

**IMPROVING STUDENTS' VOCABULARY THROUGH
JUMBLED WORD MEDIA FOR SEVENTH GRADE
STUDENTS OF SMP N 3 MEKAR BARU**

A Classroom Action Research

Research Paper

Arranged as one of the partial fulfillment of the requirement to obtain
a S-1 Degree in English Education



Arranged By:

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2018

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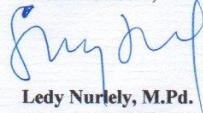
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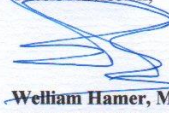
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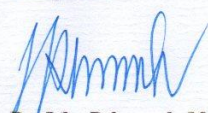
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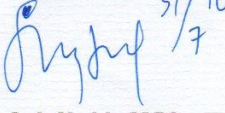
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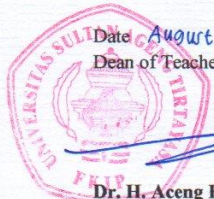
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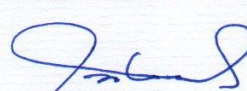


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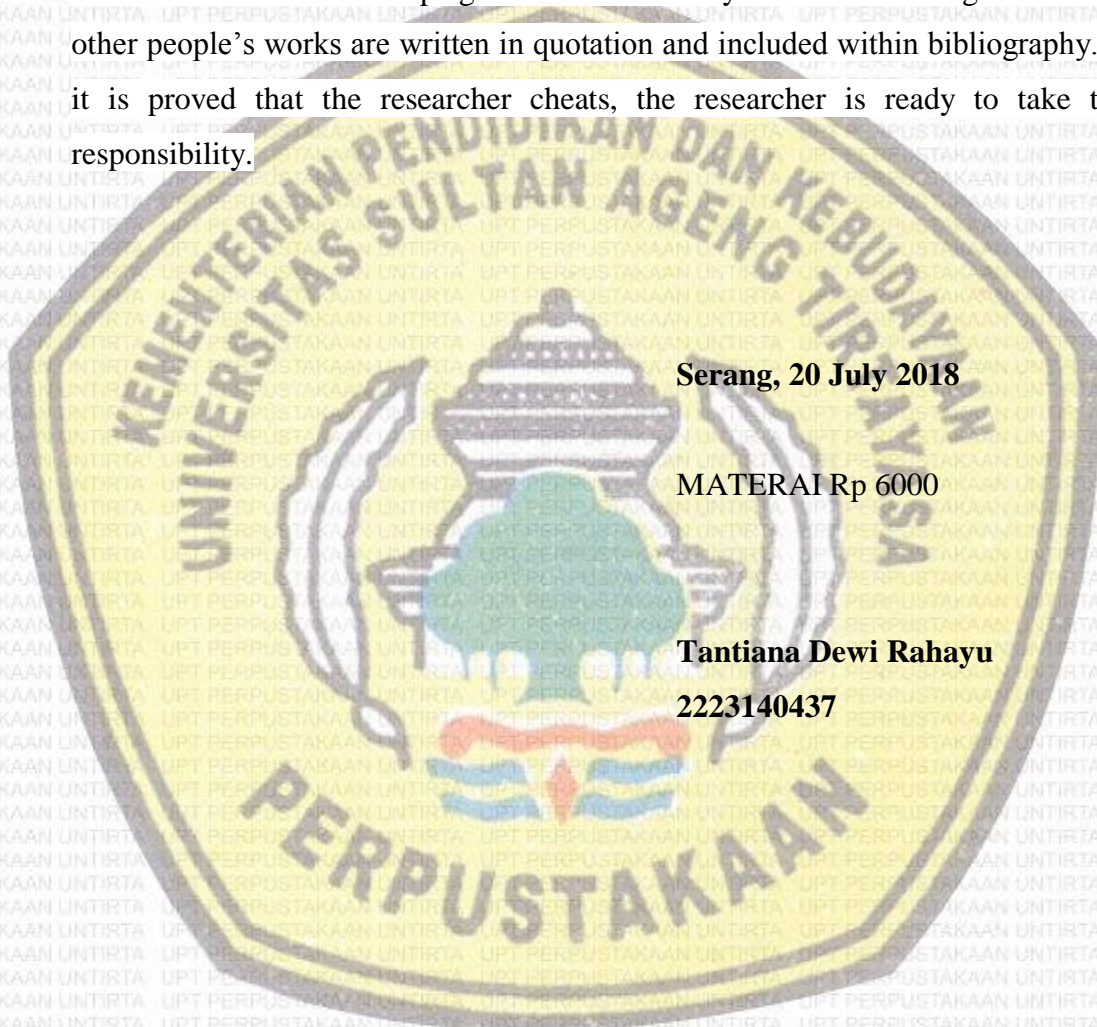
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Serang, 20 July 2018

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Tantiana Dewi Rahayu

2223140437

PREFACE

First of all, let's thanks to God who has given me blessing and chance.

Praise is merely to the almighty Allah SWT for the gracious mercy that enables

me to accomplish my research entitled **“Improving Students’ Vocabulary**

Through Jumbled Words Media for Seventh Grade Students of SMPN 3

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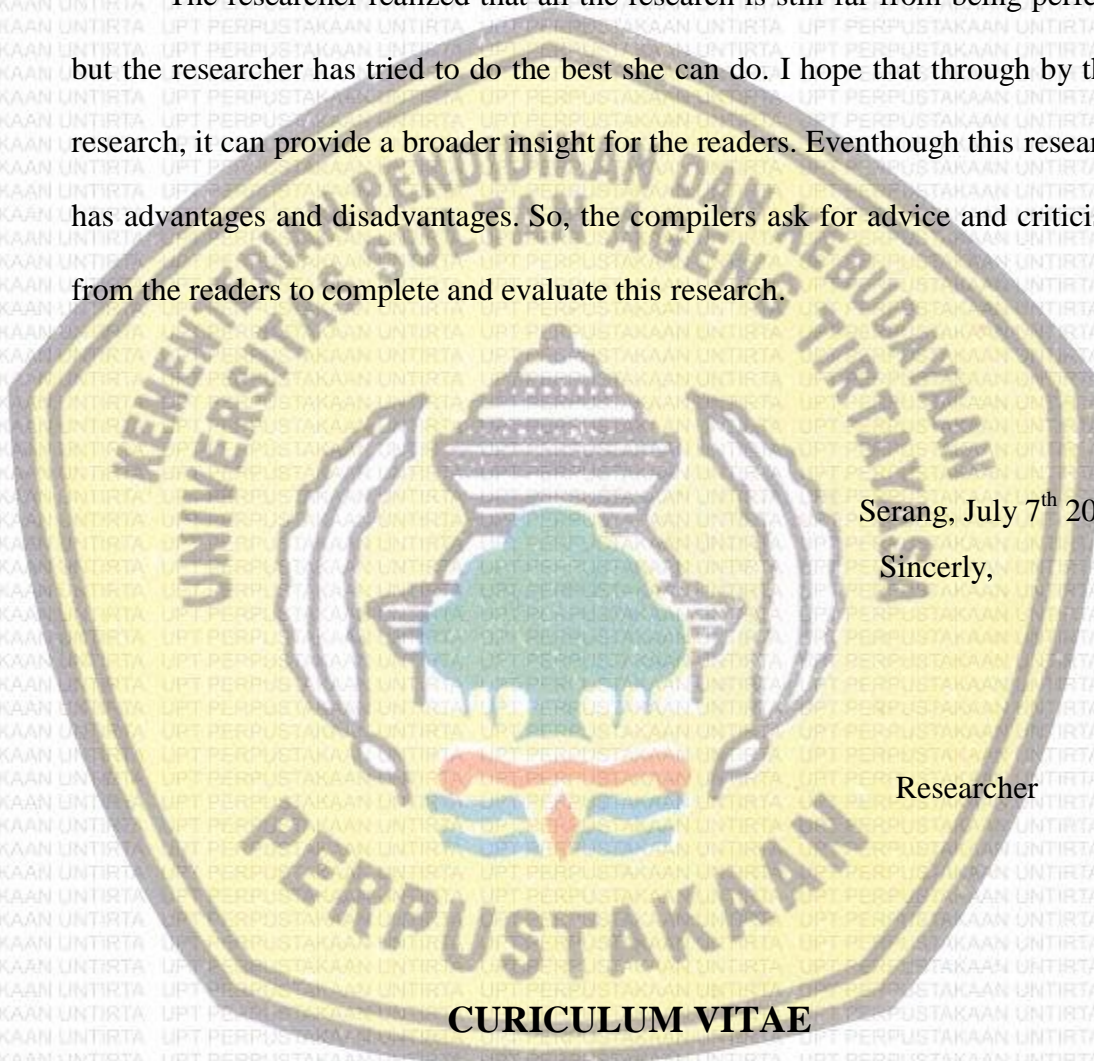
Mekar Baru". This research was conducted to fulfill one of the requirements of Bachelor Degree (SI) in Department of English Education of Faculty of Teacher Training and Education, University of Sultan Ageng Tirtayasa.

The researcher realized that all the research is still far from being perfect, but the researcher has tried to do the best she can do. I hope that through by this research, it can provide a broader insight for the readers. Eventhough this research has advantages and disadvantages. So, the compilers ask for advice and criticism from the readers to complete and evaluate this research.

Serang, July 7th 2018

Sincerely,

Researcher



CURICULUM VITAE



The researcher's full name is Tantiana Dewi Rahayu. She was born in Jakarta, on 28th April 1996. she is the middle child of three children from the couple Ahmad Rofi'i Rosyidin and Inayah. The researcher's formal education was started from elementary school at

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SDN 1 Kresek. Then, she finished her Junior High School at SMPN 1 Kresek and senior High School at SMAN 7 Kab. Tangerang. After that, in 2014 she continued her study program of English Education Department at Teachers Training and Education Faculty in 2014 – 2018 at Sultan Ageng Tirtayasa University (UNTIRTA).



DEDICATION

This thesis dedicated for my beloved family

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MOTTO

You will never know the true answer, before you try....

-Albert Einstein-

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ABSTRACT

Improving Students' Vocabulary Through Jumbled Word Media For Seventh Grade Students of SMPN 3 Mekar Baru.

By:

Tantiana Dewi Rahayu

2223140437

English Department

The objectives of the research were to describe process of improving students' vocabulary through Jumbled Words Media of SMPN 3 Mekar Baru. The research methodology was classroom action research (CAR). The implementation of classroom action research was conducted of two cycles. There were cycle I and cycle II, each cycle consisted of two meetings. This research involved seventh

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grade students which consisted of 34 students. The instrument of the research was data collecting technique, the data were observation, tests (pre-test and post-tests), and documentation. The result of this research showed that there was a significant difference of the students' achievement in pre-test and post-test. The average score of pre-test was 48.52%, while, after giving treatment in cycle I, the students average score in post-test I was 68.94%. Then, after giving treatment in cycle II, the students' average score in post-test II was 87.17. Based on the data the researcher concluded that: 1) there was the improvement of using Jumbled Word Media in teaching vocabulary 2) the students became interested and motivated in learning English.

Keywords : Classroom Action research (CAR), Jumbled Words, Media in Teaching, Teaching Vocabulary.



ACKNOWLEDGEMENT

Bismillahirrahmannirrahim

Alhamdulillahirabbil'alamin, First of all, let's thanks to God who has given me blessing and chance. Praise is merely to the almighty Allah SWT for the gracious mercy that enables me to accomplish this thesis. I would like to express my gratitude and appreciation to Ledy Nurlely M.Pd. as the first advisor who gives me corrections, suggestions guidance and motivation to finish my research. and then, Weliam Hamer, M. Pd. as the second advisor who gives me advice, correction and guidance for my research.

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This research paper entitled Improving Students' Vocabulary Through Jumbled Words Media for Seventh Grade Students of SMPN 3 Mekar Baru is presented to the English department, the English study program of teachers training and education faculty of Sultan Ageng Tirtayasa University (UNTIRTA) as a partial fulfillment of the requirements for degree of strata 1 (S.Pd.).

In this occasion, I would like to express her greatest appreciation and gratitude to the people below who have given many contributions in finishing this thesis whether it is directly or indirectly.

1. Prof. Dr. H. Soleh Hidayat, M.Pd as the Rector of Sultan Ageng Tirtayasa University who has been a good leader in our university.
2. Dr. H. Aceng Hasani, M.Pd. as the Dean of Teacher Training and Education Faculty who has been the best role model of lecturer and leader in our faculty.
3. Dr. Siti Hikmah, M.Pd. as the Head of English Department who has guided all of English department students.
4. Ratna Dewi, S. Pd. MM. as the head of SMPN 3 Mekar Baru has given permission to do the observation.
5. Aisah, S.Pd. as the English Teacher of SMPN 3 Mekar Baru who has helped the researcher in doing the research in her class.
6. All lecturers of English Language Teaching Department of UNTIRTA who have trained the researcher so that her could be a teacher and hopefully will make all of you proud.
7. Lovely parents Mom and Dad who always support the researcher in finishing this research paper.

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8. My lovely sister, Novi who gives me supporting and helping me to finish this research proposal.
9. Aan Kurniawan, thank you for helping did research in SMPN 3 Mekar Baru.
10. Kosan Ceria : Hilmatunnisa, Arika, Nealyasari.
11. Grupbukangeng : ArikaFitriTsaniya, LionnyAnsiArivasari, IhaMufliha, SitiNealyasari, TutiAlawiyah. Thank you very much for the joy for the best experiance for the best friendship. Hope it will be never end.
12. Partner in sharing, carrying and everything ArikaFitriTsaniya who always cares and listens to every gripe on her. Thanks for supporting and helping me from the beginning until finishing the study also for the colorful live.
13. Partner in Hedon, HelpianaFirdaus, RikaBila, AryWidianti who always give me support.
14. Classmate, Class A 2014 who have given support and brought happiness for the researcher.

Finally, researcher realizes that this research paper is far from being perfect. Therefore, the researcher expects some suggestions and critiques for this research paper. At last, the researcher hopes that this research paper will give advantages and usefulness for English Department students especially who are interested in conducting further studies.

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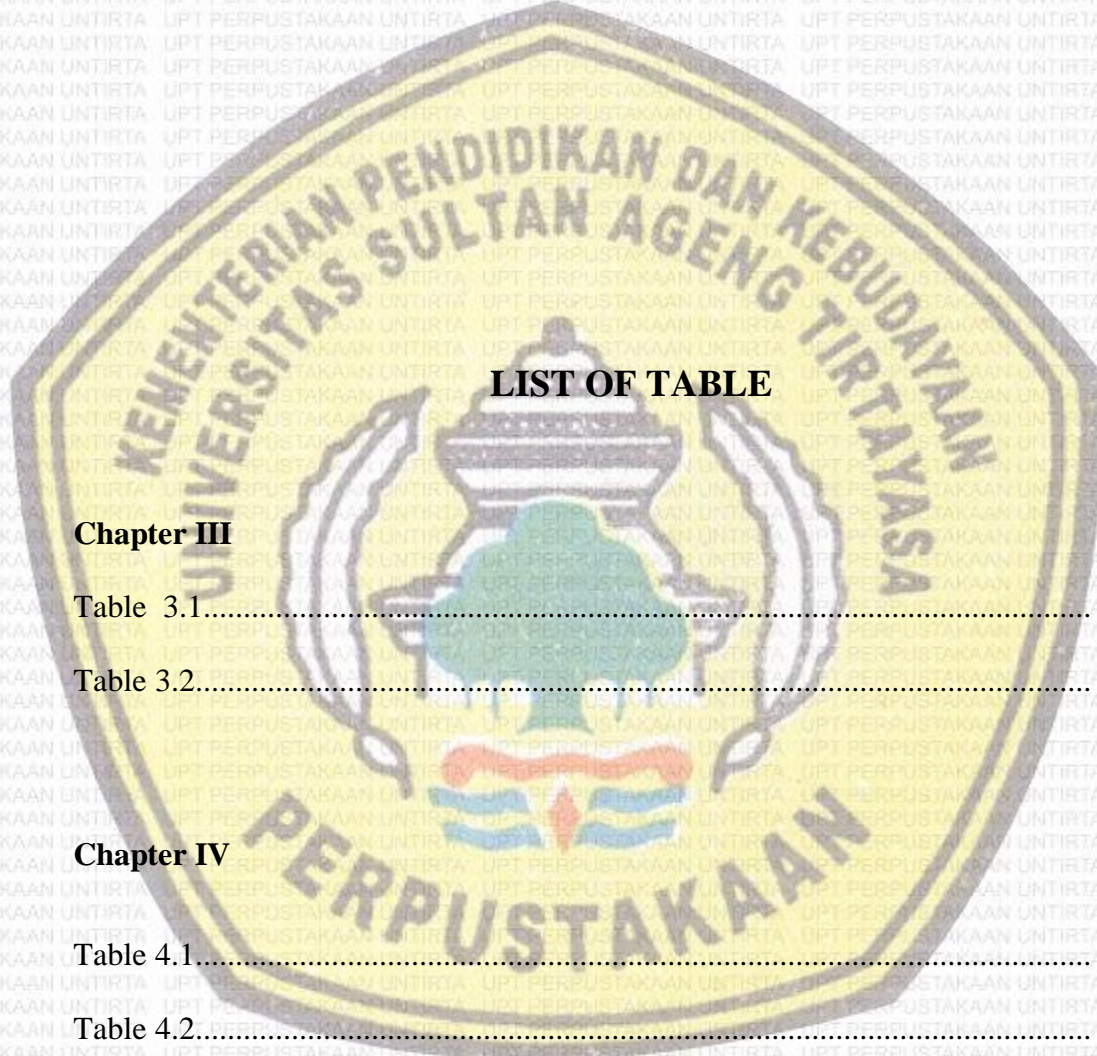
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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Vocabulary is the total number of words in a language; vocabulary is a list of words with their meanings (Hornby in Alqahtani, 2015: 24). Vocabulary refers to the words, we must understand to communicate effectively. Vocabulary is an important role in learning English. Students have to master four language skills that are listening, speaking, writing and reading which is always included vocabulary in their activities.

Based on researcher observation in SMPN 3 Mekar Baru, the researcher found some problems. First, the students often found difficulties in using a foreign language because they often forget easily of new vocabularies after they get the meaning from dictionaries. Second, the teacher still used old teaching style in learning vocabulary. And the last, the researcher also found difficulties to stimulate the students to be interested in learning descriptive text which was required to have many vocabularies. So, the students have difficulties to describe something (describing people, things or animals), they were not able to describe much because they have lack vocabulary. So, the teacher should have a good and an interesting media to make students interested in learning vocabulary so that they will be interested and motivated to learn vocabulary.

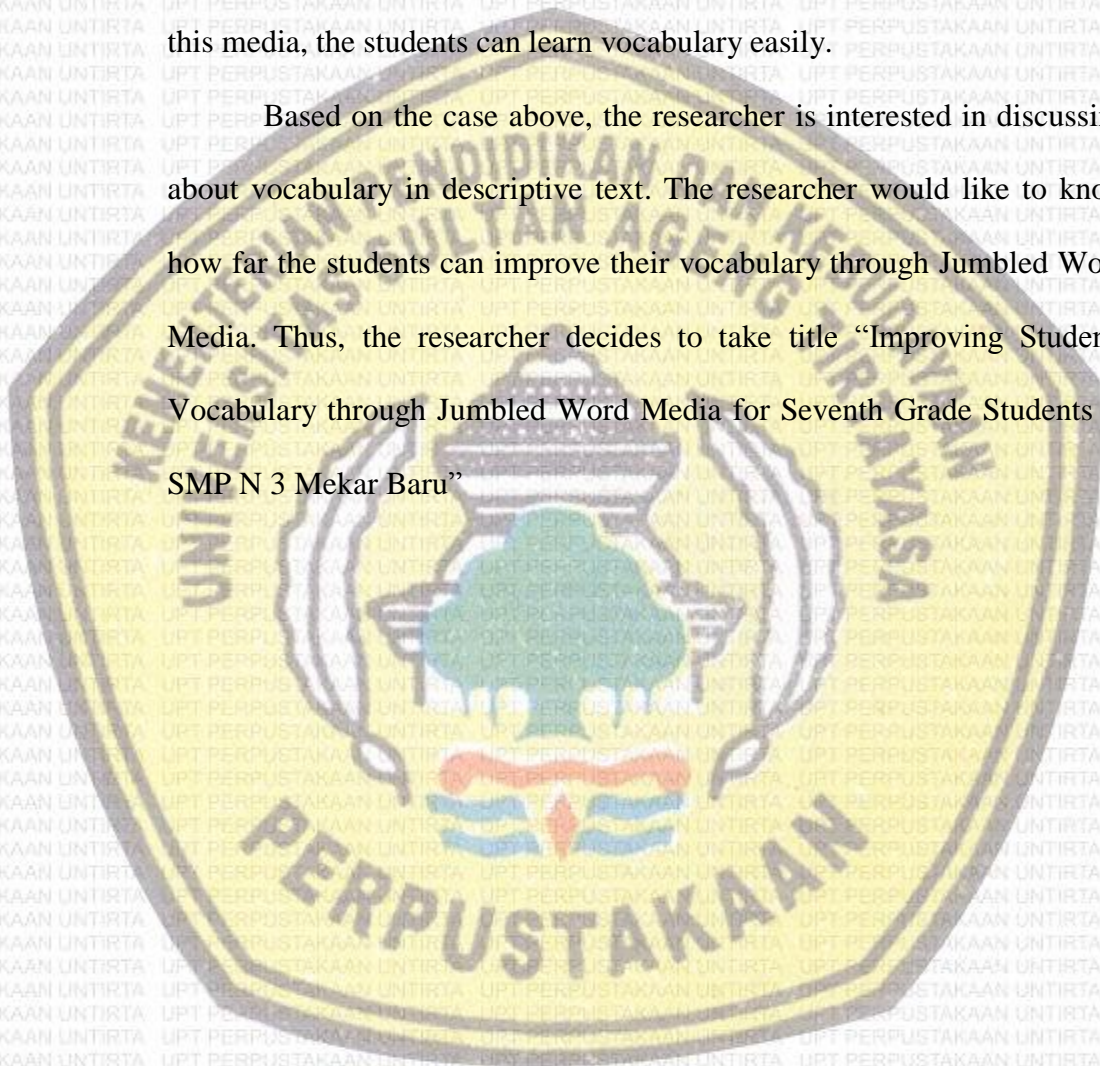
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To overcome those problems, researcher provides a solution to the reader by doing activities Jumbled Word as a media in descriptive text.

