

THESIS APPROVAL

This thesis, entitled “Improving Vocabulary Through Pizza Card At Eighth Grade Students of SMP 6 Bone-Bone” written by **Elma Dwi Noviana, Reg. Number 15.02.02.0023**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, August 30th 2019 M**, coincided with **Dzulhijjah 29st 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, October 5th, 2019 M
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**IMPROVING VOCABULARY THROUGH PIZZA CARD AT THE
EIGHTH GRADE STUDENTS OF SMP 6 BONE-BONE**



IAIN PALOPO

A THESIS

**Submitted of the English Language Education Study program of tarbiyah and
teacher training faculty of state Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education**

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TARBIYAH AND TEACHER TRAINING FACULTY

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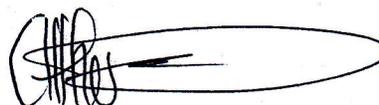
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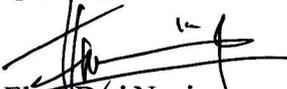
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Researcher



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ABSTRACT

ELMA DWI NOVIANA, 2019 “Improving Vocabulary Through Pizza Card At Eighth Grade Students of SMP 6 Bone-Bone”. A Thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Under Supervisor Dr. Muhaemin, MA as the first consultant and Wahibah, S.Ag., M.Hum as the second consultant.

Key Words: Improving, Vocabulary, Pizza Card

This research aimed to find out whether the use of pizza card game is effective or not in teaching vocabulary to the eighth grade students of SMP 6 Bone-Bone.

In this research, the research applied quasi-experimental design and conducted in four meeting. The researcher conducted pretest, treatment and posttest in experimental class and control class. The population of this research was the eighth grade students of SMP 6 Bone-Bone. The researcher used total sampling technique from class VIII-1 and VIII-2. The instrument used to collect data was pre-test and post-test.

The data of this research was analyzed by using SPSS program version 22. The finding of this researcher shows that using pizza card is effective in teaching vocabulary to the eighth grade students of SMP 6 Bone-Bone. It is proven by the significant difference between the students' mean score at the pre-test and the post-test in experimental class, the mean score of the students in pre-test is 59,20 and the mean score of post-test is 85,20. Moreover, the statistical test by using SPSS shows that $t_o(t_{count}) = 13,805$ bigger than $t_t(t_{table}) = 2,093$, it means that the alternative hypothesis (H_1) is accepted ($t_o > t_t$). Meanwhile, the mean score of the students' pre-test in control class is 58,59 and the mean score of post-test is 77,18. Moreover, the statistical test by using SPSS shows that $t_o(t_{count}) = 9,442$ bigger than $t_t(t_{table}) = 2,120$, it means that the alternative hypothesis (H_1) is accepted ($t_o > t_t$).

CHAPTER I

INTRODUCTION

A. Background

In learning English, students are expected to be able to master all language skills of English such as listening, speaking, reading and writing. It is based on goal of teaching English. Before knowing the 4 skills, students must know first the basic of vocabulary. Everyone will not be able to writing, reading, listening or speaking in English if their knowledge of vocabulary is lacking.

Teaching English vocabulary as an element of language and as the most important in increasing the master if the students are still lacking of vocabulary. Webster says that vocabulary is a list or collection of words or of words phrases usually alphabetically arranged and explained or difined. So vocabulary is a collection of words to know before we learn English.

Learning vocabulary as a foreign language seems easy but some students feel lazy. The teacher of English should find out solution by crating efficient and effective technique of teaching in teaching English vocabulary, besides that, the teacher should establish condition which makes teaching vocabulary fun. Realizing how important the vocabulary and how difficult students to build up the teacher of English have to provided students with rich exciting

exercise which are expected to help vocabulary must be very helpful to improve the students' ability in English communication.

Based on the interview result with some teachers and the students of SMP Negeri Bone-Bone, in teaching English especially in the eighth class. The teacher has specific lessons to teach about English in the class but not exact about their knowledge of vocabulary ability. In fact, vocabulary mastery in Junior High School was still low. Because there is no English lesson in Elementary School, when the students have graduated from Elementary School they do not have basic vocabulary, so what the teacher thought to Junior High School was hard to be understood. Besides that, English learning creativity was still limited. The student just gives the material regardless of whether students understand or not. Teachers should have the initiative to make their class appealing to be more effective as well. Therefore, the researcher uses media as an application of the direct interaction approach.

Based on the explanation, the researcher is interested to research about Improving Vocabulary Through Pizza Card at Eighth Grade Class of SMP Negeri 6 Bone-Bone.

B. Problem Statement

Based on the explanation above, the researcher formulates the research question as follows: "Does the use of Pizza Card improve students' vocabulary at the eighth grade class of SMP 6 Bone-Bone?"

C. Objective of the Research

From the problem statement, the researcher focuses on the effectiveness of using pizza card toward the students' vocabulary at the eighth grade students of SMP 6 Bone-Bone.

D. Significant of the Study

The result of this study are expected to be able to beneficial both of theoreticall and practically elaborated in the following section.

1. Theoretically

- The result of this research expected to be used as reference for everyone who wants to explore a research to teaching English.
- The result of this research expected to give information about how the implementation of Pizza Card game can improve students' vocabulary.
- The result of this research expected to develop English teaching process by using media in Junior High School.

2. Pacticaly

- The result of this research are expected to give information to the English teacher, especially in guiding students to make it easier to know the vocabulary.
- It is also expected to encourage students' awareness of identifying the spesific information in various types of vocabulary through Pizza Card.

E. Scope of the Research

This research only limit on the discussion about teaching vocabulary to the eight grade class A and class B of SMP 6 Bone-Bone through pizza card. Teaching vocabulary such as adjective, noun, and verb.

F. Operational Definition

1. Vocabulary: Vocabulary is total number of words in language, word know to a person: the of a here year old. Last of word which meaning. Especially at the back of for teaching a foreign language.¹
2. Pizza card: Pizza card are cards with words and/or pictures on them. Pizza cards should be big enough to be seen clearly by the whole class. They can be used for joining vocabulary, practicing structure and word order or for kinds of games.²

¹Oxford Learner's pocket dictionary New Edition, 1995

²John Haycraft, An Introduction to English Language Teaching, (Singapore: Longman Group, 1986), p. 102.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Some researchers conducted their research on the use of various techniques in teaching vocabulary :

The researcher Mayristani, in theses with the title “The Effectiveness of Using Flash Card on Students’ Vocabulary Achievement (A Quasi-Experimental Study at the Seventh Grade Students of SMPN 178 Jakarta)”. The result of the students showed that using flash card vocabulary to the students is effective because it was proved by the students’ after given the treatment than the controlled class. The average of post-test score in experimental class was 85,7 and in controlled class was 80,6.¹

The researcher Neneng Suhaimi, in theses with the title “The Effectiveness of Using Flash Card in Teaching Vocabulary A Quasi-Experimental Study in the Seventh Grade of MTs N 13 Jakarta)”. The result of the students showed that flash card is effective in teaching vocabulary. The researcher obtained that T_{table} is lower than t_o in significant level 5% (1.671). The researcher states that the null hypothesis (H_o) is rejected

¹Mayristani. *The effectiveness of Using Flash Card on Students’ Vocabulary Achievement (A Quasi-experimental Study at the Seventh Grade Students of SMPN 178 Jakarta*

and alternative hypothesis (H_a) is accepted. In other words, She conducted that using flash card vocabulary to students is effective.²

The reasearcher Dewi Indarwati, in theses with the tittle "Teaching Vocabulary by Using Flash Card Games to the Seventh Year Students of SMPN Palopo. The result of the students showed that using flash card vocabulary to the students is effective because it can improve the students' vocabulary."³

Based on previous finding above, the researcher concludes this research is related to the entire researcher especially in aspects of improving vocabulary students by researcher. The difference from previous researchers are different game media namely Pizza Card.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009, p. 385).

²Neneng Suhaimi. *The Effectiveness of Using Flah Card in Teaching Vocabulary A Quasi-Experimental Study in the Seventh Grade of MTs N 13 Jakarta*.

³Dewi Indarwati. *Teaching Vocabulary by Using Flash Card Games to the Seventh Year Students of SPMN 8 Palopo*, (PALOPO : STAIN Palopo 2014)

Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings".⁴

Further some definitions which endeavor to describe the meaning vocabulary. The researcher order to make try to define vocabulary in defferent ways. They do this in clear the position of vocabulary in language.

Vocabulary is total number of words in language, word know to a person: the of a here year old. Last of word which meaning. Especially at the back of for teaching a foreign language.⁵

Micheal H. Long and Richard define the vocabulary as an essential component of all uses of language, because it would be impossible to learn a language without vocabulary or words.⁶

Jeremy Harmer states that Vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowladge about the language. Vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not a main focus for learning itself.⁷

⁴Mofareh Alqahtani, *The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education*, (King Khaled Academy, Saudi Arabia 2015), p. 21 - 34.

⁵Oxford Learner's pocket dictionary New Edition, 1995

⁶Micheal H. Long and Richard. *Methodology in TESOL: A Book of Reading. New York. Harper & Row publisher inc 1987.p.305.*

⁷Jeremy Harmer, *the Practice of English anguage Teaching a New Edition*, (New York Longman Publishing, 1992), p.154

In Dictionary of Education definition of Vocabulary is one of the components of language and that no language exist without words. Words are signs or symbols for ideas. There are means by which people exchange their thought. The more words we learn, the most ideas we should have so we can communicate the ideas more effectively.⁸ Vocabulary is a list or collection of words arranged in an alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.⁹

Vocabulary as the content and function words of a language which are learned thoroughly that they because a part of a child's understanding, speaking, and later reading and writing vocabulary. The words having meaning when ear or seen even thought not produced by individual it self.¹⁰

According to definition above, vocabulary is a list of collecting word as incidental to the main purpose of language teaching. Vocabulary is on way to communicate more effectively.

