CHAPTER I

INTRODUCTION

Background of the Problem

Vocabulary is a basic component of a language that students should possess because it supports four language skills. According to Richard, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[1] It gives contribution to learners performing skills better. The students do not really know how to perform skills well if their vocabulary is poor.

One component of learning English is understanding the vocabulary of the English language itself, in addition to other components. Thornbury said that without grammar, there is little to convey and without vocabulary, there is nothing to convey.[2] That is how linguists conclude the importance of learning vocabulary. If students lack vocabulary, they find difficulties in listening, reading, writing, and speaking. Students will be able to understand messages or information and catch ideas easily from texts if they have sufficient vocabulary. In addition, students cannot speak English fluently without vocabulary, and cannot understand the meaning of what the speaker is saying to them. Students will not be able to organize their ideas into sentences if they only have limited vocabulary. This is

[1] Jack C. Richard and Will A. Renadya,*Metodology in language teaching*,(America : Cambridge university press, 2002),p.225

[2] Scoot Thornbury*, How To Teach Vocabulary*, (England:Longman,2002),p.13

because vocabulary is very important for English students in their efforts to be good at language skills.

During teaching in grade 8th the researcher found that many students felt confused when the researcher mentioned some words in English. In this case, the researcher saw that there were still many students who had difficulty in understanding English vocabulary. This can be proven through their English vocabulary scores, see Appendix 1. Based on the table in Appendix 1, it can be seen that the highest score is 82, the lowest score is 60 and the average score is 73. Based on the student's vocabulary mastery scores, it can be seen that there are still many students' scores who are still below the passing grade. The passing grade for the students is 75 so it can be seen that the first problem is that students' ability in mastering English vocabulary is still below average.

The second problem is that there were still many students who were not interested and motivated to learn. It was seen through observation during teaching in class, there were many students who were not focused and sleepy while studying, when the teacher asked questions about vocabulary students were just silent. So, it is assumed that the students were not interested and got bored easily when learning English.

The last problem is that many students lacked the confidence to learn English. Students experienced a lot of self-doubt, especially when students wanted to ask questions. Students were not confident because they were afraid and embarrassed when asked so that they were unable to understand the lesson.

One way that can be used to improve students' vocabulary mastery is to use learning media. Media website application learning refers to the use of website applications as a medium for learning. Website applications can provide a wide range of learning materials, from text to multimedia formats, making learning more engaging and enjoyable. Overall, the use of website applications in learning can provide several benefits, including increased interest in learning, motivation, flexibility, professional development, increased learning materials, alternative learning, improved documentation, and improved learning experience.[3] Among the website application media that can be used are Wordwall, Cake Wordup, Rosetta stone, and Duolingo.

Here the researcher will use Wordwall media to increase students' English vocabulary. The media quiz game Wordwall helps develop students' vocabulary knowledge. According to Jennifer Cronsberry, Wordwall application is good to increase student vocabulary in learning English material and this application can make learning activities more interesting and fun.[4] Based on the discussion above, the research wants to conduct a research entitled **"Improving Students' English Vocabulary Mastery by using Wordwall Media in grade 8 MTs Hubbul Wathan Tabuyung".**

[3] Humairah, Nurul Kahar. (2021). *Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery.* Palangka Raya Indonesia

[4] Jennifer Cronsberry, *Word Walls: A support for literacy in secondary* (Canada: Curriculum Servies, 2004), 7.

A. Identification of the Problem

Based on the background of the problems above, the researcher found several problems that occur in learning English which can be identified as follows:

1. Many students who had difficulty in understanding English vocabulary.
2. There are still many students who are not interested and motivated to learn.
3. Students feel less confident to learn English.

B. Formulation of the Problem

Based on the problems above, the research formulated the problem as follows: How does Wordwall media improve students' English vocabulary and to what extent can Wordwall improve the vocabulary mastery of the grade 8^{th} students of Mts Hubbul Wathan Tabuyung?

C. Research Questions

The formulation of the problem above is further elaborated in the following research questions:

1. How does Wordwall media improve students' English vocabulary in grade 8 Mts Hubbul Wathan Tabuyung?
2. To what extent can Wordwall improve the vocabulary mastery of the grade 8^{th} students of Mts Hubbul Wathan Tabuyung?

D. Purpose of the Research

In line with the problems above, this study aims to identify how Wordwall media improve students' English vocabulary and the extent to which Wordwall

media can improve the vocabulary mastery of the grade 8th students of Mts Hubbul Wathan Tabuyung.

E. Significance of the Research

This research hopes that the results of this study can benefit many people, such as:

1. For teachers

   Wordwalls provide an alternative way of teaching vocabulary to help teachers solve teaching problems related to vocabulary mastery.

2. For students

   Students can get improvement on vocabulary mastery through different and interesting learning.

3. For researcher.

   The benefit of the research for researcher is to for the requirements to become a graduate.

4. For future researchers

   The results of this research can be used as a reference for future researchers.

F. Definition of the Key Terms

There are several key terms from this research, as follows:

1. Vocabulary mastery

   Vocabulary mastery is the ability of students to understand the meaning of words using context and use words effectively to express their ideas in communication.

2. Wordwall

   Wordwall is a website application that can be used to improve vocabulary mastery.

3. Media

   Media is a tool used by teachers to convey learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the language components that must be studied when learning English. According to Richards and Renandya vocabulary is the content of aspect language expertise and provided much of the basics for how students speak well, listen, read, and write.[5]It means that vocabulary is an important element that affects the four English that are listening, speaking, reading, and writing.

Vocabulary is a set of words that are familiar in one's language. There are still many understandings about vocabulary according to experts. Irwandi et.al difined vocabulary as a system of words and as a language component that has a noteworthy part in language.[6] Jackson said that vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with a particular activity. Merriam said that vocabulary is: (1) a list or collection of words and phrases usually alphabetically arranged and explained or defined, (2) assume or stock of words employed by a language, group,

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[5] Jack C Richards and Renandya Will A, *Methodology Language Teaching: An Anthology of Current Practice.(*New York*:* Cambridge University Press, 2002),225.

[6] Irwandi, "*Teaching Vocabulary In Contextualization For Young Learners*",(Proceding Of The Sixth International Conference On English Language And Teaching (ICOELT))2018, 42

individual, or work or in a field of knowledge, (3) a list or collection of terms or codes available for use (as in an indexing system), (4) a supply of expressive techniques or devices (as of an art form).[7] Vocabulary is generally a matter of remembering. To teach as effectively as possible, it is important to know how words are remembered and stored in students' minds and how students' memories are retained in the long term. A vocabulary is a number or list of words that have meaning and are indispensable for expression. A student is expected to continue to build his vocabulary so that he can continue to communicate effectively, both in oral and written form. Good knowledge of vocabulary can also help students do well on English tests. If students do not know how to increase their vocabulary, students will likely have difficulty learning English.

Based on some of these explanations, it can be concluded that vocabulary is an important part of the English language where without vocabulary students cannot communicate well and cannot express the intentions and purposes that students will talk about.

b. The Principle for Teaching Vocabulary

David Nunan states that some principles can be helpful when focusing on vocabulary development as part of an ESL or EFL program. There are seven principles in teaching vocabulary in the classroom. The first is to emphasize teaching. It means that direct and

[7] Merriam Webster's, "Dictionary", Merriam Webster's Inc: United State of America,2003, P.1400

indirect vocabulary instruction must be included as part of a vocabulary development program. The second is to teach vocabulary words before a new activity, when vocabulary words are taught before a new activity, students benefit in two ways. The third, teach how to use context clues appropriately. It means students can benefit from learning how to use context clues and guessing the meaning from the context. The fourth, resent multiple exposures to new vocabulary items, in this part, the young learners make educational gains when they are exposed to vocabulary items repeatedly in rich contexts. Five, give opportunities for deep processing of vocabulary items, it is about deep processing means working with information at a high cognitive and/or personal level. Six is about teaching students to use dictionaries, in other words, the use of dictionaries as a tool for EFL instruction has come back into style. Seventh, students have to keep vocabulary notebooks.[8] Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning.

By using the principles above, teachers can teach vocabulary. It can be helpful to the teacher when focusing on developing vocabulary as a part of English foreign language. Teachers cannot teach vocabulary to students if the teacher can't understand their student's vocabulary ability.