This media will make student become more creative and very helpful to add a lot of new vocabulary in a fun way. Researcher thinks that through this media, the students can learn vocabulary easily.

Based on the case above, the researcher is interested in discussing about vocabulary in descriptive text. The researcher would like to know how far the students can improve their vocabulary through Jumbled Word Media. Thus, the researcher decides to take title “Improving Students Vocabulary through Jumbled Word Media for Seventh Grade Students of SMP N 3 Mekar Baru”



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1.2 Identification of the problem

Based on the background above, the identification of problems are:

- 1.2.1 Students lack of vocabulary to understand descriptive text.
- 1.2.2 Teacher still applies old teaching style in teaching vocabulary.
- 1.2.3 The students are not interested and motivated to study vocabulary in learning.

1.3 Limitation of the Problem

The researcher will focus on the process of improving vocabulary through Jumbled Word Media as a way to increase students' vocabulary after using Jumbled Word Media for seventh grade of SMP 3 Mekar Baru.

1.4 Formulation of the Problem

This research attempt to answer the following research questions:

- 1.4.1 How is the process of improving Jumbled Word Media in teaching vocabulary?
- 1.4.2 How is the result of improving students' vocabulary through Jumbled Word Media?

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1.5 The objective of the Research

The objectives of the research are:

1.5.1 To know the process of the implementation of Jumbled Word Media in descriptive text in teaching vocabulary.

1.5.2 To know the improvement of students' achievements in learning vocabulary in descriptive text by using Jumbled Word Media.

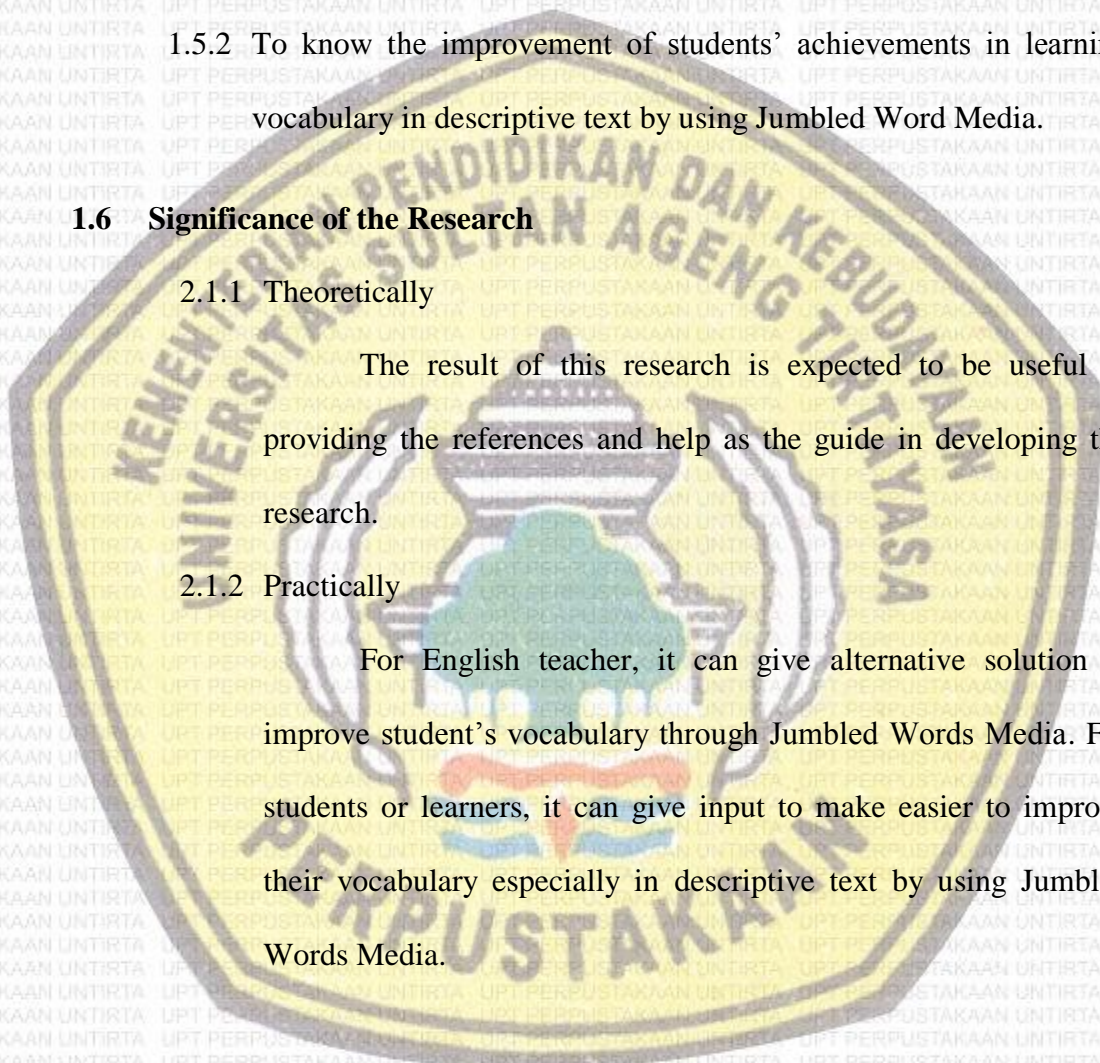
1.6 Significance of the Research

2.1.1 Theoretically

The result of this research is expected to be useful in providing the references and help as the guide in developing the research.

2.1.2 Practically

For English teacher, it can give alternative solution to improve student's vocabulary through Jumbled Words Media. For students or learners, it can give input to make easier to improve their vocabulary especially in descriptive text by using Jumbled Words Media.



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1.7 Organization of the Research

This research divided into three chapters, there are:

Chapter I Introduction : Chapter I discussed introduction. It will be organized into background of the research, objective of the research, formulation of problem, limitation of problem, significance of the research, organization of the paper and definition of terms.

Chapter II. Chapter II discussed the theoretical foundation which consist of four sub; the first is vocabulary, consist of definition of vocabulary, types of vocabulary, and teaching vocabulary. The second is General concept of descriptive text which consist of two sub; the definition of descriptive text and generic structure of descriptive text. The third is Jumbled Words Media which consist of definition of Media, definition of Jumbled Words, the procedure of Jumbled Words Media, and The advantages of Jumbled Words Media. And the last is previous study.

Chapter III. Chapter III discussed the methodology of research. The researcher described research design, research subject, research instrument, and research procedure and data collection technique.

Chapter IV. Chapter IV discussed the result and discussion. It consisted of introduction of activities, result of cycle 1, result of cycle II, and discussion.

Chapter V. chapter V discussed conclusion and suggestion.

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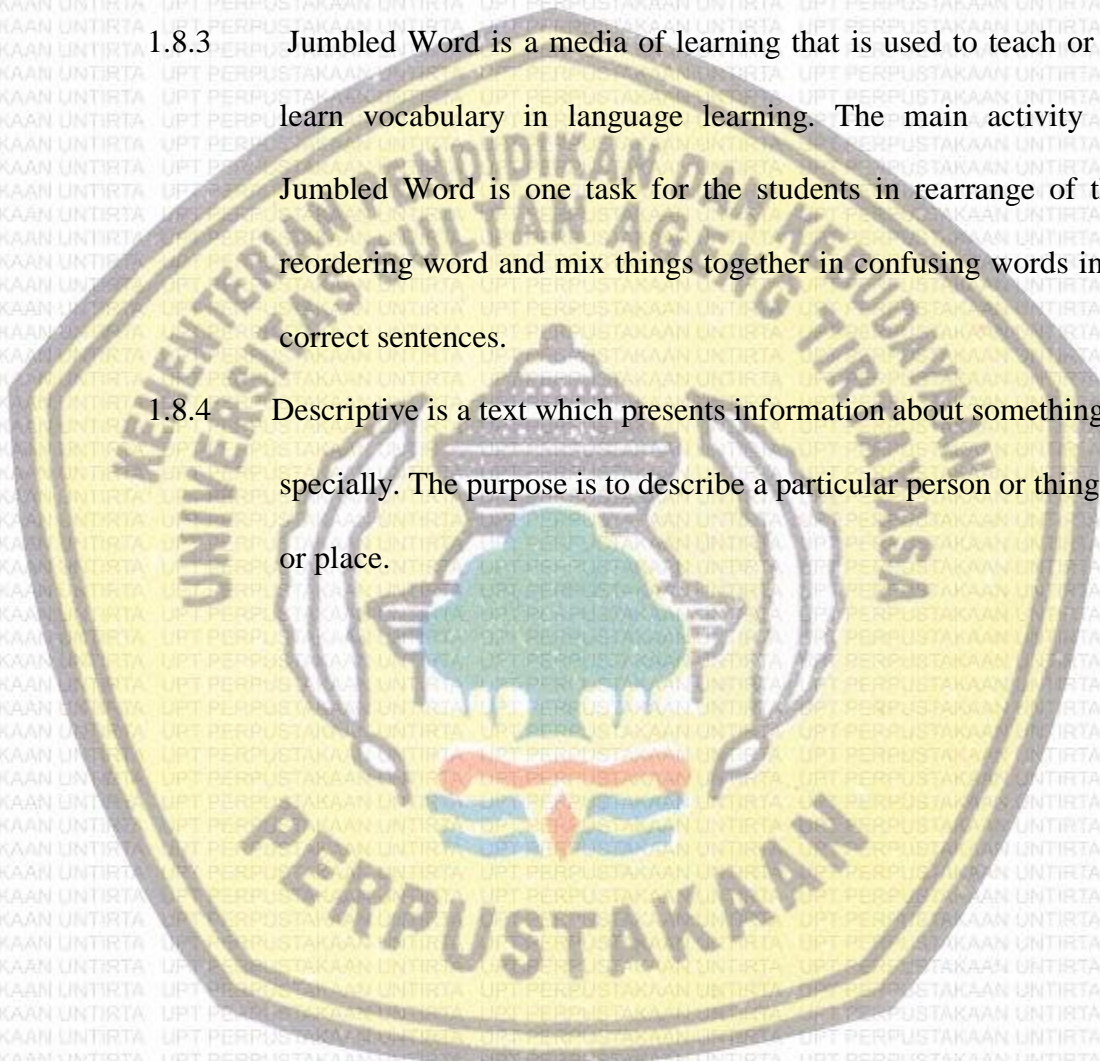
1.8 Definition of Terms

1.8.1 Vocabulary is the total number of words in a language.

1.8.2 Media is every tool to convey information or messages from one place to another place.

1.8.3 Jumbled Word is a media of learning that is used to teach or to learn vocabulary in language learning. The main activity of Jumbled Word is one task for the students in rearrange of the reordering word and mix things together in confusing words into correct sentences.

1.8.4 Descriptive is a text which presents information about something specially. The purpose is to describe a particular person or thing or place.



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CHAPTER II

THEORETICAL FOUNDATION

2.1 General concept of vocabulary

2.1.1 Definition of Vocabulary

Vocabulary cannot be separated from the language; it is important part of language. Hornby cited in Alqahtani (2015: 24) states that vocabulary is the total number of words in a language. Vocabulary is the list of word, it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc.

According to Lehr et. al cited in Hanson & Padua (2011: 5) vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking.

In addition, Ur cited in Alqahtani (2015: 25) said that vocabulary is the words we teach in the foreign language. It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication.

Based on the definition above, vocabulary is the words we teach in the foreign language. It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication. It is a set of words known to a person or that part of specific language.

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2.1.2 Types of Vocabulary

According to Richard and Jo Anne as cited in Suciati, (2012: 11), there are three types of vocabulary:

a. General Vocabulary

General vocabulary consists of every day words with widely acknowledged meanings in common usage.

b. Special Vocabulary

Special vocabulary is made up of words from every day vocabulary that takes on specialized meanings in particular content area.

c. Technical Vocabulary

Technical vocabulary consists of words that are used only in particular area.

In addition, Harmer cited in Suciati (2012: 13) stated that there are two kinds of vocabulary, namely active vocabulary and passive vocabulary:

a) Active Vocabulary

The active vocabulary means the stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

b) Passive Vocabulary

The passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that

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help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

From the explanation above, it can be concluded that vocabulary divided into general vocabulary types, special vocabulary types and technical vocabulary types. And divided in two kind of vocabulary, there are active vocabulary and passive vocabulary. So, the teacher should be familiar with types of vocabulary to introduce word and convey meaning to the students during the teaching learning.

In this research, the researcher will use general vocabulary and active vocabulary because both of them are simple and easy to be taught for seventh grade students.

2.1.3 Words Classes

Word class is the classification of words to a language depending on its function in communication. Word class membership is an important lexical feature, in this case there are nouns, verbs, adjectives, and adverbs.

1. Nouns can be divided into subclasses. There are proper nouns and common nouns.

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2. Verbs are words that denote action. Verbs that denote states rather than action seem less verb like.
3. Adjectives are used to highlight qualities or attributes.
4. Adverbs are similar to adjective in many ways although they typically assign attributes to verbal, to clauses or to entire sentences rather than nouns.

2.1.4 Words Meaning

The two important issues in word meaning students' usually get difficulties to infer are synonymous and antonymous;

1. Synonyms

Hatch and Brown, (1995:19) explain that synonyms are words that share meaning.

2. Antonyms

Hatch and Brown, (1995:20) define that antonyms as words that mean the opposite. They present interesting problem for anyone seriously interested in semantic feature analysis.

2.1.5 Teaching and Learning Vocabulary

Teaching of vocabulary should not interrupt the whole lesson.

Nunan as cited in Utami (2014: 23) states that one of the difficulties in planning the vocabulary components of a course is making sure that it does not overwhelm other essential parts of the course.

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According to Nation cited in Utami (2014: 26), the main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. Therefore teachers should do appropriate way to make the teaching and learning effective and efficient. Nation also listed some principles to do that, as follow:

- 1) Keep the teaching simple and clear. Do not give complicated explanations.
- 2) Relate the present teaching to past knowledge by showing a pattern or analogies.
- 3) Use both oral and written presentation - write it on the blackboard as well as explaining.
- 4) Give most attention to words that are already partly known.
- 5) Tell the learners if it is a high frequency word that is worth noting for future attention.
- 6) Do not bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

2.2 General concept of Descriptive Text

2.2.1 Definition of Descriptive Text

Descriptive text is the text that describes something. The descriptive text is really different from the other kinds of text. Wyrick cited in Husna et. al (2013: 2) states that the writer of description

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creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader. Besides,

Related to the explanation above, Kane cited in Nuresa (2016: 19) argue:

“Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. It means that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing, based on our experience and senses.”

In addition, Wardiman et.al cited in Imanisa (2017: 12) says that descriptive text is a part of factual genres. It has social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristics features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

From the explanation above, descriptive is kind of text which consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense.

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2.2.2 Generic Structure of Descriptive Text

In writing descriptive text, it should consist of generic structure, they are; identification and description. Hammond cited in Imanisa (2017: 12) stated that descriptive text has the generic structure as follows:

2.2.2.1 Identification

Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the readers. Besides, it can give the readers brief detail about the when, where, who, or what of the subject described.

2.2.2.2 Description

Description can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has.

From the explanation above, it can be concluded descriptive text is a simple text which is describe about person, place, or thing. To make a descriptive text has only need to go to the object, or looking at a picture and then, concern on the generic structure in order to make a good descriptive text.

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2.3 General concept of Jumbled Word Media

2.3.1 Definition of Media

Media is every tool to convey information or messages from one place to another place. According to Arsyad (2007: 3) media are aid which is needed to support some of activities in the world. Media includes graphics, photographic, or electronic aid to absorb, process, and rearrange visual and information.

In teaching learning process also use media to make the process run effective and interesting. Teaching media based on Arsyad (2007:4) is a media that bring instructional purpose of massages or information of learning. Media is means of expressing message and information.

Media helps a lot in delivery the material in class so the students do not feel bored being in teaching learning process. One of the media is Jumbled Word. It will be very helpful to increase student's vocabulary in English language learning.

2.3.2 Definition of Jumbled Word

Jumbled Word is a media of learning that is used to teach or to learn vocabulary in language learning, especially in English language teaching. The main activity of Jumbled Word is one task for the students in rearrange of the reordering word and mix things together in confusing words into correct sentences. According Hornby cited in Yuliana et. al (2011: 14) Jumbled Words is to mix things together in confused or untidy way. One task at the sentence

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level may appeal to those who are found of the word games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence as quickly as possible.

2.3.3 The Procedure of Jumbled Words

According to Corners cited in Yuliana (2011: 4), there are six procedures that should be considered in Jumbled words:

- 1) Tell students they are going to arrange words to make sentences.
- 2) Put students in groups of five or six students.
- 3) Each group has three envelopes. The first envelope is filled by the name of the subject. Second envelope is filled by the verb, third envelope is filled by objects/adverbs.
- 4) Have groups work to arrange the cards into sentences.
- 5) When group finished forming sentences, have them discuss whether the sentences are true or not with the correct grammar.
- 6) End the activity promptly after 15 minutes.
- 7) Option: If you include blank cards in set, students can use them to write their own words and make additional sentences.

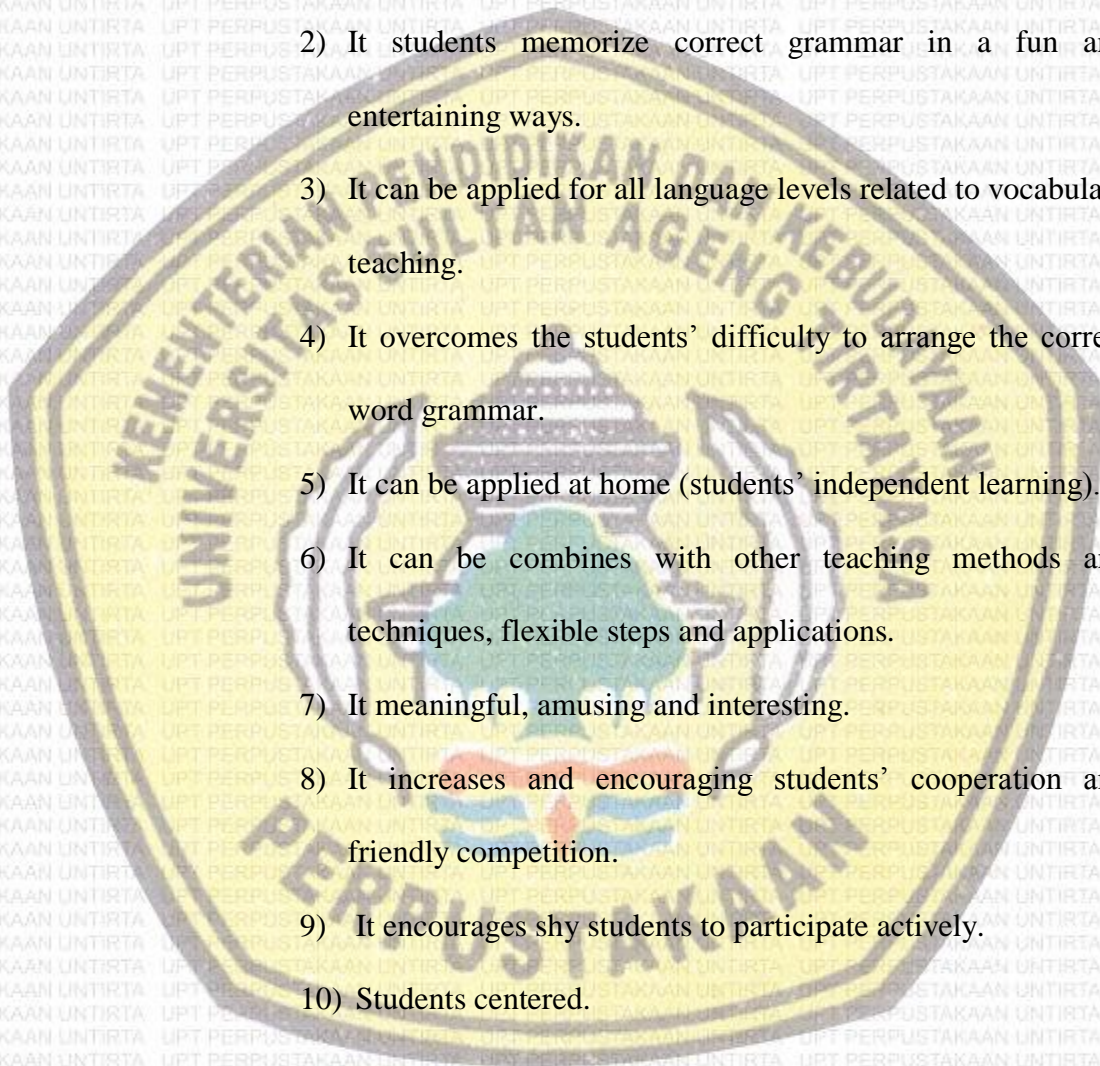
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2.3.4 Advantages of Jumbled Word Media

As media education, the media has several advantages as follows:

- 1) It Reduces students' anxiety, obstacles and difficulties during learning vocabulary in descriptive text.
- 2) It students memorize correct grammar in a fun and entertaining ways.
- 3) It can be applied for all language levels related to vocabulary teaching.
- 4) It overcomes the students' difficulty to arrange the correct word grammar.
- 5) It can be applied at home (students' independent learning).
- 6) It can be combines with other teaching methods and techniques, flexible steps and applications.
- 7) It meaningful, amusing and interesting.
- 8) It increases and encouraging students' cooperation and friendly competition.
- 9) It encourages shy students to participate actively.
- 10) Students centered.