⁸Pieter A. Napa, *vocabulary development skill*, (cet;Yogyakarta:kanisius,1991),p.6

⁹ Brainy Quote, Definition of Vocabulary, on line. File: //f:/vocalulay.htm. Accessed on November 10th, 2008.

¹⁰C.V. Good. *Dictionary of education* (New York; Mc. Graw Hill Book Company, 1959,)p.642.

2. Types of Vocabulary

In leaning vocabulary there some types that always used by learners as follows:

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when they reading. This is large type of vocabulary simply because it include the other.

b. Lisening vocabulary

A person's reading vocabulary is all the words he or she can recognize when they listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's reading vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's reading vocabulary is all the words he or she can use in speech. This misuse though slight and unintentional may be compensated by facial expression, tone of voice, or hand gestures.¹¹

Vocabulary also has many classifications as suggested by some experts, namely:

Good in Harmer, divides vocabulary into four kinds, they are:

a. Oral Vocabulary

The oral vocabulary refers to words that a person employs them in expressing ideas orally and actively. It consists of words actively used in speech that come readily to the tongue of the one's conversation.

b. Writing Vocabulary

The writing vocabulary refers to words commonly used in writing, it is a stock of words that come readily to one's finger vocabulary in common in writing.

c. Listening Vocabulary

The listening vocabulary refers to a person can understand when they are heard.

d. Reading Vocabulary

The reading vocabulary refers to someone can recognize them when in written form.¹²

¹¹Andi Irva Sari Nyiwi, *Improving English Students' Vocabulary Through Bilingual Comic at SMP 9 Palopo*, (PALOPO : STAIN Palopo 2013),

Hamer, divides two types, they are:

a. Active Vocabulary

Active vocabulary is refers to vocabulary that has been learned by the students and can be used in speaking and writing. They are expected to be able to use it.

b. Passive Vocabulary

Passive vocabulary is refers to words which student will recognize when they met them, but they probably not be able to produce.¹³

According to Rudy hariyono that in English Grammar there are eight types of word as element of sentence, namely: noun, adjective, verb, pronoun, adverb, prepotiton, cobjunction, and interjection.¹⁴ In this case, the researcher only discusses about noun, verb, adjective, based on the scope of the problem before.

a. Noun

Accorrding to Marcella Frank in is boo, the noun is one of the most important part of speechn. Its arrangement with the verb help to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many stuctures of monification.¹⁵ Rudy Hariyono states that noun is word that used to

¹²Harmer.op.cit.,p.10

¹³*ibid.*, p.159

¹⁴ Rudy Hariyono, *Complete English Grammar, (Cet.1; Surabaya: Gitamedia Press,2002)*,

¹⁵Marcella Frank, *Modern English A Practical Reference Guide* (Prentice-Hall, Inc. Englishwood Cliffs, New Jersey, 1972), P.6

show the name of people, place, animal, or the name of the things.¹⁶

While Fuad Mas'ud states that noun is word that show people, thing, place, plan, animl, idea etcetera.¹⁷

There are five kinds of noun, they are :

1. Abstract nouns

Abstract noun is noun that cannot be groped with the five sentences.

Example: ability, address, enemy, holiday, neighbor, party, place, sentence, song, support, theory, time, title, voice, wedding.¹⁸

2. Common noun is noun that show type, class from things, place etcetera.

Example:baket, bell book bowl broom, chair, comb, erase, flag, knife, magazine, table, towel, tree, umbrella, window.¹⁹

3. Proper noun is the name of people,place etcetera specialfor just it.

Proper nouns always use capital letter.

Example: boy, captain, dentist, goverment, king, lawyer, visitor, bathroom, castle, classroom, harbour, jail, restaurant, village²⁰

4. Collective noun is name of group or corps that assumed as one unit or gathering a number of its member.

Example: a team, a convoy, a committee, a troop, etc.

¹⁶Rudi Hariyono, *Complete English Grammar*, 2002.p. 11

¹⁷Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.44

¹⁸Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.91

¹⁹Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.70

²⁰Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.63

5. Material noun is name that show noun where it happened namely it does not make from people

Example: gold, water, grass, fish, blood, sand, wood, time, air, cloud, rain, land, montain, ocean, forest, leaf.²¹

b. Adjective

Adjective is the word that used to give characteristic of a thing.²² It is put before noun. There are eight kinds of adjective, they are:

1.) Descriptive Adjective

Descriptive adjective is adjective that explain noun condition or someone's characteristic, animal, etc.

Example: angry, bored, excited, funny, hungry, late, sad, shy, sick, sleepy, stupid, thirsty, tired, big, clean, dirty.²³

2.) Numeral adjective

Numeral adjective is adjective that indicate or show the quantity of something, it is divided into three types, they are cardinar number, ordinal number, and fruction.

3.) Quantitative adjective

Quantitative adjective is object which indicate the number of something, or adjective which indicate how much/ many things that we mean, they are many, much, a lot, lots of, a great many, a great deal of, few, little, etc.

4.) Demonstative adjective

²¹Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.82

²² Rudi Hariyono, *Complete English Grammar*, 2002.p. 40

²³Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.23

Demonstrative adjective is adjective used to show something animals or people that we mean. There are two kinds of demonstrative adjective, they are definite demonstrative adjective and indefinite demonstrative adjective.

5.) Proper adjective

Proper adjective is adjective which is used to indicate proper noun. Generally, it is begun by capital letter, for example the name of country.

6.) Interrogative adjective

Interrogative adjective is adjective which used as question. It used to as noun.

Example:

- What good is this?
- Which book do you mean?
- Whose car is that?

7.) Possessive adjective

Possessive adjective is adjective used indicate possession to something. For example: my, our, your, their, his. Etc.

8.) Distributive adjective

Distributive adjective is an adjective which shows that the noun which we mean is any kinds. For example: each, every, either, neither, etc.

c. Verb

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences-statement, questions, commons, exclamations.²⁴ Verb is word that show a job, act, behavior,or activity. In English grammar, verb can be groupedto became some classes, they are:²⁵

1.) Infinitive verb

Infinitive verb divided into two kinds, they are:

- a. Infinitive with to. For example, to buy, to cry, to make, etc.
- b. Infinitive without to. For example, drive, sleep, skil, speak, lern, etc.

2.) Regular and irregular verb

Regular verb is change of verb that follow the noal form, by edding “d” or “ed”to be past tense and past participle.

Examples:

Infinitive	Past Tense	Past Participle
Help	Helped	Helped
Want	Wanted	Wanted
Answer	Answered	Answered
Call	Called	Called
Appear	Appeared	Appeared

²⁴Marcella Frank, *Modern English A Practical Reference Guide*, 1972.p.4

²⁵Rudy Hariyono, *complete English Grammar*, 2002.p.72

Defeat	Defeated	Defeated
Enjoy	Enjoyed	Enjoyed
Need	Needed	Needed ²⁶

Irregular verb is change of verb that does not follow the rule, it may be memorized well.

Examples:

Infintive	Past Tense	Past Participle
Arise	Arose	Arisen
Beat	Beat	Beaten
Buy	Bought	Bought
Eat	Ate	Eaten
Fall	Fell	Fallen
Become	Became	Become
Bring	Brought	Brought
Drink	Drank	Drunk ²⁷

3. The Important of Learning Vocabulary

Learning a language means learning the words of the language because words are the vital organ in a language. Through vocabularies we can express our feeling and meaning. Harmer says that if you want to

²⁶Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.49

²⁷Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.42

describe how you feel at this moment you have to be able to find a word which to reflect to complexity of your feeling. Goodman and Morh states that vocabulary is basic part of learning English. It means that we are going to have trouble to understand English if we do not know most vocabularies.

Vocabulary is very important thing because it can listing of the words used is some interprise, a language user's knowledge of words and the system of techniques or symbols serving as means of expression. Vocabulary usually grows and evolves with age, and serves as useful and fundamental tool for communication and acquiring knowledge.

Philosophically, it is not that important to have a large vocabulary. You will get to heaven even if you do not have a skill at using lots of large words. People who can write simply and who can simplify complex thought are a great benefit to society. Being able to write simply and clearly about a subject often indicates better comprehension than appearing intellectual. However, there are reasons for why gaining certain terminology is very useful. Certain professions, trades and activities such as sports and hobbies require an understanding of their vocabularies. Single complex words are often shortcut versions of several words to express an idea or subject matter more efficiently and precisely. It is important and useful for a surgical nurse to understand the vocabulary of the performing surgeon. Certain trades and professions of course have exploited their commercial usages of some vocabulary making others dependent on their secret knowledge, legalese for instance. There has been an effort to streamline legal writing for some time. People make an effort to master certain vocabularies

related to their careers. Sometimes, the words are needed and desirable to know; sometimes they are exploited and unnecessary.²⁸

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learn English or a certain language should know the words. The master of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words be able to speak, write and translate anything in English.

4. How to Learn Vocabulary

Learning vocabulary is very important part of learning a language. The teacher should know which words are important to learn because many words no be useful to the students.

Some techniques in improving student's vocabulary. Namely :

- Showing some picture
- Creating some word (flash card, pizza card)
- Singing a song²⁹

²⁸<https://www.quora.com/How-important-is-to-learn-vocabulary>

²⁹Muhammad Syahrullah, *Developing the English Vocabulary of the Second Years students of MTS Bausitanduk Through English Songs*, A Thesis S.I., (STAIN Palopo 2007).p.14.

C. Media

1. Definition of Media

Media derived from the Latin is the plural of “Medium” which literally means “Broker” or “Introduction” is an intermediary or introductory message source and the recipient of the message. Some experts give definition of learning media. Schramm suggests that the medium of learning is the messenger of technology that can be used for learning purposes.

Meanwhile, Briggs argues that learning is a means of physical media to convey the content / learning materials such as : books, film, video and so on. Meanwhile, the National Education Association reveals that the medium of learning is a means of communication in print or heard of view, including hardware technologies.

Of the three above opinions concluded that the medium of learning is anything that can deliver that message, can stimulate the thoughts, feelings and the willingness of learners so as to encourage the creation of learning on learners themselves.

