

**USING VISUAL DICTIONARY IN TEACHING STUDENTS TO IMPROVE  
VOCABULARIES**

*(A Pre-Experimental Research at the Seventh Grade Students of  
SMP Negeri 1 Sungguminasa)*



**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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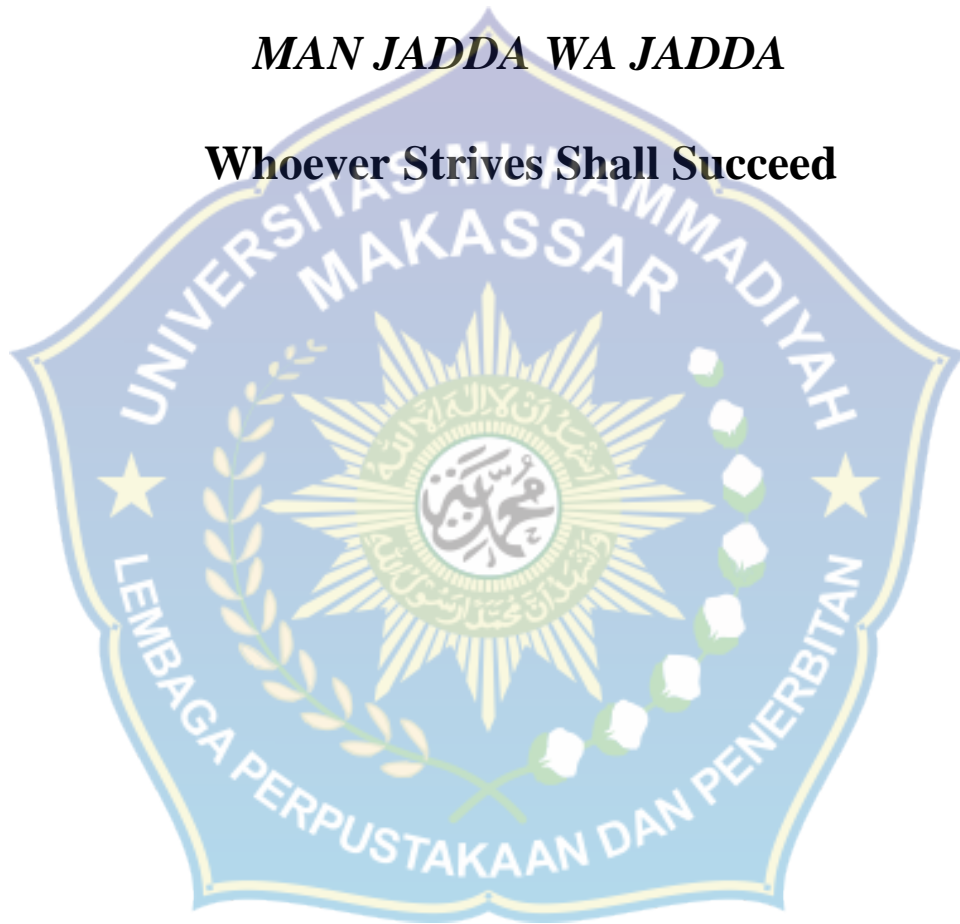
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# MOTTO

***MAN JADDA WA JADDA***

**Whoever Strives Shall Succeed**



*I dedicated this thesis to*

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

## ABSTRACT

**Umami Hayati.** *Using Visual Dictionary in Teaching Students to Improve Vocabularies (A Pre-Experimental Research at the Seventh Grade Students of SMP Negeri 1 Sungguminasa).* Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Supervised by Ratna Dewi and Saiful).

This research aimed finding out the effectiveness using Visual Dictionary App to improve the students' vocabularies mastery at Seventh Grade Students of SMP Negeri 1 Sungguminasa.

The researcher used pre-experimental design with one group pre-test and post-test, and data collection based on the written test and oral test. The sample of this study was class VII.C of SMPN 1 Sungguminasa which consisted of 24 students. The researcher used purposive sampling to select the representative of group that had same characteristics with the purpose of the study. The researcher was doing pre-observation with the teacher in school to choose the sample of this study.

The research findings showed that the Seventh grade students of SMPN 1 Sungguminasa had poor score in pre-test. After treatment, their vocabulary mastery increased significantly. The result of mean scores in pre-test was 67.00 and post-test was 79.13. Meanwhile, the researcher divided into five means' categories. First, in word spelling were 81.75 (pre-test) and 90.08 (post-test). Second, pronunciation were 80.33 (pre-test) and 90.08 (post-test). Third, word meaning were 75.71 (pre-test) and 83.46 (post-test). Fourth, part of speech (verb, noun) were 50.13 (pre-test) and 79.79 (post-test). Lastly, simple sentence were 60.96 (pre-test) and 82.04 (post-test). The result of hypothesis testing of this research was sig. (2-tailed) 0.00. T-test shows that sig.  $0.00 < 0.05$ . It means that it has been significance by using visual dictionary for students' vocabulary mastery including word spelling, pronunciation, part of speech (verb, noun), simple sentence. It can be concluded that students' vocabulary mastery has good achievement after taught through visual dictionary at Seventh Grade Students of SMP Negeri 1 Sungguminasa.

**Keywords:** Vocabulary Mastery, Visual Dictionary.

## ABSTRAK

**Ummi Hayati. *Penggunaan Kamus Bergambar dalam Mengajar Siswa untuk Meningkatkan Kosakata (Penelitian Pra-Experimental pada Siswa Kelas VII SMP Negeri 1 Sungguminasa)***. Fakultas FKIP, Universitas Muhammadiyah Makassar (Dibimbing oleh Ratna Dewi dan Saiful)

Penelitian ini bertujuan untuk menemukan keefektifan penggunaan kamus bergambar dalam meningkatkan kosakata siswa pada Siswa Kelas VII di SMP Negeri 1 Sungguminasa.

Desain pre-experimental dengan satu kelompok pre-test dan post-test, dan pengumpulan data berdasarkan tes tertulis dan tes lisan. Sampel penelitian ini adalah kelas VII.C SMPN 1 Sungguminasa yang terdiri dari 24 siswa. Sampel diambil dengan menggunakan teknik purposive sampling untuk memilih perwakilan kelompok yang memiliki karakter yang sama dengan tujuan dari penelitian.

Penemuan penelitian menunjukkan bahwa siswa kelas VII SMPN 1 Sungguminasa memiliki nilai buruk pada pre-test, sedangkan setelah perlakuan, penguasaan kosakata mereka meningkat secara signifikan. Hasil nilai rata-rata siswa pada pre-test adalah 67,00 dan post-test 79,13. Sementara itu, peneliti telah membagi menjadi lima kategori. Pertama, pengejaan kata adalah 81,75 (pre-test) dan 90,08 (post-test). Kedua, pengucapan kata adalah 80,33 (pre-test) dan 90,08 (post-test). Ketiga, arti makna adalah 75,71 (pre-test) dan 83,46 (post-test). Keempat, pada kata kerja dan kata benda adalah 50,13 (pre-test) dan 79,79 (post-test). Terakhir, kalimat sederhana adalah 60,96 (pre-test) dan 82,04 (post-test). Hasil pengujian hipotesis penelitian ini adalah sig. (2-tailed) 0,00. Jadi, itu menunjukkan sig itu.  $0,00 < 0,05$ , artinya bahwa penggunaan kamus bergambar signifikan terhadap penguasaan kosakata siswa dalam pengejaan kata, pengucapan, makna, bagian dasar bahasa Inggris (kata kerja, kata benda), dan kalimat sederhana. Dapat disimpulkan bahwa penguasaan kosakata siswa memberikan prestasi yang baik setelah diajarkan melalui kamus bergambar pada siswa kelas VII di SMP Negeri 1 Sungguminasa.

**Kata kunci:** Penguasaan Kosakata, Kamus Bergambar.



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The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestions, guidances, assistances, and advices for the completion of this thesis. Therefore the researcher would like to acknowledgment them:

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Billahi Fi Sabillil Haq Fastabiqul Khaerat

Makassar, July 2019

The Researcher

**Ummi Hayati**

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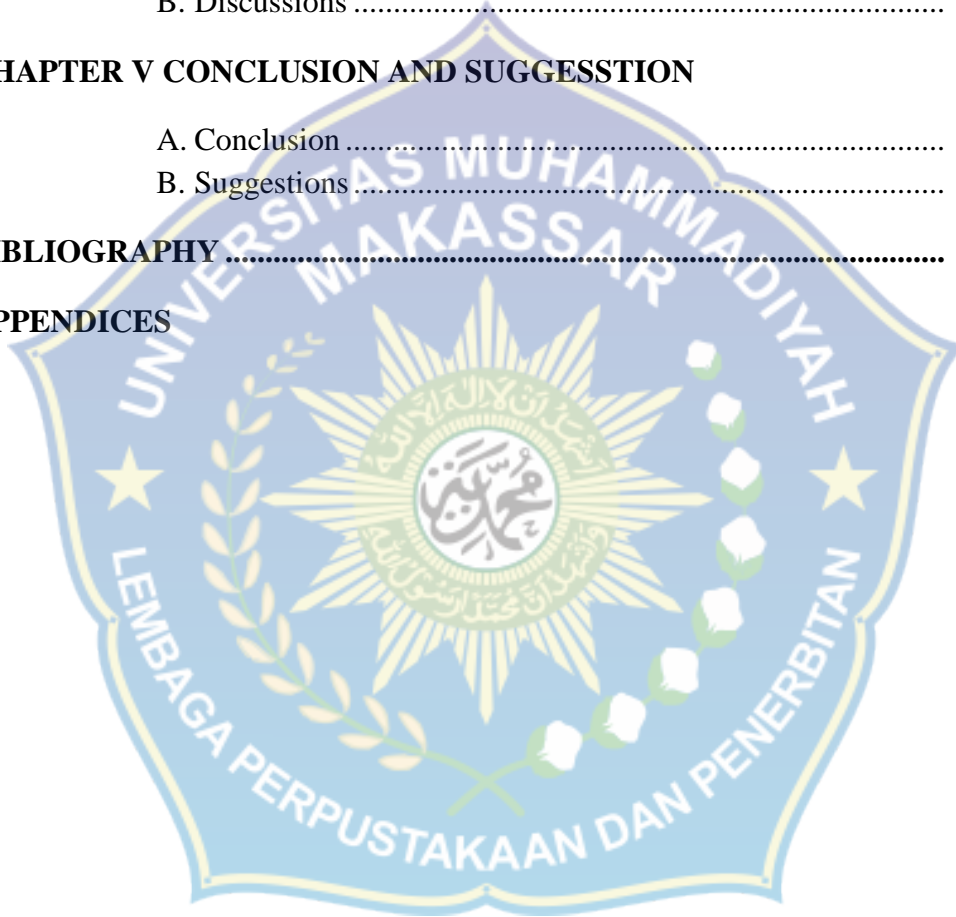
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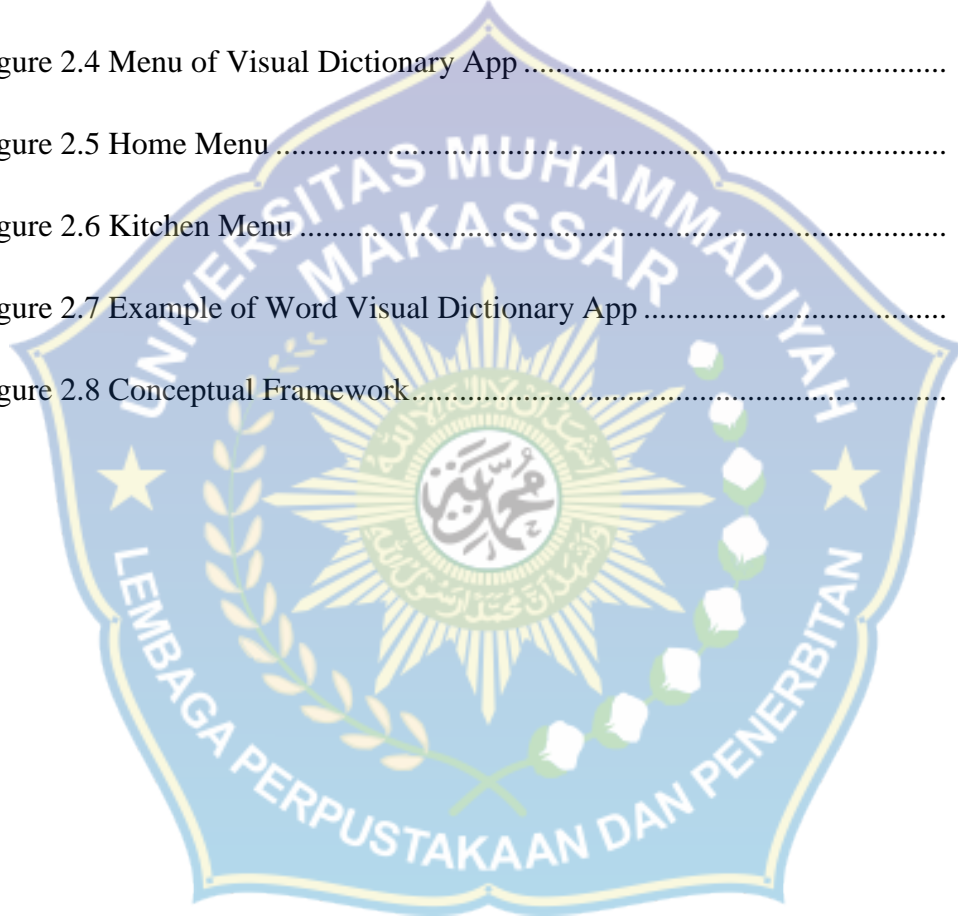
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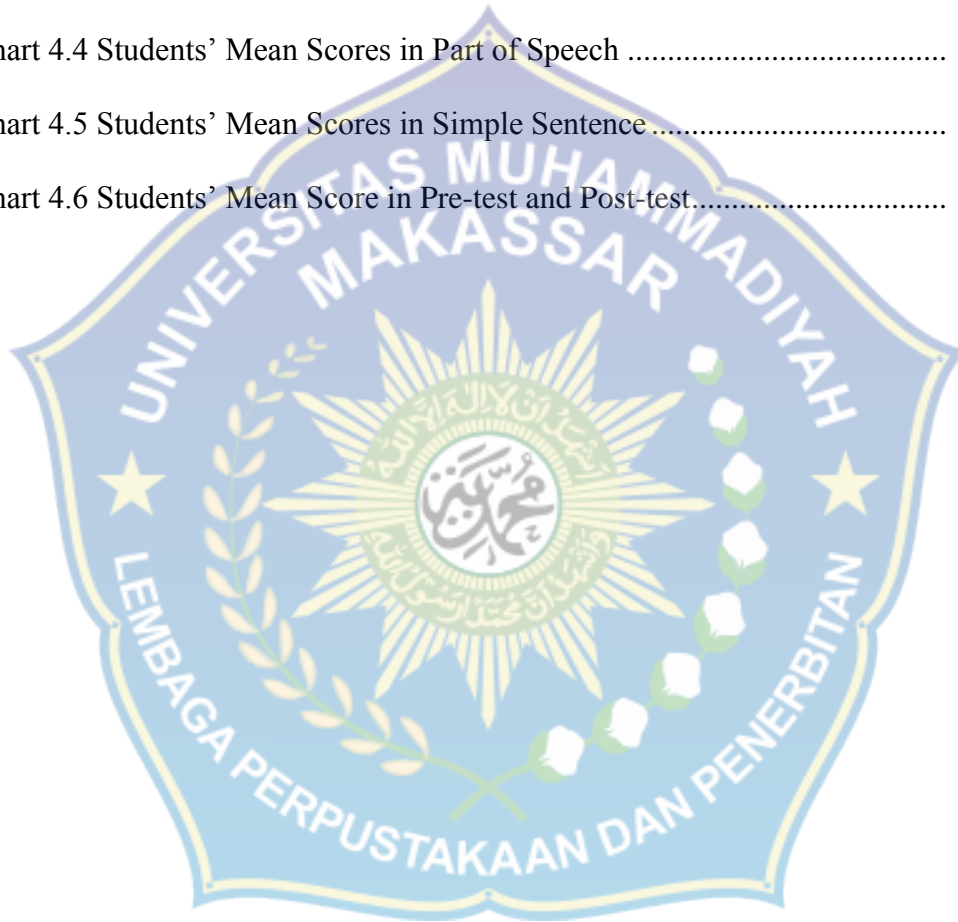
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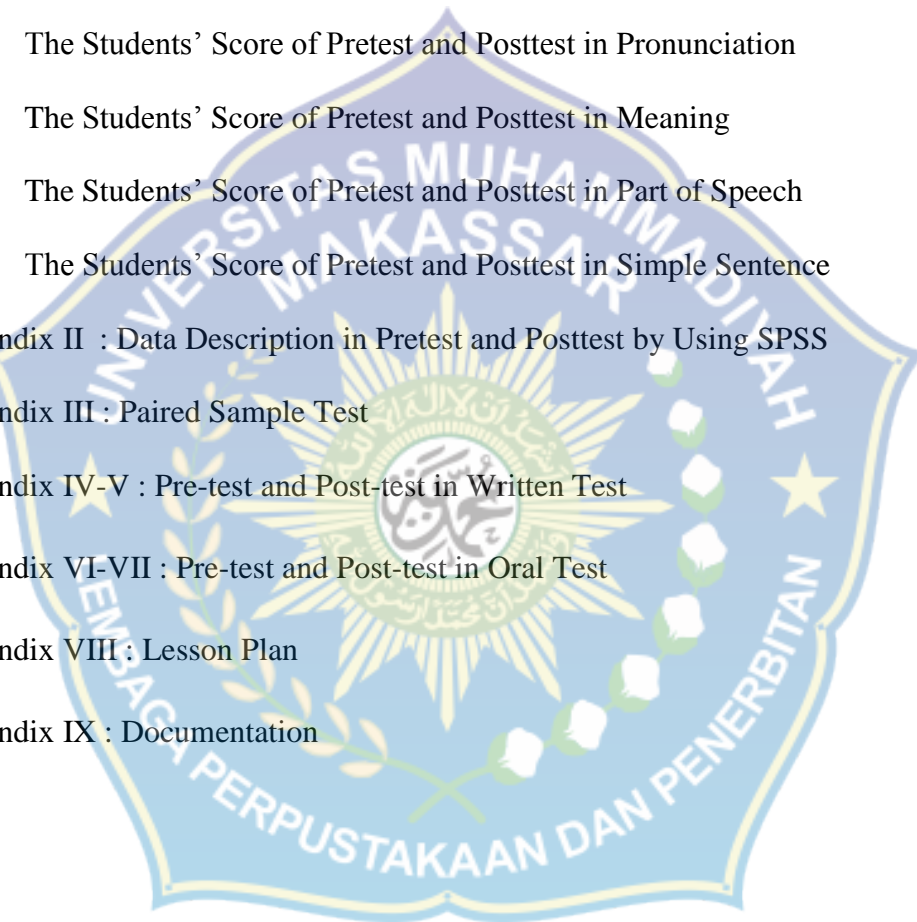
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# CHAPTER I

## INTRODUCTION

In this chapter the researcher presents background, problem statement, objective of research, significant of research, and scope of research.

### A. Background

Vocabulary is a basic foundation of one's English capability. English language consist of four skills are listening, speaking, reading, and writing. For mastery those skills, vocabulary is one of component to do first. Vocabulary can help the students easier to learn English language. Someone can speak English fluently if the students have a lot of vocabularies. In short, one of the most important aspects in English skill is vocabulary.

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).