[8] David Nunan, *Practical English language teaching*. (Mcgraw Hill, 2003), p.135

So it is mean teaching vocabulary to students becomes the most efficient way to learn English. So the students can use the vocabulary during the learning process According to Nunan, there are two kinds of vocabulary: low-frequency vocabulary and high-frequency vocabulary. High-frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through the teaching and learning process and be used in communicating messages in listening, speaking, reading, and writing. High-frequency vocabulary should also be fluently accessible for receptive and productive use. Learners need to realize that they must be responsible for their learning. It is sometimes difficult for learners to take on this responsibility because of their past learning.[9] This is a part of the teacher to help the learners.

c. Vocabulary Mastery

The first thing in a person‟s mind about vocabulary is a group of words on a certain language. However, there are many definitions about vocabulary taken from some experts. According to Celcie Murcia, vocabulary is central to language acquisition, where the language is first, second, or foreign.[10] While, Hatch and Brown defined vocabulary as a list or a set of particular language or list of a

[9] David Nunan, Practical English Language Teaching, (Mc Grow Hill, 2003), P. 135

[10] Murcia, Marianne Celce. 2001. Teaching English as a Second of Foreign Language. Third Edition. United State.

set of words that individual speaker may use.[11] In addition, Hornby also defined vocabulary as a list of words complete with their meanings, it is core of a language.[12] Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication.

Moreover, the term "mastery" means having great skillfulness and knowledge of some activities or subjects. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.

There are five stages that help students learn to master vocabulary according to Hatch and Brown namely:

1. Have a source to combine with new words

   New words to be known and understood by students need a source. Sources from the teacher can be in the form of pictures, diagrams, photos and so on. Pictures help students recognize new words, because from pictures students can form their knowledge.

2. Have clear images either visually or audibly or both to assist in recognizing new tenses.

   Images that have high clarity help students recognize words and increase vocabulary. Students are more interested in learning if

[11] Hatch, E., & Brown. S. (1995). Vocabulary, Semantics, and Language Education. New York: Cambridge University Press

[12] A.S. Hornby (1995). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.

there is Wordwall media. So that the media helps students in knowing and recognizing the forms of words in the vocabulary they are studying

3. Learn to mean words.

   Students who are still unfamiliar with foreign language vocabulary taught by the teacher can be invited to study together in interpreting the vocabulary. Students who initially did not understand a vocabulary when they understood its meaning then students were interested in learning the vocabulary.

   Suggests that interpreting new words is very important for students because students still need encouragement to interpret words from foreign languages. Interpreting words can help students to store the new words they get in memory. The meaning of a foreign language can be remembered by students if the meaning of the word is taught in accordance with the language that students have acquired.

4. Make a strong memory by associating between the form and the meaning of the word

   Suggests that the vocabulary learning process begins when students understand the new word they are learning and pay attention to the form of the new word. At first, the newly learned word enters the student's short-term memory, then the teacher must be able to build memory about the word to use so that it can

become long-term memory. Memorization activities are the main activities in learning vocabulary at the beginning of learning then repeated regularly so that vocabulary can be remembered.

5. Using words

Mastery of English vocabulary requires habituation in using English vocabulary. Habituation can be in the form of using new words during the learning process. [13] Mastery of English vocabulary does not only use memory skills but the teacher must provide exercises on vocabulary.

Based on the opinion above, the researcher will use the five points above as a basis for observing students during the learning process. The following are the definitions of observation according to experts as found in the search results: According to *Kamus Besar Bahasa Indonesia (KBBI)*, the definition of observation is a careful review. According to Prof. Heru, observation is one of the methods of data collection by observing or reviewing carefully and directly in the research location. According to Nurkancana, observation is the ability of a person to observe through the work of one of the senses, namely the eyes, and is assisted by other senses. According to Karl Welck, the definition of observation is the recording, selection, arrangement, marking, replacement of a series of behavioral processes and situations that have a relationship with a particular organization. According to Suharsimi Arikunto, observation is

[13]Cameron, Lynne. (2005). *Teaching Languages to Young Learners*. New York: Cambridge University Press.

the direct observation of an object in the environment that is taking place, covering various activities.[14] In summary, observation is a research method that involves observing and recording a subject carefully and directly in the field.

The definition of observation according to experts is a careful review, one of the methods of data collection, the ability to observe through the senses, the recording and selection of a series of behavioral processes and situations, and the direct observation of an object in the environment. The observation sheets used in this study used observation sheets for student activities, student activity observation sheets are used during the learning process. Student activity observation sheets are used to observe everything that students do during learning takes place based on predetermined indicators.

The meaning of an English vocabulary is very important for students to help understand English vocabulary and learn the forms of English vocabulary. Students who have interpreted English vocabulary are then introduced to reading English vocabulary. The process of learning to read is done repeatedly. This is done to help students remember an English vocabulary. The use of English vocabulary in class is recommended so that students' memories of new words are not easily lost.

Vocabulary is a very important language component for students. Vocabulary is knowledge when learning English. If students understand

[14] Zakky. *Pengertian Obserfasi Menurut Para Ahli*, 2020. https://www.zonareferensi.com/pengertian-observasi/

vocabulary, they can understand a sentence. According to Nation Paul and Newton John's[15] vocabulary is the science of meaning and words. In addition to how the word is pronounced and how the word is used in context.

d. Aspect of Vocabulary

There are three aspects to teaching vocabulary. These are:

1) Meaning

The students attempt to give the meaning for vocabulary without good understanding. This is not better for growth than translation. It is recommended it is possible to class without understanding the meaning of words that to pronounce.

2) Spelling

The definition of spelling is the act or process of forming words correctly according to the conventional system of a particular language. It involves arranging letters in the correct order to represent the sounds of words accurately. Spelling is an essential aspect of language proficiency as it enables effective communication in written form.

When a person spells a word correctly, it means they have followed the established rules and conventions of that language's orthography (the standardized system of writing and spelling words). This may include knowing the correct sequence of letters,

[15] Nation, P.,& Newton, J, *Teaching Vocabulary*. (Cambridge: Cambridge University Press, 1997), 82.

the use of capitalization, punctuation, and understanding the rules for combining letters to form syllables and words.

3) Pronouncing

Pronouncing, or pronunciation, refers to the act of articulating and producing the sounds of words in a specific language. It involves accurately reproducing the phonetic and phonological features of a word according to the rules and conventions of that language. Pronunciation is an essential aspect of language learning and communication, as it allows speakers to be understood by others and to convey their intended meanings effectively.[16]

e. Assessing Vocabulary

Assessment is important in any learning. It is to obtain a series of information regarding the results of learning and the achievement of competencies of students. There are three dimensions of vocabulary assessment according to John Read namely:

1) Discrete – embedded

Discrete test takes vocabulary knowledge as a distinct construct, separated from other components of language competence. In contrast, an embedded vocabulary measure is one that contributes to the assessment of a larger construct.

2) Selective – comprehensive

[16] Robert Lado, Patterns of Difficulty in Vocabulary Lnguage Learning Vol 6 Issue 1-2, (University of Michigan, 1972),1.

The second dimension concerns the range of vocabulary to be included in the assessment. A conventional vocabulary test is based on a set of target words selected by the test-writer, and the test-takers are assessed according to how well they demonstrate their knowledge of the meaning or use of those words, this is a selective vocabulary measure. On the other hand, a comprehensive measure takes account of all the vocabulary content of a spoken or written text. For example, let us take a speaking test in which the learners are rated on various criteria, including their range of expressions but principle are forming a judgement of the quality of the test-takers' overall vocabulary use.

3) Context-independent – context-dependent

Context-independent properties form the core meanings of words, whereas context-dependent properties are a source of semantic encoding variability.

According to read in some respects vocabulary testing is quite a simple activity, a matter of selecting a suitable number of target words and assessing whether each one is known by means of an established test format such as multiple-choice, matching, gap-filling, or some form of translation. Such test continue to be routinely used in second language teaching for a variety of assessment purposes and, if well designed, can be highly reliable and efficient measures of learner

competence.[17] Penny said that vocabulary can be assessed using types of discrete-point vocabulary, including matching questions and multiple-choice questions. Matching pictures with words can be used for vocabulary reading assessment.[18] Brown says that the major techniques used to assess vocabulary are defining and using a word in a sentence.[19] This opinion can be interpreted that the main techniques used for vocabulary assessment are definitions or meanings of words and using words in sentences. Read suggests several aspects used in the assessment of receptive and productive vocabulary, namely

Recognition and recall. *Recognition here means that the test-takers are presented with the target word and are asked to show that they understand its meaning, whereas, in the case of a recall, they are provided with some stimulus designed to elicit the target word from their memory;* ***Comprehension and use***.[20] *Comprehension here means that learners can understand a word when they encounter it in context while listening or reading, whereas use means that the word occurs in their speech or writing.*

The opinion above can be interpreted that an introduction and reminder, recognition means that the test taker displays the words that

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[17] Jhon Read, "*second Language Vocabulary Assessment: Current Practices and New Directions*", (International Journal of English Studies, vol. 7,No.2, 2007),p106

[18] Penny, McKay. (2006). *Assesing Young Language Learners*. New York: Cambridge University Press.

[19] Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education, Inc.229

[20] Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education, Inc.229

are the subject of discussion again and asks the test taker to show the meaning of what they have understood, while the reminder serves to provide some stimulus from the words that have been stored in memory. ; understanding and use, understanding means that students can understand a word when they find words that are still related to the words they have read or heard, while use means that they can understand a word when they speak and make their own writing.

f. The Media in Teaching Vocabulary

Media is one of the teaching materials. Without media teaching and learning activities cannot run effectively. Media is an instrument for facilitating the teacher to teaching and learning process. [21] Furthermore, Vernon Gerlach and Ely mention various kinds of media that are:

1) Picture

Picture sketch of the photograph which may be great or small the object.

