalam menjelaskan hasil dari pekerjaannya. - Peserta didik yang lain dapat memberikan masukan. - Kelompok lain bergantian memaparkan hasil pekerjaannya. - Guru memberikan kesempatan peserta didik untuk bertanya kepada kelompok lain.	
Kegiatan Penutup		
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; - Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang		

sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru 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; seperti memberikan tugas di rumah dengan mencari vocabulary yang berhubungan materi yang sudah dipelajari dan membuat <i>dairy activities</i> tentang materi tersebut. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya. Catatan: Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)	10 Menit
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3. Pertemuan Ke-3 (2 X 40 menit)	Waktu
Kegiatan Pendahuluan Guru : Orientasi • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingatn kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. Pemberian Acuan	10 menit

- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti

Mengamati (Observing)

1. Guru memberikan materi terkait dengan *asking and giving information about introduction and greetings* Guru menjelaskan materi tentang *asking and giving information expression about introduction and greetings*. dan cara membuat *simple sentences*.
Materi sebagai berikut:
Asking expression:
What is your name?
Where do you live?
What is your hobby?
Giving expression:
My name is....
I live in.....
My hobby is...
2. Guru menjelaskan materi tersebut dengan *spelling, pronunciation, dan meaning* yang tepat dan *part of speech* pada *simple sentence*.
3. Peserta didik menirukan ujaran dan intonasi guru dengan benar.

Menanyakan (Questioning)

1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami.
2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut.
3. Guru memberi pertanyaan terkait materi *asking and giving information expression about introduction and greetings*
Guru : what is your name?
Siswa: my name is....
untuk mengetahui sejauh mana pemahaman

	peserta didik. - Guru membantu peserta didik yang kesulitan dalam menjawab. - Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.	Menit
Mencoba (experimenting)	- Peserta didik mengidentifikasi ungkapan-ungkapan dalam memberikan dan meminta informasi tentang <i>introduction and greetings</i>. - Guru meminta peserta didik untuk bertanya kepada teman sebangkunya tentang memberikan dan meminta informasi tentang <i>introduction and greetings</i>. Contohnya <i>Siswa 1: what is your name?</i> <i>Siswa 2: my name is....</i> <i>Siswa 1: what is your hobby?</i> <i>Siswa 2: my hobby is...</i> - Guru meminta peserta didik untuk membedakan ungkapan antara memberi dan meminta informasi terkait <i>pet animals</i>. - Guru memberikan kesempatan kepada setiap siswa untuk menanyakan temannya (maks. 5 orang) tentang informasi <i>introduction and greetings</i> dengan menggunakan <i>asking and giving information expression</i>.	
Menalar (Associating)	- Guru meminta peserta didik secara individu untuk membuat sebuah <i>short story</i> tentang <i>pet animals</i> yang dimilikinya. - Guru dapat membantu peserta didik yang kesulitan dalam mengerjakan tugas tersebut. - Peserta didik dapat menggunakan <i>mondy language application</i> untuk mencari kosakata yang belum diketahui artinya. - Peserta didik harus mampu menjelaskan hasil pekerjaan nantinya.	
Mengkomunikasikan (Networking)	- Peserta didik diminta untuk maju ke depan untuk mempresentasikan hasil pekerjaannya. - Peserta didik harus mampu menjelaskan hasil pekerjaannya. - Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan</i>	

	<i>meaning</i> yang tepat; - Setiap pasangan bergantian memaparkan hasil pekerjaannya. - Guru memaksimalkan agar peserta didik dapat memaparkan hasil/tugas mereka. - Guru dapat mengarahkan peserta didik yang salah dalam <i>spelling</i>, <i>pronunciation</i>, dan <i>meaning</i>.	
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; - Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; - Guru 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; seperti memberikan tugas di rumah dengan mencari vocabulary yang berhubungan materi yang sudah dipelajari dan membuat <i>dairy activities</i> tentang materi tersebut. - menyampaikan rencana pembelajaran pada pertemuan berikutnya. Catatan: Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)	10 Menit	

5. Pertemuan Ke-5 (2 X 40 menit)		Waktu
Kegiatan Pendahuluan Guru : Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk		

memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingatn kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	10 menit
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Kegiatan Inti

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Mengamati (Observing)	1. Guru menginstruksikan kepada peserta didik untuk membuka <i>mondly language application</i> terkait dengan materi. 2. Guru memberikan materi terkait dengan <i>food and drinks</i>. 3. Peserta didik mengidentifikasi gambar-gambar yang diinstruksikan oleh guru. 4. Guru menjelaskan setiap gambar yang ada dalam <i>mondly language application</i> sesuai dengan materi yang diajarkan. 5. Peserta didik menirukan ujaran dan intonasi yang dicontohkan oleh guru.