Brown revealed that the instructional media use in the learning activities can affect the effectiveness of learning. At first, learning media only serves as a tool for teaching teacher used are visual aids. Around mid-century to -20 for utilization of visual features with use of audio devices, thus was born the audio-visual aids. In line with developments in science and technology (Science and Technology). Particularly in

education, current use of assistive devices or media learning becomes increasingly broad and interactive, such as computers and the Internet.

2. The Fuction of Media

Media has several functions, including:

- a. Learning media can overcome the limitations of experience possessed by the learners. The experience of every learner is different, depending on the factors that determine the wealth of experience of children, such as availability of books, the opportunity to travel, and so on. Learning media can overcome these differences. If learners cannot be brought to the direct object being studied, then the object is brought to the learner. Objects can be defined in tangible form, miniature, modal, and the form of images that can be presented in audio visual.
- b. Learning media can transcend classroom limits, many things cannot be experienced directly in the classroom for learners of an object, which is caused, because: 1) the object is too large, 2) the object is too small, 3) the object is moving too slowly, 4) the object is moving too fast, 5) object that are too complex, 6) object which sounds too smooth, 7) objects containing dangerous and high risk. Through the use of appropriate media, then all objects that can be presented to students.
- c. Learning media allow for a direct interaction between learners and the environment.
- d. Media produce uniformity of observation.
- e. Media can instill the basic concepts of the true, concrete, and realistic.

- f. Media arouse new desires and interests.
- g. Media motivating and stimulating children to learn.
- h. The media provides an integral experience / overall/ view of the concrete to the abstract.

3. Kind of Media

There four kinds of media, namely:

- a. Visual, visual aids are things just can be seen, for example, film, strip, transparencies, micro projection, blackboard, and movie.
- b. Audio visual, audio visual aids can be listening and sight, for example, film and TV.
- c. Dramatis, for example, role plays sociol drama, and so on.
- d. Audio, audio aids just can be listened, for example, Photograph, record, transparent election, radio, and so on..

Asyad divied media into two categories, namely:

1.) Traditional media

There re five kinds of traditional media, there are:

- a. Silent visual which is projected
- b. Opaque projection
- c. Over headd projection
- d. Slider
- e. Filmstrips

2.) Visual non Projected

- a. Picture, poster

- b. Picture
 - c. Charts, graphic, diagram
 - d. Show
- 3.) Audio
- a. Recorder
 - b. Cassette, reel, cartridge
- 4.) Multimedia Show
- a. Slide+voice (tape recorder)
 - b. Multi image
- 5.) Dynamic visual which is projected
- a. Films
 - b. TV
- 6.) Printed
- a. Text book
 - b. Module program
 - c. Hand out
- 7.) Modern media
- a. Media based of telecommunication
 - 1.) Teleconferences
 - 2.) Study of for sistance
 - b. Media based on microprocessor
 - 1.) Computer assisted instruction
 - 2.) Computer player

- 3.) Intelligent tutor system
- 4.) Interactive
- 5.) Hyper media
- 6.) Compact disc.³⁰

D. Pizza Card

1. Definition of Pizza Card

Pizza card is another name of flash card. Therefore, it can be concluded that pizza card is a small card that contains images, text, or symbol that reminds or directs students to something related to images. Pizza card usually measuring 8 X 12 cm, or can be adjusted to the size of the small class faced.³¹

Regarding to visual techniques, flashcards can be used as one of visual aids to illustrate meaning of words and it can also be used to practice words.³² Flashcards are teaching aid for pictures which teachers can show them to the all students in class.³³ According to Haycraft, flashcards are cards with words and/or pictures on them. Flashcards should be big enough to be seen clearly by the whole class. They can be used for

³⁰Azhar Arsyad, *media pembelajaran*, (Jakarta : PT Raja Grafindo, 2004).p. 35

³¹Azhar Arsyad, *Media Pembelajaran*, P.119-120.

³²Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: Pearson Education Limited, 2002), pp. 78—80.

³³Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching*, (Macmillan), p. 349.

joining vocabulary, practicing structure and word order or for kinds of games.³⁴

Additionally, flashcards are cards with pictures which teachers hold them up in the class. Flashcards have various benefits as teaching tools, they can be used for presenting and practicing new words and structures and for revision.³⁵

Flashcards are useful for teaching aid and can be used as part of various activities. According to Scrivener, flashcards have few typical uses which teachers can do:

- a. to show the meaning of a vocabulary item
- b. to give visual image or presentations of language
- c. to tell a story, by providing particular images to help students' understanding
- d. to remind students of a specific grammar point
- e. as tools storytelling activities
- f. as tools for variety of games, and etc.³⁶

³⁴John Haycraft, *An Introduction to English Language Teaching*, (Singapore: Longman Group, 1986), p. 102.

³⁵Adrian Doff, *Teach English: A Training Course for Teachers*, (UK: Cambridge University Press, 1992), p. 82.

³⁶Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching*, (Macmillan), p. 349.

In summary, pictures have been used for long time to help students in learning various aspects of foreign language. Pictures can motivate students in learning process, make the subject clearer, and illustrate general idea of language.³⁷ Flashcards are pictures cards, therefore they could help students to understand the material which especially in this study vocabulary achievement in interesting way for junior high school. Moreover, it is also helpful for teachers in presenting vocabulary with flashcards/pictures rather than bringing the real object in class for instance.

2. Advantages and Disadvantages of Flashcards

a. Advantages of flashcards are:

- Flashcards are easy to get by buying in the store or making by drawing or sticking pictures on them.³⁸
- Flashcards can be used as part of various activities.
- They can be used more than once or again and again.

b. Disadvantages of flashcards are:

- 1.) A number of flashcards need to be organized by topic.³⁹
- 2.) Flashcards need careful thought and preparation in advance
- 3.) In making flashcards, it is difficult to find pictures in the right size but simple enough.⁴⁰

³⁷Andrew Wright, *Pictures for Language Learning*, (New York: Cambridge University Press, 1989), p. 136.

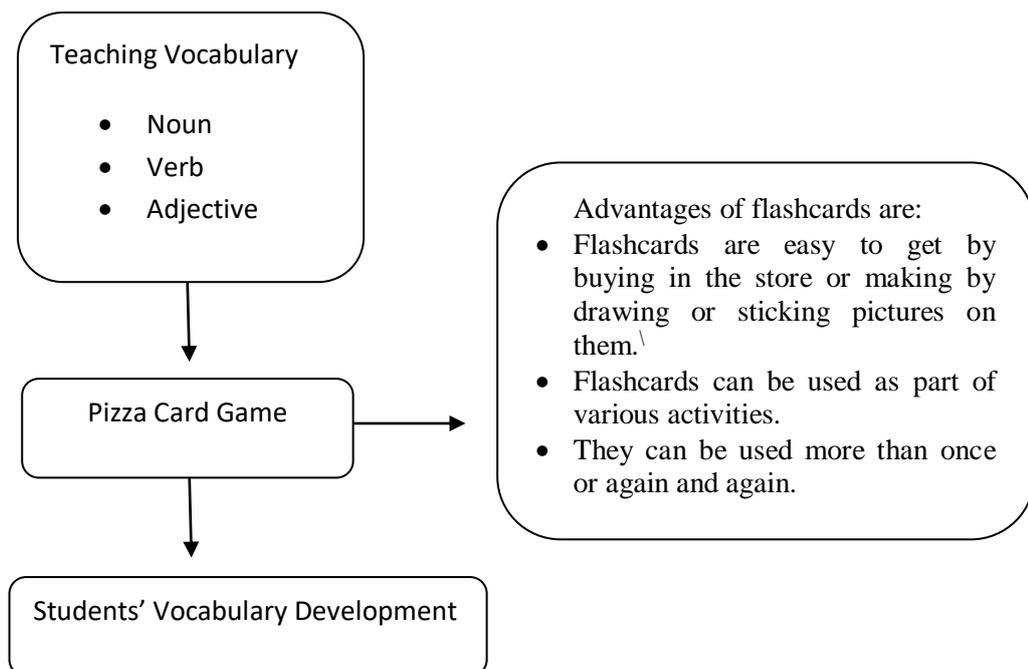
³⁸John Haycraft, *An Introduction to English Language Teaching*, (Singapore: Longman Group, 1986), p. 102.

³⁹Scrivener, *loc. cit.*

⁴⁰Adrian Doff, *Teach English: A Training Course for Teachers*, (UK: Cambridge University Press, 1992), p. 82.

E. Theoretical Framework

In this research the researcher is going to teach vocabulary especially nouns, verbs, and adjectives. Vocabulary targeted by the researcher to be mastered by the students are 25 nouns, 25 verbs, and 25 adjectives. In teaching vocabulary the researcher is going to teach vocabulary by using pizza card game. The students will be easier to develop their vocabulary and it is very useful for the teacher also.



F. Hypothesis

Based on the literature above the reseracher formulated the hypothesis s follow :

1. Null hypothesis (H_0) : Teaching vocabulary using pizza card is not effective way to improve students' vocabulary of SMP 6 Bone-Bone.
2. Alternative hypothesis (H_a) : Teaching vocabulary using pizza card is effective way to improve students' vocabulary of SMP 6 Bone-Bone.⁴¹

⁴¹Subana & Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Bandung : Putaka Setia, 2005), p.173.

CHAPTER III

RESEARCH METHOD

This section discusses about research design, population and sample, variable the operational definition of variable, procedure of collecting data, instrument of the research, and technique of data analysis.

A. Research Design

In this research, the researcher applied Quasi Experimental design. According to Cresswell quasi experimental research is the researcher has to agree to keep the students in exiting classroom while doing the research.¹ Two classes became sample in the research. Where one classes was called the experimental class, while another was the control class. Both of the classes would gave a pre-test and post-test. Experimental class would received the treatment by using Pizza Card Game. However the material teach to each group was similar. The design was present as follows:

¹ John W. Cresswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*: Third Edition, (New:Jersey:Pearsong Education International, 2008).