2) Audio recording

The recording is making a voice from a disc, recording tape, and other media.

3) Motion picture

A moving picture in color black or white the results from graphs' actions

[21] H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1997), 27.

4) TV

This type of video electronic system is visible on a TV monitor.

5) Real things, simulation, and model

The events, object as develop with other media, are not replace for the matter object. [22] Along with the development of technology, there are now media for learning based on web applications include Duolingo, Wordwall, Cake, etc. So there is no need to worry about media for learning because one of these media can be used to teach English vocabulary.

2. The Nature of Wordwall

a. Definition of WordWall

Wordwall is a website application that can be used as an interactive learning medium for mastering English vocabulary, particularly at the elementary and junior secondary school levels. [23] It provides various games, quizzes, matching, pairing, and anagrams that can help learners improve their vocabulary. [24] Wordwall can be used to create learning media for English language teaching, such as quizzes and games, and has been found to be effective in improving students' vocabulary mastery. [25] The use of Wordwall as a media website application for

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[22] Vernon Gerlach, S and D.P. Ely. Teaching and Media. Systematic Approach. (New jersey: Prentice Hall, 1980), 297.

[23] Humairah, Nurul Kahar. (2021). *Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery.* Palangka Raya Indonesia

[24] Yennie. (2023). *WordWall Application as an Interactive Learning Media in Mastering English Vocabulary at Elementary School.* WordWall_Application_as_an_Interactive_Learning_Me.pdf

[25] Yulia. (2022). *Using Wordwall For Developing English Learning Media.* artikel+wordwall+for+elt+(1).pdf

learning English vocabulary can provide an engaging and interactive learning experience for students, making it easier for them to learn and remember new words. This application provides 18 templates that can be accessed for free. This application is very easy and practical when used in the process of teaching English vocabulary to students.

Every year students have to learn and use many new words in English lessons. They are required to perform tasks using new vocabulary. The use of Wordwall media in class can be a very effective teaching medium to increase vocabulary for students. Learning activities with Wordwall media encourage active student participation, such as pointing out keywords during lessons.

Learning using Wordwall media involves student participation when learning new vocabulary, one of which is learning to interpret a word, or spell it. The definition of Wordwall media is great for making teaching and learning activities more interesting and fun. Wordwall media is media that is displayed in front of the class using Infocus. Wordwall helps students in learning process and it will make them more interesting in learning vocabulary. The use of applications such as Wordwall opens space for students to be creative and innovative during learning. In addition, the display of fun learning in class will improve the mood of students in the class. One of the efforts to create fun learning as above is to take advantage of the features on the Wordwall media.

b. Steps to use Wordwall Media

The Wordwall application or site is a platform that allows anyone to create quizzes, materials or test questions. Wordwall will provide various interesting templates so that the questions given will be presented in various forms, like playing a video game. There are two versions, namely free and paid. For the free version, users can create a maximum of 5 activity slots. However, if it is paid, users can create unlimited activities. Meanwhile, for paid packages (premium), there are two types, namely standard and pro. Basically, using a wordwall to create practice questions or quizzes is not difficult. Users must register first. How to register on Wordwall is as follows:

1. Visit Wordwall.net
2. Select list
3. In the box provided, write your email name and password.
4. Press OK.

Users can also choose another alternative, namely logging in using a Google Account (select the Sign in with Google option). After registering, users can immediately enjoy the existing features and services. The steps to create questions and learning materials are as follows:

1. Open the Wordwall platform
2. Sign in with your Google account or email.
3. Select Create Activity.

4. Select the template provided.
5. Write questions and answers.

Teachers can change questions or views by editing them. Registering, logging in and making questions using Wordwall media is very easy, because there are lots of templates provided by Wordwall media. Things that can be edited include, among other things, editorial questions, answers, timings and even templates. How do I edit the content of a Wordwall that has been created, the steps are very easy:

1. Log in to Wordwall.
2. Go to My Activities
3. Select the Activity to edit.
4. Click the Edit button.
5. Make the desired edits or changes.
6. How to Edit Templates

To edit the template, there are two options. First, users can edit the template and play it directly. However, when shared, the template used is the initial template when it was first created. If you want to change the template and share it, the way to do it is to duplicate it. So the content remains the same, just changing the template. This method means the user creates a new one.

Framework of thought in media development procedures wordwall learning uses the Borg and Gall, Dick and Carey model. The procedures

used include needs analysis, design development learning development validation and revision of wordwall learning. Carried out in learning activities for students through two stages of activity, namely theoretical and practical. This theoretical activity is carried out by presenting material about wordwall and its use in overcoming vocabulary problems in the classroom. This stage begins by providing motivation to students regarding the importance of using wordwall in classroom learning so that teaching and learning activities in class are not boring. The second stage is practical where students are invited to play a role participants for English vocabulary learning avtivities using wordwall media. This activity aims to train students' skills in using wordwall in vocabulary learning in class.

c. Advantages and Disadvantages of Wordwall Media

The following are five advantages of Wordwall media as education in learning.

1. Stimulate the development of students' thinking power and sensitivity

Wordwall media provides various forms of games such as filling in-blank sentences, matching games, game demonstration quizzes, and anagrams that can increase students' sensitivity. The Wordwall application is very relevant for increasing students' English vocabulary.

2. Create an interesting, creative, and innovative play environment

Screen displays that can be varied accompanied by interesting background sounds make students enthusiastic about learning. Besides

that, from the point of view of educators, Wordwall can show students authority and confidence in learning. From the student's point of view, an attractive learning environment provides comfort and flexibility in participating in learning.

3. Improve the logic and understanding of students.

Missing word games, true or false, group sorting, and random cards can improve students' cognitive abilities. They are easier to respond to the exposure of teaching materials. Students are encouraged to think logically and efficiently during learning.

4. Interactive two-way educational media.

The advantage of learning to use a Wordwall is the occurrence of two-way interaction between educators and students. This interaction makes it easy for students to convey their aspirations and views on learning. Class dynamics like this make the class atmosphere come alive.

5. Benchmark assessment and ability of students.

Quiz features and games to determine right or wrong can be used as material for evaluating educators.

There are several disadvantages of a Wordwall in teaching vocabulary. The disadvantages of using the Wordwall technique are as follows:

1) Needed time to foster.
2) Needed to the instrument.
3) Sometimes viewed as busy work.

To overcome the disadvantages above the teacher will prepare the material and Wordwall well, explained how to make it clear, and manage the class effectively.

d. Features of WordWall

The Wordwall media have some features in it to help the student in learning process, this features will help the students during using this media and make them easy in using the Wordwall media, some of this features are:

1) Quick definitions

   The students write and choose the word to match definitions. The students can repeat the activity to review the words.

2) Word picture

   The students select one of the words from the Wordwall and illustrate it on the board. The opposing team got a point for a correct guess and illustrates another word.

3) Guess the Word

   The students riddle the word mean and its definition in Indonesian.

4) Mind Readers

   The teacher gives guidelines on a word on the Wordwall. When the students can easily guess of guideline must write the word.[26]

e. Teaching Vocabulary by Using Wordwall

[26] Lory Jamison Rog, *Climbing the Word Wall*, www.lorijamison.com, p.7.

The use of media activity in teaching and learning is very important. The teacher can choose one kind of modern or simple media to help the teaching and learning process. The Wordwall media can help the students and teacher during the learning process and make it more simple to teach and make students more fun. Teaching vocabulary is simply attractive if the teacher uses media that is reasonable.

Teaching vocabulary by using Wordwall media consists of some activities:

1) Mystery Word

   Introduce new words by displaying new vocabulary in random order. To assist students in word analysis, provide guidelines and the meaning of any word on how to spell. Students can rearrange their knowledge on the guidelines provided.

2) Visiting Word

   The students had worked on Wordwall for a substantial time.

3) Missing Word

   Choose one of the word walls and rearrange the word. Give guidelines to help to determine the missing word.

4) Quick Definitions

   The students select and write the words to match definitions. The students can repeat the activity to review all the words as they choose the answer.

5) Looking at Spelling

The student underlines part of the word are difficult words to spell using color strips.[27]

The activities in teaching vocabulary by using word games according to Cronsberry:

1) Word Pictures

   Work in groups, students choose one of them from Wordwall and describe it on the board. The group other gets a point for exact assumptions and explains another word.

2) Word Relationships

   The students can share the word on the word card with words. The students repeat the activity by changing their new partners. After doing this a few times, they can participate with another library to can find the relationship. Discussion similarities and differences can get the students to master new vocabulary meanings.

3) Word Cards Partner Game

   The sections of students took choosing of word cards and bid a definition for the word. The partnership gets clues and spells the words.