Menanyakan (Questioning)	1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut. 3. Guru memberi pertanyaan terkait materi <i>food and drinks</i> untuk mengetahui sejauh mana pemahaman peserta didik. 4. Guru membantu menjawab jika tidak ada peserta didik yang mampu menjawabnya. 5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.	60 Menit
Mencoba (Experimenting)	1. Peserta didik mengidentifikasi gambar-gambar yang ada pada <i>mondly language application</i> terkait materi <i>food and drinks</i>. 2. Guru meminta peserta didik untuk maju ke depan dan menguji sejauh mana pemahamannya dengan materi tentang <i>food and drinks</i>. 3. Guru memberikan pertanyaan terkait dengan <i>food and drinks</i>. 4. Guru memberikan kesempatan kepada setiap peserta didik untuk maju ke depan.	
Menalar (Associating)	1. Guru meminta setiap peserta didik untuk menuliskan nama-nama bangunan umum yang ada di sekitarnya/ yang pernah dijumpai (min. 20 kosa kata). 2. Peserta didik dapat menuliskan nama-nama bangunan baik yang sudah diketahui bahasa inggris ataupun belum. 3. Peserta didik dapat mencari tahu jawabannya di <i>mondly language application</i>. 4. Guru memberikan batas waktu pengerjaan (7 menit).	
Mengkomunikasikan (Networking)	1. Guru meminta peserta didik untuk mempresentasikan hasil pekerjaannya. 2. Peserta didik lainnya memperhatikan, dan dapat memberikan masukan ketika peserta didik tersebut kurang tepat dalam <i>spelling, pronunciation, dan meaning</i> pada sebuah	

	kata. 3. Peserta didik yang telah mempresentasikan pekerjaannya dapat menunjuk peserta didik lainnya. 4. Guru dapat pula memberikan pengarahan ketika peserta didik kurang tepat dalam <i>spelling, pronunciation, dan meaning</i> pada sebuah kata jika tiada peserta didik yang menanggapi. 5. Guru dapat mengajukan pertanyaan pada peserta didik baik yang mempresentasikan pekerjaan ataupun yang belum.	
Kegiatan Penutup		
1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru 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; seperti memberikan tugas di rumah dengan mencari vocabulary yang berhubungan materi yang sudah dipelajari dan membuat <i>dairy activities</i> tentang materi tersebut. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.	10 Menit	
Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)		

6. Pertemuan Ke-6 (2 X 40 menit)		Waktu
Kegiatan Pendahuluan Guru : Orientasi • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>food and drinks</i>. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		10 menit
Kegiatan Inti		
Mengamati (Observing)	1. Guru menginstruksikan kepada peserta didik untuk membuka <i>mondly language application</i> terkait dengan materi. 2. Guru menjelaskan materi tentang <i>the days and the months</i>. 3. Peserta didik mengidentifikasi gambar-gambar yang diinstruksikan oleh guru. 4. Guru menjelaskan setiap gambar yang ada dalam	

	<i>mondly language application</i> sesuai dengan materi yang diajarkan. 5. Peserta didik menirukan ujaran dan intonasi yang dicontohkan oleh guru.	60 Menit
Menanyakan (Questioning)	1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami. 2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut. 3. Guru memberi pertanyaan terkait materi <i>the days and the months</i> untuk mengetahui sejauh mana pemahaman peserta didik. 4. Guru membantu peserta didik yang kesulitan dalam menjawab. 5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.	
Mencoba (experimenting)	1. Peserta didik mengidentifikasi gambar-gambar yang ada pada <i>mondly language application</i> terkait materi <i>the day and the months</i>. 2. Guru meminta peserta didik untuk maju ke depan dan menguji sejauh mana pemahamannya dengan materi tentang <i>the days and the months</i>. 3. Guru memberikan pertanyaan terkait dengan <i>the days and the months</i>. 4. Guru memberikan kesempatan kepada setiap peserta didik untuk maju ke depan.	
Menalar (Associating)	1. Guru meminta peserta didik secara berpasangan. 2. Guru meminta peserta didik untuk mebuat <i>short dialog</i> tentang <i>asking and giving information about the days and the months</i>. 3. Peserta didik dapat menggunakan <i>Visual Dictionary</i> untuk mencari kosakata yang belum diketahui artinya. 4. Peserta didik harus mampu mempresentasikan hasil pekerjaannya.	
Mengkomunikasikan (Networking)	1. Setiap pasangan diminta untuk maju ke depan untuk mempresentasikan hasil pekerjaannya. 2. Setiap pasangan harus mampu menjelaskan hasil pekerjaannya.	