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2.4 Previous Study

There are some studies relate to this research. As the comparison of this research, here are some researchers of teaching vocabulary by using Jumbled Word but the researcher modifications into Jumble letters. The first is research was done by Rita Yuliana, et. al (2011) from University of Bung Hatta entitled “The Teacher Use of Jumbled Words in English Exercise to Students’ Grammatically Mastery of Writing at The Eight Students of SMPN 2 Candung. The conclusion draw that; (1) the use of jumbled words as a media can improve the students writing skill. (2) the use of jumbled words as teaching media can improve writing skill. (3) jumbled words was strength media in improving students writing skill.

The second is research done by Nurhayani (2012) entitled “Teaching English Writing Through Jumbled Words Technique (at The Fourth Grade Students of SDN I Cisomang Cikalongwetan Bandung Barat)” she used quasi experimental with nonequivalent pretest-posttest control design.

The last, researcher who use Jumbled Word is Faizah Sabardani (2013). She carried out a research entitled ‘Improving Students’ Vocabulary by Using Jumbled Words at The Fifth Grade Students of SD N 03 Mojoandong Boyolali In 2011/2012 Academic Year”. She used Jumbled Word to improve the student’s vocabulary. She used Class Action Research (CAR) consist two cycles by using planning, acting, observation, reflection as a research instrument in her research. The result showed that the use of Jumbled Word technique could improve students’ vocabulary the students

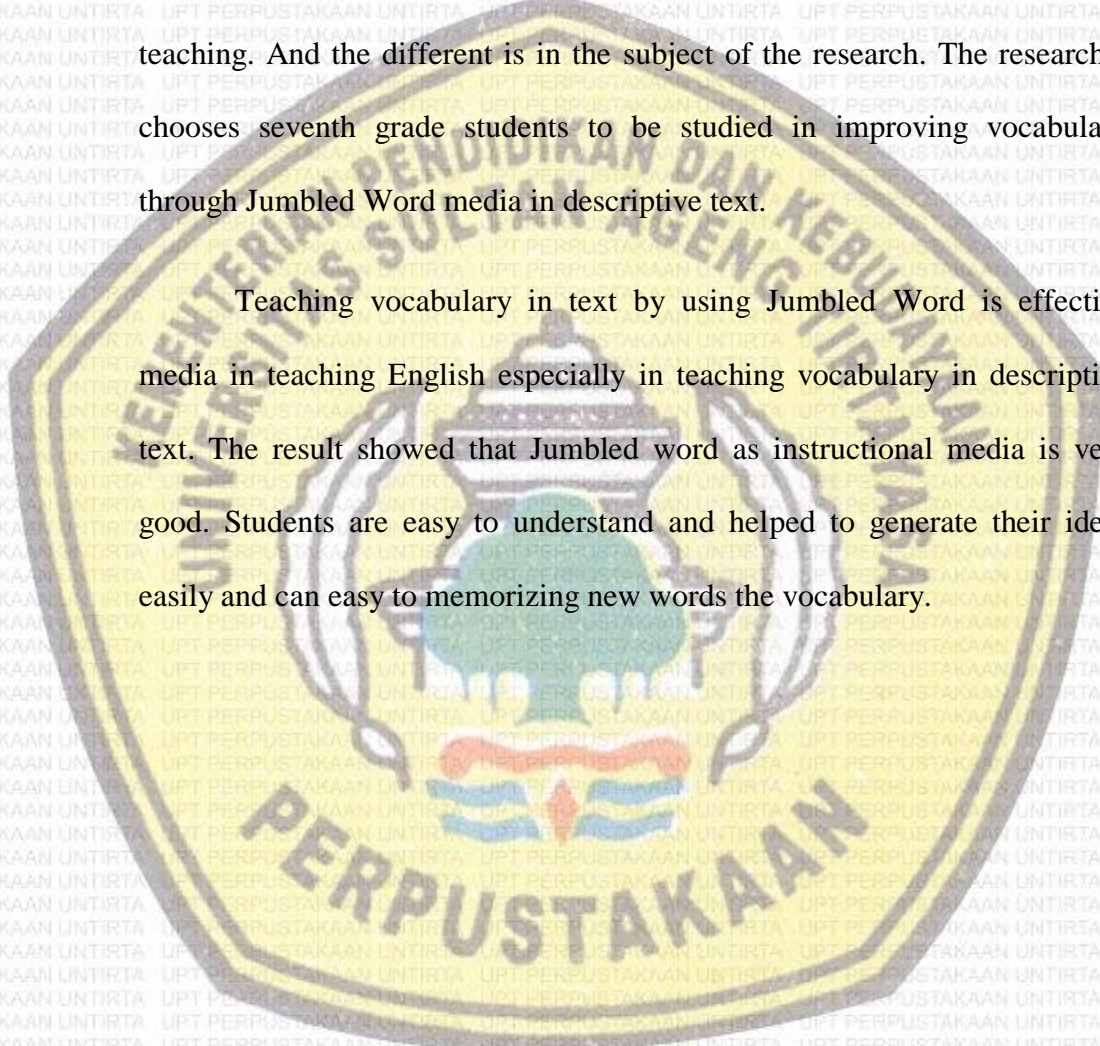
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were more enthusiastic and interested in learning English. They are more concentration.

Referring to the previous research above, the similarities between this research and the previous study, it uses Jumbled Word as a media in teaching. And the different is in the subject of the research. The researcher chooses seventh grade students to be studied in improving vocabulary through Jumbled Word media in descriptive text.

Teaching vocabulary in text by using Jumbled Word is effective media in teaching English especially in teaching vocabulary in descriptive text. The result showed that Jumbled word as instructional media is very good. Students are easy to understand and helped to generate their ideas easily and can easy to memorizing new words the vocabulary.



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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used qualitative and quantitative approach as the way to answer the research question. And also the researcher applied Classroom Action Research (CAR) as research methodology to conduct the research. Kemmis & Taggart (2010:188) stated that participatory action research is a social process of collaborative learning realized by group of people who join together in changing the practice through they interact in shared social world in which for better another actions.

In this research, it used participatory class action research, real English teacher act as observer who observed the researcher and the student activities when the teaching and learning takes place. Meanwhile, the researcher act as the practitioner who applied Jumbled Words Media during the teaching and learning process. Before teaching, the researcher prepared the lesson plan. The researcher was also interview English teacher to know the problems are faced by students in the class.

Since it deals with the classroom setting, this study was directed to know the teaching strategy in order to find out the solution to the classroom problems in teaching vocabulary by using Jumbled Words Media. To cope with the classroom's problem in teaching vocabulary, the researcher applied Jumbled Words Media during the teaching and learning process.

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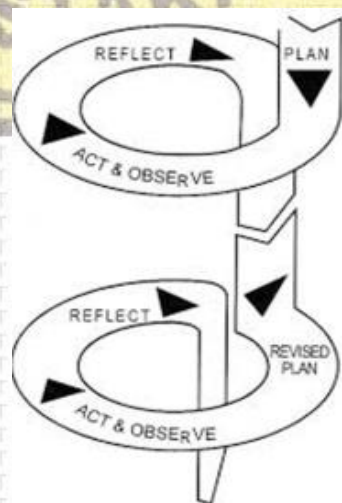
The design of CAR in this research used a cycle process, which consists of six steps, adopted from Kemmis & Taggart (2010:187) as mentioned as follows:

1. Planning change
2. Acting and observing the process and consequences of the change
3. Reflecting on these processes and consequences
4. Re-planning
5. Acting and observing again
6. Reflecting again

Below was example of diagram process's CAR design that was used by the researcher that is taken from Kemmis & Taggart (2010:188) as mentioned as follows:

Figure 3.1

The Cycle of Participatory Action Research (Kemmis & Taggart, 2010:188)



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In this research, it did in two cycles, the cycle was stopped when the condition of the class was stable or the class was accustomed to Jumbled Words Media and the data showed vocabulary improvement that used Jumbled Words Media.

The picture above showed that first, before did action, the researcher has to plan first carefully the kind of actions was done. Second, after planed drawn well, the researcher acted and observed. Third, while the action and observation was done, the researcher observed the reflection process. Forth, based on the observation result, then the researcher reflected based on action that was done. If the result shows it needed to did revision of the action, so the action planning needed to be refined again for the subsequent action undertaken in order to not just repeat what was done previously. So on until the problem can be solved optimally investigate.

3.2 Research Subject

The subject of the research was on the seventh grade students of SMP 3 Mekar Baru. According to English teacher there, students have difficulties and low vocabulary in learning vocabulary in descriptive text. Therefore, researcher considered to choose that class as a research subject.

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3.3 Instrument of the Research

In this research, the researcher used observation sheet and test as research instruments. Related to the first problem, the researcher took the data by using observation, the second research problems was taken the data by using test which consist of pre-test and post-test. The instruments of the research were briefly presented in table 3.1.

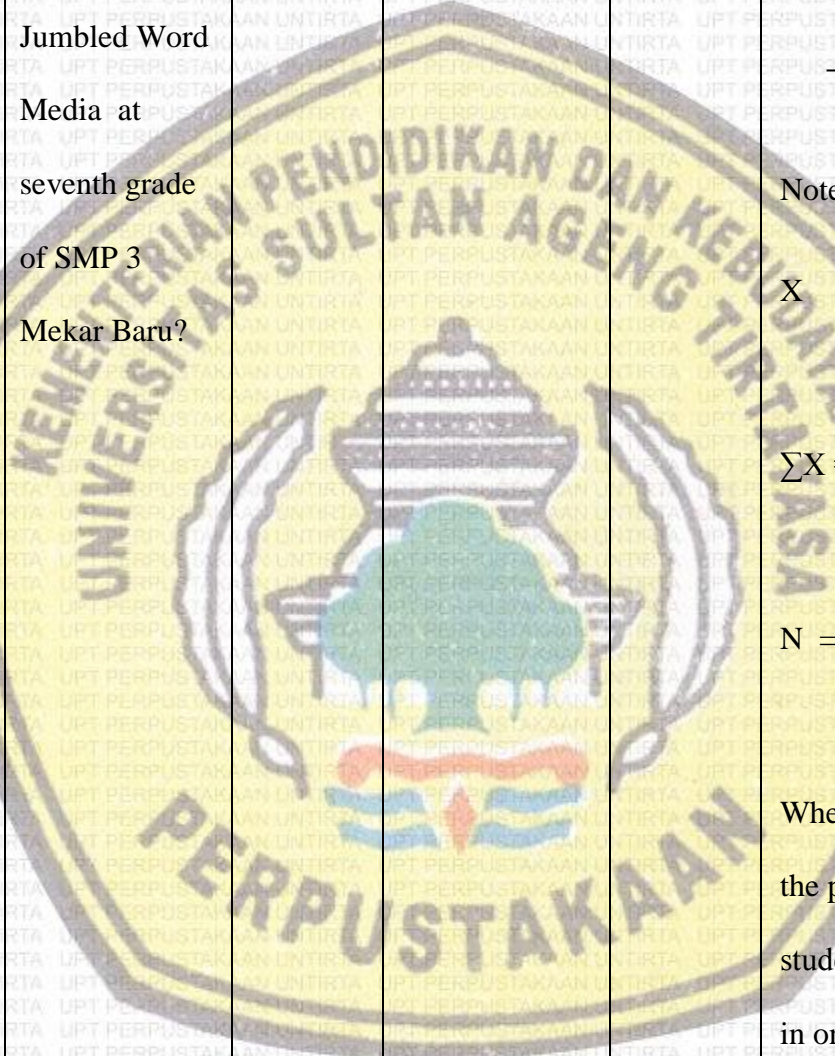
Table 3.1
Research Instrument

No.	Research Problem	Types of Data	How to Get	Time	How to Analyze
1.	How is the process of improving Jumbled Word Media in teaching vocabulary?	Process of teaching	Observation	During treatment	In this research, the researcher used descriptive analysis
			Documentation	During treatment	
2.	How is the Result of	Students' test score	Pre Test	Before treatment	The researcher used formula

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	<p>improving students' vocabulary through Jumbled Word Media at seventh grade of SMP 3 Mekar Baru?</p>		<p>Post test</p>	<p>After treatment</p>	<p>For average score of students' (Arikunto, 2012: 299)</p> $X = \frac{\sum X}{N}$ <p>Notes:</p> <p>X = The average of score</p> <p>$\sum X$ = Total student's score</p> <p>N = Total number of students</p> <p>Where calculating of the percentage of the student's frequency in one category, it could used based on Hatch and Farhady formulation (1981: 46)</p> $P = F \times 100\%$
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					<p>N</p> <p>Where :</p> <p>P = Percentage</p> <p>F = Frequency of the students passing standard minimum score (KKM)</p> <p>N = Total number of the students</p>
--	--	--	--	--	---

3.4 Research Procedure

The design of action research in this research consisted of two cycles which were related each other and continuity consisted of two meetings. There were four activities in this design, namely: planning, action, observation, and reflection. Class action cycle in this research was described in Kemmis & Taggart design.

The researcher used the research procedure as follow:

- 1) The researcher chose one class to observe the students' vocabulary by using Jumbled Word Media.

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2) The researcher conducted the process of teaching learning process by using Jumbled Word Media to improve students' vocabulary.

3) The researcher used classroom action research by using cycle. The researcher conducted at least two cycles and each cycle were consist two meetings and to improve students' vocabulary following the lesson plan.

Table 3.2
Class Action Cycles

Cycle 1	Activities
1. Planning	a) The researcher prepared the lesson plan. b) The researcher prepared the materials. c) The researcher prepared the media of Jumble Words.
2. Action	a. The researcher gave the pre-test. b. The researcher applied the action based on the lesson plan. c. The researcher gave some example of the materials and asked to

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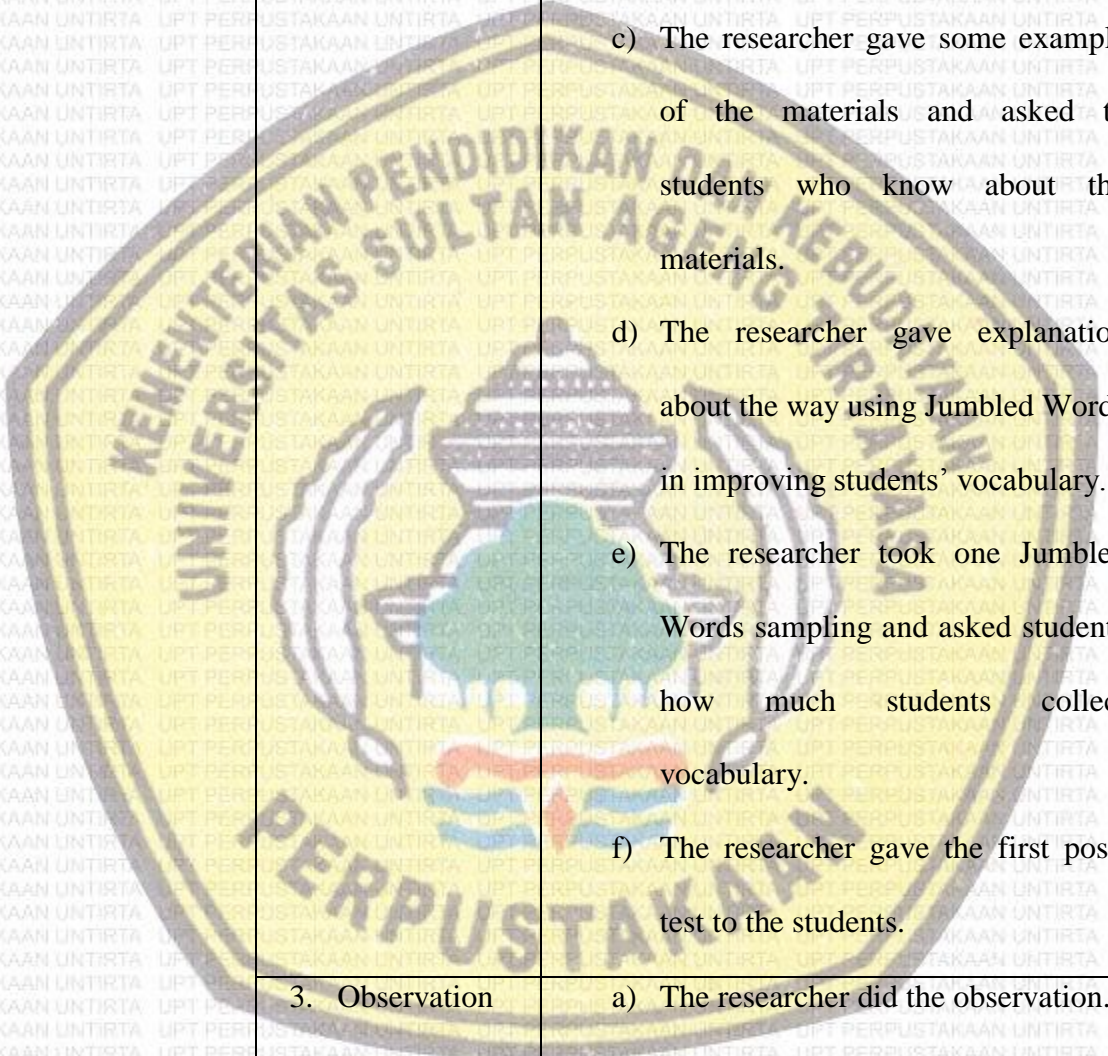


	<p>students who know about the materials.</p> <p>d. The researcher gave explanation about the way using Jumbled Words in improving students' vocabulary.</p> <p>e. The researcher took one Jumbled Words sampling and asked students how much students collect vocabulary.</p> <p>f. The researcher gave the first post-test to the students.</p>
3. Observation	<p>a) The researcher did the observation.</p> <p>b) The researcher did evaluate the observation.</p>
4. Reflection	<p>a) The researcher did the observation</p> <p>b) The researcher did evaluate the observation result.</p>
Cycle 2	Activities
1. Planning	<p>a) The researcher prepared the lesson plan.</p> <p>b) The researcher prepared the materials.</p> <p>c) The researcher prepared the media of Jumbled Words.</p>

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<p>2. Action</p>	<p>a) The researcher gave the pre-test.</p> <p>b) The researcher applied the action based on the lesson plan.</p> <p>c) The researcher gave some example of the materials and asked to students who know about the materials.</p> <p>d) The researcher gave explanation about the way using Jumbled Words in improving students' vocabulary.</p> <p>e) The researcher took one Jumbled Words sampling and asked students how much students collect vocabulary.</p> <p>f) The researcher gave the first post-test to the students.</p>
<p>3. Observation</p>	<p>a) The researcher did the observation.</p> <p>b) The researcher evaluated the observation.</p>
<p>4. Reflecting</p>	<p>a) The researcher analyzed students result.</p> <p>b) The researcher evaluated the observation of cycle 2</p>



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This research, it did two cycles, each cycle considered of two in meeting. The first cycle, for planning, the researcher prepared the lesson plan; it prepared the material about describing things, animals or person by using Jumbled Words Media.

For action, the researcher gave the materials using Jumbled Words to the students did the evaluation in the classroom, after that the researcher explain the materials by using Jumbled Words and then the researcher gave the post-test to the students.

For the observation, the researcher observed student's activities and behavior during the activity happens. English teacher helped the researcher as the observer.

And for the reflecting, the researcher did the evaluation of cycle one, but the researcher improved the lesson plan; explain the mistakes in the reconstruction text that used to make by students on each previous cycle to improve the students achievement.

3.5 Data Collection Technique

Data collection technique in this research did qualitatively (experienced-based) and quantitatively (number based). The qualitative data consisted of observation and documentation. On the other side, the quantitative data were used pre-test and post-test.

The completely explanation as follows:

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1) Test

Arikunto (2006: 150) states that test is a series of questions or exercises and other tools uses to measure skill, knowledge, intelligence, ability or talent possessed by individuals or groups. The test used by researcher is achievement test, according to Arikunto (2006: 150) states that achievement test is given after the people intended study things appropriate with the test. The researcher will use test to collect the data and there are three tests in this research as follow:

The researcher used test to collect the data and there were two tests in this research as follows:

a. Pre-test

Pre-test used to know the students achievement in vocabulary before the implementation of cycle.

b. Post-test I

Post-test used to know the students achievement in vocabulary after the implementation of cycle 1.

c. Post-test II

Post-test used to know the students achievement in vocabulary after the implementation of cycle 2.

2) Observation

Stainback in Sugiyono (2015: 311) states that in participant observation the researcher observed what people did, listen to what they say, and participates in their activities.