4) Parts of Speech

   Part of speech and must determine which word on the Wordwall relates to the category. The one team looks for an equal part of the speech comparison list and the discussion is different.

[27] Jennifer Cronsberry, *Word Walls: A support for literacy in secondary* (Canada: Curriculum Servies, 2004), 7.

5) Drama

Students choose a word from the Wordwall and arrange conditions that illustrate the words, and get riddle the word.

B. Review of the Related Studies

There are several studies in the past about vocabulary, there found several relevant studies conducted by other studies. First, research was conducted by Dwi Hartatiningsih with the title "Improving English vocabulary mastery using wordwall media for class VII MTs students, Gruppi Kresnomulyo".[28] Vocabulary mastery of students experienced a significant increase using the help of Wordwall learning media.

Secondly, Abdul Aziz entitled "Use of Bilingual word wall media to improve students' English Skills at SMPN Satap 3 Hanau, Paring Raya Village".[29] Students said that one of the media that can be used to develop students' vocabulary mastery is a Wordwall, through his research using Wordwall media it can be concluded that there was an increase in students' vocabulary mastery by as much as 23.3% and 33.6%.

Third, Semnara with the title "improving students' vocabulary mastery through the Medium of Wordwall".[30] Based on his findings, he concluded that the teaching and learning process by using Wordwall media could improve students' vocabulary mastery at MTs, Daarul Mubtadi-in Jayanti Tangerang. This shows the test results, the percentage of 40%

[28] Hartatiningsih, Dwi. (2022). *Improving English vocabulary mastery using wordwall media for class VII MTs students*, Gruppi Kresnomulyo.

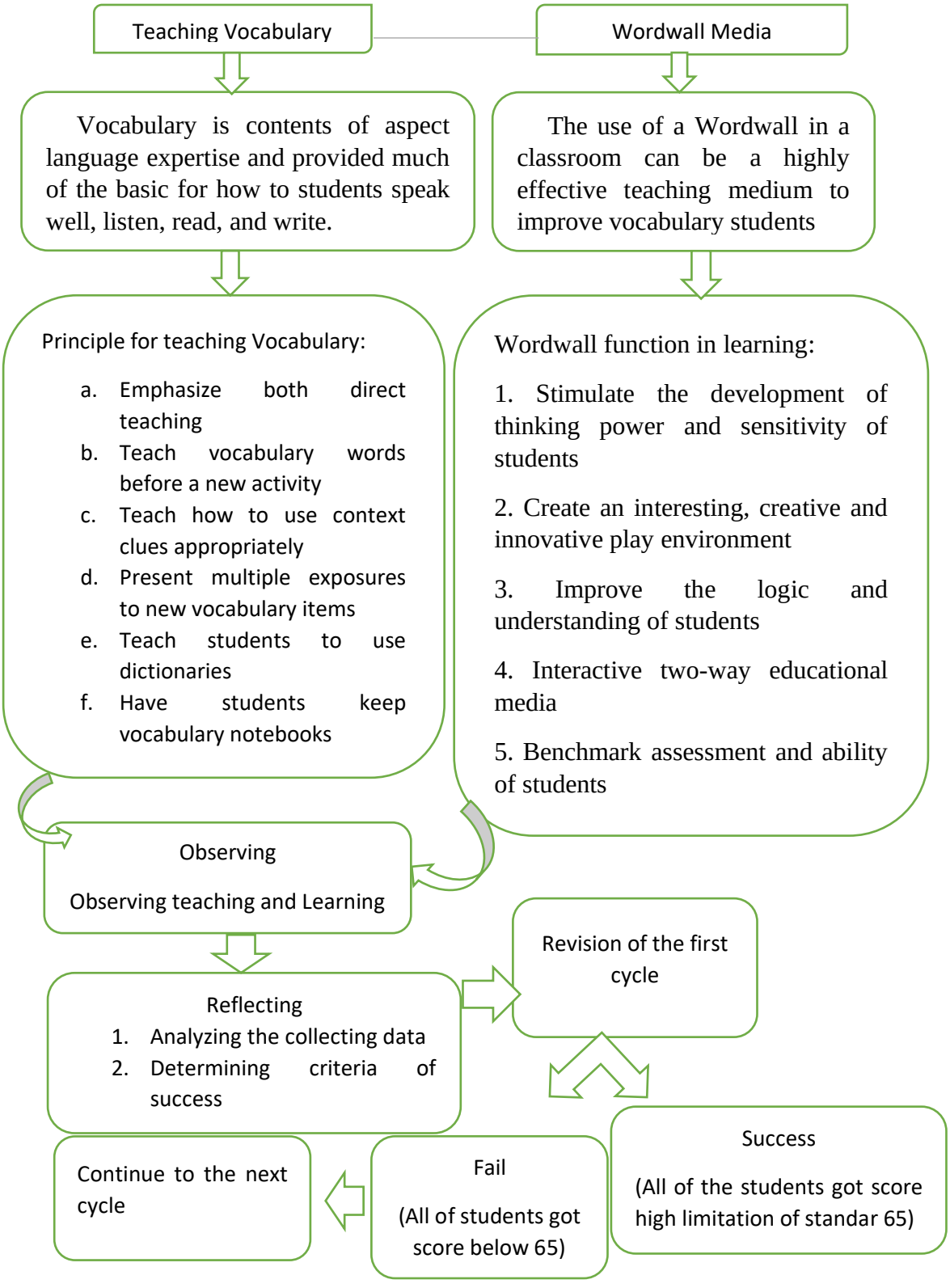
[29] Aziz, Abdul. (2021). *Use of Bilingual word wall media to improve students' English Skills at SMPN Satap 3 Hanau,* Paring Raya Village.

[30] Semnara. (2019). *improving students' vocabulary mastery through the Medium of wordwalls.*

increased to 60% and increased again to 100%. So it can be concluded that Wordwall media can improve students' vocabulary mastery.

From the three studies above, the researcher found similarities with the research that the researcher will carry out, namely that they both use two variables, namely vocabulary with wordwall and both use classroom action research. Researcher also found that the research studies above were equally successful in increasing students' vocabulary by using wordwall media.

C. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Design of the Research

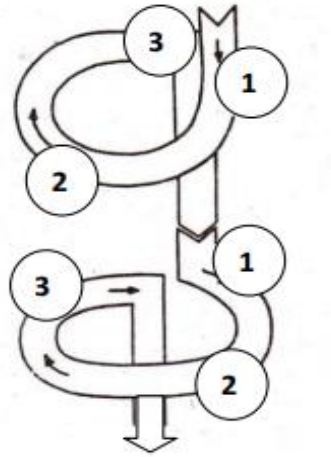
Research on improving vocabulary mastery of grade 8 Mts Hubbul Wathan Tabuyung through the use of wordwall media is a classroom action research. According to Suharsimi action research is research that aims to solve problems through a real action, not just looking at a particular phenomenon and then describing what happened to that phenomenon.[31] According to Sumadi, action research is research that aims to develop new skills or new approaches and to solve problems with direct application in the world of work or other actual worlds.[32] There are many types of classroom action research, this research will use collaborative classroom action research (CAR). Suwarsih Madya says that classroom action research is a real-world practical intervention aimed at improving practical situations.[33] The purpose of the collaborative classroom action research itself according to Sulipan is to solve problems, improve conditions, develop, and improve the quality of learning.[34] The collaborative classroom action research design used in this study is the cycle model design according to Kemmis and McGartart, namely repetitive and sustainable or oriented towards improving and achieving learning outcomes. According to Suharsimi Arikunto the Kemmis and Taggart models have three stages as follows:

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[31] Suharsimi Arikunto. (2010*). Penelitian Tindakan*. Yogyakarta: Aditya Media.
[32] Sumadi. (2006). Metode Penelitian Tindakan Kelas. Bandung: Rosdakarya.
[33] Suwarsih Madya. (2007). *Teori dan Praktik Penelitian Tindakan.* Bandung: Alfabeta.
[34] Sulipan. (2008). *Penelitian Tindakan Kelas*. Diakses dari http://massholeh.webs.com/sulipan.pdf. pada tanggal 18 Juli 2023, jam 11.12.

1. Planning or drafting an action plan, in this stage the researcher explains what, why, when, where, who, and how the action was carried out.
2. Acting, or carrying out actions and observing or observing, in this stage contains the application of the contents of the class action design and at the same time observations are made when the class action is carried out.
3. Reflection or reflection.[35] in this stage after the researcher gets the results of the action, the researcher evaluates what has been done, if the results are not satisfactory, then there needs to be a redesign to be corrected, modified and if necessary a new scenario is created for the next cycle.

The flow of the cycle model according to Kemmis and Taggart is described by several cycles that continue. The plot can be described as follows:



Dst.

Cycle I

1. Planning
2. Action and observation
3. Reflection

Cycle II

1. Planning
2. Action and observation
3. Reflection

etc.