One of the various techniques in teaching vocabulary is using visual aids. The type of visual aids is using still pictures. Mansourzadeh stated that pictures are one of the valuable aids which bring images of reality into the unnatural world of the

language classroom. By using visual media, teachers can give information to the students more easily and the students can understand and get the information more easily too, because the teachers can show what they are talking about and the students can see directly what the teachers mean (Syandri, 2015).

A study has reported a significant relationship between visual media and students' vocabulary by using dictionary. Hashemi and Pourgharib (2013) used Oxford Photo Dictionary as visual media for vocabularies teaching to the students. They used photos in Oxford Dictionary in each meeting for 8 times of 45 minutes. During the 8 meetings, 56 vocabularies were instructed to the participants. The result of this study, the researcher found out two advantages. First, when the students learn vocabularies by use of synonym, antonym, sentence and translation, perhaps they forget those words in future. Second, when the students learn each word visually, they can easily remember words and make sentences more than the time they learn words verbally.

Some studies also have been done using pictures in teaching English vocabulary (Syandri, 2015; Sholihah, 2009). Syandri (2015) used several kinds of visual media on English instruction process. He divided some classes to teach the students. The first class English teacher had shown six pictures and asked the students about the picture. The second class used the picture of three different sizes in comparative degree lesson and the real object. The last class used only the real object from students such as books, pens, pencils, rulers, and etc. All the students have positive attitudes towards the used of visual media in the instructional process

because they can understand the materials better and do not get bored during the instructional process.

On the other hand, Sholihah (2009) used the pictures in teaching English vocabulary. In teaching process, the teacher applied four skills in English teaching. They were listening, speaking, writing, and reading. The teacher used the pictures to teach the students. The material picture would be taken by students' the textbook and the assessment would be taken by LKS. In listening skill, the teacher showed some the pictures and asked the students to repeat after her/him. In speaking skill, the teacher asked the students to do conversation based on the pictures. Meanwhile, in writing skill the teacher asked the student to write vocabulary correctly in the whiteboard based on the picture. He taught transportation lesson such as motorcycle, car, helicopter, pedicab, ship, train, plane, and bus.

In addition, several studies have been reported using visual media in vocabulary teaching. Habibi (2017) used flashcard in improving vocabulary mastery of students. The teacher taught verbs and nouns using flashcard. He used 4 flashcards that it consisted of 12 words each. The students with disability' improvement are not only from their vocabulary mastery, but also from class atmosphere becomes good and under control. All students with disability pay attention and also active in sharing the new vocabulary during the teaching and learning process. The last, the role of volunteer or therapist helps the teacher in controlling and conditioning the students with disability in the class.

On the other hand, Scholar and Philips (2016) used semantic mapping and picture-word paring in teaching vocabulary. The research aimed to know the



students' meaning competence such word synonym. The teacher taught 17 vocabularies in each meeting. Semantic mapping strategy would be done first by the teacher. He asked the students to write the word in the center of their blank papers. One student would look up the word in the student dictionary in the classroom, and the whole class would write the meaning down. The second, the teacher used picture-word paring strategy with show the possible picture or diagram to help the students remember the meaning of the word. The results of the current study that these visual strategies, when used together, positively impact student ability when remembering vocabulary meanings and synonyms.

In technology era, some studies also have been reported using electronic media in vocabulary mastery. Munir (2016) used cartoon film in teaching vocabulary. Dora's film is chosen as cartoon film in teaching students' vocabulary. The materials are animals, clothes, and beach. The teacher measured the students' improvement thought the test that it consisted of twenty five questions of vocabularies such as ten multiple choices, 10 matching pictures, and five coloring the pictures. Andriani (2008) also used video multimedia in improving students' vocabulary mastery. The material is divided into 3 things namely, in the classroom, at school, and food and drink. Video multimedia is presented under computer control to the students who not only see and hear pictures and sounds but also give responses to the question given.

Based on the explanation above, the researcher states that some of the previous researches teach the students only a few vocabularies. The students only get a little bit vocabulary in every meeting such as 7 vocabularies each meeting. It is

not enough for the students in Junior high school but they need more. In order the students are able to understand the English book if they enter a college after finishing their SMA.

Therefore, the researcher will use visual dictionary app as media in teaching vocabulary. The researcher also will teach vocabulary that it can improve students' vocabulary mastery and their including pronunciation, spelling, meaning, part of speech, and simple sentence. It will be challenge the teacher and the students to get in touch method in teaching and improve students' vocabularies. So, the researcher is interested in carrying out a research entitled **“Using Visual Dictionary in Teaching Students to Improve Vocabularies at Seventh Grade of SMP Negeri 1 Sungguminasa”**.

#### **B. Problem Statement**

The problems which are investigated in this study: Is the use of visual dictionary effective to improve students' vocabularies mastery

#### **C. Objective of Research**

Based on the problem statement, this study is aim at finding out the effectiveness of using visual dictionary to improve students' vocabulary mastery.

#### **D. Significant of Research**

The result of the research can be significant for:

1. The researchers

This researcher gets an insight of how is used visual dictionary to enlarge vocabulary and the students' mastery.

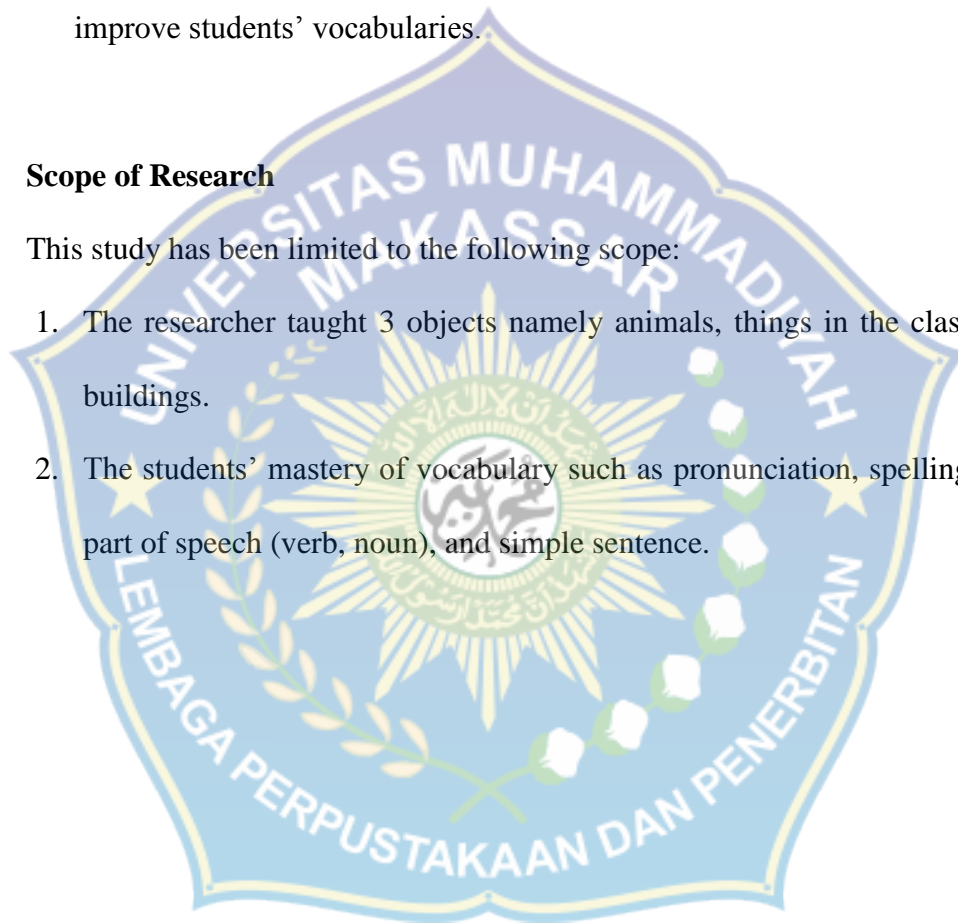
2. The English teachers

This study can give information how visual dictionary is used in improving students' vocabularies and their mastery. The teacher can use this media to improve students' vocabularies.

**E. Scope of Research**

This study has been limited to the following scope:

1. The researcher taught 3 objects namely animals, things in the classroom, and buildings.
2. The students' mastery of vocabulary such as pronunciation, spelling, meaning, part of speech (verb, noun), and simple sentence.



## CHAPTER II

### REVIEW OF RELATED LITERATUR

In this chapter the researcher presents theoretical description, conceptual framework and hypothesis.

#### A. Vocabulary

##### 1. Definition of Vocabulary

Some experts found out definition of the vocabularies. According to Thempleton (2004) states that vocabulary is the sum of words used by, understood by, or at the command of a particular person or group. It called using vocabulary when speaking and writing, the term *expressive vocabulary* is used to express the ideas. It called understanding vocabulary when listening the speech and reading; the term *receptive vocabulary* is used to listening and reading vocabularies.

In other hand, according to Ur, (1996) vocabulary is the words taught in the foreign language teaching and learning. The term words means that the new item of the vocabulary more than a single word, for example father-in-law and police office, which are made up two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example pick me up.

##### 2. Kinds of Vocabulary

According to Finaccharo and Micheal (1973) vocabulary is divided into function words and content words. The function words are preposition, auxiliaries, modals, or any structure words of the language. The content words are

the new scientific advances make new words and communication about new inventions necessity such as noun, verb, adjective, and adverb.

According to Nation, (1990) there are two kinds of vocabulary, as follows:

1. Active Vocabulary (Productive Vocabulary)

Active Vocabulary is words which the students understand, could produce correctly and uses constructively in speaking and writing.

2. Passive Vocabulary (Receptive Vocabulary)

Passive Vocabulary is words that recognize and understand when words occur in a context, but it cannot produce correctly itself. It refers to language items that could be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

**3. The Importance of Vocabulary**

Thornburry (2002:14) states that learning vocabulary is important aspect because it enriches someones knowledge of words. The success of the learner in learning a language depends on not only the vocabulary size but also vocabulary use. Vocabulary size is the total of number vocabulary that the students must achieve in one time. Whereas, vocabulary use means it understands the grammatical pattern of words.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

**1) Promoting fluency**



Students who recognize many words read more quickly and easily than those with smaller vocabularies.

**2) Boosting comprehension**

The students who have large vocabulary will more understand the content of the English language than with smaller vocabularies.

**3) Improving achievement**

A large vocabulary is a large of conceptual knowledge about teaching and learning English. The students will get a higher score in achievement test than those with small vocabularies.

**4) Enhancing thinking and communication**

The students who understand many words be able to express their ideas what they are think or feel and do critical thinking.

**4. Vocabulary Mastery**

Vocabulary is one of the language aspects which should be learned. English language has four skills are listening, speaking, reading, and writing but for mastery those skill, vocabulary learning is do first. It means that in learning vocabulary students have to know the meaning of it and also understand and use in sentence context (Cameron, 2001: 75)

According to John (2000: 16), vocabulary leaning is knowledge of the meanings of words in English teaching. Understanding of words can match in synonym meaning, a dictionary-tape definition, or an equivalent word with own language. In learning vocabulary automatically the students have to know the meaning of words themselves and can use it in sentences.

According to Watts (1994) suggests that the average child enters elementary school with a recognition vocabulary of 2.000 words, that at age 7 this has reached some 7.000 words, meanwhile at age 14, the child should be able to recognize 14.000 words. According to Mackey (1965: 173) the vocabulary of adults has been variously estimated at between 10.000 words for non-academic adult to over 150.000 for a professional scientist. College students are estimated to understand some 60.000 to 100.000 words (Yildirim, 2011).

Based on words classification by Fries (1974:45), content words represent the name of subject or things, that is called noun (book, chair and pen), action done by with these things, that is called verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more information about place, time, manner, that is called adverb (morning and at school). The followings are the further explanation of kinds of content words:

**a) Nouns**

Nouns have sometimes have been defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific, since nouns do not have the same categories in all languages. In line with this statement, Macfadyen (2007) says that a noun is a word used to name a person, animal, place, thing, and abstract idea. However this type of definition has been criticized by contemporary linguists as being uninformative. Nouns also can be identified by using our five senses. For

example: *there are table, chair and book in that room.* For further explanation,

## b) Verbs

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some its arguments, such as its subject, or object. According Macfadyen (2007), verbs have a role to express actions or activities that subject of a sentence has. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Example: *“Ana goes to school.”* Further,

According to Nation (2001) states that the construction of vocabulary knowledge is consisted of form (pronunciation, spelling and the words), meaning (structure or meaning of words, ideas and preferences, a combination of words) and use (syntax, collocation, constraints in use). Nation also viewed in detail all aspects of vocabulary knowledge which can serve as guidelines in the construction of measurement instruments and define vocabulary teaching strategies. Every single aspect of this perspective can also be seen in the form of receptive and productive as shown in Table 2.1 below.

Table 2.1 What Is Involved in Knowing a Word?

A word	Component	Aspect of knowledge
Form	Spoken	What does the word sound like? How is the word pronounced?

	Written	What does the word look like? How is the word written and spelled?
	Word Parts	What parts are recognisable in this word? What words parts are needed to express meaning?
Meaning	Form and Meaning	What meaning does this word form signal? What words form can be used to express this meaning?
	Concept and referents	What is included in the concept? What items can the concept refer to?
	Associations	What others words does this word make us think of? What other words could we use instead of this one?
Use	Grammatical Functions	what patterns does the word occur? what patterns must we use this word?
	Collocations	What words or types of word occur with this one? What words or types of words must we use with this one?
	Constraints on Use	Where, when and how often can we use this word? Where, when, and how often can we use this word?

Source: Nation (2001: 27)

## 5. Teaching Vocabulary

The teaching of vocabulary is a central of English language acquisition.

The English teachers had better teach English vocabulary first than other aspect

of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

According to Nation in Cameron (2001: 85) mentions some basic techniques that can be used by teacher in explaining new words:

1) By demonstration or pictures

Demonstration or pictures use an object, a cut-out figure, gesture, performing an action, photographs, drawing or diagrams.

2) By verbal explanation

Verbal explanation analyzes the definition, put the new word in defining context, and translate into another language

Furthermore, According to McCarten (2007:20) there are some ways to teach in class:

a. Focus on vocabulary

Vocabulary learning strategies for any class room is how to ask for words meaning and unknown words. Teacher can ask students some basic questions to know words meaning and pronunciation. Another way the teacher can use the notice strategy with habit of students in class room and home work assignment.

b. Offer Variety



Learning some activities for students can make them to study in different way. Teacher should use the appropriate way to teach student with considering the situations, condition and students' characters.

c. Repeat and recycle

Students can memorize vocabulary well by repeating or recycle the words what they have learn.

d. Make vocabulary learning journal

Teachers make materials that can provide students' meaningful vocabulary through their individual experience.

e. Do not over do it.

Teachers do not give too many vocabularies. Teachers can ask what items that students want to know.

f. Use strategy vocabulary in class

Teachers can use some strategies to teach students. Teachers can have more experiences in teaching by using some strategies and techniques. Teachers should be able to present vocabulary well and effectively. Addition, the teacher can do some activities or techniques to make students achieve learning goal well. The students can be motivated through new ways that can be suitable for developing their knowledge and skill.

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help the students for learning vocabulary:

- a. Teachers can model how to implement strategies and draw student's attention to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
- b. Teacher can teach the sub skill needed to make use of strategies. Example: the use of dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
- c. Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.
- d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
- e. The students can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about

## **6. Learning Vocabulary**

According to Nation (1990:2) there are two kinds of learning Vocabulary, they are:

- a. Direct Vocabulary Learning.

In direct vocabulary learning, the students do exercises and activities that focus their attention on vocabulary such as exercises include word-building

exercises, guessing words from context when this is done as a class exercises, learning words in lists, and vocabulary games.

b. Indirect Vocabulary Learning.

In indirect vocabulary learning, the students' attention is focused on some other feature, usually the message that is conveyed by a speaker or writer. If the amount of unknown vocabulary is low in such messages, considerable vocabulary learning can occur even though the students' attention is not directed toward vocabulary learning.

## 7. Autonomous Learning

Autonomous learning is interactive process to reflect on the students own belief, practices, experiences, and expectations of teaching and learning situation. The students need to take charge of their learning in order to make the most of available resources, especially outside the classroom. Autonomy is not isolated individuality but it is the way a person relates to the other. Teacher in this learning is not viewed as "bank-clerks" who make deposits into empty students but the teacher taught the hidden curriculum (the knowledge, values, and belief that school present to students and others) (Little,1991).

Thanasoulas, (2000) also outlines two ways in order to foster autonomy namely, self-report, and diaries and evaluation sheet. In self-report, there are introspective and retrospective. Introspective self-report helped students become aware of their own strategies, and in the latter, retrospective self-report, students are asked to think back to retrospect on their learning. It could be argued that self-reports can be a means of raising awareness of learners' strategies and the need

for constant evaluation of techniques, goals, and outcomes. The second method is diaries and evaluation sheet. Diaries and evaluation sheets offer students the possibility to plan, monitor, and evaluate their learning, identifying any problems they run into and suggesting solutions.

Kumaravadivelu (2006), hold meaningful autonomy can be promoted in the language classroom by, among other things:

- a. Asking the students to reflect on their developing identities by writing diaries or others that it related to the social world.
- b. Helping the students in the formation of learning communities where they develop into unified, socially cohesive, mutually supportive groups seeking self-awareness and self-improvements
- c. Providing opportunities for the students to explore the unlimited possibilities offered by online service and bring back to the class their own topics for discussion, and their own perspectives on those topics.

Nowlan (2008) suggested that journal writing and using the internet or technology were for having autonomy in language learning. Furthermore, Rao (2003) finds that the use of portfolios works satisfactorily with his students. Portfolios connected the learning, assessment, and instruction and stress improvement, effort, and achievement. With the use of portfolios, students can document the planning, learning, monitoring, and evaluation processes. This can help raise students' awareness of learning strategies, facilitate their learning process, and enhance their self-directed learning (Masouleh, 2012).

## **B. Concept of Visual Dictionary**

Visual is a form of communication that is not verbal. It can be a picture or another form of illustration that appeals to the sense of sight. In general, visuals can include but are not limited to: pictures, symbols, signs, maps, charts, graphs, diagrams, photographs, and models (Aisami, 2015). On the other hand, according to Wigan, (2009: 6) that visual dictionary is a book that contains the list of textual definitions and visual explanations.

Visual illustration is easy to understand for the students' vocabulary mastery. Visual will help students better to articulate their ideas and will ensure greater accuracy in the transfer of those ideas to others. When skillfully combined with picture, words and sounds have the power to evoke emotions, change attitudes and motivate actions. The impressions that are created by combination of picture, words, and sounds have been shown to be retained by viewers significantly longer than when they are only heard or read. By observing the Visual Dictionary, it will be easier for the students to recognize, remember, and figure out the real object into their mind by visualization (Wigan, 2009: 9).