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Observation in this research was used to know the process of improving students' vocabulary through Jumbled Words Media.

The researcher got the data about observation data.

3) Documentation

Documentation used to know the brief information when the researcher did her teaching learning process. Documents might include information statements, the materials book, photo, and lesson plan.

3.6 Technique of Data Analysis

3.6.1 Quantitative Data Analysis Technique

a) Test

The researcher used some formula to find out students' Improving Students vocabulary through Jumbled Word Media in analyzing data of quantitative, to find out the mean score of test, the researcher calculated the average score by using the average score by using the formula as follow:

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

Where : X : Mean Score

$\sum X$: The sum of all scores

N : The total of number of subject

Arikunto, 2012

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Percentage of students' frequency by using formula as follow:

$$P = \frac{F \times 100\%}{N}$$

Where : P : Percentage

F : Frequency of the students

N : Total number of the students

Hatch and Farhady 1982: 55

Score Interpretation :

Score 0% - 20% = Very Low

Score 21% - 40% = Low

Score 42% - 60% = Average

Score 61% - 80% = High Enough

Score 81% - 100% = High

(Riduwan, 2009)

3.6.2 Qualitative Data Analysis Technique

In qualitative research, the data usually analyzed descriptively. In analyzing data, the researcher used Maxtrix Analysis of Miles and Huberman in Sugiyono (2015: 377). The data were divided into the data reduction, data display, and conclusion drawing/verification.

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a. Data Reduction

The first step in analyzing the data of Matrix Analysis was the data reduction. The data reduction referred to the process of selecting, focusing, simplifying, and transforming the data that appear in written up field notes or transcriptions. In this research, it used to abstracting the result of the data observation and the test in order to get clearly description about the data and help the researcher for the next step of data collecting. Data reduction was done by giving code certain aspects.

b. Data display

After data reduction, the next step was displaying the data. Generically, a display was an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher displayed the data of observation and test in order help to understand what happened and planned the next work or action based on that understanding. In qualitative research, data display was in the form of short description, chart, connection between categories, flow chart, etc.

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c. Conclusion Verification

The last step of Matrix Analysis by Miles and Huberman in Sugiyono (2015: 345) is conclusion verification.

This step is to describe the data of observation and test into conclusion, which is will be easy to understand by the researcher and the other.



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CHAPTER IV

RESULT AND DISCUSSION

4.1 Result of the Research

1. Introduction of Activities

This action research conducted at the seventh grade of SMPN 3 Mekar Baru. It is located in Jl. KH. Sharemi Kp. Bendung Ds. Waliwis Kec. Mekar Baru Kab. Tangerang.

Before starting the cycles, the researcher started interview to English teacher of SMPN 3 Mekar Baru, her name is Aisyah based on the researcher observation and interview, the teacher use conventional method in teaching vocabulary. The students could not master of vocabulary. Most of them could not understand the meaning of the word. The students are not interested and motivated to study vocabulary in learning but only a few of students could understand the material well.

The problems could be predicted that the students were not interested and motivated in learning English vocabulary. They need interesting Media to encourage them in learning vocabulary better. To know the students background in vocabulary before giving the treatment, the researcher gave pre-test to the students. Pre-test was multiple-choice questions which consisted in 50 questions. As result the score was far from perfection, the average score of students score was 48.52.

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The classroom action research was started from April 11th until Mei 7th 2018. The schedule of meeting was twice a week on Monday and Wednesday. The researcher was conducted in class VII which consisted of 34 students. The researcher implemented the research based on the schedule that had been arranged by the researcher. The research conducted into two cycles. Each cycle consisted of two meetings.

Table 4.1

The students score on pre-test

NO	NAME	SCORE	NO	NAME	SCORE
1	A	54	16	P	68
2	B	40	17	Q	48
3	C	40	18	R	48
4	D	52	19	S	58
5	E	58	20	T	48
6	F	52	26	Z	46
7	G	40	27	AA	36
8	H	40	28	AB	58
9	I	66	29	AC	42
10	J	50	30	AD	52
11	K	42	31	AE	52
12	L	54	32	AF	50
13	M	40	33	AG	32
14	N	28	34	AF	46
15	O	70			
Total Score					1650
Students Average Score					48.52941176

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The data above shows that the average score of students was 48.52. It means that the achievement of the students of students before treatment was very low. Furthermore, this score became the basic of the research to conduct classroom action research and gave a new interesting media in teaching vocabulary to improve students' vocabulary. Therefore, it was one of the efforts to improve their vocabulary by using Jumbled Words Media.

2. Result of Cycle I

The research started the cycle 1 on April 11th until 18th 2018 which consisted of two meetings. It was described as follow:

4.1.2.1 Planning

Before the researcher did the cycle one, the research prepared lesson plan for two meetings, camera for documentation, and observation sheet to record activities during teaching and learning process in classroom. The researcher designed lesson plan about learning vocabulary in descriptive by using Jumbled Words Media.

In cycle 1, the researcher distributed an example of vocabulary about Things and animals, entitled Describing Things in the School and Describing Animals.

4.1.2.2 Acting

At the first meeting of cycle one, the researcher taught English on Wednesday, April 11th 2018 Action of the first cycle was done on April 11th, at 08:30 am, with allocation time 2x40

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minutes. In pre teaching, the researcher did introduction to the students. It was helped by the regular teacher who thought there in order to make the students one by one based on the attendance list.

The researcher implemented the teaching learning process based on the lesson plan had been made. The researcher began the class by introduce some example of describing thing in the school, the students were less enthusiastic to give respond the researcher's questions about the material and some students still ashamed to respond. To make students enthusiastic in teaching learning process before studied, the researcher gave warming up to students. After that, researcher started to delivered material about things around school in this meeting. Researcher gave example for students to identify simple short sentences about describing things in the school (subject /verbs /object/ adverb).

After that, students were divided in two seven groups which consist of 5-6 students for each group. Students in groups create short simple descriptive sentences about things in the school by using Jumbled Word Media. Then, students in each groups made sentences related to the Jumbled Word Media about the material by using short and simple descriptive sentences. They had to discuss and finish them in 20 minutes. In this meeting, some students gave good interaction to the teacher explanation and they were enthusiastic to Jumbled Words media to make sentences although

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some students still less enthusiastic and they very lack of vocabulary.

At the second meeting, the researcher taught on Monday, April 16th 2018, at the 08:00 a.m. with allocation 2x40 minutes. In meeting two of cycle on, the researcher asked a few question related to the topic of it. Then, the researcher recalled the explanation of animals (describing animals). The theme of the material of meeting two (describing Animals) was different in meeting one (describing Things in the School).

In learning activity, the researcher gave a clue to describe animals by giving picture to make researcher easily in explain describing animals. After that, the students in groups create short simple descriptive sentences about animals by giving Jumbled Words as Media. The students look happy to learn English using Jumbled Word Media. They were noisy but the researcher tolerated as long as talking about the material. Only four students were still talking in the class. In the end of the meeting, most of students enjoyed with Jumbled Words Media in Learning descriptive.

4.1.2.3 Observing

Based on result, the observation in first meeting of cycle 1 was conducted on Wednesday, April 11th 2018, at 8:30 a.m. with allocation 2x40 minutes. The interaction between researcher and students were good enough. Then, the used of Jumbled Words Media, students could

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mention the material. Jumbled Words Media made students interactive in learning. At that time, the observer saw situation in the classroom was good enough, but there were a few students were still noisy and passive to response what the teacher asked. The observer also saw the interaction while teaching and learning process was good enough. Students could understand the meaning the part of describing things in the school was given by teacher, but when they did Jumbled Word Media in group activity, most of students got difficulties in translate the meaning of the words because the students did not open the dictionary and some students not bring dictionary. The observer found some students look ashamed and lack of interaction with their friends in group.

The second meeting was conducted on Monday, April 16th, 2018 at 08:00 a.m. with allocation 2x40 minutes. The learning process was good enough. The observer found the students more attractive in learning situation. The observer could see them enthusiastic than before. The observer also saw students look happy to learn English using Jumbled Word Media. The teachers as guide just helped the students who have difficult in doing Jumbled Word Media. In the end of teaching learning process, the researcher would be gave some questions to asked about their knowledge by asking about what have learned.

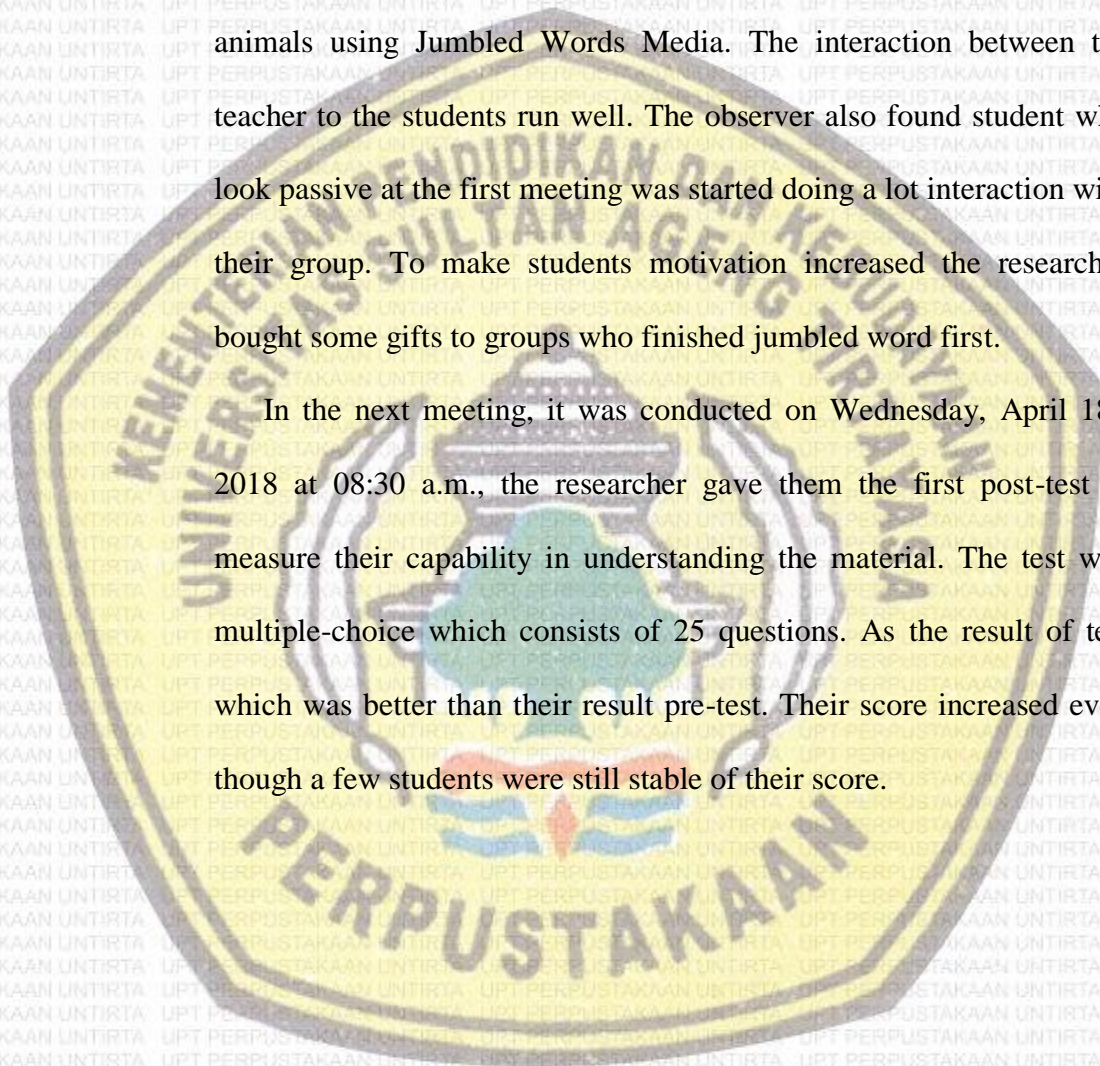
In learning activity, the researcher gave Jumbled media to deliver the material (describing animals). After giving the material, the

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researcher gave some students the opportunity to ask questions related to describing animals and also students giving the example of describing animals. The students were still lack of vocabulary in describing animals but some students were good enough in describing animals using Jumbled Words Media. The interaction between the teacher to the students run well. The observer also found student who look passive at the first meeting was started doing a lot interaction with their group. To make students motivation increased the researcher bought some gifts to groups who finished jumbled word first.

In the next meeting, it was conducted on Wednesday, April 18th 2018 at 08:30 a.m., the researcher gave them the first post-test to measure their capability in understanding the material. The test was multiple-choice which consists of 25 questions. As the result of test which was better than their result pre-test. Their score increased even though a few students were still stable of their score.



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Table 4.2

The students score on post-test 1

NO	NAME	SCORE	NO	NAME	SCORE
1	A	84	16	P	100
2	B	44	17	Q	84
3	C	72	18	R	56
4	D	84	19	S	56
5	E	76	20	T	40
6	F	88	26	Z	84
7	G	44	27	AA	80
8	H	76	28	AB	92
9	I	92	29	AC	64
10	J	84	30	AD	92
11	K	56	31	AE	60
12	L	84	32	AF	44
13	M	52	33	AG	64
14	N	68	34	AF	56
15	O	96			
Total Score					2344
Students Average Score					68.94117647

The data above showed that the average score of students was 68.94. It means that the achievement of the students' post-test 1 was increase than pre-test.

4.1.2.4 Reflecting

The process of teaching vocabulary in cycle one was good. The changing of situation began at the second meeting when researcher bought some gifts and picture to make them easily in learning to motivation them. Some students looked interactive and happy, but some students did not pay attention to the teacher.

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The success of indicator in cycle 1, I could be said successful since there was improvement around 20.42 points between pre-test and first post test in cycle 1.

Table 4.3
Calculation of students' score

Test	Score	Average	Improvement
Pre-Test	1650	48.52	-
Post-Test	2344	68.94	20.42

The result of the first post-test than reached in the cycle 1 had increased from 48.52 in the pre-test to 68.94 in first post test. It was still low with the KKM (Minimum Score Target) score applied in this school.

3. Result of Cycle II

The research started the cycle 1 on April 30th until Mei 7th 2018 which consists of two meetings. It described as follow:

4.1.3.1 Planning

After the researcher conducted cycle 1 and she got the result of test, the researcher found difficulties of students' in describing the material in cycle 1 and memorize the meaning. Although the average of the first post-test were up than pre-test, but there were a few student who missed it. It happened because they only paid attention to researcher to giving explanation the material and sometime the students talk in the classroom. For this problem, the

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researcher revised the plan in cycle 2, the teaching learning process in cycle 2 almost same with those in cycle 1. The materials in this cycle were about Describing Physical Appearance of Famous People in meeting one and describing people around me (feelings and emotions). To make students easily in learning vocabulary, researcher gave students small picture and mini flashcard situation in Jumbled Words Media and also research prepared camera for documentation, and observation sheet to record activities during teaching and learning process in classroom.

4.1.3.2 Acting

The first meeting of cycle 2, the researcher taught on Monday April 30th 2018, with allocation time 2x40 minutes which started from 08:00 a.m. before giving the material, in the first teaching, the researcher called the students' name one by one on the attendance list. The researcher gave warming up before study to improved students attention and motivation in the class. To memorize the material before, the researcher explained the previous material in last meeting and also ask students to memorize every word have been learn before in front of class.

At while teaching, the researcher discussed the material about describing physical appearance of famous person by using picture and Jumbled Words Media. After that, the students divides into five groups each groups consists into five until six students.

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The researcher gave each group an exercise about Describing Physical Famous person by using picture and Jumbled Words Media. They had to discuss and answer was correct or not. In this meeting, some students gave good attention to the researcher's explanation and they were enthusiastic in Jumbled Words to rearrange words to make the correct sentences of describing famous person in accordance with the picture.

The second meeting was conducted on Wednesday Mei 2nd 2018 at 08:30 a.m. in this meeting the researcher began the class by repeating the previous material about describing people around me (feeling and emotion). The students still remembered the last material, it could be seen from students responded. Some students were enthusiastic to answer the researcher questions but some students still ashamed to respond. Before delivering the material, the researcher gave bridging up to improve students' motivation in learning vocabulary about describing people around me (feeling and emotions) material.

The researcher started the material about describing people around me (feeling and emotions) by using picture and Jumbled Words Media. After that, the students divides into five groups each groups consists into five until six students. The researcher gave each group an exercise about Describing Physical Famous person by using flashcard situation and Jumbled Words Media. After that,

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the researcher reviewed all of the materials that were done in first until last meeting to improve students' vocabulary.

Second post-test was done on Monday Mei 7th 2018 which was started at 08:00 a.m., the exercise was multiple choice which was 25 questions. the result of post-test 2 was very good. Almost students' score were increased highly.

Table 4.4

The students score on post-test 2

NO	NAME	SCORE	NO	NAME	SCORE
1	A	96	16	P	100
2	B	60	17	Q	92
3	C	88	18	R	92
4	D	92	19	S	84
5	E	88	20	T	64
6	F	100	26	Z	88
7	G	60	27	AA	100
8	H	88	28	AB	100
9	I	100	29	AC	72
10	J	96	30	AD	100
11	K	80	31	AE	100
12	L	96	32	AF	88
13	M	72	33	AG	82
14	N	92	34	AF	70
15	O	92			
		Total Score			2964
		Students Average Score			87.17

The data above showed that the average score of students was 87.17. It means that the achievement of the students' post-test 2 was increased than pre-test 1.

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4.1.3.3 Observing

Based on the result of observation in first meeting of cycle 2, on Monday April 30th 2018, with allocation 2x40 minutes which started from 08:00 a.m., the observer saw the researcher explanation the material was clearly and good enough. The observer also saw when the researcher explained the material, the situation was conducive. The situation was quite because the students paid good attention. So, the observer concluded the teaching and learning process was running well.

Students were enthusiastic when the students did the exercise in group by using Jumbled Words as Media. Some students could complete the exercise by using Jumbled Word quickly and correctly, and some students were not, because they were running out of time.

The second meeting of the cycle 2 was conclude on Wednesday, Mei 2nd 2018 at 08:30 a.m. with allocation 2x40 minutes. The observer saw the students more enthusiastic and their motivation was increase than before. The students also easy to understood the researcher explanation about people around me (feeling and emotion). Most of students were active in answered researcher question.

At the time, when students did the exercise in group by using Jumbled Words, most of students finished their work fastest

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than before. Students felt to finish Jumbled Words using flashcard situation as a clue was very easy.

4.1.3.4 Reflecting

The process of teaching vocabulary in cycle two was very good. The changing of situation began at cycle two in the first meeting when researcher using picture and flashcard situation to helped students more easily to finish their exercise of Jumbled Word Media. The students were familiar with the media, it made them enjoy.

The result of post-test 2 that reached in cycle 2 had increased from 68.94 in the first post-test to 87,17 in the second post-test, almost of students could understand the meaning of the word.

4.2 Discussion

Based on the researcher's observation in the class, the teacher used old teaching style which was not using media in teaching vocabulary. It could be predicted that students did not interested in learning English vocabulary. To know the students background in vocabulary understanding the researcher gave pretest to the students. Most of students score was 48.52, the lowest was 28 and the highest was 70. Therefore, the researcher concluded that most of students need to improve their vocabulary. It was influenced by the problems that happened, such as the students did not interested in and motivated to study vocabulary in learning, they were lack in vocabulary, and they often forget easily of new vocabularies after they get the meaning from dictionaries.

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In cycle one, those problems still appeared in teaching and learning process. Students have difficulties in learning the material. When the researcher explained materials about descriptive text, some of students were busy with their own activities, and the rest looked passive. They looked shy and afraid of made mistake. To running the exercise, the researcher explained carefully the steps of implementing Jumbled Word Media to the students. At the beginning, students were difficult to pay attention to the teacher because some of them was joking and chatting with the others. The students also looked confuse to the researcher explanation and looked passive and keep silent. The activity of Jumbled Word was very helpful for students to make students rich of vocabulary and they could make sentences with correct grammar.

The researcher gave pre-test before treatment and gave the post-test after treatment. The researcher did not explain the material at the pre-test. So, the result of pre-test was very low than the post-test 1 after treatment. From the cycle I, the students learned to describing things in the school and describing animals by using Jumbled Words Media to make easier in memorizing new words. Therefore, the average score in post-test 1 in cycle 1 was 68.94. The improvement was became 20.42%.

In cycle II, Before doing the cycle II, the researcher and the observer collected the data from the test and observation sheet. Then, they evaluated and analyzed together the data and the process of teaching to know the weaknesses in cycle 1. The researcher tried to be solved the weaknesses in cycle I, by more prepared anything to which can improve

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the teaching learning process. The researcher revised Jumbled Cards make subject/verbs/object with different colors to make students easier in rearranged words into correct sentences. The researcher also gave clue for students in finished Jumbled Word Media. there are picture in meeting one and flashcards situation in meeting two. In process of teaching learning, the students, the students were pay attention to the researcher's explanation and gave good responses to the teacher. They could ask any question about the material and seems very active than before. The researcher also found student who look passive at the first meeting was started doing a lot interaction with their group and researcher.

The result post-test 2 in cycle II showed the average score of students' vocabulary increased 18.23% from 68.94 in the post-test1 to 87.17 in the post-test 2.