[35] Suharsimi Arikunto. (2006). Prosedur Penelitian. Jakarta: Rineka Cipta.

B. Research Setting and Participant

This research is conducted at Mts Hubbul Wathan Tabuyung, the school's location on Jalan Pantai Barat Tabuyung village, which is located on the waterfront. The participants in this study were 8th-grade students at Mts Hubbul Wathan Tabuyung, the number of 8th-grade students was 24 students.

C. Research Procedure

Before conducting classroom action research, researchers need prior preparation:

Cycle I.

1. The first meeting.
    a. Opening the Class

        The researcher started the class by praying and saying hello together before starting the lesson. Researchers asked students questions about the names of objects around or in the students' environment. Then the researcher displays the Wordwall media and displays one of the images, then the researcher displays one of the words to match with the existing image, the researcher explains that the image has a name and conveys the characteristics of the object that has been matched with the wordwall media, the researcher conveys the learning objectives for that day, namely saying the correct name and showing the object according to its name.

    b. Main activities

The researcher distributed several pictures to students, researchers asked students to observe wordwall media which contained images and several words. Students are guided by researchers to discuss and match pictures according to their names on wordwall media with their friends, students read the correct answers with their friends regarding the names of objects on the wordwall media.

c. Closure

The researcher reviews the material in the core activities, the researcher and students reflect on learning activities to determine the position of objects in the environment around the students. Researcher gave students homework to practice naming the positions of objects in the environment around them. Researcher and students concluded the day's learning and closed the lesson with prayer and greetings.

2. The Second meeting.

a. Opening the Class

Start learning by saying hello and praying together. The researcher and students recalled the previous material, the researcher asked about the difficulties the students experienced in learning to master vocabulary. Researcher provide reinforcement to students regarding the importance of vocabulary mastery for students. The researcher conveyed the learning objectives for that

day, namely to practice matching and indicating the names of objects shown in front of the class.

b. Main Activities

Researchers share media in the form of images that are the same as wordwall media. Researchers guide students to discuss and match pictures with names on wordwall media with their friends. Students exchange information with their table mates about the names of existing objects and then match them with the pictures. Each student appears in front of the class to show and say the names of objects that have been matched to the picture.

c. Closure

Researchers reviewed some of the material that had been studied in the core activities.

Researchers and students reflect on learning activities to determine the names of objects that have been studied. Researchers advise students to always practice improving vocabulary mastery at home. The researcher closed the lesson with prayer and greetings.

Cycle II.

The action process that will be carried out in cycle II is carried out based on things that are still lacking in cycle I. Cycle II was improved from cycle I. The implementation of cycle II went through the same stages as cycle I, namely planning, action, and reflection. This can be described as follows.

a. Planning

The planning carried out in cycle II must be better when compared to cycle I, this planning is a refinement of cycle I. The things that must be considered in cycle II are as follows (1) preparing improvement lesson plans according to the actions to be carried out, namely learning vocabulary mastery skills using wordwall media, (2) preparing wordwall media to be used in learning, (3) making and preparing test instruments to be tested to test students' vocabulary mastery, and photo documentation to obtain non-test data cycle II, (4) preparing vocabulary mastery test kits to be used in evaluation cycle II learning outcomes, (5) preparing wordwall media that is more interesting than cycle I learning, (6) consulting again with the school principal for further lesson plans.

b. Action

The actions taken in this research in cycle II were improvements from cycle I, namely correcting errors and things that could become obstacles to learning activities. This can be done by paying attention to the suggestions given by students in the first cycle of learning and trying to be more varied in the learning process in cycle II. The actions taken at this stage are introduction, core, and closing.

The first meeting, the preliminary or early learning stage, is the conditioning stage of students so that they are ready and interested in carrying out the vocabulary mastery learning process. This preliminary stage contains several activities carried out by the teacher to prepare and

direct students so that they can carry out learning well. This introduction includes several stages, including (1) the teacher does apperception, namely the stage of conditioning students so that they are ready and interested in carrying out the learning process. For example, greeting students, asking students about their state of students then the teacher asking students about the names of animals that students know, (2) the teacher motivates students to be interested in the material being taught, (3) the teacher asks students about the names of objects that are around or the student's environment, (4) the teacher shows wordwall media and displays one of the existing pictures, (5) the teacher takes one of the words to match the picture, (6) the teacher names the object that matches the picture, (7) the teacher conveys the purpose of learning that day, namely naming the object correctly.

The core stage in learning is the stage of carrying out vocabulary mastery learning activities using wordwall media. This stage includes several parts, including (1) the teacher distributes pictures to students, (2) the teacher asks students to observe wordwall media containing random pictures and words, (3) students are guided by the teacher to discuss and match pictures according to the words in the wordwall media with their peers, (4) students exchange information with their peers about the names of objects in the wordwall media and then match them with the appropriate pictures, (4) each student mentions one name of the object found on the wordwall media.

The closing or final stage of learning is the final stage of learning vocabulary mastery using wordwall media and the word game method. This stage includes several parts, including (1) the teacher reviews some of the material that has been studied in the core activities, (2) the teacher and students reflect on learning activities to determine the names of objects that are in the environment around students, (3) the teacher gives homework to students to practice naming objects in the environment around students, (4) the teacher and students conclude the day's lesson, (5) the teacher and students close the activity by concluding the mastery learning material vocabulary.

Furthermore, for the second meeting, the preliminary stage refers to the first meeting. Researchers condition students to be ready to follow the lesson. The researcher begins the lesson with (1) apperception, namely the teacher and students recall the previous material, (2) the teacher asks about the difficulties experienced by students in learning to master vocabulary, (3) the teacher reinforces to students regarding the importance of vocabulary mastery for students, (4) the teacher conveys the learning objectives that day, namely practicing matching and showing the names of objects shown in front of the class.

The core stage in learning is the stage of carrying out vocabulary mastery learning activities using wordwall media and the word game method. This stage includes several parts, including (1) the teacher distributes pictures, blank paper, and paper glue to students, (3) students

are guided by the teacher to discuss and match pictures with vocabulary on wordwall media with their peers, (3) students exchange information with their classmates about the names of the objects that are then matched with the words in the wordwall media, (4) the teacher asks students to paste pictures that have been matched with the correct vocabulary on blank paper, (5) each student appears to front of the class to show and name the objects that have been matched.

The closing or final stage of learning is the final stage of learning vocabulary mastery using wordwall media. This stage includes several parts, including (1) the teacher reviewing some of the material that has been studied in the core activities, and (2) the teacher and students reflecting on learning activities. In this reflection, the teacher and students exchanged opinions regarding the ongoing learning of vocabulary mastery. The teacher asks about the students' difficulties and their impressions during the learning process, (3) the teacher advises students to always practice increasing vocabulary mastery at home, and (4) the teacher and students close the learning activities by concluding the vocabulary mastery learning material.

c. Reflection

In this second cycle, reflection is carried out to determine the effectiveness of using wordwall media. This aims to see the process of learning vocabulary mastery through wordwall media, to find out the increase in students' ability to master vocabulary in cycle II. Furthermore,

researchers analyzed the data obtained either through observation, interviews, and photo documentation.

D. Technique of Data Collection

in this study using several data collection techniques. These techniques include observation and tests. More details can be seen below:

a. Observation

The observation method is carried out by observing activities during the learning process with wordwall media. In addition, observations were also made on student activities in participating in teaching and learning activities.

b. Test

This study used a test in the form of a multiple choice objective test totaling 10 questions and 20 matchmaking questions. Multiple choice objective tests measure students' ability to interpret vocabulary.

E. Instrumentation

Research instruments are tools used by researchers in collecting data to facilitate research, and the results are accurate and systematic. In this classroom action research using an instrument in the form of a test.

1. Observation

The observation is one of the instruments used in data collection. Observations were done during the process of learning English vocabulary using wordwall media. This observation was made to obtain data about student participation when the learning process was in

progress. Observation is a research method that involves collecting data by directly observing a subject in the field.

2. Test

The test is one of the instruments used in data collection, to determine student grades test vocabulary.

F. Technique of Data Analysis

Analysis of research data used in this study using descriptive quantitative data analysis. Descriptive quantitative data analysis is used because the main data is in the form of mastery of English vocabulary and can be processed through test questions and processed using quantitative data analysis.

The results of students' ability in mastering English vocabulary can be calculated using the following formula:

$$\text{Student scores} = \frac{\text{Scores obtained by students}}{\text{Maximum score}} \times 100$$

The results of the acquisition of values at the end of the cycle are calculated by the average value (mean) of all students. The formula for finding the average (mean) of single data according to Sugiyono is as follows.[36]

$$\text{Me} = \frac{\sum xi}{n}$$

[36] Sugiyono. (2007). *Statistika untuk Penelitian.* Bandung: Alfabeta.