## **C. Concept of Multimedia**

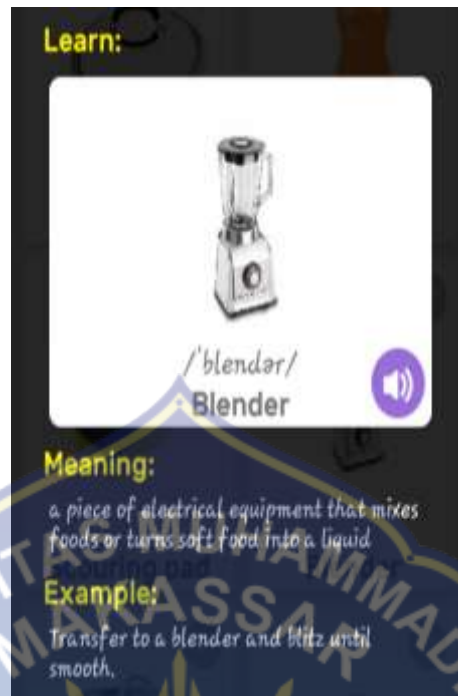
According to Using Multimedia strategies allows "multimodal education" this perceptual multi-modality being given by the combination of image, sound, word, color. Due to the rapid insertion of these technologies into education, pedagogical literature has developed a new concept, multimedia learning as "kind of innovative approach with great formative potential, but requiring to the school the assumption of



new responsibilities, not only on a self-discovery of new knowledge, but also on interactive approaches, through problem-solving. It is an interactive and almost autonomous knowledge access way, which does not require teacher's mediation, which is based on information, observation, experimentation, discovery, information processing approaches and so on, through the use of multimedia.

Among the advantages gained from using multimedia strategies we include: facilitates the effective management of learning, allowing individualization and personalization of learning, provides rapid information, stimulates discovery learning, the interactive learning model, provides opportunities for simulation, problem solving, deepening knowledge. Using strategies based on multimedia stimulates cognitive confrontations, determines active and interactive training and gives the learner cognitive and informational autonomy. The student has an active attitude, continuously stimulating personal reflection capacities, critical thinking, imagination, creativity, but also an interactive one, being forced to interact with other to solve teaching tasks.

Based on definition above, the researcher can conclude that visual dictionary that is applied for students is visual explanation with completely image, sound, and color put together in an electronic media.



**Figure 2.1 Examples of Visual Dictionary App**

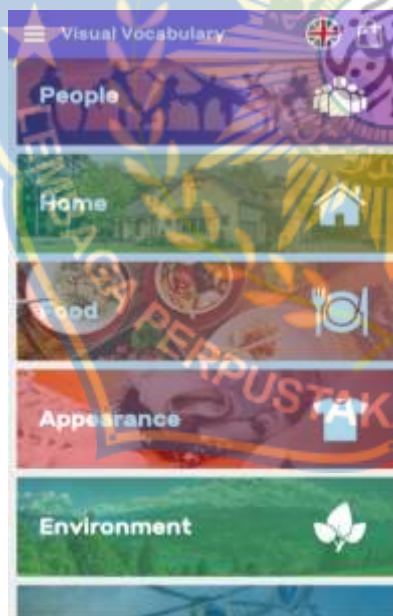
Figure 2.1, the researcher used visual dictionary electronically. In this era of technology the students' need something learning with using technology. Based on definition of visual dictionary is about book that contains the list of textual definitions and visual explanations. But, in this case, the researcher used visual dictionary app because using visual dictionary via book it means still used conventional dictionary that made students not interested to learn English.

#### **D. The Procedure of Using Visual Dictionary Application**



**Figure 2.2 Front View of Visual Dictionary Application**

**Step 1:** The students can search and download this application at play store and then follow its instructions for installing.



**Figure 2.3 Menu of Visual Vocabulary**

**Step 2:** After installing finish, the students can show up some menu of visual dictionary application such as people, home, food, appearance, environment, education, transport,

work, shopping etc. (let's see the figure 3.2), for example: the student click "home" menu.



**Figure 2.4 Menu of Visual Dictionary**

**Step 3:** After the student click "home", the display will be like figure 3.3. There are some choices such as learn, flashcards, test, writing, listening, speaking, test-2, listening 2. Learn menu, the student can learn more about the words like word meaning and example of them. Flashcard menu, the student only know about word translation. Others menu are exercises for the students to know their capabilities. For example: The student click "learn" menu.



**Figure 2.5 Home Menu**

**Step 3:** After the student click “learn” menu, the display will be like figure 3.3. There are some menu in home vocabulary such as house, kitchen, dining-room, living-room, bedroom, etc. For example: the student will choose “kitchen” menu.



**Figure 2.6 Kitchen Menu**



**Step 4:** After the student click “Kitchen” menu, the display will be like the figur3.4. There are many vocabularies there in “kitchen” menu. For example: the student click “Blender” word.



**Figure 2.6** Example of Word Visual Dictionary

**Step 5:** After the student click “Blender” word, the display will be like figure 3.5. There are some explanations in the word such as the sound of word, word meaning, and example in sentence.

## E. Conceptual Framework

Figure 2.8 Conceptual Framework

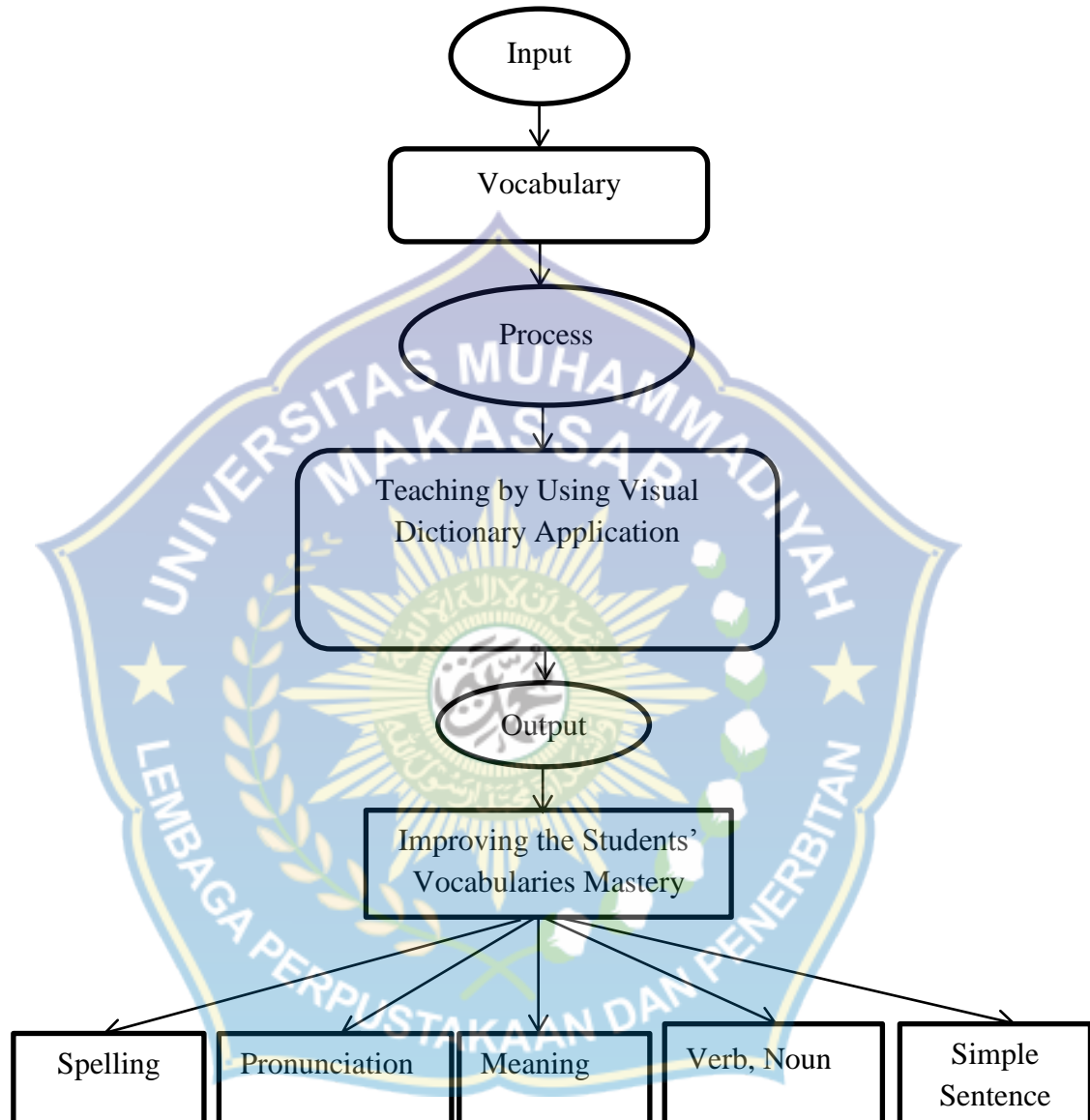


Figure 2.8, It cannot be denied that vocabulary has important role on achieving a good proficiency in English. A teacher should use a media that it make students' interesting to study. However, the previous research taught only a few vocabularies. The students only get a little bit vocabulary in every meeting such as

seven vocabularies each meeting. It not enough for the students' in Junior High School, but they need more. Therefore, this researcher will use visual media in teaching vocabulary mastery. The students will be interested in and motivated to get total number of vocabulary.

The researcher will teach vocabulary that it can improve the total number of students' vocabulary and their mastery including pronunciation, spelling, meaning, past of speech, and simple sentence. Teaching vocabulary should be integrated in a certain situation. The researcher not only controls the students' vocabularies in the classroom, but also continues in their life or outside of school. Giving autonomous learning especially ask the students to make diary about their daily activities in their house. They are will able to evaluate their learning, identifying any problems they run into and suggesting solutions. The researcher hopefully with this research can fulfill the total of number students' vocabulary and their mastery. After that, the students are able to understand English book if they enter a college after finishing their SMA.

## **F. Hypothesis**

The purpose of statistical inference is to draw conclusion about a population on the basis of data obtained from a sample of that population. The first step in testing hypothesis is the transformation of the research question into a null hypothesis ( $H_0$ ), and alternative hypothesis ( $H_1$ ) (Davis, 2006), the hypothesis of this research are formulated as follows:

1. Null Hypothesis (H<sub>0</sub>)

The use of Visual Dictionary does not significantly improve the students' vocabulary mastery.

2. Alternative Hypothesis (H<sub>1</sub>)

The use of Visual Dictionary significantly improve the students' vocabulary mastery.



## CHAPTER III

### RESEARCH METHOD

In this chapter the researcher presents research design, research variables, population and sample, research instrument, data collection, and data analysis.

#### A. Research Design

This research used pre-experimental design. Pre-experimental was of the simplest form of research design. A single group was studied at two time point, one before some treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group was employed.

The pre-test and post-test were administered to a single group with the following formula:

**Table 3.1 Pre-Experimental Study**

Pre-test	Treatment	Post-test
O1	X	O2

(Gay: 2006)

O1 : Pre-test

X : Treatment

O2 : Post-test

From the research design above, treatment was given after doing pre-test. Pre-test was administered before the implementation of Visual Dictionary as the treatment. At the end of the treatment period, post-test was held to assess students' vocabulary mastery.

#### B. Research Variables



In this research the writer also took two variables, these were:

1. Independent variable (X)

Independent variable was variable which could give influence or response to dependent variable. In this research, the independent variable was using visual dictionary.

2. Dependent variable (Y)

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 mastery that including word spelling, pronunciation, meaning, part of speech, and simple sentence.

### **C. Population and Sample**

1. **Population**

Population was the group of participants in a study which researcher generalizes to the target population. The population of this research was the first grade students of SMPN 1 Sungguminasa. It consisted of 255 students including eight classes which there were 81 students' male and 173 students' female.

2. **Sample**

The researcher conducted VII.C class as sample that gave the treatment that consisted of 24 students. This research investigated only one class that was experimental class, there was no control class. The researcher used purposive sampling to select the representative of group that had same characteristics with

the purpose of the study. The researcher was doing pre-observation with the teacher in school to choose the sample of this study.

#### **D. Research Instrument**

The research instrument this research was test. The test consisted of two kinds, they were written test and oral test. Written test or piece of work was one which involves writing rather than doing something practical or giving spoken answers. Meanwhile oral test was the questions that need verbally answers. Both tests consisted of 20 numbers which were divided into 3 parts such as social function, generic structure, and language. 40 minutes were the time for doing each test. The score of each correct answer was 5. It means that if all of the questions were answered, the total score was 100.

#### **E. Data Collection**

In this research, the researcher applied two steps, they were follows:

1. Pre-test

The researcher prepared a kind of test that was given to the students. The pre-test consisted of written and oral test. Both tests conducted around 40 minutes.

2. Post-test

The researcher prepared post-test that was given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment.

## F. Data Analysis

The data was statistically analyzed by using technique and steps as the following formula shows:

1. Scoring the students' correct answer by using the following formula:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total number of items}} \times 100$$

2. 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 21 software to analyze the students' data description.

3. Classifying the score of students' answer in both pre-test and post-test by using IBM Statistic SPSS 21 software into following rate of scores:

**Table 3.2** Frequency Score of the Students

Rate of Score	Frequency
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very poor

4. Hypothesis Testing

The researcher has applied visual dictionary in students' vocabulary mastery including pretest, treatment and post-test. The pre-test score and post-test score have significant difference after done hypothetical test. The results of data have been representative in below:

While the criteria acceptance or rejection of t-test as follows:

H1 is accepted if  $sig < a = 0.05$

H0 is accepted if  $sig > a = 0.05$

**Table 3.3 Paired Sample Test of Pre-test and Post-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	-12.125	7.017	1.432	-15.088	-9.162	-8.465	23	.000

Table 3.3 showed that the data of pre-test and post-test had significance data. The data of pre-test and post-test showed that  $sig. 0.00 < 0.05$ . So, all of data have been significance. It can be concluded that pre-test and post-test has  $sig. < a$ , and H1 was accepted and H0 was rejected. So, it could be assumed that there was a significant influence of using visual dictionary to improve students' vocabulary mastery at the seventh grade of SMP Negeri 1 Sungguminasa.

## CHAPTER IV

### FINDINGS AND DISCUSSION

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

#### A. Research Findings

##### 1. Description and Frequency of Students' Vocabularies in Word Spelling

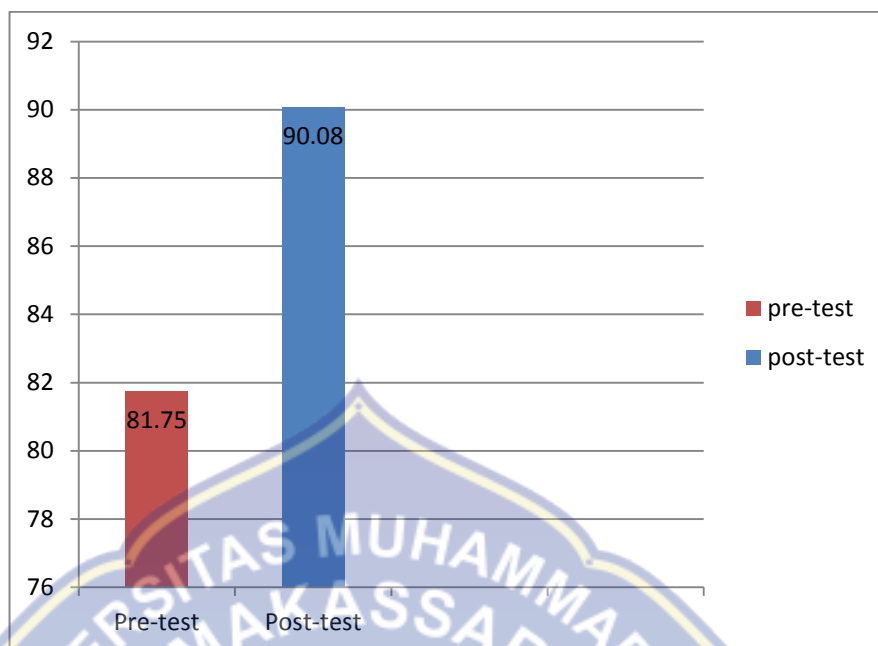
The pre-test and post-test was administered in order to know students' vocabulary mastery before and after the treatment given. The mean scores and classifying of students' vocabularies mastery have been divided into five categories spelling, pronunciation, meaning, part of speech and simple sentence. It can be seen clearly from table in bellow:

**Table 4.1 The Students' Mean Scores in Spelling**

No	Item	The Students' Mean Score	
		Pre-Test	Post-Test
	Word Spelling	81.75	90.08

Table 4.1 shows that word spelling in Pre-test and Post-test have significant difference mean. It shows that in pre-test has 81.75 mean score. Meanwhile, the post-test has 90.08 mean score. It can be seen too in Chart 4.1 below the significant difference.





**Chart 4.1 Students' Mean Scores in Word Spelling**

Chart 4.1 shows that there is improvement of the students' spelling from pre-test is 81.75 and pos-test is 90.08.

**Table 4.2 Frequency of the Students' Spelling Score in Pre-test**

No	Frequency	Score	Pre-test	
			F	%
1	Excellent	96-100	12	50
2	Very Good	86-95	0	0
3	Good	76-85	6	25
4	Fairly Good	66-75	2	8.3
5	Fairly	56-65	0	0
6	Poor	36-55	1	4.1
7	Very Poor	00-35	3	12.5

Table 4.2 shows that the Frequency of the students score in spelling from pre-test there are 3 (12.5%) students fairly good, 1 (4.1%) student got fairly, none of them got fairly, 2 (8.3%) students got fairly good, 6 (25%) students got good, and none of them got good, then 12 (50%) students got excellent.

**Table 4.3 Frequency of the Students' Spelling Score in Post-test**

No	Frequency	Score	Post-test	
			F	%
1	Excellent	96-100	10	41.6
2	Very Good	86-95	0	0
3	Good	76-85	14	58.3
4	Fairly Good	66-75	0	0
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	00-35	0	0
Total			24	100

Table 4.3 shows that the frequency of the students score in spelling from post-test are none of the students got very poor, poor, fairly, fairly good, 14 (58.3%) students got good, and none of them got very good, then 10 (41.6%) students got excellent.

## 2. Description and Frequency of Students' Vocabularies in Pronunciation

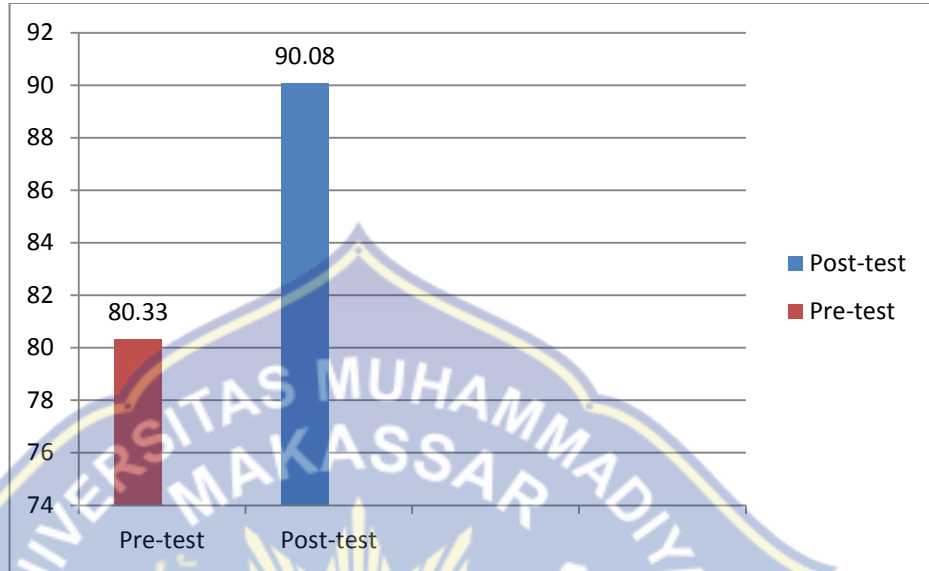
The students' vocabulary in term of pronunciation had been different in pre-test and post-test. In pre-test, the students' pronunciation still low than thier spelling. It can be seen clearly in table 4.5.

**Table 4.4 The Students' Mean Score in Pronunciation**

No	Item	The Students' Mean Score	
		Pre-Test	Post-Test
	Word Pronunciation	80.33	90.08

Table 4.4 shows that word pronunciation in Pre-test and Post-test have significant difference mean. It showed that in pre-test has 80.33 mean score.