Based on the data from the students' score, the researcher made the average of score from the cycle 1 to the cycle 2. The researcher drew the students' improvement in the following and diagram:

Table 4.5
Students' vocabulary improvement in Pre-Test, Cycle 1, and Cycle 2

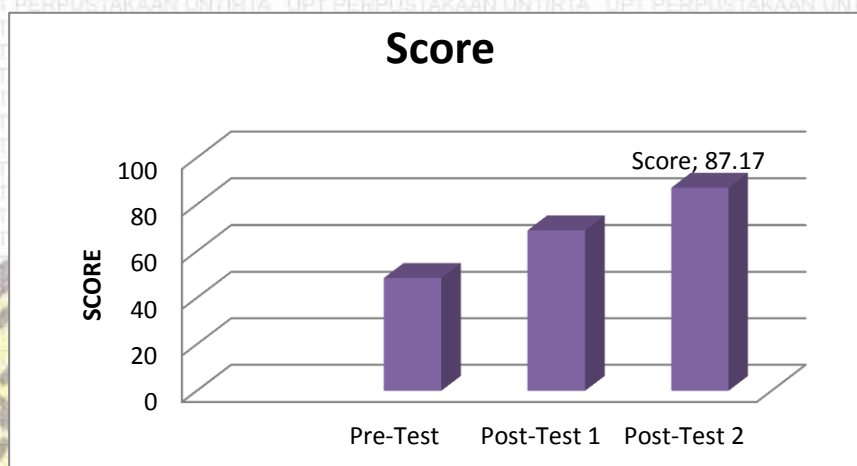
	Score	Percent	Improvement
Pre-Test	48.52	48.52%	-
Post Test 1	68.94	68.94%	20,42%
Post Test 2	87.17	87.17%	18.23%

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Diagram 4.1

Students' vocabulary improvement on the Pre-test, cycle 1, cycle 2



Based on diagram above, the researcher concluded that there was the improvement of students' average score in vocabulary by using Jumbled Word Media. The improvement started from the first post-test in cycle 1, the average score was improved better than pre-test of students' vocabulary. It was improved 20.42% then after conducting cycle two, there was improvement in students' score, the score was better than the average score in post-test one, it was improved 18.23%. The researcher concluded that were significant improving students' vocabulary through Jumbled Words Media after having some treatments in each cycle.

In the first meeting of the research, the researcher and observer found that almost students were having difficulties in learning vocabulary. They could not mention of the purpose of describing things around school, they also could not memorize the meaning of the material well. Moreover, after

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giving treatment and explaining the materials in each cycle, they could understand about the point the materials. The improvement could increase step by step. It could be shown by the score they got. It could increase from pre-test to the post-test two.

Finally the teaching of improving students' vocabulary though Jumbled Words Media at Seventh Grade Students in SMPN 3 Mekar Baru had been proven to improve the students' vocabulary. The teacher should apply interesting media in teaching vocabulary, vocabulary was main important in learning English for Learning English. Jumbled Words Media was effective to improve students' vocabulary.



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the research, the researcher concluded that the process of improving Jumbled Word Media in teaching vocabulary in seventh grade students' of SMPN 3 Mekar Baru, It included each of cycle there two meetings by applying Jumbled Word Media for teaching vocabulary, especially in descriptive text included things, animal and person. Jumbled Word Media could help the students remembering a lot of vocabulary. This media can be used to increase the students' motivation in learning vocabulary. By using this media, the researcher could make students feel enjoyed, interested, and enthusiastic toward English lesson and also to help students improve their vocabulary in a fun way.

The improvement of students could be seen from the students' progress in test and in every meeting. There is significant improvement that showed in this research, it proved from the improvement of the average students' score and students who passed the minimum score target. It can be seen from the average score of pre-test was 48.52, the average student's score in cycle 1 was 68.94 points, in cycle 2 the students got improvement point was 87,17. The improvement is high and the score almost reached the Minimum score target in SMPN 3 Mekar Baru.

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5.2 Suggestion

Based on the conclusion above, the researcher would like to give some suggestions that is hoped it can be useful for English teacher, students, and further researchers in this field. The suggestions are proposed as follow:

1. For the Students

Learning vocabulary especially in descriptive is interesting and it can improve students' score. They also need to increase their motivation and interest to learn vocabulary well. In so doing Jumbled Words Media, the students will have many vocabularies and they will not find difficulties in finding the word meaning.

2. For the Teacher

the researcher suggests that the teacher should be used various Media in the classroom because it can motivate their students and they will not get boring easily especially implement the Jumbled Word as an alternative media in teaching vocabulary.

3. For the other Researcher

There are still many aspects which can be analyzed about vocabulary and other Media. The researcher hope that Jumbled Words Media can became references who are interested with this media. Finally, this research will beneficial to other researcher in finding references.

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APPENDIX

LESSON PLAN



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LESSON PLAN

School name : SMPN 3 Mekar Baru

Subject matter : Describing Things in The School

Time Allocation : 2 x 40 Minutes

Media : Jumbled Words

Cycle : 1

Meeting : 1

A. Basic Competencies and Indicators

1. Basic Competence

3.5. Identify social functions, structures, and elements of the text of the oral and written transactional interactions that involve giving and asking for information related to the nature of the things in accordance with the concept of its use. (Note the language element be, adjective).

4.5. Prepare a very short and simple written text and oral in transactional interaction involving giving and soliciting information regarding the nature of the things, taking regard to the correct context-appropriate social functions, text structures and linguistic elements.

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2. Indicators of Competency Achievement

- 1) Identify the nature of things in the school.
- 2) Describe things in the school into simple very short text sentences.

D. Learning Purpose

- 1) Students can identify the things in the school.
- 2) Students can describe things in the school into simple very short text.

E. Learning Material

- **Description of things in the school.**

Example:

My Classroom

I learn in 7b class. It is a class with size about 20 m² with white paint that covered all the walls. In my classroom there are about 35 tables and chairs arranged well. In front of tables and chairs, there are two sufficiently large Whiteboards. Above the whiteboard, there is pair of photos of President of republic Indonesia and Pancasila symbol. Besides the photos of president, there are also so many heroes' pictures which stuck to the wall of my classroom. At the corner of my classroom, there is a cabinet used to store janitorial tools such as brooms, feather duster, and others. Right next to the cabinet, there is a teacher's desk which is covered with blue tablecloth. On the teacher's desk, there is a beautiful flower vase and a pile of books that are ordered well.

F. Method of Learning

- Approach: Contextual Teaching Learning
- Method: game & Discussion

G. Media, Tools and Learning Resources

- a. **Media:** Jumbled Word
- b. **Tools:** Whiteboard, markers, laptops, speakers.

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F. Learning Activity Steps

- **Opening (10 minutes)**
 - Greeting.
 - Praying before study
 - Asking teacher and students condition
 - Warming up before study

- **Main Activity (60 minutes)**

Observing

- Students pay attention to the teacher explanations about the material.
- Students identify simple short sentences about Describing things in the school (identify subject/verbs/object).

Questioning

- Some students are given the opportunity to ask questions related to things in the school.

Exploring

- Students are divided into several groups.
- Students in groups create short simple descriptive sentences about things in the school by using Jumbled Word Media.

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Associating

- Students in each groups makes 20 sentences related to the Jumbled Word Media about the material by using short and simple descriptive sentences.

Communicating

- Students present the results of their sentences in front of the class.
- **Closing (10 minutes)**
 - Teacher asks students' feelings and difficulty over material that has been discussed.
 - The teacher repeats and concludes with the material student has been discussed.
 - Provide feedback on learning processes and outcomes such as; thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class.

G. Learning Sources

English Book When English Rings a Bell class VII and <http://www.esl-kids.com>

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H. Assessment

- Knowledge assessment : written test
- Kind of Instrument : Multiple Choice

No	Indicator	Number of Question	Total of question
1.	Provide multiple choice question about descriptive text, students can answer by choosing the correct answer.	25	1-25
	Total	25	25

- Assessment Guideline

If each the question answer correctly, get 1 poin.

Maximum score : 25

$$\text{Score} \frac{\text{skor perolehan} (25)}{\text{skor maksimal} (25)} \times 100 = 100$$

Mekar Baru,.....,2018

Known by,

English Teacher

The Researcher

Tantiana Dewi Rahayu

NIM.2223140437

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LESSON PLAN

School name : SMPN 3 Mekar Baru

Subject matter : Describing Animals

Time Allocation : 2 x 40 Minutes

Media : Jumbled Words

Cycle : 1

Meeting : 2

B. Basic Competencies and Indicators

3. Basic Competence

3.5. Identify social functions, structures, and elements of the text of the oral and written transactional interactions that involve giving and asking for information related to the nature of the animal in accordance with the concept of its use. (Note the language element be, adjective).

4.5. Prepare a very short and simple written text and oral in transactional interaction involving giving and soliciting information regarding the nature of the Animals, taking regard to the correct context-appropriate social functions, text structures and linguistic elements.

PERINGATAN !!!

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4. Indicators of Competency Achievement

- 3) Identify the nature of the Animals.
- 4) Describe the Animals' nature into simple very short text sentences.

H. Learning Purpose

- 3) Students can identify the animal's nature
- 4) Students can describe the animal's nature into simple very short text.

I. Learning Material

- **Definition of Descriptive Text**

A descriptive is a text to describe a things, animals and person. The text is to inform and describe something to the reader.

- **Language Feature of Descriptive text**

It uses simple present tense

- **Description of Animals**

Example:

a. Dolphin : I am a cute animal. I live in the ocean. I am very smart.

I look like a fish but I am a mammal. My body is grey. I like people and they also love me.

b. Mouse : I live around the house in my hole. I like cheese but I hate cats because I am afraid of them. Sadly, people don't like me. As I can go very fast, I can run away from people.

c. Camel : I live in the desert. I can live without drinking water for a week. I have brownish fur. People can ride me.

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d. **Swan** : I live in the water or around the house. I like swimming so much. People like eating my liver. Donald is my cousin.

e. **Kangaroo** : I live in Australia. I like jumping. I carry my baby.

Sentences:

- 1) I have a cat, he is so cute and fluffy.
- 2) My hamster is always eat much food, so his cheeks become bigger.
- 3) Elephant has a big body, wide ears, and a long trunk.
- 4) I don't like snake, its body is slimy and some kind of them are poisoned.
- 5) Lion is the king of the jungle, all animals seems like scared of him.
- 6) Zebra's body has stripes pattern of black and white.

J. Method of Learning

- Approach: Contextual Teaching Learning
- Method: game & Discussion

K. Media, Tools and Learning Resources

- c. **Media:** Jumbled Word
- d. **Tools:** Whiteboard, markers, laptops, speakers.

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I. Learning Activity Steps

Opening (10 minutes)

- Greeting.
- Praying before study
- Asking teacher and students condition
- Warming up before study

Main Activity (60 minutes)

Observing

- Students pay attention to the teacher explanations about the material.
- Students identify simple short descriptive sentences about Describing Animals.

Questioning

- Some students are given the opportunity to ask questions related to Describing Animals.

Exploring

- Students are divided into several groups.
- Students in groups create short simple descriptive sentences about Animals by using Jumbled Word Media.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Associating

- Students in each groups makes 5 sentences related to the Jumbled Word Media about the material by using short and simple descriptive.

Communicating

- Students present the results of their sentences in front of the class.

Closing (10 minutes)

- Teacher asks students' feelings and difficulty over material that has been discussed.
- The teacher repeats and concludes with the material student has been discussed.
- Provide feedback on learning processes and outcomes such as; thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class.

J. Learning Sources

English Book When English Rings a Bell class VII and <http://www.esl-kids.com>

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

K. Assessment

- Knowledge assessment : written test
- Kind of Instrument : Multiple Choice

No	Indicator	Number of Question	Total of question
1.	Provide multiple choice question about descriptive text, students can answer by choosing the correct answer.	25	1-25
	Total	25	25

- Assessment Guideline

If each the question answer correctly, get 1 poin.

Maximum score : 25

$$\text{Score} \frac{\text{skor perolehan} (25)}{\text{skor maksimal} (25)} \times 100 = 100$$

Mekar Baru,.....,2018

Known by,

English Teacher

The Researcher

Tantiana Dewi Rahayu

NIM.2223140437

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

LESSON PLAN

School name : SMPN 3 Mekar Baru

Subject matter : Describing Physical Appearance of Famous People

Time Allocation : 2 x 40 Minutes

Media : Jumbled Words

Cycle : 2

Meeting : 1

C. Basic Competencies and Indicators

5. Basic Competence

3.5. Identify social functions, structures, and elements of the text of the oral and written transactional interactions that involve giving and asking for information related to the nature of the animal in accordance with the concept of its use. (Note the language element be, adjective).

4.5. Prepare a very short and simple written text and oral in transactional interaction involving giving and soliciting information regarding the nature of person, taking regard to the correct context-appropriate social functions, text structures and linguistic elements.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

6. Indicators of Competency Achievement

- 5) Identify the physical appearance of person of famous person.
- 6) Describe physical appearance person of famous person into simple very short text sentences.

L. Learning Purpose

- 5) Students can identify the physical appearance of person of famous person.
- 6) Students can describe the physical appearance of person of famous person into simple very short descriptive text.

M. Learning Material

- **Definition of Descriptive Text**

A descriptive is a text to describe a things, animals and person. The text is to inform and describe something to the reader.

- **Generic structure of Descriptive Text**

1. Identification : Identification objects to be described.
2. Description : describe parts, qualities, and characteristics.

- **Language Feature of Descriptive text**

It use simple present tense

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- **Description Physical Appearance**

Afgan Syahreza, Indonesian Pop Singer



Afgan is quiet tall. His height is 170 cm. He has an oval face, short hair. He is easily known because there are dimples on his cheek when he is smiling and always wears glasses.

Descriptive Text Prilly Latuconsina



Prilly has long black hair, she has white skin. She has round face with chubby cheeks, it makes her looks cute.

N. Method of Learning

- Approach: Contextual Teaching Learning
- Method: game & Discussion

O. Media, Tools and Learning Resources

- e. **Media:** Jumbled Word, Pictures
- f. **Tools:** Whiteboard, markers, laptop, speakers.

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

L. Learning Activity Steps

- **Opening (10 minutes)**
 - Greeting.
 - Praying before study
 - Asking teacher and students condition
 - Warming up before study
- **Main Activity (60 minutes)**

Observing

- Students pay attention to the teacher explanations about the material.
- Students identify simple short descriptive sentences about Describing people appearance of famous people.

Questioning

- Teacher asks some students to describing physical appearance of famous people in the picture.

Exploring

- Students are divided into several groups.
- Students in groups create short simple descriptive text about physical appearance of famous people in Jumbled Word Media.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Associating

- Students in each groups makes 5 sentences related to the Jumbled Word Media about the material by using short and simple descriptive sentences.

Communicating

- Students present the results of their sentences in front of the class.
- **Closing (10 minutes)**
 - Teacher asks students' feelings and difficulty over material that has been discussed.
 - The teacher repeats and concludes with the material student has been discussed.
 - Provide feedback on learning processes and outcomes such as; thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy in learning English today.

M. Learning Sources

English Book When English Rings a Bell class VII and <http://www.esl-kids.com>

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

N. Assessment

- Knowledge assessment : written test
- Kind of Instrument : Multiple Choice

No	Indicator	Number of Question	Total of question
1.	Provide multiple choice question about descriptive text, students can answer by choosing the correct answer.	25	1-25
	Total	25	25

- Assessment Guideline

If each the question answer correctly, get 1 poin.

Maximum score : 25

$$\text{Score} \frac{\text{skor perolehan} (25)}{\text{skor maksimal} (25)} \times 100 = 100$$

Mekar Baru,.....,2018

Known by,

English Teacher

The Researcher

Tantiana Dewi Rahayu

NIM.2223140437

PERINGATAN !!!

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2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan,dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

LESSON PLAN

School name : SMPN 3 Mekar Baru

Subject matter : Describing People Around Me (Feelings & Emotions)

Time Allocation : 2 x 40 Minutes

Media : Jumbled Words

Cycle : 2

Meeting : 2

D. Basic Competencies and Indicators

7. Basic Competence

3.5. Identify social functions, structures, and elements of the text of the oral and written transactional interactions that involve giving and asking for information related to the nature of the animal in accordance with the concept of its use. (Note the language element be, adjective).

4.5. Prepare a very short and simple written text and oral in transactional interaction involving giving and soliciting information regarding the nature of the person, taking regard to the correct context-appropriate social functions, text structures and linguistic elements.

8. Indicators of Competency Achievement

7) Identify the characters of People Around Me (Feelings & Emotions)

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

8) Describe People Around Me (Feelings & Emotions) into simple very short sentences.

P. Learning Purpose

- 7) Students can identify the characters of People Around Me (Feelings & Emotions).
- 8) Students can describe People Around Me (Feelings & Emotions) into simple very short descriptive text.

Q. Learning Material

- **Definition of Descriptive Text**

A descriptive is a text to describe a things, animals and person. The text is to inform and describe something to the reader.

- **Language Feature of Descriptive text**

It use simple present tense

- **EXAMPLE:**

MY BEST FRIEND DINDA

Dinda is good-looking. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

R. Method of Learning

- Approach: Contextual Teaching Learning
- Method: game & Discussion

S. Media, Tools and Learning Resources

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

g. **Media:** Jumbled Word

h. **Tools:** Whiteboard, markers, laptops, speakers.

O. Learning Activity Steps

- **Opening (10 minutes)**

- Greeting.
- Praying before study
- Asking teacher and students condition
- Warming up before study

- **Main Activity (60 minutes)**

Observing

- Students pay attention to the teacher explanations about the material.
- Students identify simple short descriptive sentences about People Around Me (Feelings & Emotions).

Questioning

- Teacher asks some students to describing People Around Me (Feelings & Emotions) that person besides his.

Exploring

- Students are divided into several groups.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Students in groups create short simple descriptive text about People Around Me (Feelings & Emotions) by using Jumbled Word Media.

Associating

- Students in each groups makes 5 sentences related to the Jumbled Word Media about the material by using short and simple descriptive sentences.

Communicating

- Students present the results of their sentences in front of the class.
- **Closing (10 minutes)**
 - Teacher asks students' feelings and difficulty over material that has been discussed.
 - The teacher repeats and concludes with the material student has been discussed.
 - Provide feedback on learning processes and outcomes such as; thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class.

P. Assesment

- Knowledge assessment : written test

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- Kind of Instrument : Multiple Choice

No	Indicator	Number of Question	Total of question
1.	Provide multiple choice question about descriptive text, students can answer by choosing the correct answer.	25	1-25
Total		25	25

- Assessment Guideline

If each the question answer correctly, get 1 poin.

Maximum score : 25

$$\text{Score} = \frac{\text{skor perolehan} (25)}{\text{skor maksimal} (25)} \times 100 = 100$$

Mekar Baru,.....,2018

Known by,

English Teacher

The Researcher

Tantiana Dewi Rahayu

NIM.2223140437

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIX

Result of pre-test post-test



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Choose the right answer by crossing the letter a, b, c, or d

1. "My classroom is very big" the synonym of underlined word is...
 - a. Large
 - b. Fit
 - c. Fat
 - d. Clean
2. "My class is clean" the antonym of underlined word is...
 - a. Dirty
 - b. Pure
 - c. Trash
 - d. Nature
3. You need to borrow some books. You must go to the ...
 - a. Laboratory
 - b. Library
 - c. Pharmacy
 - d. Bank
4. You can buy some food in....
 - a. Library
 - b. Laboratory
 - c. Canteen
 - d. Class
5. Where have students flag ceremony on Monday..
 - a. Class
 - b. Headmaster office
 - c. School yard
 - d. Library
6. Pen is use to....
 - a. Write
 - b. Read
 - c. Eat
 - d. Speak
7. The students study about computers and can connect to the Internet.....
 - a. Computers lab
 - b. Library
 - c. Canteen
 - d. Laboratory
8. Eraser is use to...
 - a. Read
 - b. Watch
 - c. Speaking
 - d. erase
9. Chair is use to...
 - a. Sit
 - b. Write
 - c. read
 - d. speaking
10. What is this...?
 
 - a. Book
 - b. Picture
 - c. Dictionary
 - d. Maps
11. What is this...?
 
 - a. Pencil case
 - b. Book case
 - c. ruler
 - d. Books
12. What is this...?
 
 - a. Pencil case
 - b. Book case
 - c. Ruler
 - d. Books
13. A.....has beautiful tail.
 