Me = student scores

$\sum X_i$= scores obtained by students

n = maximum value

The average result of students' ability in mastering English vocabulary at the end of the cycle was calculated. The results of the average at the end of the cycle are then used as a comparison between cycle I and cycle II. If it experiences an increase in cycle II it is assumed that the use of wordwall media can improve English vocabulary mastery.

G. Indicator of Achievement

The achievement indicators in this research are quantitative data indicators. The quantitative data indicator for this research is achieving a minimum student score of 75 with a minimum number of students of 75% of the total number of students.

H. Collaborator

Collaborators in this classroom action research are people who help research collect data. The collaborators in this study were Mr. Asdi Wardana, S.Pd, namely the principal of Mts Hubbul Wathan Tabuyung, and Mrs. Hayati, S.Pd, a grade 7 English teacher at Mts Hubbul Wathan Tabuyung.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The implemantation of classroom action research

Cycle I:

Cycle I was carried out using two learning meetings process and evaluate 1 meeting at the end of the cycle meeting. Based on classroom action research procedures, there are several steps that have been carried out in the first cycle as follows:

1. Planning

At the planning stage, preparation for vocabulary mastery learning was carried out using wordwall media. The steps taken were preparing a lesson plan, preparing wordwall media, preparing guidelines for assessing vocabulary mastery using wordwall media, and preparing test instruments that was be tested to test students' vocabulary mastery.

2. Action

At this stage the researcher would take action in accordance to the lesson plan. The action that would be taken in the research outline is to carry out vocabulary learning using wordwall media. Actions in cycle I would be carried out in two meetings and these meetings would be carried out in several namely planning, core activities and closing.

The first or early learning stage, namely the conditioning stage of students so that they are ready and interested in carrying out the vocabulary mastery learning process. This preliminary stage contains several activities carried out by the teacher to prepare and direct students so that they can carry out learning well. This introduction includes several stages, including (1) the teacher does apperception, namely the stage of conditioning students so that they are ready and interested in carrying out the learning process namely greeting students, asking students' conditions then the teacher asks students about the names of animals that students know, (2) the teacher motivates students to be interested in the material being taught, (3) the teacher asks students about the names of picture that are around or student environment, (4) the teacher shows wordwall media and displays several pictures, (5) the teacher displays a word to match the picture, (6) the teacher names the object that matches the picture displayed (7) the teacher conveys the learning objectives on that day, namely showing the correct name of the picture that has been matched with the displayed image.

The core stage in learning is the stage of carrying out vocabulary mastery learning activities. This stage includes several parts, including (1) the teacher asks students to observe wordwall media which contains pictures and several words, (3) students are

guided by the teacher to discuss and match the pictures according to the words. on wordwall media with their peers, (4) Students read the correct answers with their friends regarding the names of objects on the wordwall media.

The closing or final stage of learning is the final stage of learning vocabulary mastery using wordwall media. This stage includes several parts, including (1) the teacher reviews some of the material that has been studied in the core activities, (2) the teacher and students reflect on learning activities to determine the names of objects that are in the environment around students, (3) the teacher gives homework to students to practice naming objects in the environment around students, (4) the teacher and students conclude the day's lesson, (5) the teacher and students close the activity by concluding the mastery learning material vocabulary.

Furthermore, for the second meeting, the preliminary stage refers to the first meeting. Researchers condition students to be ready to follow the lesson. The researcher begins the lesson with (1) apperception, namely the teacher and students recall the previous material, (2) the teacher asks about the difficulties experienced by students in learning to master vocabulary, (3) the teacher reinforces to students regarding the importance of vocabulary mastery for students, (4) the teacher conveys the

learning objectives that day, namely practicing matching and showing the names of objects shown in front of the class.

The core stage in learning was the stage of carrying out vocabulary mastery learning activities using wordwall media. This stage includes several parts, including (1) the teacher distributes media in the form of images that are the same as wordwall media, (2) students are guided by the teacher to discuss and match pictures with words on wordwall media with their peers, (3) students exchange information with their desk mates about the names of existing objects and then match them with pictures, (4) each student appears in front of the class to show and mention the names of objects that have been matched with picture.

The closing or final stage of learning is the final stage of learning vocabulary mastery using wordwall media. This stage includes several parts, including (1) the teacher reviews some of the material that has been studied in the core activities, (2) the teacher and students reflect on the learning activities to determine the names of the objects that have been studied, the names of animals, and the names of the fruits that take place that day, (3) the teacher advises students to always practice increasing vocabulary mastery at home.

3. Observation

In cycle I the researcher made observations of the learning process that the researcher carried out. Observation made on the activities of student. These observation use the observation checklist that the researcher has prepared beforehand. Based on observation of student activities in the process of learning activities obtained student activity data as follow:

Table 3. Observation students in cycle I

No	Students Activities	Condition	
		Yes	No
1.	Students pay attention to the use of media demonstrated by the teacher.	√	
2.	Students use media to help in reading vocabulary.	√	
3.	Students interpret vocabulary with help from the teacher.	√	
4.	Students read vocabulary according to the examples given by the teacher.	√	
5.	Students write vocabulary in their notebooks.	√	

Based on table 3, it can be seen that during the learning process students pay attention to the material that the researcher wants to convey and explain to students. Not only that, students are also enthusiastic in participating in the learning process. After the researcher carried out activities of the learning process using Wordwall media. The researcher gave the test questions at the end of the study as many as 20 items in the form of multiple choices and matchmaking. Learning test result obtained by students in the cycle I can be seen in table 4.

Table 4. The Students Learning Result In the Cycle I

No	Students	Score
1.	AN	100
2.	AQ	100
3.	AT	95
4.	AY	100
5.	AZ	100
6.	DI	95
7.	FA	100
8.	FI	100
9.	GA	100
10.	GE	100
11.	GH	100
12.	GR	100

13.	HI	100
14.	KH	100
15.	MA	100
16.	MY	100
17.	PA	80
18.	RI	100
19.	SAE	100
20.	SA	100
21.	SI	100
22.	PA	100
23.	WI	100
24.	ZA	100
Totally Score :		2.370
Average :		98,75

Based on the table above 4, it can be concluded that there was an improved in students' learning result from test in cycle I. The results that students have obtained from test are satisfying and have reached the completeness criteria. The completeness criteria (KKM) were 75%. The average score of previous students was 73.00 out of 24 students. While in the test in cycle I the students' average score was 98.75.

4. Reflection

This stage was an evaluation of the action process from the results of vocabulary mastery in cycle I. The data collected both on the test and non-test results were then analyzed. Analysis of the data was to find out, 1) the advantages and disadvantages of the media and methods used in learning, and 2) the actions of researchers during the learning process.

Based on the results of this reflection, the researcher can revise the next plan or the plan for cycle II. The problems that arise in cycle I awill be fix in the cycle and would be search for solutions or alternatives to solve problems in cycle II. The advantages that occurred in Cycle I will be maintained in Cycle II.

Cycle II

The action process that would be carried out in cycle II was carried out based on things that were still lacking in cycle I. Cycle II was improved from cycle I. The implementation of cycle II went through the same stages as cycle I, namely planning, action, and reflection. This can be described as follows.

1. Planning

The planning carried out in cycle II must be better when compared to cycle I, this planning is a refinement of cycle I. The things that must be considered in cycle II were as follows (1) preparing improvement lesson plans according to the actions to be

carried out, namely learning vocabulary mastery skills using wordwall media, (2) preparing wordwall media to be used in learning, (3) making and preparing test instruments to be tested to test students' vocabulary mastery, and photo documentation to obtain non-test data cycle II, (4) preparing vocabulary mastery test kits to be used in evaluation cycle II learning outcomes, (5) preparing wordwall media that was more interesting than cycle I learning, (6) consulting again with the school principal for further lesson plans.

2. Action

The actions taken in this research in cycle II were improvements from cycle I, namely correcting errors and things that could become obstacles to learning activities. This can be done by paying attention to the suggestions given by students in the first cycle of learning and trying to be more varied in the learning process in cycle II. The actions taken at this stage were introduction, core, and closing.

The first meeting, the preliminary or early learning stage, was the conditioning stage of students so that they were ready and interested in carrying out the vocabulary mastery learning process. This preliminary stage contains several activities carried out by the teacher to prepare and direct students so that they can carry out learning well. This introduction includes several stages,

including (1) the teacher does apperception, namely the stage of conditioning students so that they are ready and interested in carrying out the learning process. For example, greeting students, asking students about their state of students then the teacher asking students about the names of animals that students know, (2) the teacher motivates students to be interested in the material being taught, (3) the teacher asks students about the names of objects that were around or the student's environment, (4) the teacher shows wordwall media and displays one of the existing pictures, (5) the teacher takes one of the words to match the picture, (6) the teacher names the object that matches the picture, (7) the teacher conveys the purpose of learning that day, namely naming the object correctly.