Design of the Research

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_3
Control	O_2	-	O_4

Where:

X = Treatment

O_1 = Pretest value of experimental group

O_2 = pretest value of control group

O_3 = posttest value of experimental group

O_4 = posttest value of experimental group²

B. Population and Sample

Population is the total number of subject that should be observed in the research. The researcher get conclusion that the population was the eighth grade students of SMP 6 Bone-Bone, with 37 students in 2018/2019 academic years.

² John W. Creswell, *Ibid*, p. 310

Sample of the research, the researcher used total sampling. The researcher takes VIII-1 as experiment class, and VIII-2 as a control class. In class VIII-1 consist of 20 students, in class VIII-2 consist of 17 students and the total students are 37 students. The researcher takes the students as sample because they are lack of vocabulary.

C. Variable and the Operational Definition of Variable

In this part, the researcher include dependent and independent variable.

1. Dependent variable is the improve vocabulary, where improves vocabulary is the help students to communication the other people. Without vocabulary the students cannot speaking to inform their idea by easy. In addition, the increase vocabulary is influencing Pizza Card.
2. Independent variable is Pizza Card, where Pizza card is a game that can make students interesting.

D. Instrument of the Research

The instrument that use in collecting data in this classroom action research is :

a. Test

The test was used to know students' vocabulary mastery. There are two kinds of vocabulary tests namely:

1.) Pre-test

Pre-test was used in order to know the students' vocabulary before learning through pizza card.

2.) Post-test

Post-test was used in order to know the students' vocabulary after learning vocabulary through pizza card.

E. Procedure of Collecting Data

Experimental Class

1. Pre-test for Experiment Class

The purpose of pre-test was used to know the students' prior vocabulary mastery before conducting treatment.

2. Treatment for Experiment Class

- The researcher divided the student in five groups, each group consist of four or five students.

- The researcher gave a model in pizzacards. In this model, the researcher gives 3 pizzacards and six words in a paper.
- After that, the researcher asked the delegation from each pair to come forward and the researcher show the flashcards and the word to one of the delegation.
- Then, the researcher gave instruction to choose which the correct words that match with the pizzacards.
- After the game finish, the one group exchanged their pizzacards to other group. Then, each group presented the result in front of the class.
- Researcher and students conclude the materials
- Close the class.

3. Post-test for Experimental Class

The post-test was given students treatment to learn vocabulary. The purpose of post-test was to assess their achievement on vocabulary.

Control Class

1. Pre-test for Control Class

The purpose of pre-test was used to know the students' prior vocabulary mastery before conducting treatment.

2. Treatment for Control Class

- The researcher was asked students about noun, verb, adjective according to what they knew before.
- The researcher was shown a list of vocabulary words about noun things to students.
- The researcher was given and justified the example of pronunciation of the list vocabulary in English.
- The students repeat the pronunciation with the word pressure and correct intonation.
- The students attend the examples of sentences to mention and ask for names and the total number of noun things that will have read by the teacher.
- The students identify the characteristics of sentences that mention and ask name and total number.

3. Post-test experimental class

The post-test was given students treatment to learn vocabulary. The purpose of post-test was used to assess their achievement on vocabulary.

F. Technique of Data Analysis

To analyze the data the reasearcher used the following steps:

1. Scoring the student's vocaulary answers of pre-test and post-test by using the following formula:

Scoring the students, answer from the given test vocabulary:

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

For example, if the student total correct answer is 20, the score is 80

with calculated as follows:

Total correct answers are 20

Total numbers are 25

$$\frac{20}{25} \times 100 = 80 \text{ (Good)}$$

Score of the test classified into criteria as follows:

- a. 81-100 is classified as very good
- b. 61-80 is classified as good
- c. 41-60 is classified as fair
- d. 21-40 is classified as poor

- e. 1-20 is classified as very poor³
2. Calculating the mean score, standard deviation, test of significance and standard significance by using SPSS 22 for window evaluation version.

G. Hypothesis Acceptability

In addition to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If : $t_0 > t_t$ = Reject null hypothesis

If : $t_0 < t_t$ = Received null hypothesis.⁴

T-table Disribution⁵

Digree of Freedom	P (Level of Significance Two Tailed Test)			
	0.1	0.05	0.01	0.001
1	6.314	12.706	63.657	636.618
2	2.920	4.303	9.925	31.598
3	2.533	3.182	58.41	12.924

³Piet A. Sahertian, "Konsep Dasar dan Teknik Supervisi Pendidikan," (Rineka Cipta, 1 edition, 2000), p.60

⁴M. Subana, et.al., *Statistik Pendidikan*. (Edisi. 1; Bandung: CV Pustak Setia, 2000), p. 172.

⁵Tigor Hutapea, *statistik: Teori dan Aplikasi*. Bandung. Cet. 1: (STIE-IBEK). 1995. P. 316.

4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.752	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	2.792
22	1.717	2.074	2.819	3.767
23	1.714	2.069	2.807	3.745
24	1.711	2.064	2.797	3.725

25	1.708	2.060	2.787	3.707
26	1.706	2.056	2.779	3.690
27	1.703	2.052	2.771	3.674
28	1.701	2.048	2.763	3.659
29	1.699	2.045	2.756	3.646
30	1.670	2.042	2.750	3.551
40	1.640	2.021	2.704	3.460
60	1.571	2.000	2.660	3.373
120	1.558	1.980	2.617	3.373

CHAPTER IV

FINDING AND DISCUSSION

A. FINDINGS

The findings of this research were showed to discribe the result of the data that were analyzed statistically. The researcher got the data by taking students' pre-test and post-test score in both class, experimental class and control class. Tabel 1 show the result of the students' pre-test and post-test in experimental class.

1. Experimental Class

Tabel 1

Pre-test and Post-test score of Experimental Class

Sudent	Pre-test	Post-test
A	44	72
B	72	84
C	44	80
D	64	92
E	64	88
F	52	84
G	68	84
H	72	96
I	72	92
J	44	84
K	48	72
L	76	92
M	48	80
N	44	88
O	68	92
P	44	72
Q	68	88
R	60	88
S	64	92
T	68	84

Based on table 1, it could be seen the lowest score and the highest score from 20 students in experimental class. The lowest score of the pre-test was 44 and the highest score was 72. After the researcher gave the treatment using pizza cards, the researcher gave the students post-test. The data showed the lowest score of the post-test was 72 and the highest score was 96.

Moreover, the following table described the frequency distribution score and the percentage of frequency from the result of the students' pre-test and post-test score in experimental class.

Tabel 2

Scoring Classification Pre-test in Experimental Class

No	Classification	Score	Frequency	Percentage
1	Very good	81-100	0	0%
2	Good	61-80	11	55%
3	Fair	41-60	9	45%
4	Poor	21-40	0	0%
5	Very poor	1-20	0	0%
			20	100%

The table above shows that in answering vocabulary test in pre-test of experimental class there was 0 (0%) student got very good category. There were 11 (55%) students got good category. There were 9 (45%) students got fair category. There was 0 (0%) students got poor category. And there was 0 (0%) student got very poor category.

Tabel 3**Scoring Classification Post-test in Experimental Class**

No	Classification	Score	Frequency	Percentage
1	Very good	81-100	15	75%
2	Good	61-80	5	25%
3	Fair	41-60	0	0%
4	Poor	21-40	0	0%
5	Very poor	1-20	0	0%
			20	100%

The table above shows that in answering vocabulary test in post-test of experimental class there were 15 (75%) students got very good category. There were 5 (25%) students got good category. And none student got fair, poor, and very poor. It is mean that the students had good progress after giving treatment.

Tabel 4

**The Mean Score and Standard Deviation of Pre-test and Post-test
in Experimental Class**

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	20	44	76	59,20	2,621	11,723
Posttest	20	72	96	85,20	1,592	7,120
Valid N (listwise)	20					

Tabel 4 indicates that the standard deviation in pre-test were 11,723 and in post-test were 7,120. It also shows the mean score of the students in pre-test were 59,20 and in post-test were 85,20. The result of the table

above shows that the post-test mean score of students was higher than the pre-test mean score of students in experimental class. It concludes that using pizza card was effective in teaching vocabulary.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 22. The result can be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It was presented in the following tables:

Tabel 5

The Paired Sample Statistics of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair	pretest	59,20	20	11,723	2,621
1	posttest	85,00	20	6,852	1,532

The table paired sample statistic of pre-test and post-test above indicates that value of standard deviation in pre-test was 11,723 and 6,852 in post-test. Besides that, the standard error mean in pre-test was 2,621 and 1,532 in post-test. The table above also shows that mean score in pre-test was 59,20 and 85,20 in post-test.

Tabel 6**The Paired Sample Correlations**

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 pretest & posttest	20	,713	,000

The table paired sample correlations of pre-test above present that correlation of the students' ability before and after treatment is 0,7. It means that there was a significant correlation of students' ability in improving vocabulary by using pizza card

Table 7**The Paired Samples in Pre-test and Post-test**

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	25,800	8,358	1,869	29,712	21,888	13,805	19	,000

From the table samples tets, the researcher got the data that t_0 (t_{count}) = 13,805 and df (degree of freedom) = 19. According to the gay the value of $t_t=2,093$. It was the standard of signification 0,05 with degree of freedom (df) = 19. Base on the result, the researcher conclude that t_0 (t_{count}) was higher than t_t (t_{table}), $t_o > t_t$.

13,805 > 2,093

Related to the t_{count} was higher than t_{table} , it meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It concluded that there was a significant difference in vocabulary before and after using the pizza card. Because of that, the researcher believed the pizza card game was effective to improve vocabulary at the eighth year of SMP 6 Bone-Bone.

2. Control Class

Tabel 8

Pre-test and Post-test score of Control Class

Sudent	Pre-test	Post-test
A	48	68
B	56	72
C	44	68
D	56	72
E	44	76
F	44	68
G	56	68
H	72	92
I	68	80
J	72	92
K	68	80
L	76	92
M	72	84
N	56	68
O	68	76
P	48	88
Q	48	68

Based on table 8, it could be seen the lowest score and the highest score from 17 students in control class. The lowest score of the pre-test was 44 and the highest score was 72. After the researcher taught the

students, the researcher gave the students post-test. The data showed the lowest score of the post-test was 68 and the highest score was 92.