Meanwhile, in post-test has 90.08 mean score. It can be seen too in Chart 4.2 below the significant difference.



**Chart 4.2 The Students' Mean Scores in Word Pronunciation**

Chart 4.2 shows that there is improvement of the students' pronunciation from pre-test is 80.33 and pos-test is 90.08.

**Table 4.5 Frequency of the Students' Score Pronunciation in Pre-test**

No	Frequency	Score	Pre-test	
			F	%
1	Excellent	96-100	10	41.6
2	Very Good	86-95	0	0
3	Good	76-85	8	33.3
4	Fairly Good	66-75	2	8.3
5	Fairly	56-65	0	0
6	Poor	36-55	1	4.1
7	Very Poor	00-35	3	12.5
Total			24	100

Table 4.5 shows that the frequency of the students score in pronunciation from pre-test there are 3 (12.5%) students fairly good, 1 (4.1%) student got poor, none of them got fairly, 2 (8.3%) students got fairly good, 8 (33.3%) students got good, and none of them got good, then 10 (41.6%) students got excellent.

**Table 4.6 Frequency of the Students' Pronunciation Score in Post-test**

No	Frequency	Score	Post-test	
			F	%
1	Excellent	96-100	10	41.6
2	Very Good	86-95	0	0
3	Good	76-85	14	58.3
4	Fairly Good	66-75	0	0
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	00-35	0	0
Total			24	100

Table 4.6 shows that the frequency of the students score in pronunciation from post-test are none of the students got very poor, poor, fairly, fairly good, 14 (58.3%) students got good, and none of them got very good, then 10 (41.6%) students got excellent.

### 3. Description and Frequency of Students' Vocabularies in Meaning

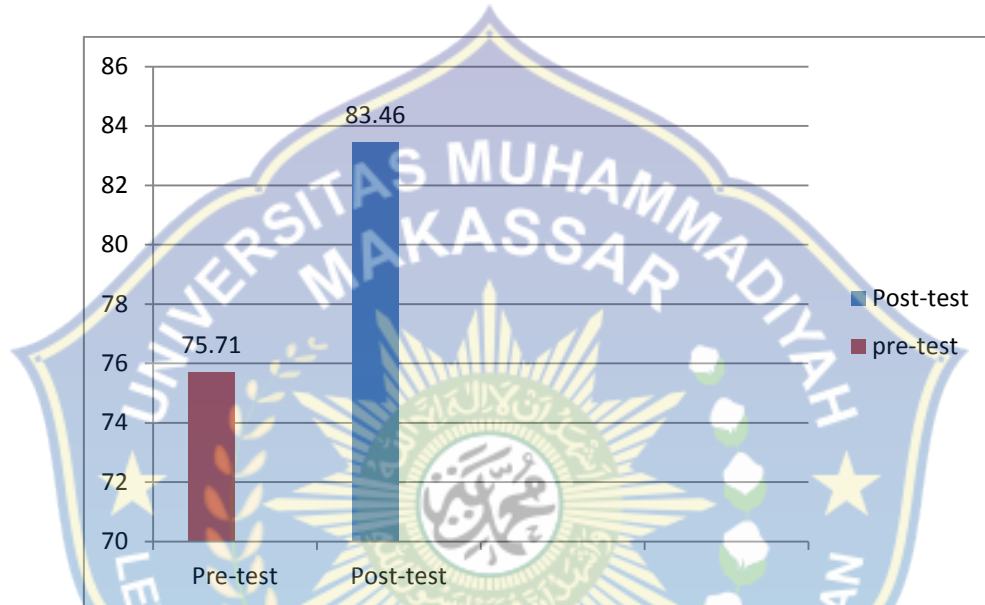
The students' vocabulary in term of meaning had been different in pre-test and post-test. In pre-test, the students' meaning still low than post-test. It can be seen clearly in table 4.7.

**Table 4.7 Students' Mean Scores in Word Meaning**

No	Item	The Students' Mean Score	
		Pre-Test	Post-Test

	Word Meaning	75.71	83.46
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Table 4.7 shows that word meaning in Pre-test and Post-test have significant difference mean. It showed that in pre-test has 75.71 mean score. Meanwhile, in post-test has 83.46 mean score. It can be seen too in Chart 4.3 below the significant difference.



**Chart 4.3 Students' Mean Score in Word Meaning**

Chart 4.3 shows that there is improvement of the students' meaning from pre-test is 75.71 and post-test is 83.46.

**Table 4.8 Frequency of the Students' Scores Meaning in Pre-test**

No	Frequency	Score	Pre-test	
			F	%
1	Excellent	96-100	3	12.5
2	Very Good	86-95	2	8.3
3	Good	76-85	7	29.1
4	Fairly Good	66-75	9	37.5
5	Fairly	56-65	1	4.1
6	Poor	36-55	2	8.3
7	Very Poor	00-35	0	0
Total			24	100



Table 4.8 shows that the frequency of the students score in meaning from pre-test there are none of student got very poor, 2 (8.3%) students poor, 1 (4.1%) student got fairly, 9 (37.5) students got fairly good, 7 (29.1%) students got good, 2 (8.3%) students got very good, then 3 (12.5%) students got excellent.

**Table 4.9 Frequency of the Students' Scores Meaning in Post-test**

No	Frequency	Score	Post-test	
			F	%
1	Excellent	96-100	1	4.1
2	Very Good	86-95	6	25
3	Good	76-85	17	70.8
4	Fairly Good	66-75	0	0
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	00-35	0	0
Total			24	100

Table 4.9 shows that the frequency of the students score in meaning from post-test are none of the students got very poor, poor, fairly, fairly good, 17 (70.8%) students got good, and 6 (25%) students got very good, then 1 (4.1%) student got excellent.

### 3. Description and Frequency of Students' Vocabularies in Part of Speech

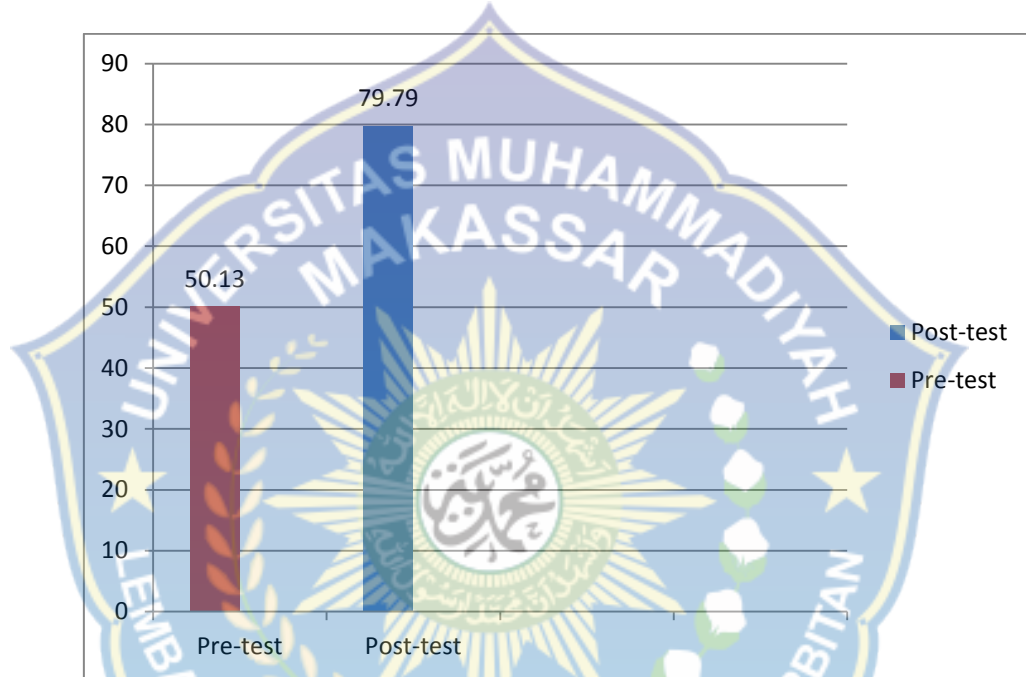
The students' vocabulary in term of part of speech had been different in pre-test and post-test. In pre-test, the students' part of speech still low than post-test. It can be seen clearly in table 4.10.

**Table 4.10 Students' Mean Score in Part of Speech**

No	Item	The Students' Mean Score	
		Pre-Test	Post-Test

	Part of Speech	50.13	79.79
--	----------------	-------	-------

Table 4.10 shows that part of speech in Pre-test and Post-test have significant difference mean. It showed that in pre-test has 50.13 mean score. Meanwhile, in post-test has 79.79 mean score. It can be seen too in Chart 4.4 below the significant difference.



**Chart 4.4 Difference of Students' Mean Score in Part of Speech**

Chart 4.4 shows that there is improvement of the students' part of speech from pre-test is 50.13 and post-test is 79.79.

**Table 4.11 Frequency of the Students' Scores Part of Speech in Pre-test**

No	Frequency	Score	Pre-test	
			F	%
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	4.1
4	Fairly Good	66-75	6	25
5	Fairly	56-65	6	25
6	Poor	36-55	4	16.6

7	Very Poor	00-35	7	29.1
Total			24	100

Table 4.11 shows that the frequency of the students score in part of speech from pre-test there are 7 (29.1%) students fairly poor, 4 (16.6%) students got poor, 6 (25%) student got fairly, 6 (25%) students got fairly good, 1 (4.1%) students got good, and none of them got very good, then none of them got excellent.

**Table 4.12 Frequency of the Students' Scores Part of Speech in Post-test**

No	Frequency	Score	Post-test	
			F	%
1	Excellent	96-100	1	4.1
2	Very Good	86-95	0	0
3	Good	76-85	13	54.1
4	Fairly Good	66-75	10	41.6
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	00-35	0	0
Total			24	100

Table 4.12 shows that the frequency of the students scores in part of speech from post-test are none of the students got very poor, poor, fairly, and fairly good, 10 (70.8%) students got fairly good, and 13 (54.1%) students have been good, none of students got very good, then 1 (4.1%) student got excellent. It could be assumed that none of students got low scores.

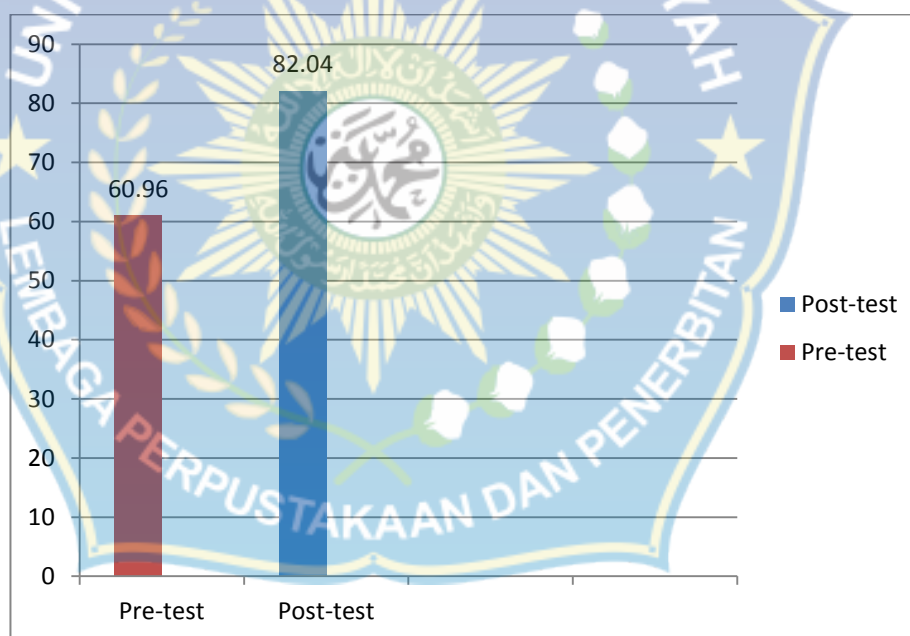
#### 4. Description and Frequency of Students' Vocabularies in Simple Sentence

The students' vocabulary in term of simple sentence had been different in pre-test and post-test. In pre-test, the students' part of speech still low than post-test. It can be seen clearly in table 4.13

**Table 4.13 Students' Mean Scores in Simple Sentence**

No	Item	The Students' Mean Score	
		Pre-Test	Post-Test
	Simple Sentence	60.96	82.04

Table 4.13 shows that simple sentence in Pre-test and Post-test have significant difference mean. It showed that in pre-test has 60.96 mean score. Meanwhile, in post-test has 82.04 mean score. The students' simple sentence improved until 34%. It can be seen too in Chart 4.5 below the significant difference.



**Chart 4.5 Students' Mean Score in Simple Sentence**

Chart 4.5 shows that there is improvement of the students' simple sentence from pre-test is 60.96 and post-test is 82.04.

**Table 4.14 Frequency of the Students' Scores Simple Sentence in Pre-test**

No	Frequency	Score	Pre-test	
			F	%

1	Excellent	96-100	0	0
2	Very Good	86-95	2	8.3
3	Good	76-85	4	16.6
4	Fairly Good	66-75	8	33.3
5	Fairly	56-65	0	0
6	Poor	36-55	6	25
7	Very Poor	00-35	4	16.6
Total			24	100

Table 4.14 shows that the frequency of the students score in simple sentence from pre-test there are 4 (16.6%) students fairly poor, 6 (25%) students got poor, none of them got fairly, 8 (33.3%) student got fairly good, 4 (16.6%) students got good, 2 (8.3%) students got very good, and none of them got excellent.

**Table 4.15 Frequency of Students' Scores Simple Sentence in Post- test**

No	Frequency	Score	Post-test	
			F	%
1	Excellent	96-100	1	4.1
2	Very Good	86-95	0	0
3	Good	76-85	23	95.8
4	Fairly Good	66-75	0	0
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	00-35	0	0
Total			24	100

Table 4.15 shows that the frequency of the students score in simple sentence from post-test are none of the students got very poor, poor, fairly, fairly good, 23 (95.8%) students got good, and none of them got very good, then 1 (4.1%) student got excellent.



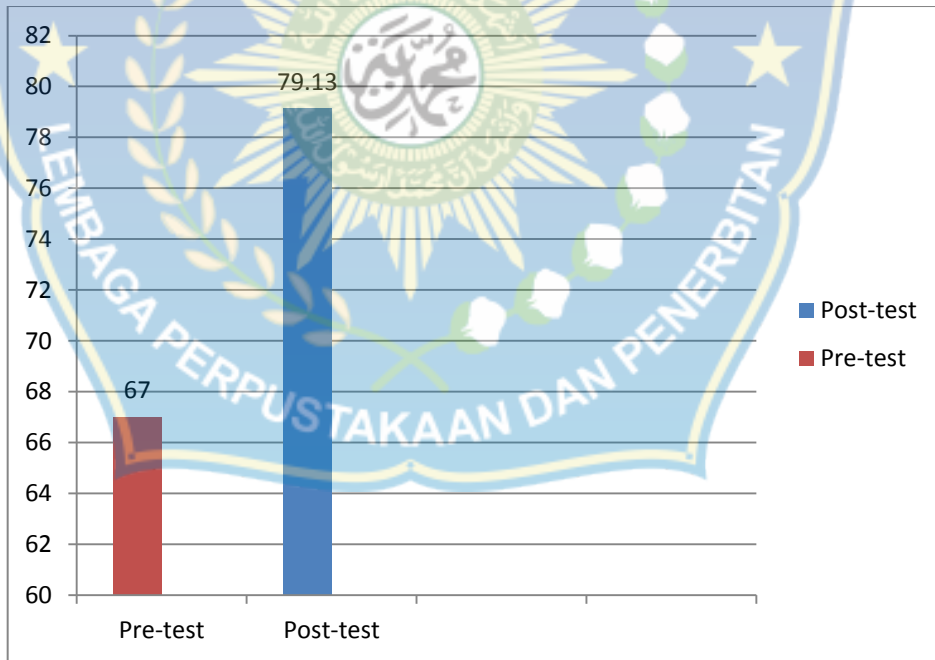
Based on the five categories above, the researcher concluded that there is significant difference between students' mean score in pre-test and post-test.

It can be seen clearly the tables in below:

**Table 4.16 The students' Mean Scores in Pre-test and Post-test**

No	Goal	The Students Mean Score	
		Pre-Test	Post-Test
	Vocabulary Mastery	67.00	79.13

Table 4.16 shows that the students' mean score in pre-test and post have significant difference. Mean score of pre-test is 67.00, while the post-test score is 79.13. It showed that giving treatment has improved for students' vocabulary mastery.



**Chart 4.6 Students' Mean Score in Pre-test and Post-test**

Chart 4.6 shows that there is improvement of the students' part of speech from pre-test is 67.00 and post-test 79.13.

**Table 4.17 Frequency of Students' Score in Pre-test**

No	Frequency	Score	Pre-test	
			F	%
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	4	16.6
4	Fairly Good	66-75	12	50
5	Fairly	56-65	4	16.6
6	Poor	36-55	4	16.6
7	Very Poor	00-35	0	0
Total			24	100

Table 4.17 shows that the frequency of the students score in pre-test from post-test are none of the students got very poor, 4 (16.6) students got poor, 4 (16.6%) students got fairly, 12 (50%) students got fairly good, 4 (16.6%) students got good, and none of them got very good, and excellent.

**Table 4.18 Frequency of Students' Score in Post-test**

No	Frequency	Score	Post-test	
			F	%
1	Excellent	96-100	0	0
2	Very Good	86-95	1	4.1
3	Good	76-85	14	58.3
4	Fairly Good	66-75	9	37.5
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	00-35	0	0
Total			24	100

Table 4.18 shows that the frequency of the students score in post-test from post-test are none of the students got very poor, poor, fairly, 9 (37.5%) students fairly good, 14 (58.3%) students got good, and 1 (4.1%) student got very good, then none the student got excellent.

## 5. Hypothesis Testing

T-test is used to know whether the data had significant difference between pre-test and post-test before and after giving treatment. Description the students' vocabularies in pre-test and post-test showed that there were significant differences between pre-test scores and post-test scores. The pre-test score and post-test score have significant difference after done hypothetical test.

**Table 4.19 The Result of T-test in Spelling**

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretestspelling - posttestspelling	-8.333	20.922	4.271	-17.168	.501	-1.951	23	.063

Table 4.19 shows that sig. (2-tailed)  $0.063 > 0.05$ . It means that there is not significance difference in the students' word spelling. It can be assumed that there is not a significant influence of using visual dictionary in improving students' Spelling.

**Table 4.20 The Result of T-test in Pronunciation**

		Paired Samples Test			
		Paired Differences	t	df	Sig. (2-

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
				Lower	Upper			
Pair 1 pretest - posttest	-9.750	20.273	4.138	-18.310	-1.190	-2.356	23	.027

Table 4.20 shows that sig. (2-tailed)  $0.027 < 0.05$ . It means that there is significance difference in the students' word pronunciation. It can be assumed that there is a significant influence of using visual dictionary in improving students' Pronunciation.

**Table 4.21 The Result of T-test in Meaning**  
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 pretestmeaning - posttestmeaning	-7.750	9.284	1.895	-11.670	-3.830	-4.089	23	.000

Table 4.21 shows that sig. (2-tailed)  $0.000 < 0.05$ . It means that there is significance difference in the students' word meaning. It can be assumed that there is a significant influence of using visual dictionary in improving students' meaning.