The core stage in learning was the stage of carrying out vocabulary mastery learning activities using wordwall media. This stage includes several parts, including (1) the teacher distributes pictures to students, (2) the teacher asks students to observe wordwall media containing random pictures and words, (3) students were guided by the teacher to discuss and match pictures according to the words in the wordwall media with their peers, (4) students exchange information with their peers about the names of objects in the wordwall media and then match them

with the appropriate pictures, (4) each student mentions one name of the object found on the wordwall media.

The closing or final stage of learning was the final stage of learning vocabulary mastery using wordwall media and the word game method. This stage includes several parts, including (1) the teacher reviews some of the material that has been studied in the core activities, (2) the teacher and students reflect on learning activities to determine the names of objects that are in the environment around students, (3) the teacher gives homework to students to practice naming objects in the environment around students, (4) the teacher and students conclude the day's lesson, (5) the teacher and students close the activity by concluding the mastery learning material vocabulary.

Furthermore, for the second meeting, the preliminary stage refers to the first meeting. Researchers condition students to be ready to follow the lesson. The researcher begins the lesson with (1) apperception, namely the teacher and students recall the previous material, (2) the teacher asks about the difficulties experienced by students in learning to master vocabulary, (3) the teacher reinforces to students regarding the importance of vocabulary mastery for students, (4) the teacher conveys the learning objectives that day, namely practicing matching and showing the names of objects shown in front of the class.

The core stage in learning was the stage of carrying out vocabulary mastery learning activities using wordwall media and the word game method. This stage includes several parts, including (1) the teacher distributes pictures, blank paper, and paper glue to students, (3) students are guided by the teacher to discuss and match pictures with vocabulary on wordwall media with their peers, (3) students exchange information with their classmates about the names of the objects that are then matched with the words in the wordwall media, (4) the teacher asks students to paste pictures that have been matched with the correct vocabulary on blank paper, (5) each student appears to front of the class to show and name the objects that have been matched.

The closing or final stage of learning was the final stage of learning vocabulary mastery using wordwall media. This stage includes several parts, including (1) the teacher reviewing some of the material that has been studied in the core activities, and (2) the teacher and students reflecting on learning activities. In this reflection, the teacher and students exchanged opinions regarding the ongoing learning of vocabulary mastery. The teacher asks about the students' difficulties and their impressions during the learning process, (3) the teacher advises students to always practice increasing vocabulary mastery at home, and (4) the teacher and

students close the learning activities by concluding the vocabulary mastery learning material.

3. Observing

In cycle II the teaching material was about degrees of comparison with a time allocation of 2 x 40 minutes. The researcher prepared the entire action plan in the form of a lesson plan which contains the process of learning activities. The learning activities that the researcher would carry out will be in accordance with the RPP that the researcher has prepared previously. Implementation of actions would be divided into three, namely initial activities, core activities, and closing activities. During the process of learning activities in cycle II, observations were made. Observations were made on student activities during learning in cycle II. Observations were carried out using an observation checklist that the researcher had prepared previously. Based on observations made on student activities during the learning process, the following data were obtained:

Table 5. Observation students in cycle II

No	Students Activities	Condition	
		Yes	No
1.	Students pay attention to the use of media demonstrated by the teacher.	√	
2.	Students use media to help in		

	reading vocabulary.	√	
3.	Students interpret vocabulary with help from the teacher.	√	
4.	Students read vocabulary according to the examples given by the teacher.	√	
5.	Students write vocabulary in their notebooks.	√	

Based on table 5, it can be seen that during the learning process students pay attention to the material that researchers convey and explain to students. Not only that, students are also more active in participating in learning process activities. After the researcher carried out the learning process activities using Wordwall media. The researcher gave test questions at the end of the study totaling 20 items in the form of multiple choice and matching. The learning test results obtained by students in cycle II can be seen in table 6.

Table 6. The Students Learning Result In the Cycle II

No	Students	Score
1.	AN	100
2.	AQ	100
3.	AT	100
4.	AY	100

5.	AZ	100
6.	DI	95
7.	FA	100
8.	FI	100
9.	GA	100
10.	GE	100
11.	GH	100
12.	GR	100
13.	HI	100
14.	KH	100
15.	MA	100
16.	MY	100
17.	PA	100
18.	RI	100
19.	SAE	100
20.	SA	95
21.	SI	100
22.	PA	100
23.	WI	100
24.	ZA	100
Totally Score :		2.390
Average :		99.5

Based on table 6, it can be concluded that student learning outcomes in cycle II were satisfactory and achieved the completion criteria (KKM) of 75%. The average score obtained by students is 99.5 from 24 students. Then the researcher compared student learning outcomes in cycle I and cycle II to determine whether or not there was a significant increase in student learning outcomes using wordwall media in cycle I and cycle II using tests.

Table 7. The Analysis Learning Result Cycle I and Cycle II

No	Students	Score Cycle I	Score Cycle II
1.	AN	100	100
2.	AQ	100	100
3.	AT	95	100
4.	AY	100	100
5.	AZ	100	100
6.	DI	95	95
7.	FA	100	100
8.	FI	100	100
9.	GA	100	100
10.	GE	100	100
11.	GH	100	100
12.	GR	100	100

13.	HI	100	100
14.	KH	100	100
15.	MA	100	100
16.	MY	100	100
17.	PA	80	100
18.	RI	100	100
19.	SAE	100	100
20.	SA	100	95
21.	SI	100	100
22.	PA	100	100
23.	WI	100	100
24.	ZA	100	100
Totally Score :		2.370	2.390
Average :		98,75	99.5

Based on table 7, it can be concluded that there is a significant increase in student learning test results from cycle I to cycle II. This was proven by the results obtained from calculating the scores for each cycle as described in the table above. Student learning outcomes are based on calculations in cycle I with details calculated as an average of 98.75 while the results of calculations in cycle II were an average of 99.5 so from the above calculations it can be seen that student scores have increased so that the two cycle learning activities are successful.

4. Reflection

The implementation of English vocabulary learning using word wall media has been carried out in accordance with the designs previously prepared. After that, after seeing the observations of classroom learning and the results of students' learning observations, it was known that the using word wall media has improved students' vocabulary. The result of the impressive words written by the student is so enjoyable

B. Discussion

This section presents a discussion based on research findings. According to the researcher findings, increasing students' vocabulary by using wordwall media was very successful compared to before using wordwall media. Based on the results of student learning tests in cycle I and cycle II, they were very satisfactory and had reached the criteria for completion (KKM). The criteria for completeness was 75. The results obtained by students in cycle I was 98.75 and in cycle II was 99.5. From these learning results, it can be seen that student learning outcomes in cycle I have increased. In cycle II the results obtained by students were also very satisfying and had reached the criteria for completion (KKM).

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclution

Based on the findings discussed in chapter IV, the researcher wrote several conclusions. This research is collaborative action research which aims to improve the quality of learning in the classroom and also to improve student learning outcomes in English vocabulary using wordwall media in class 8 MTs Hubbul Wathan Tabuyung. Based on research questions about increasing students' vocabulary using wordwall media. It can be concluded that the demonstration method with two cycles can improve student learning outcomes in increasing students' English vocabulary. This can be proven from student learning outcomes and changes in the way students learn are increasing with the use of wordwall media. Based on student learning outcomes in cycle I and Cycle II, the learning outcomes obtained by students from cycle I to Cycle II showed a significant increase in student learning outcomes. In cycle I the results obtained by students on the test were 98.75 while in cycle II the results obtained on the test were 99.5 from the calculation results it was seen that there was a significant increase in student learning outcomes from cycle I to cycle II. Based on the research results, the use of the demonstration method in increasing students' English vocabulary can be concluded as a whole that the use of wordwall media can increase student activity and student learning outcomes in class 8 of Mts Hubbul Wathan Tabuyung.

B. Suggestion

The results of this research show that the use of wordwall media can increase students' English vocabulary in learning.

1. It is hoped that researchers can continue to develop wordwall media because the use of wordwall media is one method that can be used to overcome several problems encountered during the learning process. Using wordwall media can improve students' vocabulary for the better.
2. For students, by using wordwall media, researchers hope to increase student learning motivation in class and improve student learning out come in a better direction.