	3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling</i> , <i>pronunciation</i> , dan <i>meaning</i> yang tepat. 4. Setiap pasangan bergantian memaparkan hasil pekerjaannya. 5. Guru memaksimalkan agar peserta didik dapat memaparkan hasil/tugas mereka. 6. Guru dapat mengarahkan peserta didik yang salah dalam <i>spelling</i> , <i>pronunciation</i> , dan <i>meaning</i> .	
Kegiatan Penutup		
1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran; 2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru 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; seperti memberikan tugas di rumah dengan mencari vocabulary yang berhubungan materi yang sudah dipelajari dan membuat <i>dairy activities</i> tentang materi tersebut. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.		10 Menit
Catatan: Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)		

Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

a. Penilaian Kompetensi Pengetahuan

1) Tes Tertulis

- Uraian/esai

2) Tes Lisan

▲ *Tes lisan pemaparan materi dari pemahaman siswa.*

b. Penilaian Kompetensi Keterampilan

1) Proyek, pengamatan, wawancara

- ▲ *Mempelajari buku teks dan sumber lain (mondly language application) tentang materi pokok*
- ▲ *Menyimak tayangan/demo tentang materi pokok*

2) Portofolio / unjuk kerja

3) Produk,

2. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal)

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas.

Makassar,2019

Mengetahui,

Kepala Sekolah,

Guru Mata Pelajaran,

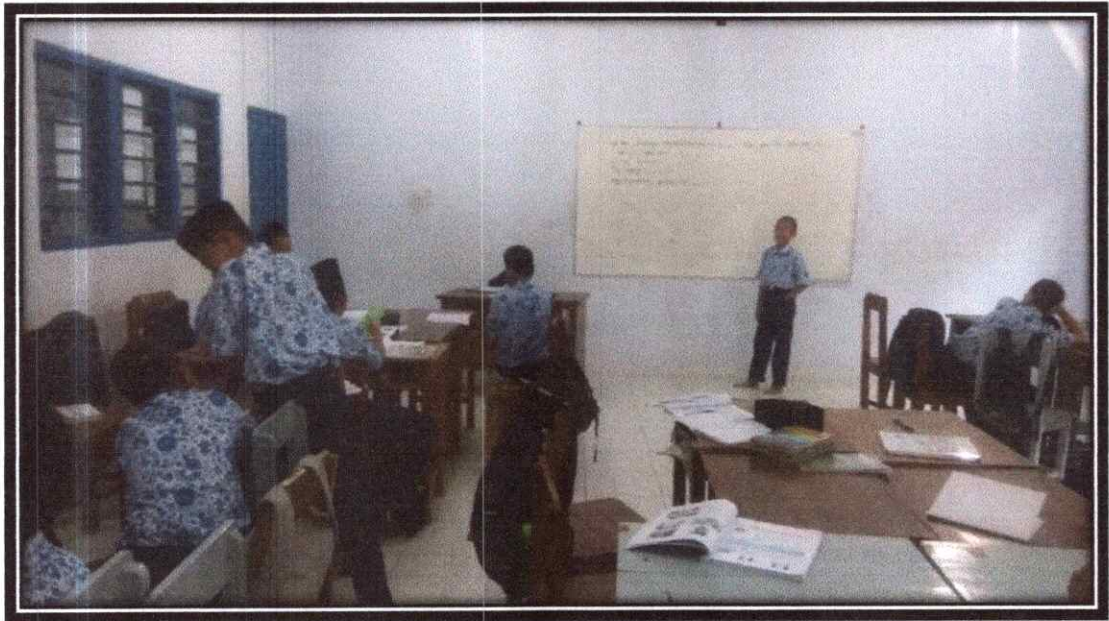
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APPENDIX V

DOCUMENTATIONS OF RESEARCH







CURRICULUM VITAE



ABDUL RAHIM, was born on November 11th, 1988 in kaluku, kab. Luwu Utara. He is the first child from six siblings of the couple Suwito and Kasiati. In 1997 he studied as a student in elementary school at SD 337 Sukamaju and graduated in 2002 then he registered as a student in junior high school at SMPN 1 Sukamaju and graduated in 2005. After finishing his study in junior high school, he registered in senior high school at SMAN 1 Sukamaju and graduated in 2008. In 2014 he studied as a student in English Education Department of Muhammadiyah University of Makassar on strata one program