 - a. Peacock
 - b. bird of paradise
 - c. cow
 - d. owl
14. An.....has big body.
 - a. Elephant
 - b. Giraffe

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- c. Rat
- d. Dragonfly

15. An..... Is active at night.

- a. Owl
- b. Sheep
- c. Cow
- d. Dog

16. A... lives in china.



- a. Koala
- b. Komodo dragon
- c. Panda
- d. Golden fish

17. A..... likes to eat honey.

- a. rabbit
- b. kangaroo
- c. bear
- d. hippopotamus



18. A wolf can?

- a. Run fast
- b. produce eggs
- c. swim
- d. herbivore

19. Ria : which animal can swim?

- Nola :can swim.
- a. elephant
 - b. eagle
 - c. whale
 - d. pigeon

20. Mosquitos likes to eat....

- a. human
- b. blood
- c. bald
- d. bolt

21. A....eats plankton.

- a. Whale
- b. Dolphin
- c. Shark
- d. Jellyfish

22. A goat eats.....

- a. grass
- b. meats
- c. tree
- d. land

23. Aproduces milk.



- a. Sheep
- b. Dog
- c. Cow
- d. Bird

24. Monkey eats.....

- a. Banana
- b. Meats
- c. Fish
- d. Grass

25. Panda eats...

- a. Banana
- b. Bamboo
- c. Fish
- d. meats

Question for number 26-28



Celine Dion

26. She has..... hair.

- a. Curly
- b. Wavy
- c. Straight
- d. Long

27. She has..... face.

- a. Oval
- b. Round
- c. Square
- d. Straight

28. She has..... nose.

- a. Pointed
- b. Thin
- c. Big
- d. Flat

Question for number 29-31



29. She has.... hair.

- a. Wavy
- b. Straight
- c. Short
- d. Sharp

30. She has.... lips.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

- a. Thick c. Flat
 b. Thin d. bold
31. She has... face.
- a. Round c. Square
 b. Chubby d. Oval



32. She has..... lips.

- a. Thick
 b. Thin
 c. Small
 d. Round

- a. Bald
 b. Short
 c. Hairy
 d. black

38. When Dika watch a very long movie, Dika's may feel...

- a. Bored
 b. Confident
 c. Embarrassed
 d. Jealous

Question for number 35-37



Barack Obama

33. Obama has.....skin
- a. Pale c. White
 b. Brown d. yellow
34. Obama has..... nose.
- a. Pointed c. Thin
 b. Big d. flat
35. Obama has....hair.
- a. Very short c. Long
 b. Wavy d. pointed

39. After you run very fast, you may feel...

- a. Tired
 b. Embarrassed
 c. Lazy
 d. Sad

40. Deni : Look! Marno is very happy playing with the ball

Tedi : Yes he is. He never looks...
 What is the right word to complete Tedi's expression?

- a. Happy
 b. Delighted
 c. Sad
 d. Angry

41. "I'm very surprised about the test score, my test is A." my feeling is....

- a. Sad c. Tired
 b. Very happy d. Embarrassed

36. She has.... hair.



- a. Short
 b. Long
 c. Small
 d. Thin

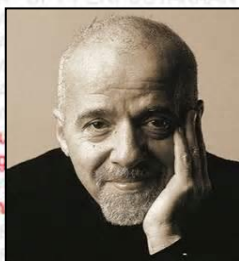
42. What do you feel, when you get a gift from your mother..

- a. Happy
 b. Sad
 c. Thirsty
 d. Afraid

43. What do you feel, when you lose your friend book..

- a. Thankful
 b. Apology
 c. Gratitude
 d. You feel happy

37. he has.....hair.



44. Your father wants to drink, your father may feel...

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh
2. Pengutipan hanya untuk kepentingan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian

ndanakan/diperjualbelikan.
 penulisan karya tulis ilmiah, penyusunan laporan,dan atau tinjauan suatu masalah dengan
 dalam bentuk apapun.

- a. Hungry
 - b. Thirsty
 - c. Taste
 - d. Full
45. When Rina starts a test in school, Rina's may feel...
- a. Happy
 - b. Nervous
 - c. Apology
 - d. You feel awesome
46. When your sister wants to eat...
- a. Hungry
 - b. Thirsty
 - c. Taste
 - d. full
47. "I am not happy with my test score. I think I have studied very hard but the score is very disappointing." From the statement". We conclude that Asep is very
- a. Upset
 - b. Delighted
 - c. Diligent
 - d. Intelligent

48. When you make a mistake in public area, you may feel..
- a. Tired
 - b. Embarrassed
 - c. happy
 - d. Sad
49. Almost people feel when they see horror movie....
- a. Happy
 - b. Afraid
 - c. Tried
 - d. Hungry
50. Sari : Look at Deni. He is erasing the whiteboard.
Siti : I saw him bringing Mr. Danish books yesterday to his office.
Sari : I think Deni is kind and
What is the right word to complete Sari's expression?
- a. Wonderful
 - b. Adorable
 - c. Handsome
 - d. Helpful



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

KEYWORDS

PRETEST

- | | |
|-------|-------|
| 1. A | 26. A |
| 2. A | 27. A |
| 3. B | 28. A |
| 4. C | 29. A |
| 5. C | 30. B |
| 6. A | 31. D |
| 7. A | 32. A |
| 8. D | 33. B |
| 9. A | 34. A |
| 10. C | 35. A |
| 11. A | 36. A |
| 12. C | 37. A |
| 13. B | 38. A |
| 14. A | 39. A |
| 15. A | 40. C |
| 16. C | 41. B |
| 17. C | 42. A |
| 18. A | 43. B |
| 19. C | 44. B |
| 20. B | 45. B |
| 21. A | 46. A |
| 22. A | 47. A |
| 23. C | 48. B |
| 24. A | 49. B |
| 25. B | 50. D |



PERINGATAN !!!

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2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

PRE TEST

Name : Melisah Lisiani

Date : 09 - 04 - 18

Choose the right answer by crossing the letter a, b, c & d

1. "My classroom is very big" the synonym of underlined word is...

- a. Large
- b. Fit
- c. Fat
- d. Clean

2. "My class is clean" the antonym of underlined word is....

- a. Dirty
- b. Pure
- c. Trash
- d. Nature

3. You need to borrow some books. You must go to the ...

- a. Laboratory
- b. Library
- c. Pharmacy
- d. Bank

4. You can buy some food in....

- a. Library
- b. Laboratory
- c. Canteen
- d. Class

5. Where have students flag ceremony on Monday..

- a. Class
- b. Headmaster office
- c. School yard
- d. Library

6. Pen is use to....

- a. Write
- b. Read
- c. Eat
- d. Speak

7. The students study about computers and can connect to the Internet.....

- a. Computers lab
- b. Library
- c. Canteen
- d. Laboratory

8. Eraser is use to...

- a. Read
- b. Watch
- c. Speaking
- d. erase

9. Chair is use to...

- a. Sit
- b. Write
- c. read
- d. speaking

10. What is this...?



- a. Book
- b. Picture
- c. Dictionary
- d. Maps

11. What is this...?



- a. Pencil case
- b. Book case
- c. ruler
- d. Books

12. What is this...?



- a. Pencil case
- b. Book case
- c. Ruler
- d. Books

B: 32


70 //

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

13. A....has beautiful tail.

Peacock
 bird of paradise
 cow
 owl



14. An.....has big body.


Elephant
 Giraffe
 Rat
 Dragonfly

15. An..... Is active at night.

Owl
 Sheep
 Cow
 Dog


16. A... lives in china.

Koala
 Komodo dragon
 Panda
 Golden fish



17. A..... likes to eat honey.

rabbit
 kangaroo
 bear
 hippopotamus



18. A wolf can

Run fast
 produce eggs
 swim
 herbivore

19. Ria : which animal can swim?

Nola :can swim.

elephant
 eagle
 whale
 pigeon

20. Mosquitos likes to eat...

human
 blood
 bald
 bolt

21. A....eats plankton.


Whale
 Dolphin
 Shark
 Jellyfish

22. A goat eats.....

grass
 meats
 tree
 land

23. Aproduces milk.

Sheep
 Dog
 Cow
 Bird



24. Monkey eats.....

Banana
 Meats
 Fish
 Grass

25. Panda eats...

Banana
 Bamboo
 Fish
 meats

Question for number 26-28



26. She has..... hair.

Curly
 Wavy
 Straight
 Long

27. She has..... face.

Oval
 Round
 Square
 Straight

28. She has..... nose.

Pointed
 Thin
 Big
 Flat

PERINGATAN !!!

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Question for number 29-31



29. She has.... hair.

- Wavy c. Short
 Straight d. Sharp

30. She has.... lips.

- Thick c. Flat
 Thin d. bold

31. She has... face.

- Round c. Square
 Chubby d. Oval



32. She has..... lips.

- Thick
 Thin
 Small
 Round

Question for number 35-37



Barack Obama

35. Obama has.....skin

- Pale c. White
 Brown d. yellow

34. Obama has..... nose.

- Pointed c. Thin
 Big d. flat

33. Obama has....hair.

- Very short c. Long

b. Wavy d. pointed

36. She has.... hair.



- Short
 Long
 Small
 Thin

37. he has.....hair.



- Bald
 Short
 Hairy
 black

38. When Dika watch a very long movie,

Dika's may feel...

- Bored
 Confident
 Embarrassed
 Jealous

39. After you run very fast, you may feel...

- Tired
 Embarrassed
 Lazy
 Sad

40. Deni : Look! Marno is very happy

playing with the ball

Tedi : Yes he is. He never looks...

What is the right word to complete

Tedi's expression?

- Happy
 Delighted
 Sad
 Angry

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

41. "I'm very surprised about the test score, my test is A." my feeling is....

- a. Sad c. Tired
 Very happy d. Embarrassed

- Upset
b. Delighted
c. Diligent
d. Intelligent

42. What do you feel, when you get a gift from your mother..

- a. Happy
 Sad
c. Thirsty
d. Afraid

48. When you make a mistake in public area, you may feel..

- a. Tired
b. Embarrassed
 happy
d. Sad

43. What do you feel, when you lose your friend book..

- a. Thankful
b. Apology
c. Gratitude
 You feel happy

49. Almost people feel when they see horror movie....

- a. Happy
 Afraid
c. Tried
d. Hungry

44. Your father wants to drink, your father may feel...

- a. Hungry
b. Thirsty
 Taste
d. Full

50. Sari : Look at Deni. He is erasing the whiteboard.

Siti : I saw him bringing Mr. Danish books yesterday to his office.

Sari : I think Deni is kind and

What is the right word to complete

Sari's expression?

- Wonderful
b. Adorable
c. Handsome
d. Helpful

45. When Rina starts a test in school, Rina's may feel...

- Happy
b. Nervous
c. Apology
d. You feel awesome

46. When your sister wants to eat...

- a. Hungry Taste
b. Thirsty d. full

47. "I am not happy with my test score. I think I have studied very hard but the score is very disappointing." From the statement". We conclude that Asep is very

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Choose the right answer by crossing the letter a,b,c or d

51. "My school yard is very Large" the antonym of underline word is...
- Big
 - Narrow
 - Fat
 - Clean
52. It is a room at school. The students borrow book here. What room is it ?
- Library
 - Classroom
 - Office
 - Laboratory
53. You can buy some food in....
- Library
 - Laboratory
 - Canteen
 - Class
54. A ... works in the library.
- Teacher
 - Security
 - Librarian
 - Security
55. Andita : Where should the ill students go ? Beny : They should go to ...
- Storeroom
 - Canteen
 - school health unit
 - Playgroup
56. Where does the teacher sit in the class?
- In front of the classroom
 - Behind the whiteboard
 - Behind the table
 - Under the map
57. Students park bike in the ...
- Office
 - Praying room
 - Parking lot
 - Toilet
58. "My classroom is very simple but very comfortable" the synonym of underline word is...
- Homey
 - Happy
 - homeless
 - confident
59. Mr. Budiman leads my school because he is a ...
- Teacher
 - Headmaster
 - School guard
 - Skill laborer
60. Mrs. susi is a teacher. She teaches students in the ...
- Classroom
 - School yard
 - Language
 - Teacher's room
61. You can use for search the area of some country...
- Map
 - Book
 - Picture
 - Calendar
62. What is this...?



- Beg
- bag
- maps
- Books

63. What is this...?



- Pencil case
- Book case
- books
- table

PERINGATAN !!!

- Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
- Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

64. Amel : do you have a pet ?

Fia : yes ,I have a....

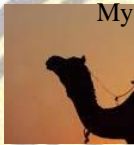
- a. Cow
- b. Horse
- c. rabbit
- d. cat

65. Niko:what does your mother breed?

Lia :my mother breeds.....

- a. Duck
- b. hen
- c. pig
- d. horse

66. My uncle rides a..in Egypt



- a. camel
- b. goat
- c. Sheep
- d. Cow

67. Aproduces milk.

- e. Frog
- c. Bird
- f. Dog
- d. Cow

68. This is a.....



- a. parrot
- c. pigeon
- b. owl
- d. peacock

69. A..... has long neck.



- a. Pigeon
- b. swan
- c. bird
- d. parrot

70. A hen can

- e. jumping
- f. produce eggs
- g. swim
- h. eats meat

71. Ria : which animal can fly?

Nola :can fly.

- e. elephant
- f. bat
- g. dolphin
- h. whale

72. A....has long body.

- a. Giraffe
- b. Tiger
- c. snake
- d. cat

73. A.....is a wild animal.

- a. Cat
- b. Hippopotamus
- c. Rabbit
- d. Cow

74. What can monkey do? The monkey can.....

- a. Swim
- b. climb
- c. fly
- d. run

75. A.....has stripes pattern of white-black body.

- a. Zebu
- b. Giraffe
- c. Dragonfly

Zebra

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

KEYWORDS

POST TEST I

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



PERINGATAN !!!


- 1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
- 2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
- 3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

POST TEST I

Name : amanda

Date : 17/04/2018

Choose the right answer by crossing the letter a, b, c or d

1. "My school yard is very Large" the antonym of underline word is...
 a. Big
b. Narrow
c. Fat
d. Clean
2. It is a room at school. The students borrow book here. What room is it?
 a. Library
b. Classroom
c. Office
d. Laboratory
3. You can buy some food in....
a. Library
b. Laboratory
 c. Canteen
d. Class
4. A ... works in the library.
a. Teacher
b. Security
 c. Librarian
d. Security
5. Andita : Where should the ill students go? Beny : They should go to ...
a. Storeroom
b. Canteen
 c. school health unit
d. Playgroup
6. Where does the teacher sit in the class?
 a. In front of the classroom
b. Behind the whiteboard
c. Behind the table
d. Under the map
7. Students park bike in the ...
a. Office
b. Praying room
8. a. Parking lot
d. Toilet
9. "My classroom is very simple but very comfortable" the synonym of underline word is...
a. Homey
c. homeless
 b. Happy
d. confident
10. Mr. Budiman leads my school because he is a ...
 a. Teacher
b. Headmaster
c. School guard
d. Skill laborer
11. Mrs. susi is a teacher. She teaches students in the ...
 a. Classroom
b. School yard
c. Language
d. Teacher's room
12. You can use for search the area of some country...
 a. Map
b. Book
c. Picture
d. Calendar
13. What is this...?

a. Beg
c. maps
 b. bag
d. Books

B: 17

68

PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

13. What is this...?



- a. Pencil case books
b. Book case d. table

14. Amel : do you have a pet ?

Fia : yes ,I have a...

- a. Cow
b. Horse
c. rabbit
d. cat

15. Niko: what does your mother breed?

Lia : my mother breeds.....

- a. Duck
b. hen
c. pig
d. horse

16. Uncle rides a.....in Egypt



- a. camel
b. goat
c. Sheep
d. Cow

17. A.....produces milk.

- a. Frog Bird
b. Dog d. Cow

18. This is a.....



- a. parrot c. pigeon
b. owl d. peacock

19. A..... has long neck.



- a. Pigeon
b. swan
c. bird
d. parrot

20. A hen can

- a. jumping
b. produce eggs
c. swim
d. eats meat

21. Ria : which animal can fly?

Nola :can fly.

- a. elephant
b. bat
c. dolphin
d. whale

22. A.....has long body.

- a. Giraffe
b. Tiger
c. snake
d. cat

23. A.....is a wild animal.

- a. Cat
b. Hippopotamus
c. Rabbit
d. Cow

24. What can monkey do? The monkey can.....

- a. Swim
b. climb
c. fly
d. run


25. A.....has stripes pattern of white-black body.

- a. Zebu
b. Giraffe
c. Dragonfly
d. Zebra

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Choose the right answer by crossing the letter a,b,c, or d

1. "A man who is very good looking" The synonym of the underline word is..
 - a. Ugly
 - b. Hardworking
 - c. Handsome
 - d. Pretty
2. Almost people may feel when they see horror movie....
 - e. Happy
 - f. Afraid
 - g. Tried
 - h. Hungry
3. What do you feel, when you get a new bag from your mother..
 - e. Happy
 - f. Sad
 - g. Thirsty
 - h. Afraid
4. What do you feel, when you lose your friend book..
 - e. Thankful
 - f. Apology
 - g. Gratitude
 - h. You feel happy
5. Your father wants to drink, your father may feel...
 - e. Hungry
 - f. Thirsty
 - g. Taste
 - h. Full
6. When Rina starts a test in school, Rina's may feel...
 - e. Happy
 - f. Nervous
 - g. Apology
 - h. You feel sorry
7. When your sister wants to eat...
 - c. Hungry
 - d. Thirsty
 - e. Taste
 - f. Full
8. When Dika watch a very long movie, Dika's may feel...
 - a. Bored
 - b. Confident
 - c. Embarrassed
 - d. Jealous
9. After you run very fast, you may feel...
 - a. Tired
 - b. Embarrassed
 - c. Lazy
 - d. Sad
10. "I was furious with him for breaking my favorite vase", the synonym of underline word..
 - a. Angry
 - b. Happy
 - c. Unhappy
 - d. Sad
11. "I feel great today" the synonym of underline word is..
 - a. Unhappy
 - b. Sad
 - c. Very good
 - d. Sick
12. "Today is my birthday, my family give me many gifts." My feeling is..
 - a. Tired
 - b. Embarrassed
 - c. happy
 - d. Sad
13. When you make a mistake in public area, you may feel..
 - a. Tired
 - b. Embarrassed
 - c. happy
 - d. Sad
14. "I'm very surprised about the test score, My test is A." my feeling is....
 - a. Sad
 - b. Very happy
 - c. Embarrassed
 - d. Tired
15. She has.....nose.
 
 - a. Flat
 - b. Round
 - c. Pointed
 - d. Big

Questions for number 16-18



PERINGATAN !!!

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3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

16. He has....eyes.
- a. Sharp c. Slanting
b. Round d. oval
17. He has.....eyebrow.
- a. Thin c. bold
b. Thick d. sharp
18. He has.....cheeks.
- a. Chubby c. oval
b. Thin d. sharp
19. She has.... hair.



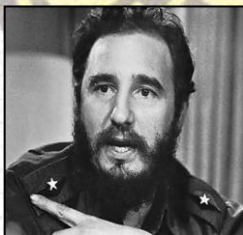
- a. Short c. Small
b. Long d. Thin

20. He has wearing...on his head.



- a. Hat c. hairpin
b. Hairy d. hairy

21. He has... and .. on his chin.



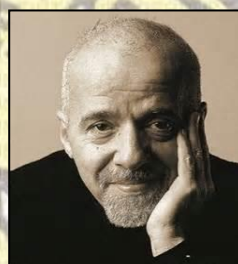
- a. Mustache and beard
b. Sharp and black eyebrow
c. Sharp and deep eyes.
d. Mustache and sharp nose.

22. she has..... hair.



- a. long straight c. Curly long
b. wavy long d. Curly short
hair

23. he has.....hair.



- a. Bald c. Hairy
b. Short d. Black

24. He is wearing ...on his eyes.



- a. Hat c. Tie
b. Shawl d. Glasses

25. He has....body.



- a. fat c. Overweight
b. muscular d. Skinny

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan,dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

KEYWORDS
POST TEST II

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



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

POST TEST II

Name : Setiati

Date : 7 Mei 2018

Choose the right Answer by crossing the letter a,b,c,& d

1. "A man who is very good looking" The synonym of the underline word is..
a. Ugly
b. Hardworking
c. Handsome
 d. Pretty
2. Almost people may feel when they see horror movie....
a. Happy
 b. Afraid
c. Tried
d. Hungry
3. What do you feel, when you get a new bag from your mother..
 a. Happy
b. Sad
c. Thirsty
d. Afraid
4. What do you feel, when you lose your friend book..
a. Thankful
 b. Apology
c. Gratitude
d. You feel happy
5. Your father wants to drink, your father may feel...
a. Hungry
 b. Thirsty
c. Taste
d. Full
6. When Rina starts a test in school, Rina's may feel...
a. Happy
 b. Nervous
c. Apology
d. You feel sorry
7. When your sister wants to eat...
 a. Hungry
b. Thirsty
c. Taste
d. Full
8. When Dika watch a very long movie, Dika's may feel...
 a. Bored
b. Confident
9. After you run very fast, you may feel...
 a. Tired
b. Embarrassed
c. Lazy
d. Sad
10. "I was furios with him for breaking my favorite vase", the synonym of underline word..
 a. Angry
b. Happy
c. Unhappy
d. Sad
11. "I feel great today" the synonym of underline word is..
a. Unhappy
b. Sad
 c. Very good
d. Sick
12. "Today is my birthday, my family give me many gifts." My feeling is..
a. Tired
b. Embarrassed
 c. happy
d. Sad
13. When you make a mistake in public area, you may feel..
a. Tired
 b. Embarrassed
c. happy
d. Sad
14. "I'm very surprised about the test score, My test is A." my feeling is....
a. Sad
 b. Very happy
c. Embarrassed
d. Tired
15. She hasnose.
a. Flat b. Pointed
c. Round d. Big



B: 22

8811

PERINGATAN !!!

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2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Questions for number 16-18



16. He has.....eyes.
 a. Sharp Slanting
 b. Round d. oval
17. He has.....eyebrow.
 a. Thin c. bold
 b. Thick d. sharp
18. He has.....cheeks.
 a. Chubby c. oval
 b. Thin d. sharp
19. She has.... hair.



- a. Short c. Small
 b. Long d. Thin
20. He has wearing...on his head.



- a. Hat c. hairpin
 b. Hairy d. hairy
21. He has... and .. on his chin.



- a. Mustache and beard
 b. Sharp and black eyebrow
 c. Sharp and deep eyes.
 d. Mustache and sharp nose.

22. she has.... hair.



- a. long straight c. Curly long
 b. wavy long d. Curly short hair
23. he has....hair.



- a. Bald c. Hairy
 b. Short Black
24. He is wearing....on his eyes.



- a. Hat c. Tie
 b. Shawl Glasses
25. He has....body.