Moreover, the following table described the frequency distribution score and the percentage of frequency from the result of the students' pre-test and post-test score in control class.

Tabel 9

Scoring Classification Pre-test in Control Class

No	Classification	Score	Frequency	Percentage
1	Very good	81-100	0	0%
2	Good	61-80	3	18%
3	Fair	41-60	14	82%
4	Poor	21-40	0	0%
5	Very poor	1-20	0	0%
			17	100%

The table above shows that in answering vocabulary test in pre-test of control class there was 0 (0%) student got very good category. There were 3 (18%) students go good category. There were 14 (82%) students got fair category. There was 0 (0%) students got poor category. And there was 0 (0%) student got very poor category.

Tabel 10

Scoring Classification Post-test in Control Class

No	Classification	Score	Frequency	Percentage
1	Very good	81-100	5	29%
2	Good	61-80	12	71%
3	Fair	41-60	0	0%
4	Poor	21-40	0	0%
5	Very poor	1-20	0	0%
			17	100%

The table above shows that in answering vocabulary test in post-test of control class there were 5 (29%) students got very good category. There were 12 (71%) students got good category. And none student got fair, poor, and very poor.

Tabel 11

**The Mean Score and Standard Deviation of Pre-test and Post-test
in Control Class**

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	17	44	76	58,59	2,785	11,484
Posttest	17	68	92	77,18	2,269	9,356
Valid N (listwise)	17					

Tabel 11 indicates that the standard deviation in pre-test were 11,484 and in post-test were 9,356. It also shows the mean score of the students in pre-test were 58,59 and in post-test were 77,18. The result of the table above shows that the post-test mean score of students was higher than the pre-test mean score of students in control class.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 22. The result can be shows in the table of paired sample statistics, paired sample

correlations, and paired sample test. It was presented in the following tables:

Tabel 12

The Paired Sample Statistics of Pre-test and Post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58,59	17	11,484	2,785
	posttest	77,18	17	9,356	2,269

The table paired sample statistic of pre-test and post-test above indicates that value of standard deviation in pre-test was 11,848 and 9,356 in post-test. Besides that, the standard error mean in pre-test was 2,785 and 2,269 in post-test. The table above also shows that mean score in pre-test was 58,59 and 77,18 in post-test.

Tabel 13

The Paired Sample Correlations

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	pretest & posttest	17	,714	,001

The table paired sample correlations of pre-test above present that correlation of the students' ability before and after teach is 0,7. It means that there was a significant correlation of students' ability in improving vocabulary.

Table 14
The Paired Samples in Pre-test and Post-test

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	18,588	8,117	1,969	22,762	14,415	9,442	16	,000

From the table samples tests, the researcher got the data that t_0 (t_{count}) = 9,442 and df (degree of freedom) = 16. According to the table the value of $t_t=2,120$. It was the standard of significance 0,05 with degree of freedom (df) = 16. Based on the result, the researcher concludes that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

9,442 > 2,120

B. Discussion

In this section, the researcher presented the result of data analysis in finding. It discussed about the using pizza card at the eighth class of SMP 6 Bone-Bone.

1. Experimental Class

After analyzing the data of the students' test in experimental class, it showed that $t_{\text{count}} (t_0)$ with the value (13,805) was higher than $t_{\text{table}} (t_t)$ with the value (2,093) with degree of freedom (df) = 19 and on the level significance 0,05. It means that there was a significant difference between the result of pre-test and post-test.

Table 15

Table of the t-test of the students

Variable	$T_{\text{count}}(t_0)$	$T_{\text{table}}(t_t)$
X1-X2	13,805	2,093

The table of t-test above showed that the value of t_0 was higher than t_t , it could be concluded that the reserch hypothesis was confirmed.

Before giving treatment there was 0 (0%) student got very good category. There were 11 (55%) students got good category. There were 9 (45%) students got fair category. There was 0 (0%) students got poor category. And there was 0 (0%) stuedent got very poor category.

After giving treatment there were 15 (75%) students got very good category. There were 5 (25%) students got good category. And none student

got fair, poor, and very poor. It shows that after giving treatment through pizza card, score of students was better than before giving treatment. It can be said that there were difference significance of result of the vocabulary through pizza card.

The mean score of the students in post-test (85,20) was higher than the mean score of the students in pre-test (59,20) this is the alternative hypothesis there in significant improve vocabulary is accepted, this test value value is higher (13,805) than t-table value (2,093) with degree of freedom (df) = 19.

2. Control Class

After analyzing the data of the students' test in control class, it showed that $t_{count} (t_0)$ with the value (9,442) was higher than $t_{table} (t_t)$ with the value (2,120) with degree of freedom (df) = 16 and on the level significance 0,05. It means that there was a significant difference between the result of pre-test and post-test.

Table 16

Table of the t-test of the students

Variable	$T_{count} (t_0)$	$T_{table}(t_t)$
X1-X2	9,442	2,120

The table of t-test above showed that the value of t_0 was higher than t_t , it could be concluded that the reserch hypothesis was confirmed.

Before researcher teach vocabulary to students in control class, there was 0 (0%) student got very good category. There were 3 (18%) students go good category. There were 14 (82%) students got fair category. There was 0 (0%) students got poor category. And there was 0 (0%) student got very poor category.

After researcher teach vocabulary to students, there were 5 (29%) students got very good category. There were 12 (71%) students got good category. And none student got fair, poor, and very poor. It shows that after researcher teach vocabulary to students, score of students was better than before. It can be said that there were difference significance of result of the vocabulary.

The mean score of the students in post-test (77,18) was higher than the mean score of the students in pre-test (58,59) this is the alternative hypothesis there in significant improve vocabulary is accepted, this test value value is higher (9,442) than t-table value (2,120) with degree of freedom (df) = 16.

Table 17

Group Statistic of Post-test Score Between Experimental Class and Control Class

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
experimentalclass	20	85,20	1,592	7,120
controlclass	17	77,18	2,269	9,356
Valid N (listwise)	17			

The table showed that the average of experimental class was 85,20 from 20 students. Meanwhile, the average of control class was 77,18 from 17 students. The criteria for hypothesis test are:

If $t\text{-count} > t\text{-table}$, H_0 is rejected and H_a is accepted.

If $t\text{-count} < t\text{-table}$, H_0 is accepted and H_a is rejected.

The result on posttest was significant difference between experimental class and control class because in experimental class used treatment pizza card game in teaching vocabulary. The game can make students enjoy, make the learning atmosphere more fun, and students who play in learning more seriously again. Meanwhile, in control class just used conventional method. It can make the students' score achievement taught vocabulary by using pizza card game is higher than without using pizza card game.

Based on the result of data analysis, researcher concluded that pizza card game is strongly recommended as one game in improving students vocabulary because in teaching vocabulary by using pizza card has great benefits that may serve a variety of learning purpose.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher concluded that pizza card media was effective to improve the students' vocabulary in the eighth grade student of SMP 6 Bone-Bone in 2018/2019. Pizza card media was really effective to be used in learning and teaching process because it made students involve directly and also made students become active in learning. It could be proven by the students result of mean score in pretest of experimental class 59,20 and the mean score of the students in posttest was 85,20. The students result of the mean score in the pretest control class was 58,59 and the mean score of the students in posttest was 77,18. The mean score of posttest in experimental class was greater than posttest in control class.

B. Suggestion

Based on the conclusion above, the researcher would like put forward some suggestion as follows:

1. English teachers should be more creative in teaching and learning process in order to increase students' motivation in learning English.
2. Teachers could use various teaching techniques and teaching media, pizzacards for instance, which are interesting, enjoyable and meaningful by considering various aspects such as size of class, time allocation, students' character and etc.
3. Students should be more active or have high motivation in teaching and learning process because they have important roles in achieving their success in learning.
4. All reader especially English teacher improving their quality of education.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN

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Nomor : 000 /In.19/FTIK/HM. 01/05/2019

21 Mei 2019

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

Yth. Bupati Luwu Utara

Kepala Badan Kesbangpol dan Linmas

di -

Masamba

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama : Elma Dwi Noviana
NIM : 15 0202 0023
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Tahun Akademik : 2018/2019
Alamat : -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMPN 6 Bone-Bone dengan judul: **"Improving Vocabulary Through Pizza Card at Eighth Grade Student of SMP 6 Bone-Bone"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Nurdin K, M.Pd.

NIP 19681231 199903 1 014



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jl. Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax. 0473-21536 Kode Pos: 92961 Masamba

SURAT KETERANGAN PENELITIAN

Nomor : 12916/00378/SKP/DPMPTSP/VI/2019

Membaca : Permohonan Surat Keterangan Penelitian an. Elma Dwi Noviana beserta lampirannya.
Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/177/VI/ Bakesbangpol/2019 Tanggal 13 juni 2019
Mengingat

1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementerian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Luwu Utara;

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :

Nama : Elma Dwi Noviana
Nomor : 08239381419
Telepon
Alamat : Dsn. Sidorejo, Desa Sidomukti Kecamatan Bone-Bone, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / : Institut Agama Islam Negeri (IAIN) Palopo
Instansi
Judul : Improving Vocabulary Through Pizza Card At Eighth Grade Student Of SMP 6 Bone-Bone
Penelitian
Lokasi : SMPN 6 Bone-Bone, Kelurahan Bone Bone Kecamatan Bone-Bone, Kab. Luwu Utara Provinsi Sulawesi Selatan
Penelitian

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 1 Minggu.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.