**Table 4.22 The Result of T-test in Part of Speech**  
Paired Samples Test

	Paired Differences	t	Df	Sig. (2-

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
				Lower	Upper			
Pair 1 pretestpartofspeech - posttestpartofspeech	-29.667	16.880	3.446	-36.794	-22.539	-8.610	23	.000

Table 4.22 shows that sig. (2-tailed)  $0.000 < 0.05$ . It means that there is significance difference in the students' part of speech. It can be assumed that there is a significant influence of using visual dictionary in improving students' part of speech.

**Table 4.23 The Result of T-test in Simple Sentence 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 pretestsentence - posttestsentence	-23.125	20.993	4.285	-31.990	-14.260	-5.396	23	.000

Table 4.23 shows that sig. (2-tailed)  $0.000 < 0.05$ . It means that there is significance difference in the students' part of speech. So, It can be assumed that there is a significant influence of using visual dictionary in improving students' simple sentence.

**Table 4.24 The Result of T-test in Pre-test and Post-test Paired Samples Test**

	Paired Differences	t	df	Sig. (2-
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	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
				Lower	Upper			
Pair 1 pretest - posttest	-12.125	7.017	1.432	-15.088	-9.162	-8.465	23	.000

Table 4.24 showed that the data of pre-test and post-test had significance difference. The data of pre-test and post-test showed that sig.  $0.000 < 0.05$ . So, all of data have been significance. It can be concluded that pre-test and post-test has sig.  $< \alpha$ , and H1 is accepted and H0 is rejected. So, it could be assumed that there is a significant influence of using visual dictionary to improve students' vocabulary mastery at the seventh grade of SMP Negeri 1 Sungguminasa in academic year of 2019/2020.

## B. Discussion

The research findings indicated that the students' vocabulary mastery by using visual dictionary showed an improvement on the students' vocabulary in terms of spelling, pronunciation, meaning, part of speech and simple sentence. It is shown by the mean scores of the students' in pre-test that were lower than the score of post-test.

The students' spelling before being treated using visual dictionary is determined by score 81.75 in pre-test. This score shows that the students' word spelling had been good. This score explained that some students knew several words spelling names, especially things around the classroom. After giving

treatment, the students' scores improved until 9% that is 90.08. This score reflected that the students could know more of word spelling of things, animals, and buildings.

The students' pronunciation before being treated using visual dictionary is 80.33 in pre-test. This score shows that the students' pronunciation were good. The students can pronounce words such as table, book, pen, chair, bag, things around the classroom. After giving a treatment, the students' scores improved until 12% that is 90.08. This score reflected that the students able to pronounce about 15 words around the classroom, animals, and building.

The students' meaning before being treated using visual dictionary is 75.71 in pre-test. This score shows that the students' meaning were fairly good. The students only looked for word by word that they knew in a test without know word meaning in the test. After giving a treatment, the students' score improved until 9% that is 83.46. The score reflected that the students could understand word meaning more in a test for example they knew words meaning in the pictures .

The students' part of speech before being a treated using visual dictionary is 50.13 in pre-test. This score shows that the students' part of speech were poor. The students don't know the kinds of part of speech and examples of them. After giving a treatment, the students' score improved until 60% that is 79.79. This score described by the students' part of speech could know the kinds of part of speech such as verb (is, are), and noun.

The students' simple sentence before being treated using visual dictionary is 60.96 in pre-test. This score showed that the students' sentence were fairly. The

students' sentences were not structured correctly. It is described by some students just looked for the sentences from google translate. After giving a treatment, the students' sentence improved until 34% that is 82.04. This score reflected that the students could make their simple sentence correctly for example "I have three books".

Based on the t-test analysis, it is found that the data t-test of spelling is sig. 0.063, it means that the sig (2-tailed) is bigger than 0.05. It can be concluded that there is not a significant effect in using visual dictionary for students' word spelling. T-test of pronunciation found that sig (2-tailed) is 0.027, it means that the sig (2-tailed) is smaller than 0.05. It can be concluded that there is a significant effect in using visual dictionary for students' pronunciation. T-test of meaning found that sig (2-tailed) is 0.000, it means that the sig (2-tailed) is smaller than 0.05. It can be concluded that there is a significant effect in using visual dictionary for students' meaning. T-test of part of speech found that sig (2-tailed) is 0.000, it means that the sig (2-tailed) is smaller than 0.05. It can be concluded that there is a significant effect in using visual dictionary for students' part of speech. T-test of simple sentence found that sig (2-tailed) is 0.000, it means that the sig (2-tailed) is smaller than 0.05. It can be concluded that there is a significant effect in using visual dictionary for students' sentence.

From the discussion above, the researcher assumed that alternative hypothesis (H1) is accepted and null hypothesis is rejected. Thus, using visual dictionary app is effective media to improve students' vocabulary mastery including

spelling, pronunciation, meaning, part of speech, and simple sentence at 7<sup>th</sup> Grade  
Students of SMPN 1 Sungguminasa.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on finding and discussion in previous chapter, the result of research shows that p value (sig. (2-tailed) is 0.00. It is lower than  $\bar{\alpha}$  0.05, it could be assumed that H1 is accepted and H0 is rejected. Then, the researcher divided object into five categories into word spelling, word pronunciation, part of speech (verb, noun), and simple sentence. First, the students' mean score in word spelling were 81.75 (pre-test) and 90.08 (post-test). Second, the students' mean score in word pronunciation were 80.33 (pre-test) and 90.08 (post-test). Third, the students' mean score in word meaning were 75.71 (pre-test) and 83.46 (post-test). Fourth, the students' mean score in part of speech were 50.13 (pre-test) and 79.79 (post-test). Last, the students' mean score in simple sentence were 60.96 (pre-test) and 82.04 (post-test). All of items improve between pretest score and posttest score.

Furthermore, based on the result of the research that is carried out at SMPN 1 Sungguminasa, the researcher concluded that there is an influence of using visual dictionary toward word spelling, word pronunciation, word meaning, part of speech, and simple sentence at Seventh Grade Students of SMP Negeri 1 Sungguminasa.



## **B. Suggestions**

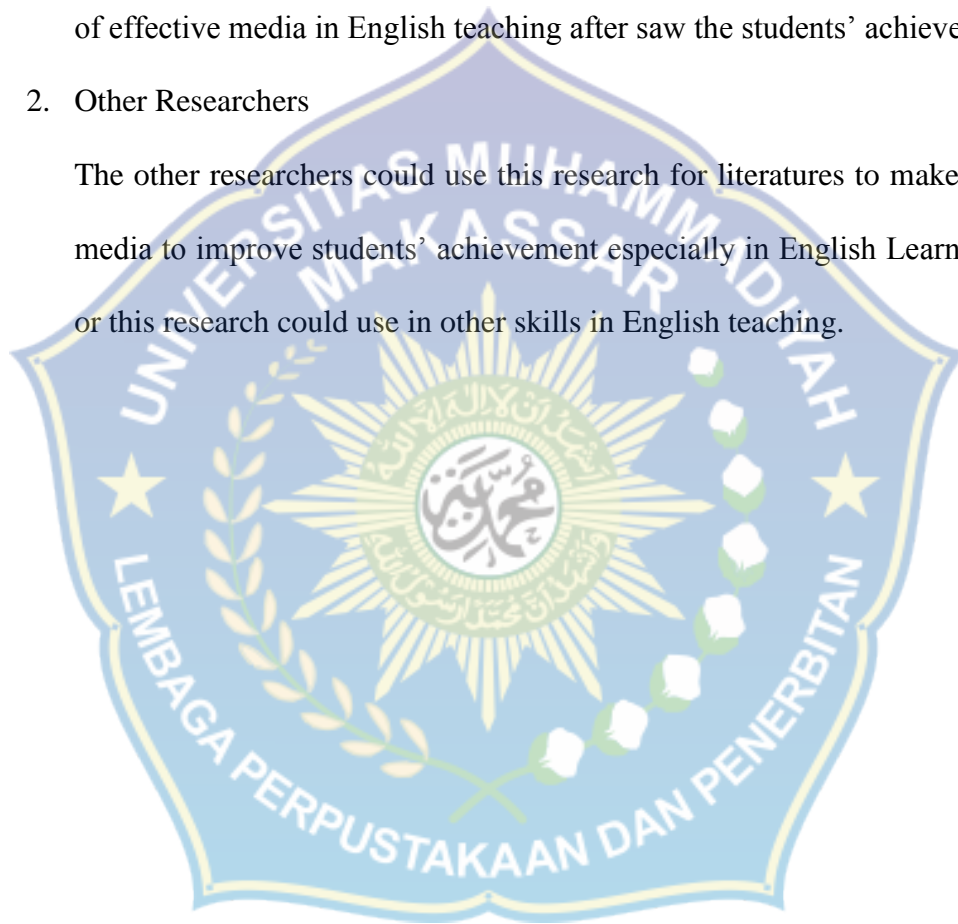
The researcher proposed some suggestion as follows:

### 1. The teacher English

In the research, the researcher found that the technology could help the students in English learning process. The teacher could use this visual dictionary as one of effective media in English teaching after saw the students' achievement.

### 2. Other Researchers

The other researchers could use this research for literatures to make innovation media to improve students' achievement especially in English Learning process or this research could use in other skills in English teaching.



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## **Appendix I**

### **1. The Students' Score of Pre-test and Post-test**



No	Name	Pre-Test Score	Post-Test Score
1	St.1	60	75
2	St.2	78	70
3	St.3	69	82
4	St.4	85	80
5	St.5	67	75
6	St.6	78	80
7	St.7	73	85
8	St.8	82	90
9	St.9	69	75
10	St.10	78	85
11	St.11	67	80
12	St.12	82	85
13	St.13	85	70
14	St.14	73	82
15	St.15	69	75
16	St.16	67	80
17	St.17	50	75
18	St.18	65	80
19	St.19	67	80
20	St.20	54	75
21	St.21	52	80
22	St.22	91	85
23	St.23	52	70
24	St.24	82	85

## 2. The Students' score of Pre-test and Post-test in Spelling Terms

No	Name	Pre-Test Score	Post-Test Score
1	St.1	83	83

2	St.2	100	100
3	St.3	100	100
4	St.4	100	100
5	St.5	50	83
6	St.6	83	83
7	St.7	100	100
8	St.8	100	100
9	St.9	100	83
10	St.10	100	83
11	St.11	83	83
12	St.12	100	100
13	St.13	100	100
14	St.14	66	83
15	St.15	66	83
16	St.16	100	100
17	St.17	33	83
18	St.18	83	83
19	St.19	83	83
20	St.20	83	83
21	St.21	33	83
22	St.22	100	100
23	St.23	16	83
24	St.24	100	100

### 3. The Students' score of Pre-test and Post-test in Pronunciation Terms

No	Name	Pre-Test Score	Post-Test Score
1	St.1	83	83
2	St.2	100	100

3	St.3	100	100
4	St.4	100	100
5	St.5	50	83
6	St.6	83	83
7	St.7	100	100
8	St.8	100	100
9	St.9	100	83
10	St.10	100	83
11	St.11	83	83
12	St.12	100	100
13	St.13	100	100
14	St.14	66	83
15	St.15	66	83
16	St.16	100	100
17	St.17	33	83
18	St.18	83	83
19	St.19	83	83
20	St.20	83	83
21	St.21	33	83
22	St.22	100	100
23	St.23	16	83
24	St.24	100	100



**4. The Students' score of Pre-test and Post-test in Word Meaning**

No	Name	Pre-Test Score	Post-Test Score
1	St.1	66	77
2	St.2	72	83
3	St.3	88	94

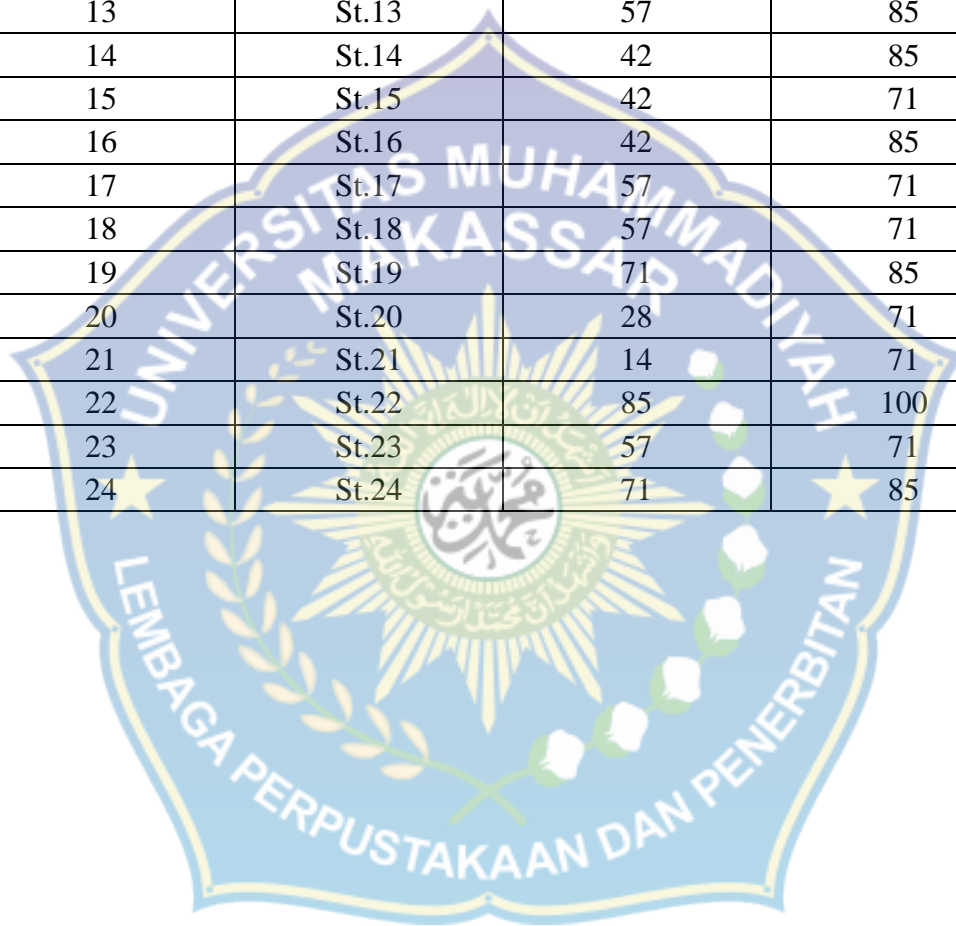
4	St.4	77	83
5	St.5	72	77
6	St.6	77	77
7	St.7	83	94
8	St.8	83	83
9	St.9	72	77
10	St.10	83	83
11	St.11	72	77
12	St.12	88	88
13	St.13	94	94
14	St.14	100	94
15	St.15	83	88
16	St.16	72	77
17	St.17	66	77
18	St.18	55	77
19	St.19	61	83
20	St.20	38	77
21	St.21	72	77
22	St.22	94	100
23	St.23	72	83
24	St.24	77	83



**5. The Students' score of Pre-test and Post-test in Part of Speech Terms**

No	Name	Pre-Test Score	Post-Test Score
1	St.1	28	85
2	St.2	57	85
3	St.3	28	85
4	St.4	71	85

5	St.5	42	85
6	St.6	71	71
7	St.7	28	71
8	St.8	71	85
9	St.9	28	71
10	St.10	57	85
11	St.11	28	71
12	St.12	71	85
13	St.13	57	85
14	St.14	42	85
15	St.15	42	71
16	St.16	42	85
17	St.17	57	71
18	St.18	57	71
19	St.19	71	85
20	St.20	28	71
21	St.21	14	71
22	St.22	85	100
23	St.23	57	71
24	St.24	71	85

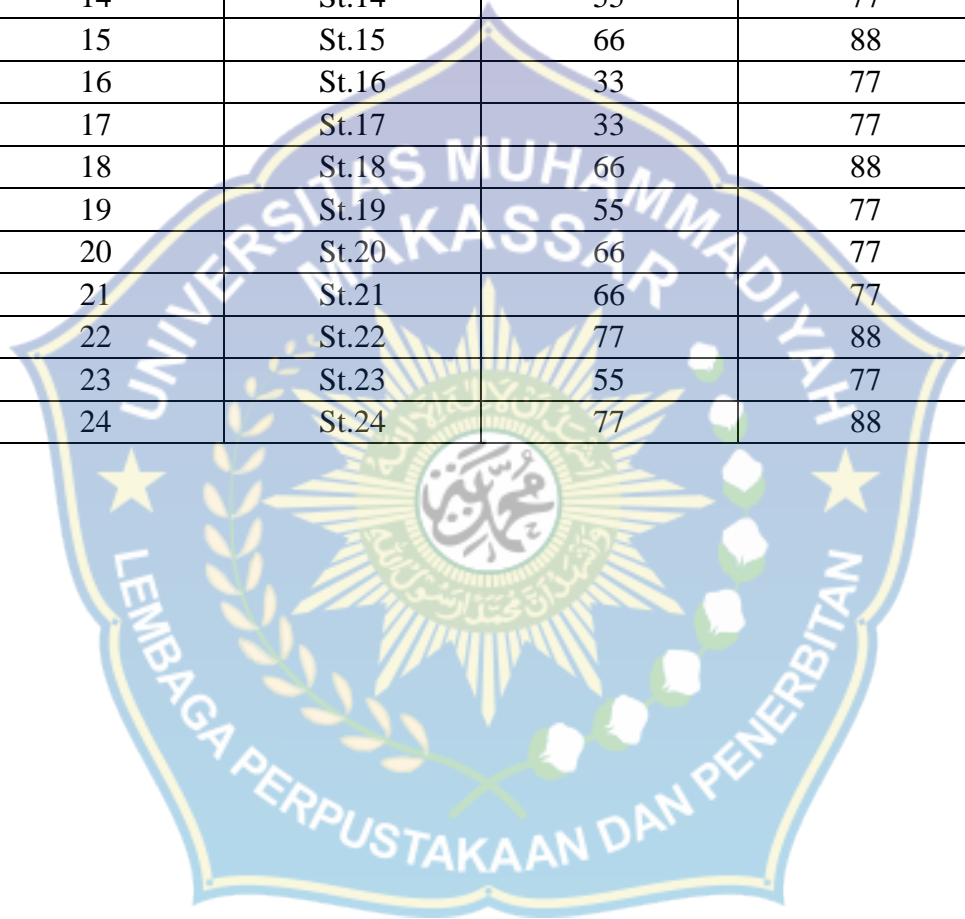


**6. The Students' score of Pre-test and Post-test in Simple Sentences Terms**

No	Name	Pre-Test Score	Post-Test Score
1	St.1	44	77
2	St.2	77	88
3	St.3	33	77
4	St.4	88	99
5	St.5	33	77



6	St.6	77	88
7	St.7	88	99
8	St.8	66	77
9	St.9	55	77
10	St.10	66	77
11	St.11	66	77
12	St.12	55	77
13	St.13	66	88
14	St.14	55	77
15	St.15	66	88
16	St.16	33	77
17	St.17	33	77
18	St.18	66	88
19	St.19	55	77
20	St.20	66	77
21	St.21	66	77
22	St.22	77	88
23	St.23	55	77
24	St.24	77	88



## Appendix II

Data Descriptions in Pre-test and Post-test

1. Result of Pre-test and Post-test

**Statistics**

		pretest	posttest
N	Valid	24	24
	Missing	0	0
Mean		67.00	79.13
Median		67.00	80.00
Mode		67	80
Std. Deviation		8.920	5.376
Variance		79.565	28.897
Minimum		50	70
Maximum		82	90