- a. fat Overweight
 b. muscular d. Skinny

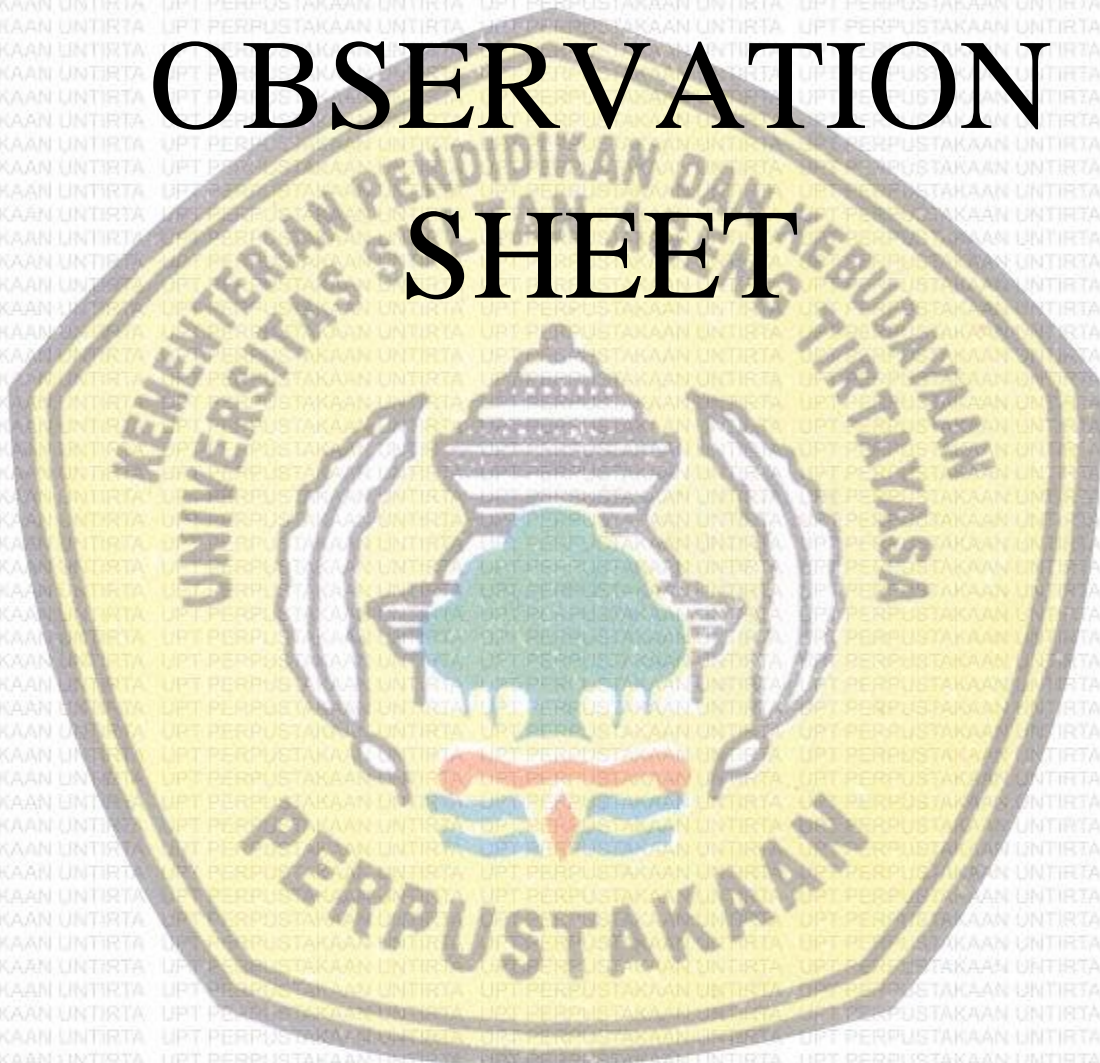
PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIX

OBSERVATION

SHEET



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/semuanya karya tulis ini dalam bentuk apapun.

OBSERVATION SHEET

Meeting : 1

Day / date : Monday, April. 16 2018

Cycle : 1

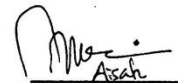
No	Aspect	Description
1.	Teacher Rule a. Prepare the lesson plan b. Conduct pre-teaching activity c. Explain the material about describing physical appearance of famous person d. Guide the students in answering the question e. Check the students work	Teacher prepared lesson plan, Pre teaching activity, explain the material is good. Guide Students Q & A, and check students work.
2.	Student Rule a. Listen to the teacher explanation about the material b. Practice the material c. Answer the question d. Student check their work before giving to the teacher	Students is good when listen the explain ation about the material, practice, Q & A, and students check their work in media jumbled.
3.	Interaction while Teaching and Learning Process a. Interaction between the teacher to the students run well	The Interactions is good

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

	well c. Interaction between the students to the students run well	
4.	Teacher Attitude a. Gesture b. Language c. Voice	Teacher Attitude is good. The teacher voice is louder in teaching is good. controlled situation is good.
5.	Students Attitude a. Gesture b. Voice c. Language d. Motivation	Some students is noisy and passive to respon the activities.

English Teacher


M. Asah

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

OBSERVATION SHEET

Meeting : 1

Day / date : Monday, April, 30 2018

Cycle : 1

No	Aspect	Description
1.	Teacher Rule a. Prepare the lesson plan b. Conduct pre-teaching activity c. Explain the material about describing people around me (feelings & emotions) d. Guide the students in answering the question e. Check the students work	Teacher prepared lesson plan, Preteaching activity, is explain the material good, guide Student Q & A, and check students work
2.	Student Rule a. Listen to the teacher explanation about the material b. Practice the material c. Answer the question d. Student check their work before giving to the teacher	Some students listen, when the researcher explained the material, practice, Q & A and students check their work was good.
3.	Interaction while Teaching and Learning Process a. Interaction between the teacher to the students run well b. Interaction between the	the interaction fun well

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

	well c. Interaction between the students to the students run well	teacher Attitude is good the voice is louder in teaching I like it. controlled situation is good.
4.	Teacher Attitude a. Gesture b. Language c. Voice	Teacher attitude is good. the voice is louder in teaching I like it. controlled situation is good.
5.	Students Attitude a. Gesture b. Voice c. Language d. Motivation	Some students still noisy. A few students talking in the class. but some students look happy in learning It is good.

English Teacher



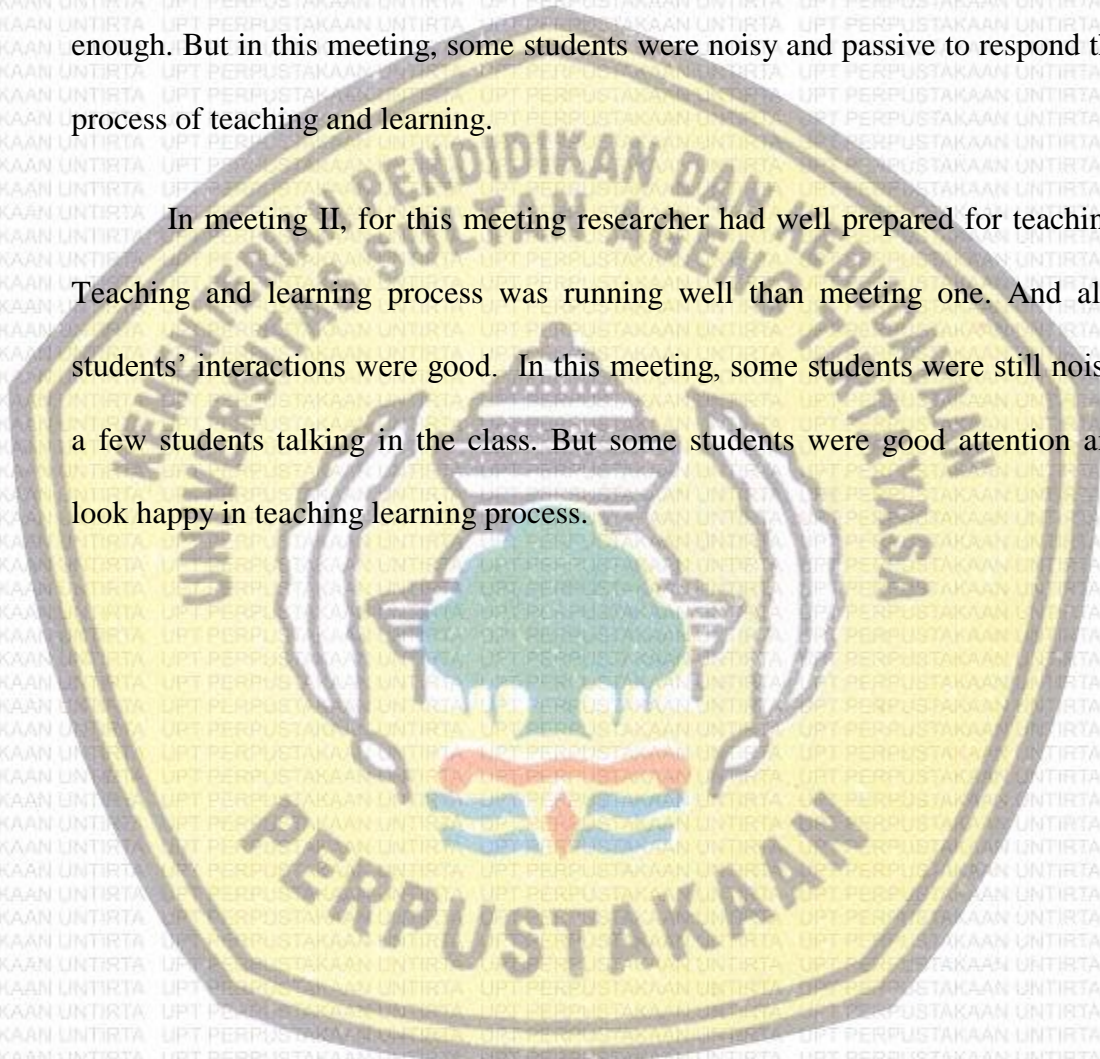
PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Conclusion of teacher observation in cycle 1

In meeting I, the researcher had well prepared for teaching. Teaching and learning process was running well. And for students interactions were good enough. But in this meeting, some students were noisy and passive to respond the process of teaching and learning.

In meeting II, for this meeting researcher had well prepared for teaching. Teaching and learning process was running well than meeting one. And also students' interactions were good. In this meeting, some students were still noisy, a few students talking in the class. But some students were good attention and look happy in teaching learning process.



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

OBSERVATION SHEET

Meeting : 1
 Day / date : Wednesday, April 11 2018
 Cycle : 2

No	Aspect	Description
1.	Teacher Rule a. Prepare the lesson plan b. Conduct pre-teaching activity c. Explain the material about describing things in the school d. Guide the students in answering the question e. Check the students work	Teacher prepared lesson plan, Pre teaching activity, explain the material, guide students Q & A, check students work. It is good.
2.	Student Rule a. Listen to the teacher explanation about the material b. Practice the material c. Answer the question d. Student check their work before giving to the teacher	Students listen when the teacher explained the material Practice, Q & A and students check their work. It good enough.
3.	Interaction while Teaching and Learning Process a. Interaction between the teacher to the students run well b. Interaction between the	The Interaction run well. It is good.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

	well c. Interaction between the students to the students run well	
4.	Teacher Attitude a. Gesture b. Language c. Voice	It is Very good . Teacher voice lauder in teaching & controlled situation is Very good.
5.	Students Attitude a. Gesture b. Voice c. Language d. Motivation	students is active in good the activity, they have attention and look happy in learn english.

English Teacher



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

OBSERVATION SHEET

Meeting : 2
 Day / date : Wednesday, Mei 2 2018
 Cycle : 2

No	Aspect	Description
1.	Teacher Rule a. Prepare the lesson plan b. Conduct pre-teaching activity c. Explain the material about describing animals d. Guide the students in answering the question e. Check the students work	Teacher always prepared lesson plan, pre teaching activity, explain the material is very good, always guide Q & A, check their work It is very good.
2.	Student Rule a. Listen to the teacher explanation about the material b. Practice the material c. Answer the question d. Student check their work before giving to the teacher	All of students focus in listen explanation Teacher. Practice, Q & A, students check their work
3.	Interaction while Teaching and Learning Process a. Interaction between the teacher to the students run well b. Interaction between the students to the teacher run	The interaction is very good.

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

	<p>well</p> <p>c. Interaction between the students to the students run well</p>	
4.	<p>Teacher Attitude</p> <p>a. Gesture</p> <p>b. Language</p> <p>c. Voice</p>	<p>Teacher is very good. Voice lauder in teaching is very good Controlled stuation & gesture is very good.</p>
5.	<p>Students Attitude</p> <p>a. Gesture</p> <p>b. Voice</p> <p>c. Language</p> <p>d. Motivation</p>	<p>Students more active in learning, they look more enthusiastic good attention and look happy in learning</p>

English Teacher



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

Conclusion of teacher observation in cycle 2

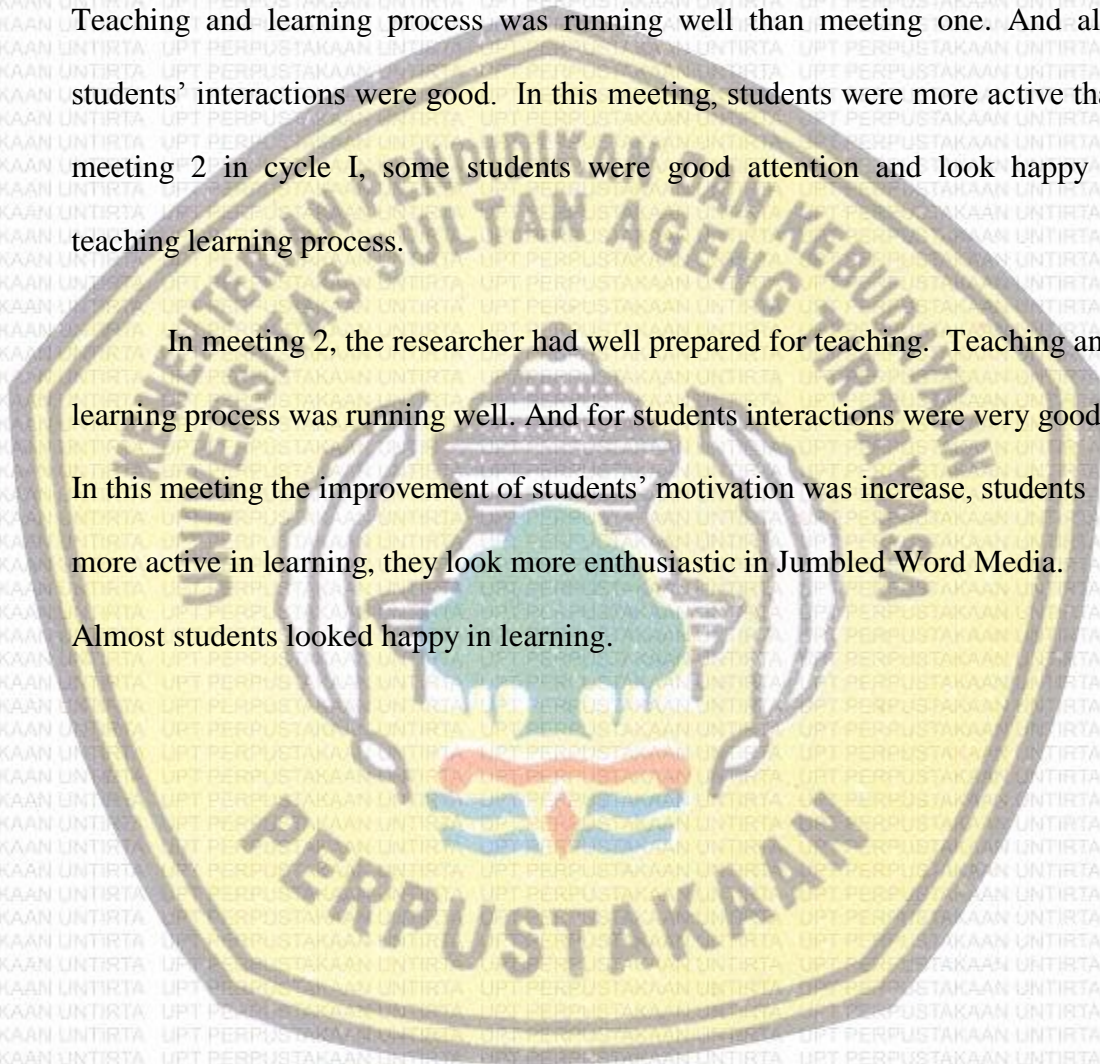
In meeting I of cycle 2, the researcher had well prepared for teaching.

Teaching and learning process was running well than meeting one. And also students' interactions were good. In this meeting, students were more active than meeting 2 in cycle I, some students were good attention and look happy in teaching learning process.

In meeting 2, the researcher had well prepared for teaching. Teaching and learning process was running well. And for students interactions were very good.

In this meeting the improvement of students' motivation was increase, students more active in learning, they look more enthusiastic in Jumbled Word Media.

Almost students looked happy in learning.



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIX DOCUMENTATION



PRE TEST

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

It was conducted on April 9th 2018



Students did pre-test



POST TEST I

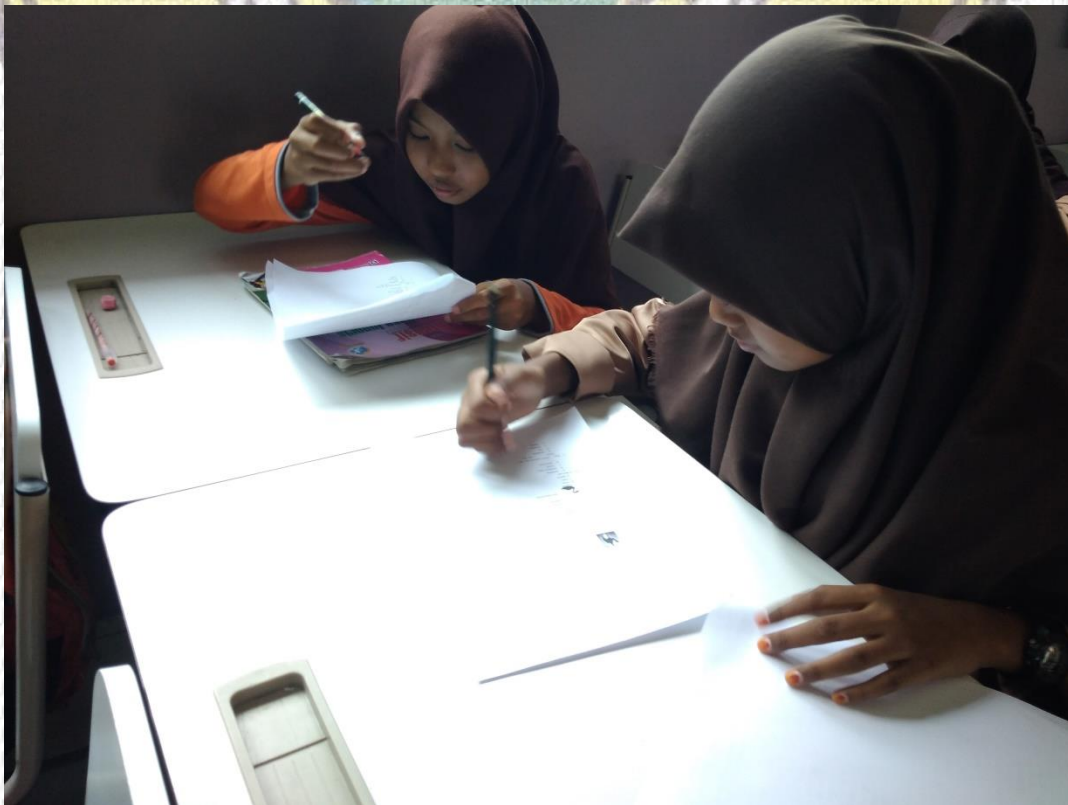
PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

It was conducted on April 17th 2018



Students did post-test I



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

POST TEST II

It was Conducted on Mei 7th 2018



Students did post-test II



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

TREATMENT



The researcher explain about the materials by using Jumbled Word Media



Students' activity in process of Jumbled Word Media

PERINGATAN !!!

1. Dilarang mengutip sebagian/ seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/ seluruhnya karya tulis ini dalam bentuk apapun.