Retribusi : Rp. 0,00

No. Seri : 12916

Disampaikan kepada :

1. Lembar Pertama yang bersangkutan;
2. Lembar Kedua Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;



**PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN
UPT SMP NEGERI 6 BONE-BONE**

Jl. Lapangan Subeno Desa Sidomukti Kec. Bone-Bone Kab. Luwu Utara

SURAT KETERANGAN TELAH MENELITI

NO : 411/059/SMPN6BN/V/2019

Yang bertanda tangan dibawah ini :

Nama : SUMANTRI, S.Pd
NIP : 19821202 200901 1 007
Pangkat/Golongan : Penata Tk. I / III.d
Jabatan : Kepala UPT SMP Negeri 6 Bone-Bone

Dengan ini menerangkan bahwa :

Nama : ELMA DWI NOVIANA
NIM : 1502020023
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Universitas : Institut Agama Islam Negeri (IAIN) Palopo

Telah selesai melakukan penelitian pada peserta didik UPT SMP Negeri 6 Bone-Bone selama 1 (satu) minggu, terhitung mulai tanggal 20 s.d 25 Mei 2019 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul “ Improving Vocabulary Through Pizza Card at Eigh Grade Student of SMP 6 Bone-Bone “.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Bone-Bone, 27 Mei 2019
Kepala UPT

SUMANTRI, S.Pd
NIP. 19821202 200901 1 007



CATATAN HASIL KOREKSI UJIAN SKRIPSI

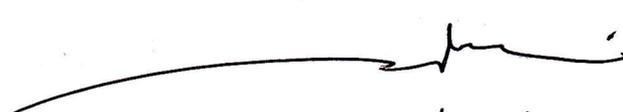
Nama : Elma Dwi Noviana
NIM : 15 0202 0023
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Jumat/ 30 Agustus 2019
Judul Skripsi : Improving Vocabulary Through Pizza Card at Eighth Grade Class of SMPN 6 Bone-Bone

- check to plus error page to Page

- Abstract

- Discussion

Pembimbing/Penguji,


Dr. Muhsinin, M.Pd.

NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Elma Dwi Noviana
NIM : 15 0202 0023
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Jumat/30 Agustus 2019
Judul Skripsi : Improving Vocabulary Through Pizza Card at Eighth Grade Class of SMPN 6 Bone-Bone

1st Examiner.

1. Suggestion is very general
2. what you can learn from your Research.
3. The distinction

2nd Examiner

1. Abstract: object
2. A lot of mistyping, confuse sent.
3. Background 2nd paragraf, 3rd paragraf.
4. Problem statement.
5. Explain more the strength.
6. Suggestion.

1. Mistyping
2. The implication of your Research in teaching English in AC
- ↳ Improve your part of speech mastery.

Pembimbing/Penguji, 30/8/19



wulibah
NIP.

DOCUMENTATION







16 Benar

PRE TEST

Name : Winda Nur Wanti

Class : VIII.1

Choose the correct answer!

1. Santi: What do you think about my room?

Laras: Your room is clean and neat

What does the word "clean" mean?

- a. Besar
- b. Kecil
- c. Bersih
- d. Kotor

2. A butcher's knife is very sharp.

What does the word "sharp" mean?

- a. Tumpul
- b. Tajam
- c. Besar
- d. Kecil

3. My room is so messy.

What does the word "messy" mean?

- a. Rapi
- b. Berantakan
- c. Bersih

d. Kotor

4. Tiger, crocodile, snake, and wolf are wild animals.

What does the word "wild" mean?

- a. Jinak
- b. Buas
- c. Baik
- d. Lucu

5. "My rabbit looks happy eating the carrot." The synonym of the underlined word is....

- a. Glad
- b. Patient
- c. Kind
- d. Friendly

Text for no. 6-8

My favorite animal is rabbit. I have a cute rabbit. The fur is white and soft. I like to touch it. It has two long ears. It also has two round and beautiful eyes.

My rabbit like to eat carrot. He also like

to eat other vegetables. I really like to play with my rabbit.

6. What does the word "soft" mean?

- a. Kasar
- ~~b. Lembut~~
- c. Tajam
- d. Lembek

7. What does the word "round" mean?

- ~~a. Bulat~~
- b. Kotak
- c. Runcing
- d. Lonjong

8. What does the word "vegetable" mean?

- a. Biji
- ~~b. Buah~~

11. What it is?



- a. Stick
- ~~b. Pan~~
- c. Marker
- d. Chair

c. Daun

~~d. Sayur~~

9. A room where used for sleeping is

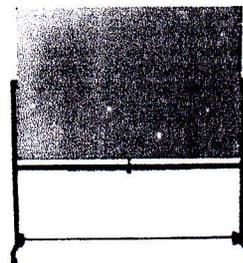
-
- a. Bedroom
 - ~~b. Bathroom~~
 - c. Living room
 - d. Kitchen

10. This is a thing in the pencil case. It is made of wood. It is used to write.

It is a....

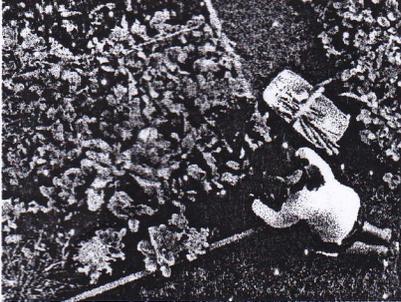
- a. Eraser
- b. Pen
- ~~c. Pencil~~
- d. Book

12. The picture is.....



- a. Televition
- b. Book
- c. Door
- ~~d. Blackboard~~

13. Base on the picture, where is this place?



- a. School
- b. Garden
- c. Mall
- d. Market

14. What is this place?



- a. Park
- b. Bank
- c. Hotel
- d. Police station

15. What it is?



- a. Bowl
- b. Ball
- c. Bag
- d. Bell

B. Choose the correct answer by crossing (x) a, b, c, or d!

1. The man When he want to market

- a. Comes
- b. Builds
- c. Falls
- ~~d. Chooses~~



2. Baby girl her fingers in the living room

- a. Drinks
- ~~b. Feeds~~
- c. Bites
- d. Beats



3. Amir and Rahmat because Amir broke Rahmat's Toy

- ~~a. Fight~~
- b. See
- ~~c. Draw~~
- d. Catch



4. Part of the people in the park for grow tree

- a. Do
- b. Dig
- c. Cut
- ~~d. Let~~



5. Sila and her friend when they take picture

- a. Lead
- b. Leap
- c. Run
- ~~d. Sweep~~



6. ✓ The man is Because he is trick by his friend

- a. Sad
- b. Shy
- c. Angry
- d. Satisfied



7. ✓ The woman is Because she is just alone to do her work

- a. Glad
- b. Bored
- c. Dumb
- d. Eager



8. ✗ The boy is To do homework

- a. Lazy
- b. Tired
- c. Nervous
- d. Sick



9. ✓ The woman is when the man talk about his work

- a. Sad
- b. Upset
- c. Sleepy
- d. Polite



10. ✓ The child is When she look at the people fight the her in front of

- a. Scared
- b. Shy
- c. Silly
- d. Serious



23B

POST TEST

Name : Winda Nur Wanti

Class : VIII.1

A. Choose the correct answer!

1. Tiger, crocodile, snake, and wolf are wild animals.

What does the word "wild" mean?

a. Jinak

~~b. Buas~~

c. Baik

~~d. Lucu~~

2. A butcher's knife is very sharp.

What does the word "sharp" mean?

a. Tumpul

~~b. Tajam~~

c. Besar

d. Kecil

Text for no. 3-5

My favorite animal is rabbit. I have a cute rabbit. The fur is white and soft. I like to touch it. It has two long ears. It also has two round and beautiful eyes. My rabbit like to eat carrot. He also like to eat other vegetables. I really like to play with my rabbit.

3. What does the word "soft" mean?

a. Kasar

~~b. Lembut~~

c. Tajam

d. Lembek

4. What does the word "round" mean?

~~a. Bulat~~

b. Kotak

c. Runcing

d. Lonjong

5. What does the word "vegetable" mean?

a. Biji

b. Buah

c. Daun

~~d. Sayur~~

6. Santi: What do you think about my room?

Laras: Your room is clean and neat

What does the word "clean" mean?

a. Besar

b. Kecil

~~c. Bersih~~

d. Kotor

7. My room is so messy.

What does the word "messy" mean?

mean?

a. Rapi

Berantakan

c. Bersih

d. Kotor

8. "My rabbit looks happy eating the carrot." The synonym of the underlined word is....

Glad

b. Patient

c. Kind

d. Friendly

9. A room where used for sleeping is

Bedroom

b. Bathroom

c. Living room

d. Kitchen

10. This is a thing in the pencil case. It is made of wood. It is used to write.

It is a....

a. Eraser

b. Pen

Pencil

d. Book

B. Choose the correct answer by crossing (x) a, b, c, or d !

1. The man When he want to market

a. Comes

b. Builds

Falls

d. Chooses



2. Sila and her friend when they take picture

Lead

Leap

c. Run

d. Sweep



3. What it is?



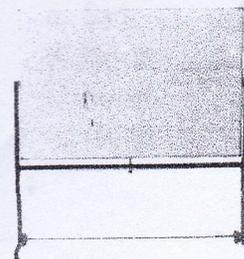
a. Stick

Pan

c. Marker

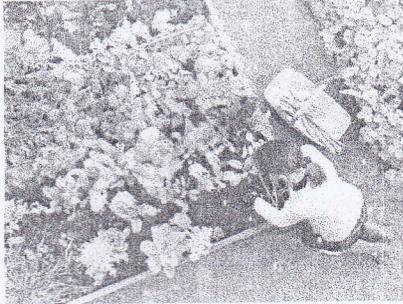
d. Chair

4. The picture is.....



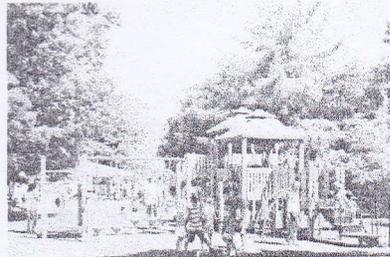
- a. Television
- b. Book
- c. Door
- d. Blackboard

5. Base on the picture, where is this place?



- a. School
- b. Garden
- c. Mall
- d. Market

6. What is this place?



- a. Park
- b. Bank
- c. Hotel
- d. Police station

7. What it is?



- a. Bowl
- b. Ball
- c. Bag
- d. Bell

8. Amir and Rahmat because Amir broke Rahmat's Toy

- a. Fight
- b. See
- c. Draw
- d. Catch



9. Part of the people in the park for grow tree

- a. Do
- b. Dig
- c. Cut
- d. Let



10. The child is When she look at the people fight the her in front of

- a. Scared
- b. Shy
- c. Silly
- d. Serious



11. The woman is when the man talk about his work

- a. Sad
- b. Upset
- c. Sleepy
- d. Polite



12. Baby girl her fingers in the living room

- a. Drinks
- b. Feeds
- c. Bites
- d. Beats



13. The man is Because he is trick by his friend

- a. Sad
- b. Shy
- c. Angry
- d. Satisfied



14. The woman is Because she is just alone to do her work

- a. Glad
- b. Bored
- c. Dumb
- d. Eager



15. The boy is To do homework

- a. Lazy
- b. Tired
- c. Nervous
- d. Sick



18 Benar

PRE TEST

Name : NADA Maylinda

Class : VIII 2.