### Frequency Table

**pretest**

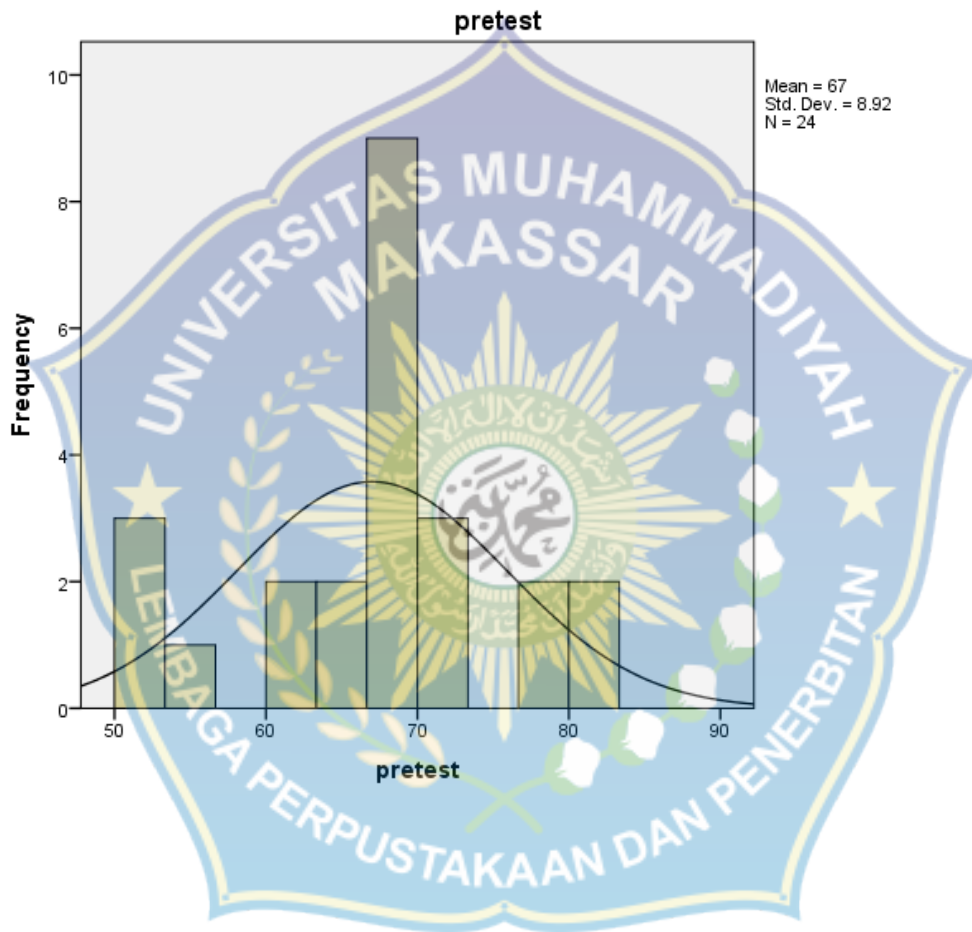
	Frequency	Percent	Valid Percent	Cumulative Percent
50	1	4.2	4.2	4.2
52	2	8.3	8.3	12.5
54	1	4.2	4.2	16.7
60	2	8.3	8.3	25.0
65	2	8.3	8.3	33.3
Valid 67	5	20.8	20.8	54.2
69	4	16.7	16.7	70.8
73	3	12.5	12.5	83.3
78	2	8.3	8.3	91.7
82	2	8.3	8.3	100.0
Total	24	100.0	100.0	

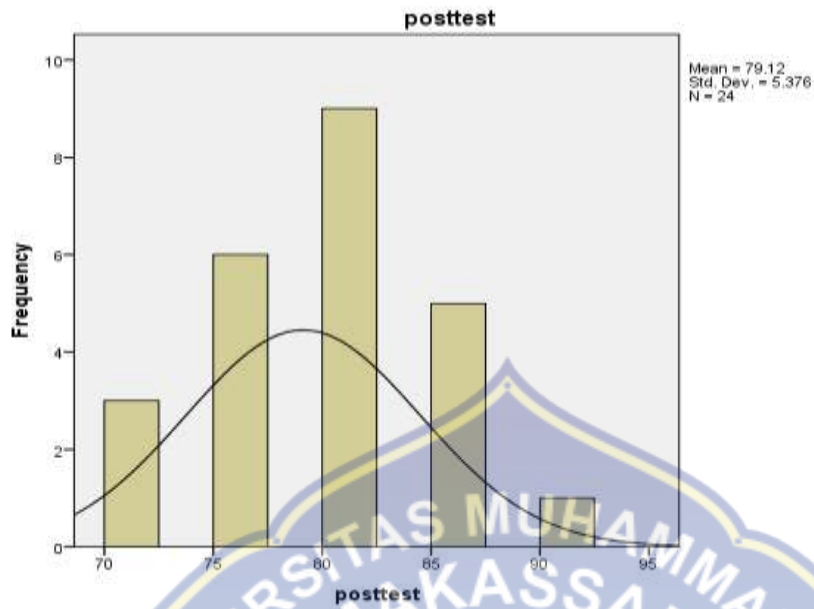
**posttest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	3	12.5	12.5	12.5
75	6	25.0	25.0	37.5
80	7	29.2	29.2	66.7

82	2	8.3	8.3	75.0
85	5	20.8	20.8	95.8
90	1	4.2	4.2	100.0
Total	24	100.0	100.0	

## Histogram





## 2. The Result of Pre-test in Words Spelling

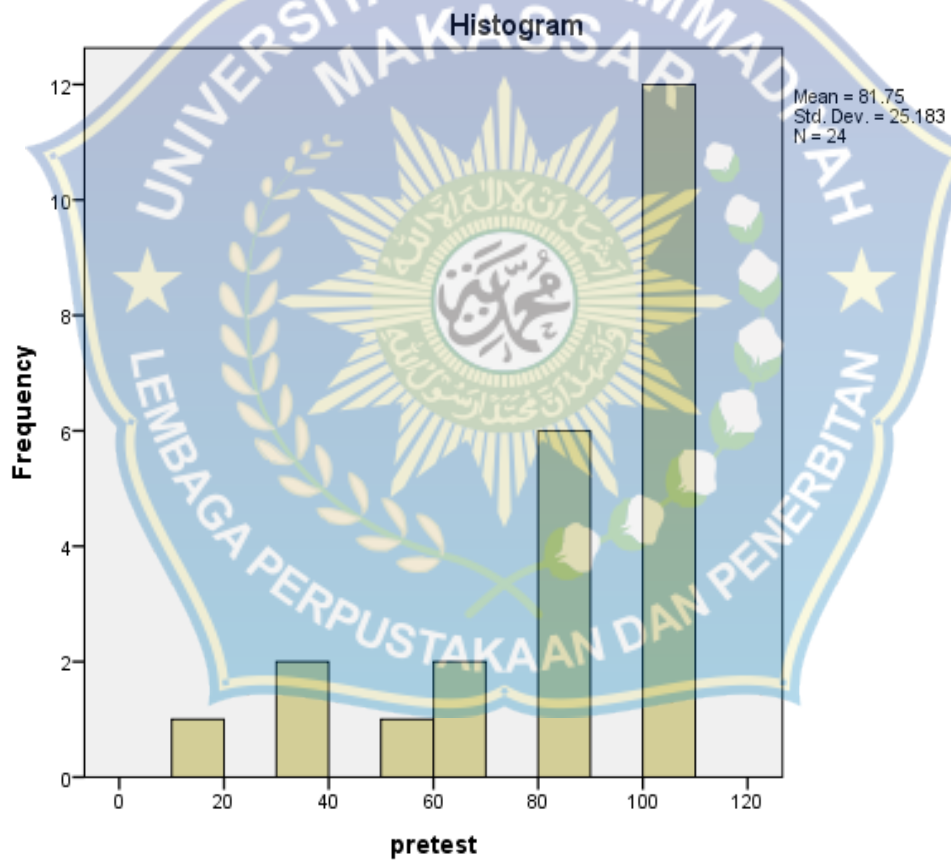
### Statistics

pretest

N	Valid	24
	Missing	0
Mean		81.75
Std. Error of Mean		5.141
Median		91.50
Mode		100
Std. Deviation		25.183
Variance		634.196
Range		84
Minimum		16
Maximum		100
Sum		1962

Pretest of word spelling

	Frequency	Percent	Valid Percent	Cumulative Percent
16	1	4.2	4.2	4.2
33	2	8.3	8.3	12.5
50	1	4.2	4.2	16.7
Valid 66	2	8.3	8.3	25.0
83	6	25.0	25.0	50.0
100	12	50.0	50.0	100.0
Total	24	100.0	100.0	



### 3. The Result of Post-test in Spelling Terms

#### Statistics

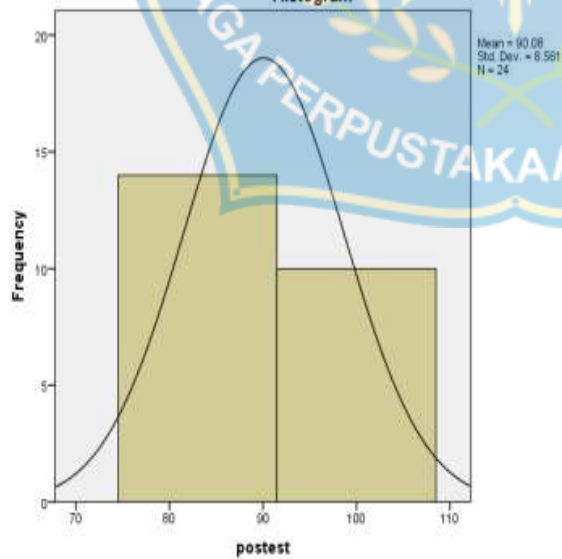
posttest

N	Valid	24
	Missing	0
Mean		90.08
Median		83.00
Mode		83
Std. Deviation		8.561
Variance		73.297
Range		17
Minimum		83
Maximum		100

#### Postest of Word Spelling

	Frequency	Percent	Valid Percent	Cumulative Percent
83	14	58.3	58.3	58.3
100	10	41.7	41.7	100.0
Total	24	100.0	100.0	

Histogram





#### 4. The Result of Pre-test in Word Pronunciation

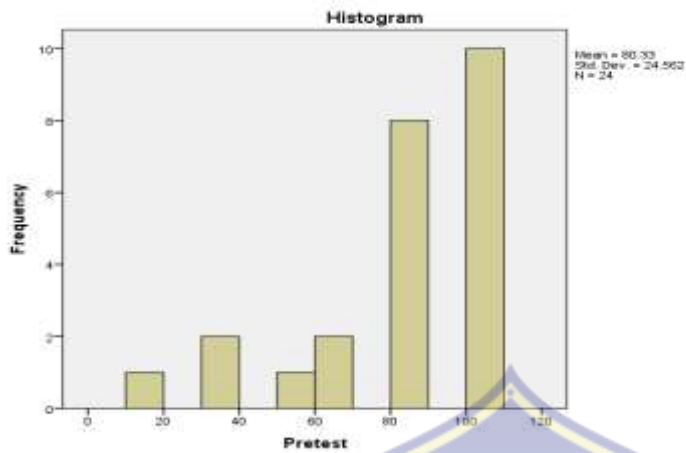
##### Statistics

Pretest

N	Valid	24
	Missing	0
Mean		80.33
Std. Error of Mean		5.014
Median		83.00
Mode		100
Std. Deviation		24.562
Variance		603.275
Range		84
Minimum		16
Maximum		100
Sum		1928

##### Pretest of Pronunciation

	Frequency	Percent	Valid Percent	Cumulative Percent
16	1	4.2	4.2	4.2
33	2	8.3	8.3	12.5
50	1	4.2	4.2	16.7
Valid 66	2	8.3	8.3	25.0
83	8	33.3	33.3	58.3
100	10	41.7	41.7	100.0
Total	24	100.0	100.0	



### 5. Result of Post-test in Word Pronunciation

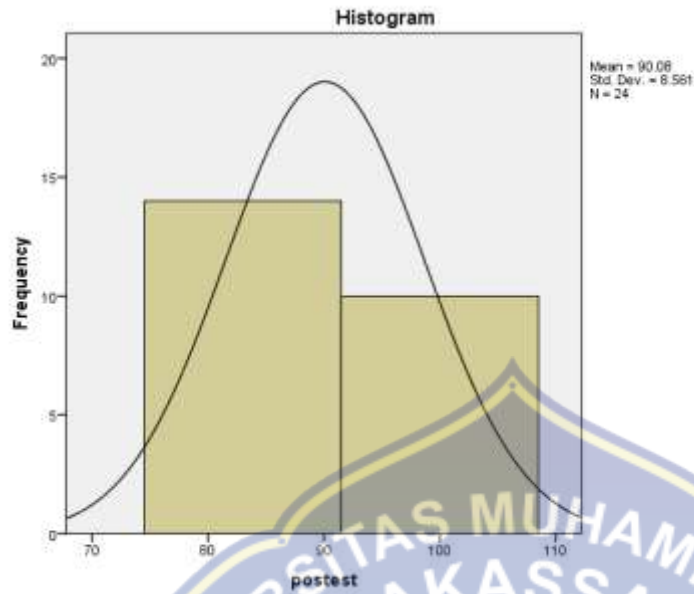
#### Statistics

posttest

N	Valid	24
	Missing	0
Mean		90.08
Median		83.00
Mode		83
Std. Deviation		8.561
Variance		73.297
Range		17
Minimum		83
Maximum		100

posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
83	14	58.3	58.3	58.3
Valid 100	10	41.7	41.7	100.0
Total	24	100.0	100.0	



## 6. Result of Pre-test in Word Meaning

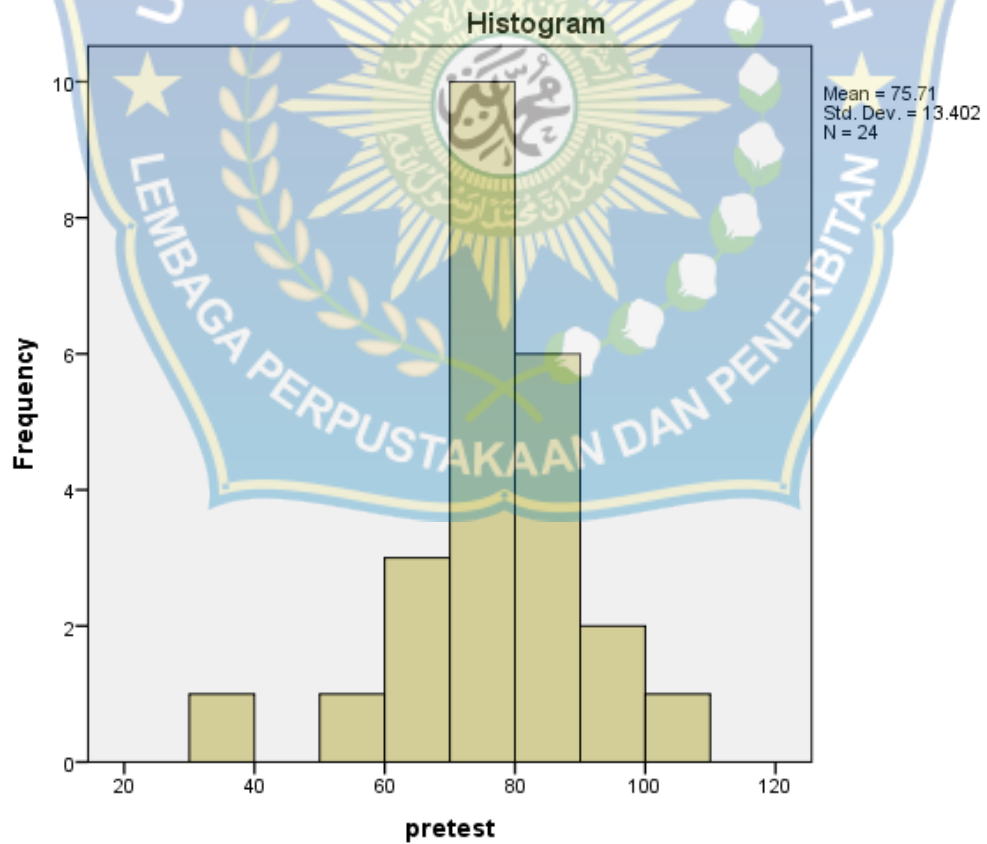
**Statistics**

pretest

N	Valid	24
	Missing	0
Mean		75.71
Std. Error of Mean		2.736
Median		74.50
Mode		72
Std. Deviation		13.402
Variance		179.607
Range		62
Minimum		38
Maximum		100
Sum		1817

**Pretest of Word Meaning**

	Frequency	Percent	Valid Percent	Cumulative Percent
38	1	4.2	4.2	4.2
55	1	4.2	4.2	8.3
61	1	4.2	4.2	12.5
66	2	8.3	8.3	20.8
72	7	29.2	29.2	50.0
Valid 77	3	12.5	12.5	62.5
83	4	16.7	16.7	79.2
88	2	8.3	8.3	87.5
94	2	8.3	8.3	95.8
100	1	4.2	4.2	100.0
Total	24	100.0	100.0	



## 7. Result of Post-test in Word Meaning

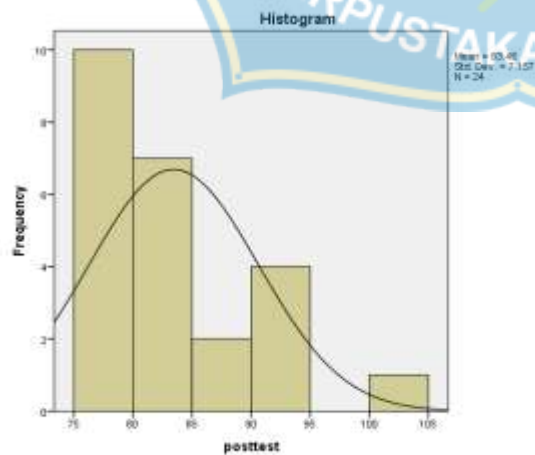
### Statistics

posttest

N	Valid	24
	Missing	0
Mean		83.46
Median		83.00
Mode		77
Std. Deviation		7.157
Variance		51.216
Range		23
Minimum		77
Maximum		100

### Posttest of word meaning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 77	10	41.7	41.7	41.7
83	7	29.2	29.2	70.8
88	2	8.3	8.3	79.2
94	4	16.7	16.7	95.8
100	1	4.2	4.2	100.0
Total	24	100.0	100.0	



## 8. Result of Pre-test Part of Speech Terms

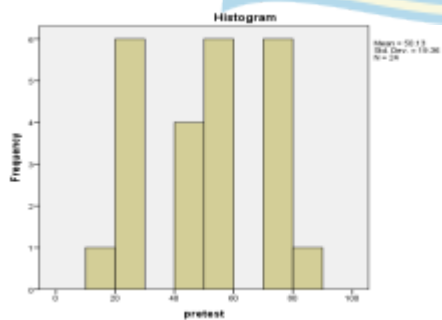
### Statistics

pretest

N	Valid	24
	Missing	0
Mean		50.13
Std. Error of Mean		3.952
Median		57.00
Std. Deviation		19.360
Variance		374.810
Range		71
Minimum		14
Maximum		85
Sum		1203

### Pretest of Part of Speech

	Frequency	Percent	Valid Percent	Cumulative Percent
14	1	4.2	4.2	4.2
28	6	25.0	25.0	29.2
42	4	16.7	16.7	45.8
Valid 57	6	25.0	25.0	70.8
71	6	25.0	25.0	95.8
85	1	4.2	4.2	100.0
Total	24	100.0	100.0	