Students' activity in process of Jumbled Word Media



Students result of Jumbled Word Media

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIX

SYLABUS



PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

SILABUS

SMPN 3 MEKAR BARU

Kelas : VII

Waktu : 4 jam pelajaran/minggu

Tahun Ajaran : 2017/2018

Kurikulum : K13 Revisi

KOMPETISI DASAR	MATERI POKOK	PEMBELAJARAN
Siswa mampu: 3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)	Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. <ul style="list-style-type: none">Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan)Unsur kebahasaan - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosa	<ul style="list-style-type: none">Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar.Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

<p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kata, terkait dengan ciri fisik (a.l. red, big, dark, loud), selera (a.l. nice, beautiful, cute), mental (a.l. clever, smart), psikologis (a.l. happy, sad, disappointed, angry, wild), budi (a.l. kind, good, polite) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	<p>membaca dengan ucapan dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah. • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya. • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang proses dan hasil belajarnya.
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PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

**DAFTAR HADIR SISWA
SMP NEGERI 3 MEKAR BARU
TAHUN PELAJARAN 2017/2018**

Kelas 7 - Semester Ganjil

NOMOR		NAMA SISWA	L/P	Bulan <i>Marx</i> 2017				NILAI MINGGU					
URUT	NIS			PERTEMUAN KE				1	2	3	4		
				1	2	3	4						
1	1718.7.001	Aan Efendi	L	2	4								
2	1718.7.002	Agus	L	.	.	.	.	.	.	.	.	.	.
3	1718.7.003	Ahmad Fahriza	L	.	.	.	.	.	.	.	.	.	.
4	1718.7.004	Alsah	P	.	.	.	.	.	.	.	.	.	.
5	1718.7.005	Amanda Dina Safitri	P	.	.	.	.	.	.	.	.	.	.
6	1718.7.006	Febi Amalia	P	.	.	.	.	.	.	.	.	.	.
7	1718.7.007	Flora	P	.	.	.	.	.	.	.	.	.	.
8	1718.7.008	Idham Firmansyah	L	.	.	.	.	.	.	.	.	.	.
9	1718.7.009	Intan Sulistianingsih	P	.	.	.	.	.	.	.	.	.	.
10	1718.7.010	Kamilah	P	.	.	.	.	.	.	.	.	.	.
11	1718.7.011	Khasanudin	L	.	.	.	.	.	.	.	.	.	.
12	1718.7.012	Kholipah	P	.	.	.	.	.	.	.	.	.	.
13	1718.7.013	Khotimah	P	.	.	.	.	.	.	.	.	.	.
14	1718.7.014	M. Idris Solahudin	L	.	.	.	.	.	.	.	.	.	.
15	1718.7.015	Melisah Listiayani	P	.	.	.	.	.	.	.	.	.	.
16	1718.7.016	Muhamad Sangaji	L	.	.	.	.	.	.	.	.	.	.
17	1718.7.017	Mukani	L	.	.	.	.	.	.	.	.	.	.
18	1718.7.018	Munawaroh	P	.	.	.	.	.	.	.	.	.	.
19	1718.7.019	Muslikah	P	.	.	.	.	.	.	.	.	.	.
20	1718.7.020	Najril	L	.	.	.	.	.	.	.	.	.	.
21	1718.7.021	Nawlyah	P	.	.	.	.	.	.	.	.	.	.
22	1718.7.022	Nurasih	P	.	.	.	.	.	.	.	.	.	.
23	1718.7.023	Nurkhasanah	P	.	.	.	.	.	.	.	.	.	.
24	1718.7.024	Putriyati	P	.	.	.	.	.	.	.	.	.	.
25	1718.7.025	Rahmawati	P	.	.	.	.	.	.	.	.	.	.
26	1718.7.026	Ruslandi	L	.	.	.	.	.	.	.	.	.	.
27	1718.7.027	Saeiful Anwar	L	.	.	.	.	.	.	.	.	.	.
28	1718.7.028	sahrini	P	.	.	.	.	.	.	.	.	.	.
29	1718.7.029	Saepullah	L	.	.	.	.	.	.	.	.	.	.
30	1718.7.030	Suci Nadia Sari	P	.	.	.	.	.	.	.	.	.	.
31	1718.7.031	Sulkhi	L	.	.	.	.	.	.	.	.	.	.
32	1718.7.032	Sutihat	P	.	.	.	.	.	.	.	.	.	.
33	1718.7.033	Uum Khumaeroh	P	.	.	.	.	.	.	.	.	.	.
34	1718.7.034	Wahyu	L	.	.	.	.	.	.	.	.	.	.

Keterangan	
S	Sakit
I	Izin
A	Alpa

Mekar Baru, 2017

Guru Mapel,

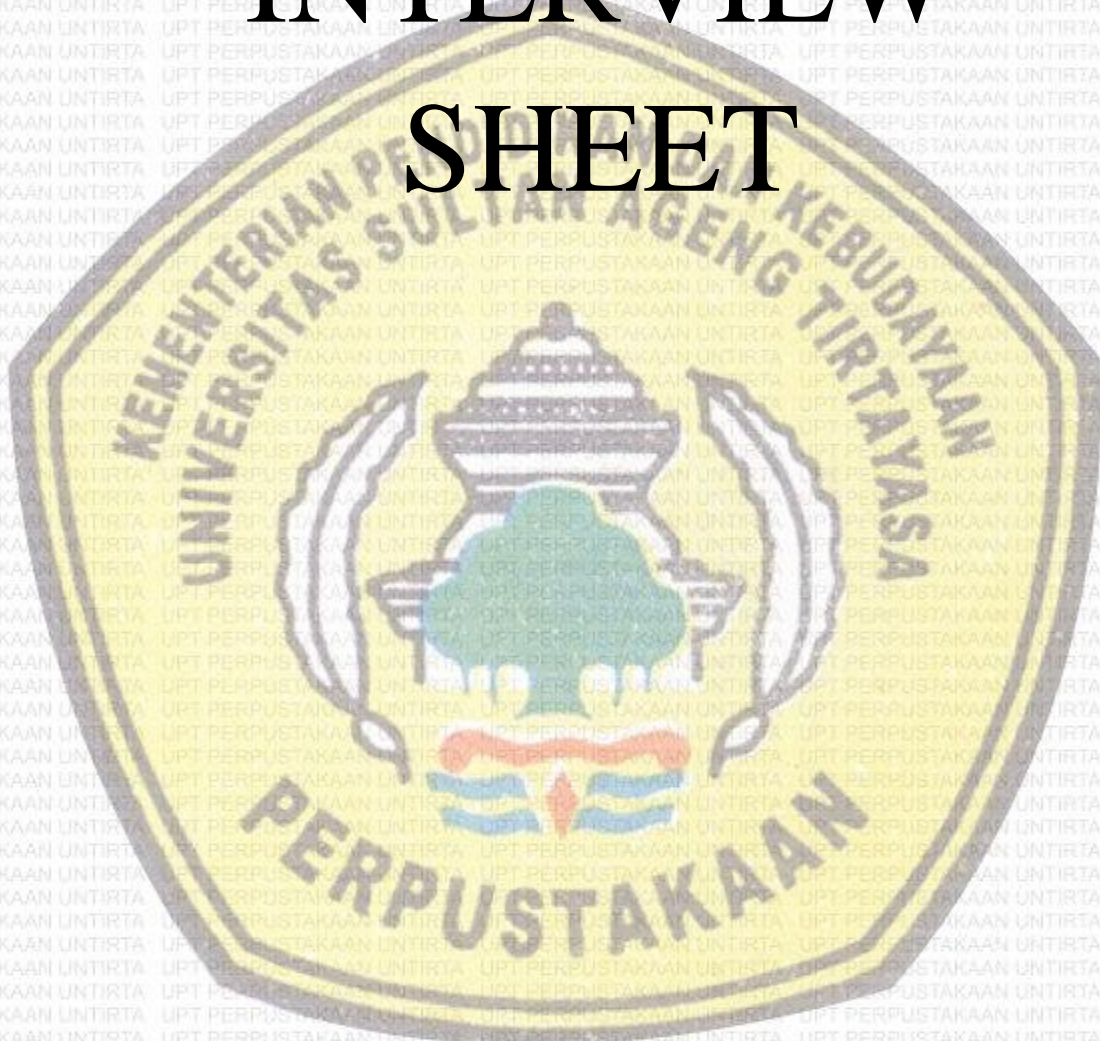
Laki-Laki : 14 Orang
Perempuan : 20 Orang
Jumlah : 34 Orang

Nip.

PERINGATAN !!!

- Dilarang mengutip sebagian/ seluruh karya tulis ini untuk digandakan/diperjualbelikan.
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
- Dilarang mengumumkan sebagian/ seluruhnya karya tulis ini dalam bentuk apapun.

APPENDIX INTERVIEW SHEET



PERINGATAN !!!

- 1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.**
- 2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.**
- 3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.**

INTERVIEW SHEET
(SMPN 3 MEKAR BARU)

Aspect	Question
School Device	1. What curriculum which is applied in the school?
Student Analysis	2. How is the process of students' motivation in ELT?
	3. What is dominant student's learning style in this school?
	4. What is the characteristic of students in class? (active or passive)
	5. How is students' vocabulary in English language?
Content Analysis	6. What is the material in this semester?
	7. How is the students' ability in learning descriptive text?
Analysis Media	8. Do you ever use media in teaching English before?
	9. What is the media which ever you use in ELT?
	10. What do you think if students are given Jumbled words Media as a media of descriptive text?
English teacher suggestions	11. What is your suggestion to make a good teaching in the classroom?

PERINGATAN !!!

1. Dilarang mengutip sebagian/seluruh karya tulis ini untuk digandakan/diperjualbelikan.
2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, dan atau tinjauan suatu masalah dengan catatan tidak merugikan Penulis.
3. Dilarang mengumumkan sebagian/seluruhnya karya tulis ini dalam bentuk apapun.

THE RESULT OF INTERVIEW SHEET

Teacher Name : Aisyah S. Pd.

Interviewer : Tantiana Dewi Rahayu

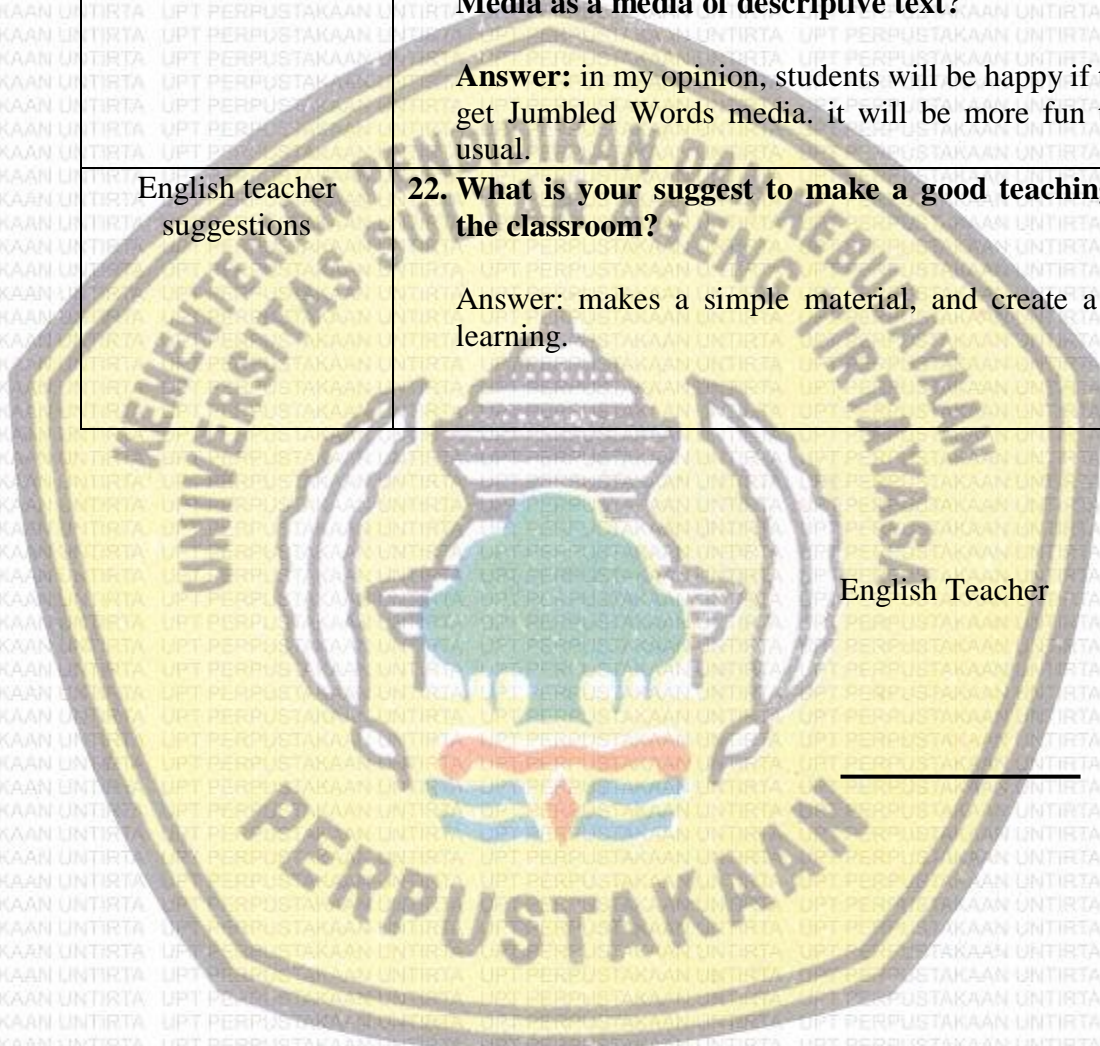
Day/Date : Thursday/ January 25, 2018

Aspect	Question
School Device	<p>12. What curriculum which is applied in the school?</p> <p>Answer: for seventh grade is already K13 revision.</p>
Student Analysis	<p>13. How is the process of students' motivation in ELT?</p> <p>Answer: the students often feel difficulties to memorize vocabulary in learning English.</p> <p>14. What is dominant student's learning style in this school?</p> <p>Answer: most of students is visual because they more excited with the material that use pictures.</p> <p>15. What is the characteristic of students in class? (active or passive)</p> <p>Answer: some students are active in the class (mostly male students) and some other is passive.</p> <p>16. How is students' vocabulary in English language?</p> <p>Answer: students still have low vocabulary, mostly students write vocabulary same with pronunciation (one written wan).</p>
Content Analysis	<p>17. What is the material in this semester?</p> <p>Answer: in this semester, the material are describing person, things, animals etc.</p> <p>18. How is the students ability in learning descriptive text?</p> <p>Answer: Students still have low vocabulary. So students always use dictionaries in learning descriptive text.</p>

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<p>Analysis Media</p>	<p>19. Do you ever use media in teaching English before? Answer : Yes. I do.</p> <p>20. What does the media which ever you use in ELT? Answer: I often use pictures in teaching.</p> <p>21. What do you think if students get Jumbled words Media as a media of descriptive text? Answer: in my opinion, students will be happy if they get Jumbled Words media. it will be more fun than usual.</p>
<p>English teacher suggestions</p>	<p>22. What is your suggest to make a good teaching in the classroom? Answer: makes a simple material, and create a fun learning.</p>



English Teacher

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APPENDIX

LETTERS AND

RESEARCH ENTIRETY



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Kampus II Jalan Raya Ciwaru No. 25 Kota Serang
Tlp. (0254) 280330, Ext. 111, 7910005/7910008 Fax. (0254) 281254
Website: www.fkip.untirta.ac.id email: surat.fkip@untirta.ac.id

Nomor : 2445/UN.43.2/KK/ 2018 05 April 2018
Lampiran : -
Hal : Permohonan Penelitian Tugas Akhir / Skripsi

Kepada Yth,
Kepala SMP N 3 Mekar Baru

Di
Kabupaten Tangerang

Sehubungan dengan rencana Penyusunan Tugas Akhir/Skripsi bagi mahasiswa kami, dengan ini mengajukan permohonan tempat penelitian di Perusahaan/Lembaga yang Bapak/Ibu pimpin.

Adapun data mahasiswa yang bersangkutan adalah sebagai berikut.

Nama : TANTIANA DEWI RAHAYU
NIM : 2223140437
Fakultas : FKIP
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Semester : Genap
Telepon / HP : 0838305178521
Durasi (Lama Penelitian) : 2 Bulan
Rencana Topik : "Improving Students' Vocabulary Through Jumbled Words Media for Seventh Grade Students of SMPN 3 Mekar Baru"

Demikian permohonan kami sampaikan atas kerjasamanya dan perhatian Bapak/Ibu kami ucapkan terima kasih.

Wakil Dekan Bidang Akademik

Dr. Suroso Mukti Leksono, M.Si.
NIP. 197202262005011002

Tembusan :

- Ketua Program Studi Pendidikan Bahasa Inggris

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DINAS PENDIDIKAN**



**UPT PENDIDIKAN SMP NEGERI 3 MEKAR BARU
KECAMATAN MEKAR BARU**

Alamat: Jln. KH. Sharemi Kp. Bendung Ds. Waliwis Kec. Mekar Baru Kab. Tangerang Pro. Banten
Email : smpn3mekarbaru@gmail.com Kode Pos: 15550

SURAT KETERANGAN

NO. :422.1/009/SK/SMPN3MB/V/2018

Yang bertanda tangan dibawah ini Kepala SMPN 3 Mekar Baru, menerangkan dengan sebenarnya bahwa :

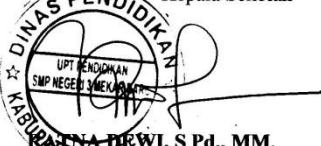
Nama : TANTIANA DEWI RAHAYU
Nim : 2223140437
Fakultas : FKIP
Jurusan/Program Studi : Pendidikan Bahasa Inggris

Nama tersebut diatas, telah melakukan penelitian di SMP 3 Mekar Baru. Sehubungan Dengan tugas melengkapi Penulisan Skripsi yang berjudul:

“Improving Students’ Vocabulary Through Jumbled Words Media for Seventh Grade Students of SMPN 3 Mekar Baru”

Demikianlah surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Mekar Baru, 4 Mei 2018
Kepala Sekolah


TANTIANA DEWI, S Pd., MM.

NIP.196202231983042002

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 - Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Keputusan Presiden RI Nomor 32 Tahun 2001 tentang Penegerian Universitas Sultan Ageng Tirtayasa;
 - Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor: 17 tahun 2015 tentang Statuta Universitas Sultan Ageng Tirtayasa;
 - Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi RI Nomor 291/M/KP/VIII/2015 tentang Pengangkatan Prof. Dr. H. Sholeh Hidayat, M.Pd. sebagai Rektor Universitas Sultan Ageng Tirtayasa Periode 2015-2019;
 - SK Rektor Untirta Nomor: 818/UN43/KP/SK/2015 tentang pengangkatan Dekan FKIP Untirta;
 - Keputusan Rektor Universitas Sultan Ageng Tirtayasa Nomor: 325/UN43/AK/SK/2017 tentang Pedoman Akademik Universitas Sultan Ageng Tirtayasa Tahun Akademik 2017-2020.
- Memperhatikan** :
- Surat usulan Ketua Jurusan Pendidikan Bahasa Inggris Nomor : 154/UN43.2.03/PP/2018 tanggal 17 April 2018 tentang Permohonan SK Dosen Pembimbing Skripsi

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Pada tanggal : 18 April 2018
Dekan,

Dr. H. Aceng Hasani, M. Pd.
NIP 19670820 199802 1 003

- Tembusan disampaikan kepada Yth :
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 - Wakil Dekan di lingkungan FKIP Untirta
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Fakultas Keguruan dan Ilmu Pendidikan
Semester Genap Tahun Akademik 2017/2018

DAFTAR MAHASISWA DAN DOSEN PEMBIMBING TA/SKRIPSI
Semester : Genap Tahun Akademik 2017/2018

No	NIM	Nama	Judul	Dosen Pembimbing
1	2223132063	Siti Nurul Hidayah	Teaching Pronunciation Through Reading Aloud At Seventh Grade Of SMPN 13 Kota Serang	Pembimbing 1: Ika Handayani, S.Pd., M.Pd. Pembimbing 2: Dina Rachmawati, S.S., M.Pd.
2	2223140437	Tantiana Dewi Rahayu	Improving Students Vocabulary Through Jumbled Word Media for Seventh Grade Students of SMPN 3 Mekar Baru	Pembimbing 1: Ledy Nuriely, S.Pd., M.Pd. Pembimbing 2: Weliam Hamer, S.Pd., M.Pd.
3	2223140485	Puput Sulistami	Improving Students' Reading Comprehension by Using Peer Assisted Learning Strategies (PALS) at The Tenth Grade of SMA Negeri 6 Kota Serang	Pembimbing 1: Dr. John Pahamzah, M.Hum Pembimbing 2: Wieka Barathayomi, M.Hum.
4	2223140704	Wulandari Kristiyanti	the influence of scientific approach towards students' recount text writing skill for eighth grade in SMPN 2 CIOMAS	Pembimbing 1: Ika Handayani, S.Pd., M.Pd. Pembimbing 2: Dina Rachmawati, S.S., M.Pd.
5	2223140915	Arika Fitri Tsaniya	The Influence of Clustering Technique in Teaching Writing Descriptive Text at The Seventh Grade of MTs Al-Hidayah Kota Tangerang	Pembimbing 1: Dr. Masrupi, M.Pd. Pembimbing 2: Dhafid Wahyu Utomo, M.A
6	2223140948	Iha Mufliha	The Effectiveness of using cue card to improve students' speaking skill at the eight grade of SMPN 6 Kota Cilegon	Pembimbing 1: Drs. Pupun Sampurna, M.Pd. Pembimbing 2: Rahman Hakim, S.Pd., M.Pd.
7	2223141472	Sofiyatul Inayah	An Analysis of the Translation of Idiomatic Expression in Zootopia Movie	Pembimbing 1: Dr. John Pahamzah, M.Hum Pembimbing 2: Wieka Barathayomi, M.Hum.
8	2223141501	Dian Ayu Lestari	The Use of Clustering Technique toward Students' Descriptive Text in Writing at the First Grade of SMP Negeri 1 Ciruas	Pembimbing 1: Dr. John Pahamzah, M.Hum Pembimbing 2: Wieka Barathayomi, M.Hum.
9	2223142291	Novela Francisca K	Gender Differences in Performing Refusal Strategies at the Sixth Semester Students of English Education Department at University of Sultan Ageng Tirtayasa	Pembimbing 1: Dhafid Wahyu Utomo, M.A Pembimbing 2: Yusti Fargianti, M.Pd.

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