Choose the correct answer!

1. Santi: What do you think about my room?

Laras: Your room is clean and neat

What does the word "clean" mean?

- a. Besar
- b. Kecil
- c. Bersih
- d. Kotor

2. A butcher's knife is very sharp.

What does the word "sharp" mean?

- a. Tumpul
- b. Tajam
- c. Besar
- d. Kecil

3. My room is so messy.

What does the word "messy" mean?

- a. Rapi
- b. Berantakan
- c. Bersih

d. Kotor

4. Tiger, crocodile, snake, and wolf are wild animals.

What does the word "wild" mean?

- a. Jinak
- b. Buas
- c. Baik
- d. Lucu

5. "My rabbit looks happy eating the carrot." The synonym of the underlined word is....

- a. Glad
- b. Patient
- c. Kind
- d. Friendly

Text for no. 6-8

My favorite animal is rabbit. I have a cute rabbit. The fur is white and soft. I like to touch it. It has two long ears. It also has two round and beautiful eyes. My rabbit like to eat carrot. He also like

to eat other vegetables. I really like to play with my rabbit.

6. What does the word "soft" mean?

- a. Kasar
- b. Lembut
- c. Tajam
- d. Lembek

7. What does the word "round" mean?

- a. Bulat
- b. Kotak
- c. Runcing
- d. Lonjong

8. What does the word "vegetable" mean?

- a. Biji
- b. Buah

9. What it is?



- a. Stick
- b. Pan
- c. Marker
- d. Chair

c. Daun

d. Sayur

9. A room where used for sleeping is

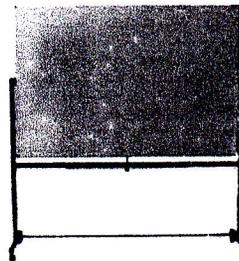
-
- a. Bedroom
- b. Bathroom
- c. Living room
- d. Kitchen

10. This is a thing in the pencil case. It is made of wood. It is used to write.

It is a....

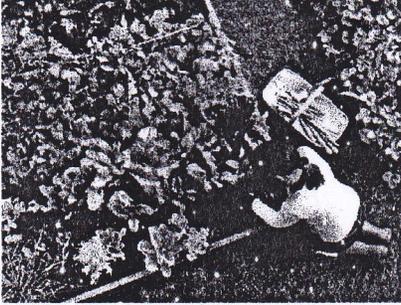
- a. Eraser
- b. Pen
- c. Pencil
- d. Book

12. The picture is.....



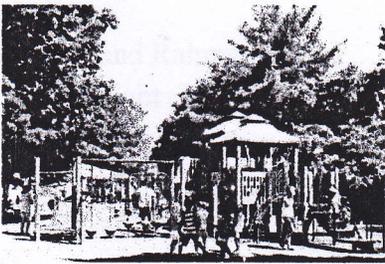
- a. Televition
- b. Book
- c. Door
- d. Blackboard

13. Base on the picture, where is this place?



- a. School
- b. Garden
- c. Mall
- d. Market

14. What is this place?



- a. Park
- b. Bank
- c. Hotel
- d. Police station

15. What it is?



- a. Bowl
- b. Ball
- c. Bag
- d. Bell

B. Choose the correct answer by crossing (x) a, b, c, or d!

1. The man When he want to market

- a. Comes
- b. Builds
- c. Falls
- d. Chooses



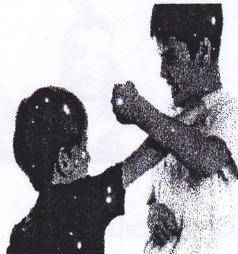
2. Baby girl her fingers in the living room

- a. Drinks
- b. Feeds
- c. Bites
- d. Beats



3. Amir and Rahmat because Amir broke Rahmat's Toy

- a. Fight
- b. See
- c. Draw
- d. Catch



4. Part of the people in the park for grow tree

- a. Do
- b. Dig
- c. Cut
- d. Let



5. Sila and her friend when they take picture

- a. Lead
- b. Leap
- c. Run
- d. Sweep



6. ✓ The man is Because he is trick by his friend
- a. Sad
 - b. Shy
 - c. Angry
 - d. Satisfied



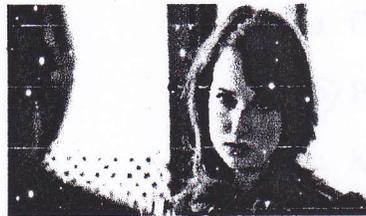
7. ✓ The woman is Because she is just alone to do her work
- a. Glad
 - b. Bored
 - c. Dumb
 - d. Eager



8. ✓ The boy is To do homework
- a. Lazy
 - b. Tired
 - c. Nervous
 - d. Sick



9. ✓ The woman is when the man talk about his work
- a. Sad
 - b. Upset
 - c. Sleepy
 - d. Polite



10. ✗ The child is When she look at the people fight the her in front of
- a. Scared
 - b. Shy
 - c. Silly
 - d. Serious



2/B

POST TEST

Name : NADIA MEYLINDA

Class : VIII²

A. Choose the correct answer!

1. Tiger, crocodile, snake, and wolf are wild animals.

What does the word "wild" mean?

- a. Jinak
- b. Buas
- c. Baik
- d. Lucu

2. A butcher's knife is very sharp.

What does the word "sharp" mean?

- a. Tumpul
- b. Tajam
- c. Besar
- d. Kecil

Text for no. 3-5

My favorite animal is rabbit. I have a cute rabbit. The fur is white and soft. I like to touch it. It has two long ears. It also has two round and beautiful eyes. My rabbit like to eat carrot. He also like to eat other vegetables. I really like to play with my rabbit.

3. What does the word "soft" mean?

- a. Kasar

- b. Lembut
- c. Tajam
- d. Lembek

4. What does the word "round" mean?

- a. Bulat
- b. Kotak
- c. Runcing
- d. Lonjong

5. What does the word "vegetable" mean?

- a. Biji
- b. Buah
- c. Daun

d. Sayur

6. Santi: What do you think about my room?

Laras: Your room is clean and neat

What does the word "clean" mean?

- a. Besar
- b. Kecil
- c. Bersih
- d. Kotor

7. My room is so messy.

What does the word "messy" mean?

mean?

- a. Rapi
- b. Berantakan
- c. Bersih
- d. Kotor

8. "My rabbit looks happy eating the carrot." The synonym of the underlined word is....

- a. Glad
- b. Patient
- c. Kind
- d. Friendly

9. A room where used for sleeping is

- a. Bedroom
- b. Bathroom
- c. Living room
- d. Kitchen

10. This is a thing in the pencil case. It is made of wood. It is used to write.

It is a....

- a. Eraser
- b. Pen
- c. Pencil
- d. Book

B. Choose the correct answer by crossing (x) a, b, c, or d !

1. The man When he want to market

- a. Comes
- b. Builds
- c. Falls
- d. Chooses



2. Sila and her friend when they take picture

- a. Lead
- b. Leap
- c. Run
- d. Sweep

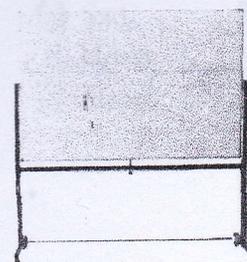


3. What it is?



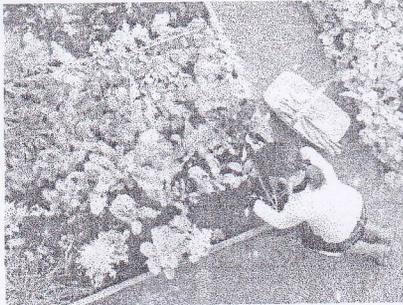
- a. Stick
- b. Pen
- c. Marker
- d. Chair

4. The picture is.....



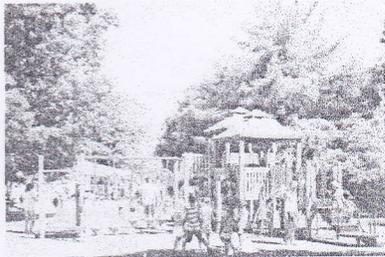
- a. Television
- b. Book
- c. Door
- d. Blackboard

5. Base on the picture, where is this place?



- a. School
- b. Garden
- c. Mall
- d. Market

6. What is this place?



- a. Park
- b. Bank
- c. Hotel
- d. Police station

7. What it is?



- a. Bowl
- b. Ball
- c. Bag
- d. Bell

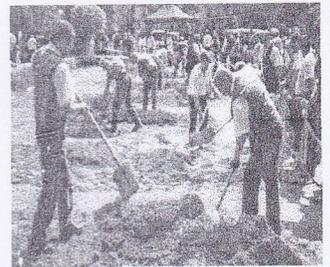
8. Amir and Rahmat because Amir broke Rahmat's Toy

- a. Fight
- b. See
- c. Draw
- d. Catch



9. Part of the people in the park for grow tree

- a. Do
- b. Dig
- c. Cut
- d. Let



10. The child is When she look at the people fight the her in front of

- a. Scared
- b. Shy
- c. Silly
- d. Serious



11. The woman is when the man talk about his work

- a. Sad
- b. Upset
- c. Sleepy
- d. Polite



12. Baby girl her
fingers in the living
room

- a. Drinks
- b. Feeds
- c. Bites
- d. Beats



13. The man is
Because he is tricked by his
friend

- a. Sad
- b. Shy
- c. Angry
- d. Satisfied



14. The woman is
Because she is just alone to do
her work

- a. Glad
- b. Bored
- c. Dumb
- d. Eager



15. The boy is To do
homework

- a. Lazy
- b. Tired
- c. Nervous
- d. Sick



RANCANGAN PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP 6 Bone-Bone
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / 2
Alokasi Waktu	:	1x Pertemuan

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IKP)
Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i> .	1. Mengidentifikasi berbagai informasi dalam teks monolog recount 2. Mengidentifikasi tujuan komunikatif teks recount pendek sederhana.