## 9. Result of Post-test in Part of Speech Terms

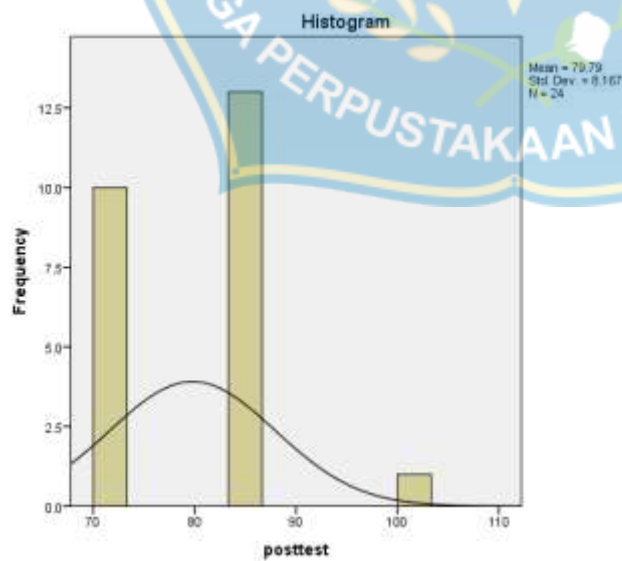
### Statistics

posttest

N	Valid	24
	Missing	0
Mean		79.79
Median		85.00
Mode		85
Std. Deviation		8.167
Variance		66.694
Range		29
Minimum		71
Maximum		100

### Posttest of Part of Speech

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 71	10	41.7	41.7	41.7
Valid 85	13	54.2	54.2	95.8
Valid 100	1	4.2	4.2	100.0
Total	24	100.0	100.0	



## 10. Result of Pre-test in Simple Sentences Terms

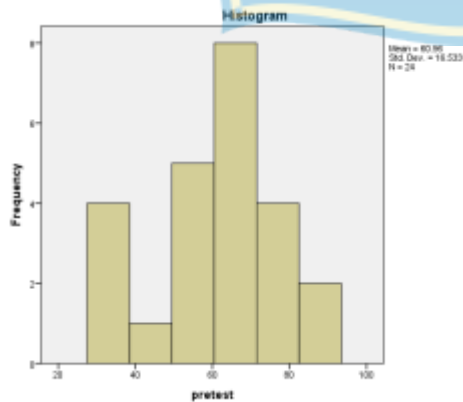
### Statistics

pretest

N	Valid	24
	Missing	0
Mean		60.96
Std. Error of Mean		3.375
Median		66.00
Mode		66
Std. Deviation		16.533
Variance		273.346
Range		55
Minimum		33
Maximum		88
Sum		1463

### Pretest of Simple Sentence

	Frequency	Percent	Valid Percent	Cumulative Percent
33	4	16.7	16.7	16.7
44	1	4.2	4.2	20.8
55	5	20.8	20.8	41.7
Valid 66	8	33.3	33.3	75.0
77	4	16.7	16.7	91.7
88	2	8.3	8.3	100.0
Total	24	100.0	100.0	



## 11. Result of Post-test in Simple Sentence Terms

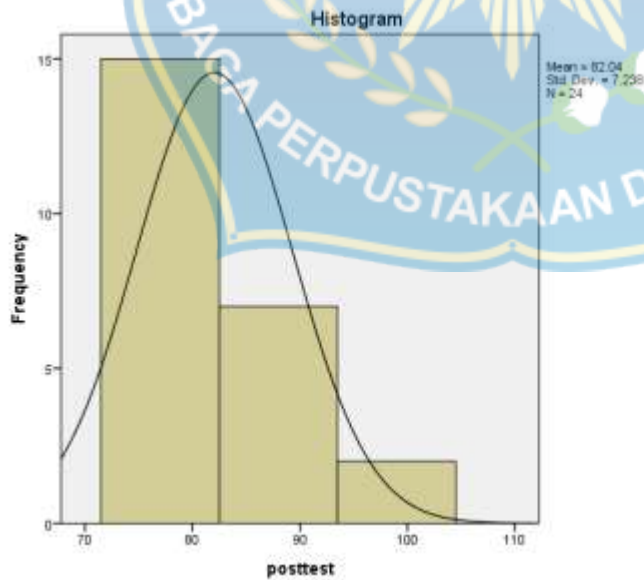
### Statistics

posttest

N	Valid	24
	Missing	0
Mean		82.04
Median		77.00
Mode		77
Std. Deviation		7.238
Variance		52.389
Range		22
Minimum		77
Maximum		99

### Posttest of Simple Sentence

	Frequency	Percent	Valid Percent	Cumulative Percent
77	15	62.5	62.5	62.5
88	7	29.2	29.2	91.7
99	2	8.3	8.3	100.0
Total	24	100.0	100.0	



### Appendix III

## T-test

### 1. T-test of Pre-test and Post-test

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	67.00	24	8.920	1.821
	posttest	79.13	24	5.376	1.097

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretest & posttest	24	.617	.001

**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	-12.125	7.017	1.432	-15.088	-9.162	-8.465	23	.000

## 2. T-test of Word Spelling

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestofspelling	81.75	24	25.183	5.141
	posttestofspelling	90.08	24	8.561	1.748

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretestofspelling & posttestofspelling	24	.626	.001

**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	pretestspelling - posttestspelling	-8.333	20.922	4.271	-17.168	.501	-1.951	23	.063

### 3. T-test of Word Pronunciation

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestofpronunciation	81.75	24	25.183	5.141
	posttestofpronunciation	90.08	24	8.561	1.748

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretestofpronunciation & posttestofpronunciation	24	.626	.001

**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	-9.750	20.273	4.138	-18.310	-1.190	-2.356	23	.027



#### 4. T-test of Word Meaning

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestofmeaning	75.71	24	13.402	2.736
	posttestofmeaning	83.46	24	7.157	1.461

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretestofmeaning & posttestofmeaning	24	.754	.000

**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 pretestmeaning - posttestmeaning	-7.750	9.284	1.895	-11.670	-3.830	-4.089	23	.000

### 5. T-test of Part of Speech

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestofpartofspeech	50.13	24	19.360	3.952
	posttestpartofspeech	79.79	24	8.167	1.667

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretestofpartofspeech & posttestpartofspeech	24	.495	.014

**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 pretestpartofspeech - posttestpartofspeech	-29.667	16.880	3.446	-36.794	-22.539	-8.610	23	.000

## 6. T-test of Simple Sentence

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestofsimplesentence	60.96	24	16.533	3.375
	posttestofsimplesentence	82.04	24	7.238	1.477

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretestofsimplesentence & posttestofsimplesentence	24	.749	.000

**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 pretestsentence - posttestsentence	-23.125	20.993	4.285	-31.990	-14.260	-5.396	23	.000

## Appendix IV

### WRITTEN TEST (PRE-TEST)

**A. Please describe the picture!**



Write down the name of the things that you can see in the picture!

No.	Things	No.	Things
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

**B. Read each question carefully, and then choose the best answer (a, b, or c)!**

A : what is this?

B : This is a pen.

A : can I borrow your pen?

B : I am sorry. I am using right now and it's only one.

A : it's okay. Thank you.

1. The sentence, "I am sorry. I am using right now" expresses about...
  - a. Asking help
  - b. Asking opinion
  - c. Giving information
2. A: .....?  
B: I am sorry I don't have.

What is the giving information expression about things to complete the short conversation above?

- a. Do you have a pen?
  - b. Can I borrow your book?
  - c. How many pens do you have?
3. A : How many pets do you have?  
B : .....
- The best answer for giving information is....
- a. I have 2 pets. They are a cat and a chicken.
  - b. Can I help you?
  - c. No, thanks

4. A : Do you know where the police office?  
B : I am sorry, I don't know the way.  
The underlined sentence express about....
- a. Asking opinion
  - b. Asking information
  - c. Asking offering

5. A: Can you help me where the nearest the hospital is?  
B: .....you just go straight and turn left.  
What is the sentence to complete the conversation above?
- a. Yes I can.
  - b. Sorry I can't.
  - c. I am busy.

**C. Please make completed the story below with choose the best answer (a, b, or c)!**

I am a new student in my school. My school is very big and beautiful. This school has many the rooms. There are classrooms, office room, cafeteria, library etc. My classroom is \_\_\_\_\_(1) from a library. The library is also very big. There \_\_\_\_\_(2) many books in there. The students usually \_\_\_\_\_(3) to library during the break of lesson. The students can read or \_\_\_\_\_(4) the books. The students should \_\_\_\_\_(5) the book on time or they will get the punishment later.

- |            |           |            |
|------------|-----------|------------|
| 1. a. Long | b. Short  | c. Nearest |
| 2. a. Are  | b. Is     | c. Were    |
| 3. a. Goes | b. Go     | c. Went    |
| 4. a. Buy  | b. Borrow | c. Stolen  |

5. a. Return

b. take

c. Give

### Appendix V

#### WRITTEN TEST (POST-TEST)

A. Please mention name of the things based on the pictures below!

1  2  3  4 

5  6  7  8 

9  10 

B. Read each the question carefully, and then choose the best answer by crossing the options (a, b, or c)!

1. A: .....

B: I have two.

A: Can I borrow the one?

B: Yes, you can.

What is the exact question for A?

- a. Do you have pen?
- b. How many pencils do you have?
- c. What can I do for you?



2. A: Do you have pet?  
B: Yes, I do.  
A: What is pet do you have and how many do you have?  
B: I have a cat. My cat is very funny and friendly.  
What is talking about the conversation above?
- Animal
  - Buildings
  - Things

3. A: Are you okay?  
B: I am not feeling good.  
A: .....  
B: thank you. I will go there soon.  
What is A talking about?
- You should you to school.
  - You should visit the doctor.
  - You must get a good feeling.

The answer from number 4 and 5 are based on the conversation below!

- A: I am looking for the nearest the hospital, can you tell me the way?  
B: Yes, I can. Just follow this road until you come to the main road. Turn right and then continue about 100 meters. You will see the hospital.  
A: Okay, I see. Thank you for your nice explanation.  
B: you're welcome.
4. What is the conversation talking about?
- Asking and giving the direction
  - Talking about the things
  - Asking and giving opinion
5. Underlined the express is about....
- Asking things
  - Asking information
  - Asking opinion

**C. Please make completed the story below with choose the best answer (a, b, or c)!**

I have a \_\_\_\_\_ (1). His fur is white and has black spots. He has long \_\_\_\_\_(2) and a short tail. He also cute red eyes! My rabbit likes to eat \_\_\_\_\_ (3) and other vegetables. When I release my rabbit out of this cage, he used to \_\_\_\_\_ (4) everywhere and hard to catch. So, I could just put him on his cage because I am afraid that he is might running away. I don't want to lose my rabbit because \_\_\_\_\_ (5) love him very much.

1. a. Cat

b. Rabbit

c. Chicken

- |    |           |            |           |
|----|-----------|------------|-----------|
| 2. | a. Eyes   | b. Nose    | c. Tail   |
| 3. | a. Banana | b. Coconut | c. Carrot |
| 4. | a. Jump   | b. Sleep   | c. Walk   |
| 5. | a. Me     | b. I       | c. He     |



## Appendix VI

### ORAL TEST (PRE-TEST)

A

1. Please underline the expression of asking information about things!
2. Please underline the expression of respond to asking information about the conversation below!  
A: How many pens do you have?  
B: I have two pens.  
A: Can I borrow it?  
B: Yes, you can.
3. Please underline the expression of asking information about animals!
4. Please underline the expression of respond to asking information about the conversation below!  
A: Do you like animal?  
B: Yes, I do.  
A: How many animals do you have?  
B: I have five animals in my house.  
A: Can I see it?  
B: yes, you can.
5. Please underline the expression of asking information about direction of building!
6. Please underline the expression of respond to asking information about the conversation below!  
A: Could you help me, please?  
B: Yes, I could.  
A: How do I get the police office?  
B: I am sorry, i don't know because I am new comer in this city.

B

1. A: How many books do you have?  
B: ..... (giving information)
2. A: .....?  
B: I have two.  
How to give the asking information about things for respond of B?
3. A: Do you have pet in your home?  
B: ..... (giving information)
4. A: .....? (asking information expression about animal).  
B: there is a cat.
5. A: How to get the hospital? (accepted expression)

B: .....

6. A: .....? (asking information about building)

B: I am sorry, I don't

C

1. Please mention 6 things at the house!

2. Please make a simple sentence by using there is and there are!

### Appendix VII

### ORAL TEST (POST-TEST)

A

1. Please underline the expression of asking information about things!

2. Please underline the expression of respond to asking information about the conversation below!

A: Can I borrow your pen?

B: Yes, you can.

A: I am sorry, I just found my pen, so I have now.

B: it's okay.

3. Please underline the expression of asking information about pet!

4. Please underline the expression of respond to asking information about the conversation below!

A: Can you describe your pet that you have?

B: Yes I can. A cat is my pet. He is very funny. His name is Roky.

A: it's amazing.

B: of course.

5. Please underline the expression of asking information about direction of building!

6. Please underline the expression of respond to asking information about the conversation below!

A: I am looking for the police office, can you show me the road?

B: yes, I can. Please go straight around 100 meters and then just turn left.

A: oh, I see.

B: thanks for the information.

B

1. A: Can I borrow your book?

B: ..... (Refuse respond)

2. A: .....? (giving information about things).

B: I don't have.

3. A: Do you like animal?

B: .....

4. A: .....?

B: there are three animals in my home.

5. A: .....? (giving information about direction)  
B: just turn left and go straight.
6. A: Could you help me, please? I am looking for the hospital  
B: ..... (accepted respond)

C

1. Please mention 20 public buildings!
2. Please make a simple sentence by using simple present tense!



## Appendix VIII

### LESSON PLAN

**Satuan Pendidikan : MTs AISYIAH SUNGGUMINASA**  
**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 fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1. Mengidentifikasi fungsi ungkapan transaksional lisan dan tulis meminta dan memberi informasi berkaitan dengan nama dan jumlah binatang, benda, dan bangunan publik 3.4.2. Mengidentifikasi struktur teks ungkapan meminta dan memberi informasi berkaitan dengan nama dan jumlah binatang, benda, dan bangunan publik. 3.4.3. Mengidentifikasi unsur kebahasaan ungkapan meminta dan memberi informasi ( <i>Pronunciation, Spelling, Meaning, Part of Speech, and Simple Sentences</i> )
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang,	4.1.1 Melakukan tindak tutur lisan dan tulis meminta dan memberi informasi terkait dengan nama dan jumlah binatang, benda-benda dan bangunan publik. 4.2.1 Melakukan tindak tutur lisan dan tulis menggunakan struktur teks terkait dengan



benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	nama dan jumlah binatang, benda-benda dan bangunan publik. 4.3.1 Melakukan tindak tutur lisan dan tulis menggunakan unsur kebahasaan ( <i>Pronunciation, Spelling, Meaning, Part of Speech, and Simple Sentences</i> ).
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### C. Materi Pembelajaran

This is my word

#### 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

- ▲ Flashcard
- ▲ Kamus Bergambar (visual Dictionary)

#### ➤ Sumber Belajar:

- ▲ Teks Siswa,
- ▲ Buku Pegangan Guru,
- ▲ Modul/bahan ajar,

▲ Sumber internet.

**D. Langkah-langkah Pembelajaran**

1. Pertemuan Ke-1 ( 2 X 40 menit )		Waktu
<b>Kegiatan Pendahuluan</b>		<b>10 menit</b>
<p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya.</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>		
<b>Kegiatan Inti</b>		
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Mengamati (Observing)	<ol style="list-style-type: none"> <li>1. Guru menginstruksikan kepada peserta didik untuk membuka <i>visual dictionary</i> terkait dengan materi</li> <li>2. Guru memberikan materi terkait dengan <i>things in the classroom</i>.</li> <li>3. Peserta didik mengidentifikasi gambar-gambar yang diinstruksikan oleh guru.</li> <li>4. Guru menjelaskan setiap gambar yang ada dalam</li> </ol>	

	<p><i>visual dictionary</i> sesuai dengan materi yang diajarkan.</p> <p>5. Peserta didik menirukan ujaran dan intonasi yang dicontohkan oleh guru.</p>	
Menanyakan (Questioning)	<ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami.</li> <li>2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut.</li> <li>3. Guru memberi pertanyaan terkait materi <i>things in the classroom</i> untuk mengetahui sejauh mana pemahaman peserta didik.</li> <li>4. Guru membantu menjawab jika tidak ada peserta didik yang mampu menjawabnya.</li> <li>5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.</li> </ol>	
Mencoba (Experimenting)	<ol style="list-style-type: none"> <li>1. Peserta didik mengidentifikasi gambar-gambar yang ada pada <i>visual dictionary</i> terkait materi <i>things in the classroom</i>.</li> <li>2. Peserta didik menjelaskan <i>vocabulary</i> terkait dengan <i>things in the classroom</i> (contohnya:  <i>Guru: how many things in your bag?</i>  <i>Siswa: I have 5 things.</i>  <i>Guru: what is it?</i>  <i>Siswa: books, pen, ....</i></li> <li>3. Guru memberikan pertanyaan nama-nama benda yang ada di dalam ruangan kelas (Contohnya:  <i>Guru: what is thing name there?</i>  <i>Siswa: the things is.....</i></li> <li>4. Guru memberikan kesempatan kepada setiap siswa untuk berpasangan dan saling bertukar informasi terkait <i>things in the classroom</i>. (Contohnya:  <i>Siswa: what is the meaning of.... In English?</i></li> </ol>	60 Menit
Menalar (Associating)	<ol style="list-style-type: none"> <li>1. Guru membagi <i>Card</i> kepada peserta didik atau meminta peserta didik menyiapkan kertas.</li> <li>2. Guru meminta setiap peserta didik untuk menuliskan nama-nama benda yang ada di sekitarnya yang belum diketahui bahasa inggrisnya sebanyak mungkin. Menuliskannya dengan bahasa</li> </ol>	

	<p>Indonesia.</p> <ol style="list-style-type: none"> <li>Guru memberikan kesempatan kepada siswa untuk mencari tahu arti dalam bahasa Inggris kosakata yang telah dituliskan.</li> <li>Peserta didik dapat mencari tahu jawabannya dengan <i>searching in Visual Dictionar</i> atau bertanya kepada temannya.</li> </ol>	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> <li>Peserta didik diminta maju ke depan kelas untuk memaparkan hasilnya.</li> <li>Peserta didik harus mengucapkan kosa kata yang ditulis dengan <i>spelling, pronunciation, dan meaning</i> dengan tepat.</li> <li>Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> yang tepat.</li> <li>Peserta didik bergantian memaparkan hasil kerjanya.</li> <li>Guru memaksimalkan agar peserta didik dapat memaparkan hasil/tugas mereka.</li> </ol>	
<b>Kegiatan Penutup</b>		
	<ol style="list-style-type: none"> <li>Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;</li> <li>Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;</li> <li>Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</li> <li>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>.</li> <li>menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ol>	<b>10 Menit</b>
	<p><b>Catatan :</b> 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)</p>	
<b>2. Pertemuan Ke-2 ( 2 X 40 menit )</b>		<b>Waktu</b>



<b>Kegiatan Pendahuluan</b>		<b>10 menit</b>
<p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• 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>things in the classroom</i></li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>		
<b>Kegiatan Inti</b>		<b>60 Menit</b>
<b>Sintak Model Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	
Mengamati (Observing)	<ol style="list-style-type: none"> <li>1. Guru memberikan materi terkait dengan <i>asking and giving information about things</i>.</li> <li>2. Guru menjelaskan materi tentang <i>asking and giving information expression about things</i> dan cara membuat <i>simple sentences</i>. Materi sebagai berikut: <i>Asking expression:</i> <i>What is this?</i> <i>How many.... do you have?</i></li> </ol>	

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



	<p>teman sebangkunya tentang memberikan dan meminta informasi tentang <i>things in the classroom</i>.  <i>Siswa 1: May I borrow your....?</i>  <i>Siswa 2: Sorry, I am using right now.</i></p> <ol style="list-style-type: none"> <li>Guru meminta peserta didik untuk membedakan ungkapan antara memberi dan meminta informasi terkait <i>things in the classroom</i>.</li> <li>Guru memberikan kesempatan kepada setiap siswa untuk menanyakan temannya (maks. 5 orang) tentang informasi <i>things in the classroom</i> dengan menggunakan <i>asking and giving information expression</i>.</li> </ol>	
Menalar (Associating)	<ol style="list-style-type: none"> <li>Guru meminta siswa untuk berpasangan.</li> <li>Guru meminta setiap pasangan untuk membuat <i>short dialog</i> tentang <i>dialog for asking and giving expressions</i> tentang <i>things in the classroom</i> (maks. 6 dialog).</li> <li>Peserta didik dapat menggunakan <i>Visual Dictionary</i> untuk mencari kosakata yang belum diketahui artinya.</li> <li>Peserta didik juga harus dapat menjelaskan <i>part of speech simple sentences</i> yang telah dibuat.</li> </ol>	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> <li>Peserta didik diminta maju ke depan kelas untuk memaparkan hasil pekerjaannya.</li> <li>Peserta didik harus mampu menjelaskan hasil pekerjaannya.</li> <li>Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> yang tepat.</li> <li>Setiap pasangan bergantian memaparkan hasil pekerjaannya.</li> <li>Guru memaksimalkan agar peserta didik dapat memaparkan hasil/tugas mereka.</li> <li>Guru dapat mengarahkan peserta didik yang salah dalam <i>spelling, pronunciation, dan meaning</i>.</li> </ol>	
<b>Kegiatan Penutup</b>		
	<ol style="list-style-type: none"> <li>Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;</li> </ol>	

<ol style="list-style-type: none"> <li>2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;</li> <li>3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</li> <li>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.</li> <li>5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ol> <p><b>Catatan:</b> 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)</p>	<b>10 Menit</b>
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<b>3. Pertemuan Ke-3 ( 2 X 40 menit )</b>		<b>Waktu</b>
<p style="text-align: center;"><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya.</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan</li> </ul>		<b>10 menit</b>

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)	<ol style="list-style-type: none"><li>1. Guru menginstruksikan kepada peserta didik untuk membuka <i>visual dictionary</i> terkait dengan materi.</li><li>2. Guru memberikan materi terkait dengan <i>animals (classification of animals such as reptiles, insects, fish, birds and mammals)</i>.</li><li>3. Peserta didik mengidentifikasi gambar-gambar yang diinstruksikan oleh guru.</li><li>4. Guru menjelaskan setiap gambar yang ada dalam <i>visual dictionary</i> sesuai dengan materi yang diajarkan.</li><li>5. Peserta didik menirukan ujaran dan intonasi yang dicontohkan oleh guru.</li></ol>
Menanyakan (Questioning)	<ol style="list-style-type: none"><li>1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami.</li><li>2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut.</li><li>3. Guru memberi pertanyaan terkait materi <i>animals (classification of animals such as reptiles, insects, fish, birds and mammals)</i> untuk mengetahui sejauh mana pemahaman peserta didik.</li><li>4. Guru membantu menjawab jika tidak ada peserta didik yang mampu menjawabnya.</li><li>5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.</li></ol>
Mencoba (Experimenting)	<ol style="list-style-type: none"><li>1. Peserta didik mengidentifikasi gambar-gambar yang ada pada <i>visual dictionary</i> terkait materi <i>classification of animals</i>.</li><li>2. Guru meminta peserta didik untuk maju ke depan dan menguji sejauh mana pemahamannya dengan</li></ol>

	<p>materi tentang <i>classification of animals</i>.</p> <p>3. Guru memberikan pertanyaan terkait dengan <i>classification of animals</i>. Contohnya:  <i>Guru: please, mentions the animals as a mammals?</i>  <i>Siswa: the animals are....</i></p> <p>4. Guru memberikan kesempatan kepada setiap peserta didik untuk maju ke depan.</p>	<b>60 Menit</b>
Menalar (Associating)	<p>1. Guru membagikan peserta didik dalam 2 kelompok. Kelompok A dan B.</p> <p>2. Guru meminta setiap kelompok untuk berbaris memanjang ke belakang.</p> <p>3. Guru menempelkan 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 reptil, burung, serangga dan mamalia. Dan telah disediakan <i>flashcard</i> bergambar <i>animals</i>.</p> <p>4. Setiap kelompok berlomba untuk memasang gambar di setiap kolom yang ada dalam tabel dengan benar.</p> <p>5. Guru memberikan waktu selama 7 menit dalam memasang gambar.</p> <p>6. Kelompok yang cepat dan benar adalah pemenangnya.</p>	
Mengkomunikasikan (Networking)	<p>6. Setiap kelompok harus mempresentasikan hasilnya.</p> <p>7. Setiap peserta didik dalam kelompok bergantian dalam menjelaskan hasil dari pekerjaannya.</p> <p>8. Peserta didik yang lain dapat memberikan masukan.</p> <p>9. Kelompok lain bergantian memaparkan hasil pekerjaannya.</p> <p>10. Guru memberikan kesempatan peserta didik untuk bertanya kepada kelompok lain.</p>	
Kegiatan Penutup		
	<p>1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;</p>	



<ol style="list-style-type: none"> <li>2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;</li> <li>3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</li> <li>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.</li> <li>5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ol>	<b>10 Menit</b>
<p><b>Catatan :</b> 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)</p>	
<p><b>4. Pertemuan Ke-4 ( 2 X 40 menit )</b></p>	<p><b>Waktu</b></p>
<p style="text-align: center;"><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b> <b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• 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>animals</i>.</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan</li> </ul>	<b>10 menit</b>

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

<b>Sintak Model Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>
Mengamati (Observing)	<ol style="list-style-type: none"><li>1. Guru memberikan materi terkait dengan <i>asking and giving information about pet animals</i>.</li><li>2. Guru menjelaskan materi tentang <i>asking and giving information expression about pet animals and how describe is</i>. dan cara membuat <i>simple sentences</i>. Materi sebagai berikut: <i>Asking expression:</i> <i>Do you like animals?</i> <i>Do you have pet animal?</i> <i>How many pets do you have?</i> <i>Giving expression:</i> <i>Yes, I have.</i> <i>No, I haven't.</i> <i>There is...</i> <i>There are...</i> <i>Yes, I like.</i> <i>No, I don't like it.</i></li><li>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>.</li><li>4. Peserta didik menirukan ujaran dan intonasi guru dengan benar.</li></ol>
Menanyakan (Questioning)	<ol style="list-style-type: none"><li>1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami.</li><li>2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut.</li><li>3. Guru memberi pertanyaan terkait materi <i>asking and giving information expression about pet animals</i></li></ol>



	<p><i>Guru : do you have pet animals?</i>  <i>Siswa: yes, I have.</i></p> <p>untuk mengetahui sejauh mana pemahaman peserta didik.</p> <ol style="list-style-type: none"> <li>Guru membantu peserta didik yang kesulitan dalam menjawab.</li> <li>Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.</li> </ol>	<b>Menit</b>
Mencoba (experimenting)	<ol style="list-style-type: none"> <li>Peserta didik mengidentifikasi ungkapan-ungkapan dalam memberikan dan meminta informasi tentang <i>pet animals</i>.</li> <li>Guru meminta peserta didik untuk bertanya kepada teman sebangkunya tentang memberikan dan meminta informasi tentang <i>pet animals</i>. Contohnya  <i>Siswa 1: do you have pet animals?</i>  <i>Siswa 2: yes, I have.</i>  <i>Siswa 1: what is that?</i>  <i>Siswa 2: the cat.</i></li> <li>Guru meminta peserta didik untuk membedakan ungkapan antara memberi dan meminta informasi terkait <i>pet animals</i>.</li> <li>Guru memberikan kesempatan kepada setiap siswa untuk menanyakan temannya (maks. 5 orang) tentang informasi <i>pet animals</i> dengan menggunakan <i>asking and giving information expression</i>.</li> </ol>	
Menalar (Associating)	<ol style="list-style-type: none"> <li>Guru meminta peserta didik secara individu untuk membuat sebuah <i>short story</i> tentang <i>pet animals</i> yang dimilikinya.</li> <li>Guru dapat membantu peserta didik yang kesulitan dalam mengerjakan tugas tersebut.</li> <li>Peserta didik dapat menggunakan <i>Visual Dictionary</i> untuk mencari kosakata yang belum diketahui artinya.</li> <li>Peserta didik harus mampu menjelaskan hasil pekerjaan nantinya.</li> </ol>	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> <li>Peserta didik diminta untuk maju ke depan untuk mempresentasikan hasil pekerjaannya.</li> <li>Peserta didik harus mampu menjelaskan hasil</li> </ol>	

	<p>pekerjaannya.</p> <ol style="list-style-type: none"> <li>3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling</i>, <i>pronunciation</i>, dan <i>meaning</i> yang tepat.</li> <li>4. Setiap pasangan bergantian memaparkan hasil pekerjaannya.</li> <li>5. Guru memaksimalkan agar peserta didik dapat memaparkan hasil/tugas mereka.</li> <li>6. Guru dapat mengarahkan peserta didik yang salah dalam <i>spelling</i>, <i>pronunciation</i>, dan <i>meaning</i>.</li> </ol>	
<b>Kegiatan Penutup</b>		
<ol style="list-style-type: none"> <li>1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;</li> <li>2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;</li> <li>3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</li> <li>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.</li> <li>5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ol> <p><b>Catatan:</b> 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)</p>	<b>10 Menit</b>	

<b>5. Pertemuan Ke-5 ( 2 X 40 menit )</b>	<b>Waktu</b>
<p style="text-align: center;"><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b> <b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul>	

<ul style="list-style-type: none"> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya.</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	<p><b>10 menit</b></p>
<b>Kegiatan Inti</b>	
<p><b>Sintak Model Pembelajaran</b></p>	<p><b>Kegiatan Pembelajaran</b></p>
<p>Mengamati (Observing)</p>	<ol style="list-style-type: none"> <li>1. Guru menginstruksikan kepada peserta didik untuk membuka <i>visual dictionary</i> terkait dengan materi.</li> <li>2. Guru memberikan materi terkait dengan <i>public buildings</i>.</li> <li>3. Peserta didik mengidentifikasi gambar-gambar yang diinstruksikan oleh guru.</li> <li>4. Guru menjelaskan setiap gambar yang ada dalam <i>visual dictionary</i> sesuai dengan materi yang diajarkan.</li> <li>5. Peserta didik menirukan ujaran dan intonasi yang dicontohkan oleh guru.</li> </ol>
<p>Menanyakan</p>	<ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan kepada peserta</li> </ol>

(Questioning)	<p>didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami.</p> <ol style="list-style-type: none"> <li>2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut.</li> <li>3. Guru memberi pertanyaan terkait materi <i>public buildings</i> untuk mengetahui sejauh mana pemahaman peserta didik.</li> <li>4. Guru membantu menjawab jika tidak ada peserta didik yang mampu menjawabnya.</li> <li>5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.</li> </ol>	
Mencoba (Experimenting)	<ol style="list-style-type: none"> <li>1. Peserta didik mengidentifikasi gambar-gambar yang ada pada <i>visual dictionary</i> terkait materi <i>public buildings</i>.</li> <li>2. Guru meminta peserta didik untuk maju ke depan dan menguji sejauh mana pemahamannya dengan materi tentang <i>public buildings</i>.</li> <li>3. Guru memberikan pertanyaan terkait dengan <i>public buildings</i>.</li> <li>4. Guru memberikan kesempatan kepada setiap peserta didik untuk maju ke depan.</li> </ol>	
Menalar (Associating)	<ol style="list-style-type: none"> <li>1. Guru meminta setiap peserta didik untuk menuliskan nama-nama bangunan umum yang ada di sekitarnya/ yang pernah dijumpai (min. 20 kosa kata).</li> <li>2. Peserta didik dapat menuliskan nama-nama bangunan baik yang sudah diketahui bahasa inggris ataupun belum.</li> <li>3. Peserta didik dapat mencari tahu jawabannya di kamus bergambar (<i>visual dictionary</i>).</li> <li>4. Guru memberikan batas waktu pengerjaan (7 menit).</li> </ol>	<b>60 Menit</b>
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> <li>1. Guru meminta peserta didik untuk mempresentasikan hasil pekerjaannya.</li> <li>2. Peserta didik lainnya memperhatikan, dan dapat memberikan masukan ketika peserta didik tersebut kurang tepat dalam <i>spelling</i>, <i>pronunciation</i>, dan <i>meaning</i> pada sebuah kata.</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Peserta didik yang telah mempresentasikan pekerjaannya dapat menunjuk peserta didik lainnya.</li> <li>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.</li> <li>5. Guru dapat mengajukan pertanyaan pada peserta didik baik yang mempresentasikan pekerjaan ataupun yang belum.</li> </ol>	
<b>Kegiatan Penutup</b>		
<ol style="list-style-type: none"> <li>1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;</li> <li>2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;</li> <li>3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</li> <li>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.</li> <li>5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ol>	<b>10 Menit</b>	
<p><b>Catatan :</b> 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)</p>		
<b>6. Pertemuan Ke-6 ( 2 X 40 menit )</b>		<b>Waktu</b>
<b>Kegiatan Pendahuluan</b>		
<p><b>Guru :</b> <b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p>		



<ul style="list-style-type: none"> <li>• 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>public buildings</i>.</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	<p><b>10 menit</b></p>
<p><b>Kegiatan Inti</b></p>	
<p><b>Sintak Model Pembelajaran</b></p>	<p><b>Kegiatan Pembelajaran</b></p>
<p>Mengamati (Observing)</p>	<ol style="list-style-type: none"> <li>1. Guru memberikan materi terkait dengan <i>asking and giving information directions</i> dengan menggunakan <i>visual dictionary</i> untuk mengetahui kosa kata yang akan digunakan.</li> <li>2. Guru menjelaskan materi tentang <i>asking and giving information expression about direction</i> dan cara membuat <i>simple sentences</i>.</li> </ol> <p>Materi sebagai berikut:</p> <p><i>Asking expression:</i></p> <p><i>Could you help me, please? I'm looking for...</i></p> <p><i>Could you show me how to get...?</i></p> <p><i>How do I get.....?</i></p> <p><i>Is there ....near here?</i></p> <p><i>Where is nearest.....?</i></p> <p><i>Do you know where.....?</i></p> <p><i>Can you tell me the way to.....?</i></p> <p><i>Could you repeat it again please?</i></p> <p><i>What is the best way to get...?</i></p>



	<p><i>Giving expression:</i>  <i>Yes, I could.</i>  <i>No, I can't. I'm busy now.</i>  <i>Go straight at traffic lights.</i>  <i>Turn left past the...</i>  <i>I am sorry, I don't know.</i>  <i>You are going to wrong way.</i>  <i>Thanks for help. bye</i>  <i>Turn left</i>  <i>Turn right</i></p> <p>3. Guru menjelaskan materi tersebut dengan <i>spelling</i>, <i>pronunciation</i>, dan <i>meaning</i> yang tepat dan <i>part of speech</i> pada <i>simple sentence</i>.</p> <p>4. Peserta didik menirukan ujaran dan intonasi guru dengan benar.</p>	<p><b>60</b> <b>Menit</b></p>
Menanyakan (Questioning)	<p>1. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan terkait dengan materi yang belum dipahami.</p> <p>2. Guru memberikan kesempatan kepada siswa yang mengetahui jawaban dari pertanyaan peserta didik tersebut.</p> <p>3. Guru memberi pertanyaan terkait materi <i>asking and giving information expression about direction of public buildings</i> untuk mengetahui sejauh mana pemahaman peserta didik.</p> <p>4. Guru membantu peserta didik yang kesulitan dalam menjawab.</p> <p>5. Guru menjelaskan kembali materi yang belum dipahami oleh peserta didik.</p>	
Mencoba (experimenting)	<p>1. Peserta didik mengidentifikasi ungkapan-ungkapan dalam memberikan dan meminta informasi tentang <i>direction of public buildings</i>.</p> <p>2. Guru meminta peserta didik untuk bertanya kepada teman sebangkunya tentang memberikan dan meminta informasi tentang <i>direction of public buildings</i>.  <i>Contohnya:</i>  <i>Siswa 1: how I get the post office?</i>  <i>Siswa 2: just go straight and turn left. You can see the hospital and on the right side you can see the post</i></p>	

	<p><i>office.</i></p> <ol style="list-style-type: none"> <li>3. Guru meminta peserta didik untuk membedakan ungkapan antara memberi dan meminta informasi terkait <i>pet animals</i>.</li> <li>4. Guru memberikan kesempatan kepada setiap siswa untuk bertanya tentang materi yang belum dipahami</li> </ol>	
Menalar (Associating)	<ol style="list-style-type: none"> <li>1. Guru meminta peserta didik secara berpasangan.</li> <li>2. Guru meminta peserta didik untuk membuat <i>short dialog</i> tentang <i>asking and giving information about direction of public buildings</i>.</li> <li>3. Peserta didik dapat menggunakan <i>Visual Dictionary</i> untuk mencari kosakata yang belum diketahui artinya.</li> <li>4. Peserta didik harus mampu mempresentasikan hasil pekerjaannya.</li> </ol>	
Mengkomunikasikan (Networking)	<ol style="list-style-type: none"> <li>1. Setiap pasangan diminta untuk maju ke depan untuk mempresentasikan hasil pekerjaannya.</li> <li>2. Setiap pasangan harus mampu menjelaskan hasil pekerjaannya.</li> <li>3. Peserta didik yang lain dapat memberikan masukan terkait <i>spelling, pronunciation, dan meaning</i> yang tepat.</li> <li>4. Setiap pasangan bergantian memaparkan hasil pekerjaannya.</li> <li>5. Guru memaksimalkan agar peserta didik dapat memaparkan hasil/tugas mereka.</li> <li>6. Guru dapat mengarahkan peserta didik yang salah dalam <i>spelling, pronunciation, dan meaning</i>.</li> </ol>	
<b>Kegiatan Penutup</b>		
	<ol style="list-style-type: none"> <li>1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;</li> <li>2. Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;</li> </ol>	

<p>3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>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.</p> <p>5. menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p> <p><b>Catatan:</b> 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)</p>	<p><b>10 Menit</b></p>
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## 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 (visual dictionary) 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,

.....  
NIP.

.....  
NIP.

Appendix IX





## CURRICULUM VITAE



**Ummi Hayati** is the last child of H.Baharuddin and Hj.Mahfani. She was born on December 19<sup>th</sup>, 1995 in Opo, Ajangale, Bone, South Sulawesi. She has five brothers and no sister. She began her study at Kindergarten namely TK. Polelipu Opo in 2000. She continued her study at SDN 115 Opo and graduated in 2008. Then, he joined at MtsN 399 Pompanua and graduated in 2011. Afterwards, she continued her study at SMAN 1 Ajangale and graduated in 2014. In the year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. In 2015 she was joined in Excellent Islamic generation (EXIT) English Meeting Club and also joined in LKIM-PENA Organization. At the end of her study, she could finish her thesis with the title “Using Visual Dictionary in Teaching Students to Improve Vocabularies (A Pre-Experimental Research at the Seventh Grade Students of SMPN 1 Sungguminasa).”