C. Tujuan Pembelajaran

- 1) Mengidentifikasi berbagai informasi dalam teks monolog recount
- 2) Mengidentifikasi tujuan komunikatif teks recount pendek sederhana.

D. Materi Pembelajaran

- 1) Teks monolog *recount*
- 2) Tujuan Komunikatif Teks *recount*

E. Langkah-langkah Kegiatan

a. Kegiatan Awal:

- Salam dan tegur sapa
- Mengecek kehadiran siswa
- Memotivasi siswa untuk belajar bahasa Inggris dengan sungguh-sungguh

- Mengarahkan siswa kepada topik bahasan yang akan dipelajari
- b. Kegiatan Inti:
 - Guru Menjelaskan kepada siswa tentang Game Pizza card
 - Guru membagi siswa menjadi 4 kelompok
 - Setiap kelompok diberi 3 kartu dan 6 kata didalam kertas. Kemudian guru memberi intruksi kepada siswa agar perwakilan setiap kelompok maju ke depan untuk mencocokkan antara kartu dan kata sesuai artinya.
 - Setiap kelompok menukarkan kartu mereka ke kelompok lain dan mempresentasikan di depan kelas.
 - Kemudian setelah permainan berakhir, guru memberikan tanya jawab berbagai hal yang terkait dengan tema/topic jenis teks berbentuk recount
 - Guru memberikan contoh bacaan Recount text
 - Tanya jawab tentang berbagai hal yang berkaitan dengan pengalaman pribadinya meliputi:
 - Siapa yang memiliki pengalaman pribadi tersebut
 - Kapan pengalaman tersebut terjadi
 - Di mana pengalaman tersebut terjadi
 - Apa sajakah yang dilakukannya
 - Bagaimana kesan pelaku
- c. Kegiatan Akhir:
 - Guru bersama siswa menyimpulkan tentang hal-hal yang baru saja dipelajari

F. Media, Alat dan Bahan Pembelajaran

- Pizza Card
- Spidol
- Papan tulis
- Penghapus

G. Penilaian

- Tehnik : Tes Tulis
- Bentuk : Isian

Mengetahui,
Kepala UPT SMP 6 Bone-Bone

Bone-Bone, 13 Mei 2019
Guru Mata Pelajaran

SUMANTRI, S.Pd
NIP 19821202 200901 1 007

NUR ENDAH S.Pd

RANCANGAN PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP 6 Bone-Bone
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / 2
Alokasi Waktu	:	1x Pertemuan

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IKP)
Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i> .	1. Mengidentifikasi berbagai informasi dalam teks monolog recount 2. Mengidentifikasi tujuan komunikatif teks recount pendek sederhana.

C. Tujuan Pembelajaran

- 1) Mengidentifikasi berbagai informasi dalam teks monolog recount
- 2) Mengidentifikasi tujuan komunikatif teks recount pendek sederhana.

D. Materi Pembelajaran

- 1) Teks monolog *recount*
- 2) Tujuan Komunikatif Teks *recount*

E. Langkah-langkah Kegiatan

a. Kegiatan Awal:

- Salam dan tegur sapa
- Mengecek kehadiran siswa
- Memotivasi siswa untuk belajar bahasa Inggris dengan sungguh-sungguh

- Mengarahkan siswa kepada topik bahasan yang akan dipelajari
- b. Kegiatan Inti:
 - Guru memberika game sebelum melanjutkan pembahasan tentang recount text
 - Guru membagi siswa menjadi 4 kelompok
 - Setiap kelompok diberi 3 kartu dan 6 kata didalam kertas. Kemudian guru memberi intruksi kepada siswa agar perwakilan setiap kelompok maju ke depan untuk mencocokkan antara kartu dan kata sesuai artinya.
 - Setiap kelompok menukarkan kartu mereka ke kelompok lain dan mempresentasikan di depan kelas.
 - Kemudian setelah permainan berakhir, guru memberikan tanya jawab berbagai hal yang terkait dengan tema/topic jenis teks berbentuk recount
 - Siswa membuat teks recount sesuai dengan pengalaman masing-masing dan menggunakan kosa kata yang telah digunakan di perminan diawal.
 - Meceritakan pengalaman pribadi kepada teman kelas.
- c. Kegiatan Akhir:
 - Guru bersama siswa menyimpulkan tentang hal-hal yang baru saja dipelajari

F. Media, Alat dan Bahan Pembelajaran

- Pizza Card
- Spidol
- Papan tulis
- Penghapus

G. Penilaian

- Tehnik : Tes Tulis
- Bentuk : Isian

Mengetahui,
Kepala UPT SMP 6 Bone-Bone

Bone-Bone, 13 Mei 2019
Guru Mata Pelajaran

SUMANTRI, S.Pd
NIP 19821202 200901 1 007

NUR ENDAH S.Pd

RANCANGAN PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP 6 Bone-Bone
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / 2
Alokasi Waktu	:	1x Pertemuan

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IKP)
Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i> .	1. Mengidentifikasi berbagai informasi dalam teks monolog Narrative 2. Mengidentifikasi tujuan komunikatif teks Narrative pendek sederhana.

C. Tujuan Pembelajaran

- 1) Mengidentifikasi berbagai informasi dalam teks monolog recount
- 2) Mengidentifikasi tujuan komunikatif teks recount pendek sederhana.

D. Materi Pembelajaran

- 1) Teks monolog *Narrative*
- 2) Tujuan Komunikatif Teks *Narrative*

E. Langkah-langkah Kegiatan

a. Kegiatan Awal:

- Salam dan tegur sapa
- Mengecek kehadiran siswa
- Memotivasi siswa untuk belajar bahasa Inggris dengan sungguh-sungguh

- Mengarahkan siswa kepada topik bahasan yang akan dipelajari
- b. Kegiatan Inti:
 - Guru Menjelaskan kepada siswa tentang Game Pizza card
 - Guru membagi siswa menjadi 4 kelompok
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 - Setiap kelompok menukarkan kartu mereka ke kelompok lain dan mempresentasikan di depan kelas.
 - Kemudian setelah permainan berakhir, guru memberikan tanya jawab berbagai hal yang terkait dengan tema/topic jenis teks berbentuk narrative
 - Guru memberikan contoh bacaan Recount text
- c. Kegiatan Akhir:
 - Guru bersama siswa menyimpulkan tentang hal-hal yang baru saja dipelajari

F. Media, Alat dan Bahan Pembelajaran

- Pizza Card
- Spidol
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- Penghapus

G. Penilaian

- Tehnik : Tes Tulis
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Mengetahui,
Kepala UPT SMP 6 Bone-Bone

Bone-Bone, 13 Mei 2019
Guru Mata Pelajaran

SUMANTRI, S.Pd
NIP 19821202 200901 1 007

NUR ENDAH S.Pd

RANCANGAN PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP 6 Bone-Bone
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / 2
Alokasi Waktu	:	1x Pertemuan

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IKP)
Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i> .	1. Mengidentifikasi berbagai informasi dalam teks monolog recount 2. Mengidentifikasi tujuan komunikatif teks recount pendek sederhana.

C. Tujuan Pembelajaran

- 1) Mengidentifikasi berbagai informasi dalam teks monolog recount
- 2) Mengidentifikasi tujuan komunikatif teks recount pendek sederhana.

D. Materi Pembelajaran

- 1) Teks monolog *recount*
- 2) Tujuan Komunikatif Teks *recount*

E. Langkah-langkah Kegiatan

a. Kegiatan Awal:

- Salam dan tegur sapa
- Mengecek kehadiran siswa
- Memotivasi siswa untuk belajar bahasa Inggris dengan sungguh-sungguh

- Mengarahkan siswa kepada topik bahasan yang akan dipelajari
- b. Kegiatan Inti:
 - Guru memberika game sebelum melanjutkan pembahasan tentang narrative text
 - Guru membagi siswa menjadi 4 kelompok
 - Setiap kelompok diberi 3 kartu dan 6 kata didalam kertas. Kemudian guru memberi intruksi kepada siswa agar perwakilan setiap kelompok maju ke depan untuk mencocokkan antara kartu dan kata sesuai artinya.
 - Setiap kelompok menukarkan kartu mereka ke kelompok lain dan mempresentasikan di depan kelas.
 - Kemudian setelah permainan berakhir, guru memberikan tanya jawab berbagai hal yang terkait dengan tema/topic jenis teks berbentuk narrative text
 - Siswa membuat teks narrative dengan menggunakan kosa kata yang telah digunakan di perminan diawal.
 - Meceritakan teks narrative yang telah dibuat kepada teman kelas.
- c. Kegiatan Akhir:
 - Guru bersama siswa menyimpulkan tentang hal-hal yang baru saja dipelajari

F. Media, Alat dan Bahan Pembelajaran

- Pizza Card
- Spidol
- Papan tulis
- Penghapus

G. Penilaian

- Tehnik : Tes Tulis
- Bentuk : Isian

Mengetahui,
Kepala UPT SMP 6 Bone-Bone

Bone-Bone, 13 Mei 2019
Guru Mata Pelajaran

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