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APPENDICES

Appendix 1

Daily value of 8th grade students of Mts Hubbul Wathan Tabuyung

No	Students	Assessment Aspect
		Vocabulary
1	AN	75
2	AQ	70
3	AT	76
4	AY	70
5	AZ	75
6	DI	75
7	FA	72
8	FI	80
9	GA	80
10	GE	68
11	GH	70
12	GR	75
13	HI	80
14	KH	82
15	MA	70
16	MY	60
17	PA	75
18	RI	78
19	SAE	68
20	SA	82
21	SI	70
22	PA	75
23	WI	70
24	ZA	75
Total Score		1.771
Average		73

Appendix 2

Hasil Siklus I dan Siklus II

1. **Siklus I Pilihan Berganda**

Papan Peringkat

Peringkat	Nama	Skor	Waktu
ke1	Zaki	10	19.6
ke2	Agung	10	24.9
ke3	Khairani	10	25.5
ke4	Annisa	10	27.0
ke5	Lastri	10	27.3
ke6	Alfin	10	29.7
ke7	May	10	34.9
ke8	Atiatul amini	10	46.8
ke9	Winda utari	10	49.4
ke10	Gesha aprillia	10	55.0
ke11	Hana nabila	10	56.7
ke12	Ghaitsaa	10	56.9
ke13	Maysarah	10	59.0
ke14	Winda amelia	10	59.7
ke15	Sindi aulia efendi	10	1:16
ke16	Hana septifa	10	1:16
ke17	Grasela titania	10	1:19
ke18	Filda rahayu putri	10	1:20
ke19	Salmi	10	1:26
ke20	Az	10	1:29
ke21	Salma	10	1:42
ke22	Atika	9	31.2
ke23	Dini Anggraini	9	1:33
ke24	Parmida	6	1:07
ke25	-	-	-

2. Siklus I Mencocokkan

Papan Peringkat

Peringkat	Nama	Skor	Waktu
ke1	Lastri	10	24.8
ke2	Agung	10	26.0
ke3	Alfin	10	26.8
ke4	Khairani	10	26.9
ke5	Annisa	10	28.6
ke6	Atiatul amini	10	35.0
ke7	Hana nabila	10	39.0
ke8	Winda utari	10	43.3
ke9	Maysarah	10	43.4
ke10	mumtaza	10	49.1
ke11	Zaki	10	58.8
ke12	Parmida	10	1:03
ke13	Atikq	10	1:09
ke14	Salma	10	1:18
ke15	Gesha aprillia	10	1:27
ke16	May	10	1:27
ke17	Salmi	10	1:30
ke18	Dini Anggraini	10	1:33
ke19	Filda rahayu putri	10	1:35
ke20	Grasela titania	10	1:40
ke21	Ghaitsaa	10	1:41
ke22	Az	10	1:50
ke23	Hana septifa	10	2:04
ke24	Winda amelia	3	36.0
ke25	-	-	-
ke26	-	-	-
ke27			

3. Siklus II Pilihan Berganda

Papan Peringkat

Peringkat	Nama	Skor	Waktu
ke1	Alfin	14	29.6
ke2	Agung	14	30.4
ke3	Annnisa	14	34.6
ke4	Lastri	14	41.3
ke5	Khairni	14	41.7
ke6	Winda utari	14	1:15
ke7	Tika	14	1:16
ke8	maysarah	14	1:20
ke9	Atiatul amini	14	1:20
ke10	Winda amelia	14	1:23
ke11	Hana nabila	14	1:30
ke12	Hana septifa	14	1:38
ke13	May	14	1:40
ke14	Salma	14	1:51
ke15	Gesha aprillia	14	1:52
ke16	Filda rahayu putri	14	1:57
ke17	Zaki	13	58.1
ke18	Parmida	13	1:06
ke19	Salmi	13	1:13
ke20	Dini Anggraini	13	1:46
ke21	Az	13	1:57
ke22	Grasela titania	13	2:01
ke23	Ghaitsaa	13	2:03
ke24	Mumtaza	12	1:13
ke25	-	-	-
ke26	-	-	-

4. Siklus II Mencocokkan

Papan Peringkat

Peringkat	Nama	Skor	Waktu
ke1	Alfin	6	13.4
ke2	Agung	6	14.2
ke3	Annisa	6	14.2
ke4	Lastri	6	15.3
ke5	Khairani	6	16.9
ke6	Winda utari	6	17.9
ke7	Atiatul amini	6	20.0
ke8	Parmida	6	26.7
ke9	Salma	6	31.6
ke10	Gesha aprillia	6	32.0
ke11	May	6	33.6
ke12	Mumtaza	6	37.4
ke13	tika	6	38.4
ke14	Hana nabila	6	40.0
ke15	Filda rahayu putri	6	44.1
ke16	Hana septifa	6	48.4
ke17	Dini Anggraini	6	53.3
ke18	Zaki	6	53.5
ke19	Ghaitsaa	6	58.6
ke20	Winda amelia	6	1:01
ke21	Az	6	1:15
ke22	Grasela titania	6	1:21
ke23	Salmi	6	1:39
ke24	Maysarah	6	2:14
ke25	-	-	-
ke26	-	-	-
ke27			

Appendix 3

RPP Siklus 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan I

Nama Sekolah	**:**	**MTs Hubbul Wathan Tabuyung**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kela/Semester	**:**	**VII/Ganjil (1)**
Nama Guru	**:**	**Yusmiarni**
Alokasi waktu	**:**	**2x40 (JP)**
Tahun Pembelajaran	**:**	**2023/2024**

A. Kompetensi Inti (KI)

KI-1	Menghargai dan menghayati ajaran agama yang di anutnya
KI-2	Menghargai dan menghayati perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung jawab, responsip, dan proaktif melalui keteladanan, pemberian nasehat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social

	dana lam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI-3	Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait dengan fenomena dan kejadian tampak mata.
KI-4	Mengolah, mengaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar ddan Indikator Pencapaian Kompetensi

KD	IPK
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks	3.6.1 mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar 3.6.2 mengidentifikasi keberadaan orang, benda binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat

penggunaannya.	3.6.3 mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tidakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.6.1 Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang 4.6.2 membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar 4.6.3 mempersentasikan di kelompok lain dan bertanya jawab tentang isi teks

C. Tujuan Pembelajaran

Kompetensi Pemahaman dan Keterampilan

Setelah melakukan serangkaian kegiatan pembelajaran, siswa mampu:

- Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar
- Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat.
- Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang

- ❖ Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang
- ❖ Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar
- ❖ Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks.

D. Kegiatan Pembelajaran

Kegiatan	**Deskripsi Kegiata**	**Alokasi Waktu**
Pendahuluan	• Berdoa dan mengucapkan salam bersama-sama • Guru bertanya jawab kepada siswa tentang nama benda-benda yang ada di sekitar atau lingkungan siswa • Guru menampilkan media Wordwall dan menampilkan salah satu gambar • Kemudian guru menampilkan salah satu kata untuk dicocokan dengan gambar yang ada	10 menit

	• Guru menjelaskan bahwa gambar tersebut memiliki nama dan menyampaikan karakteristik benda yang telah dicocokkan dengan media wordwall • Guru menyampaikan tujuan pembelajaran pada hari itu, yaitu menyebutkan nama yang benar dan menunjukan benda sesuai dengan namanya.	
Kegiatan Inti	• Guru membagikan beberapa gambar kepada siswa, • Guru meminta siswa mengamati media wordwall yang berisi gambar dan beberapa kata, • Siswa dibimbing oleh guru untuk berdiskusi dan mencocokkan gambar sesuai dengan namanya pada media wordwall bersama teman-temannya, • Siswa membacakan jawaban yang benar bersama temannya mengenai nama-nama benda pada	55 menit

	media wordwall	
Penutup	• Guru mengulas materi pada kegiatan inti • Guru dan siswa melakukan refleksi kegiatan pembelajaran untuk menentukan posisi tempat benda-benda yang ada di lingkungan sekitar siswa • Guru memberi tugas rumah kepada siswa untuk berlatih menyebutkan posisi tempat benda yang berada di lingkungan sekitar siswa • Guru dan siswa menyimpulkan pembelajaran pada hari itu • Berdoa dan salam	15 menit

Tabuyung, 2023

Peneliti,

Yusmiarni

2319.117

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan II

Nama Sekolah	**:**	**MTs Hubbul Wathan Tabuyung**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kela/Semester	**:**	**VII/Ganjil (1)**
Nama Guru	**:**	**Yusmiarni**
Alokasi waktu	**:**	**2x40 (JP)**
Tahun Pembelajaran	**:**	**2023/2024**

A. Kompetensi Inti (KI)

KI-1	Menghargai dan menghayati ajaran agama yang di anutnya
KI-2	Menghargai dan menghayati perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung jawab, responsip, dan proaktif melalui keteladanan, pemberian nasehat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dana lam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3	Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait dengan fenomena dan kejadian tampak mata.
KI-4	Mengolah, mengaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar ddan Indikator Pencapaian Kompetensi

KD	IPK
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.	3.6.1 mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar 3.6.2 mengidentifikasi keberadaan orang, benda binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat 3.6.3 mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tidakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.6.1 Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang 4.6.2 membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar 4.6.3 mempersentasikan di kelompok lain dan bertanya jawab tentang isi teks

C. Tujuan Pembelajaran

Kompetensi Pemahaman dan Keterampilan

Setelah melakukan serangkaian kegiatan pembelajaran, siswa mampu:

- Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar
- Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat.
- Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang
- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang

- ❖ Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar
- ❖ Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks.

D. Kegiatan Pembelajaran

Kegiatan	**Deskripsi Kegiata**	**Alokasi Waktu**
Pendahuluan	• Mengucap salam dan berdoa bersama-sama • Apersepsi yaitu guru dan siswa mengingat kembali materi sebelumnya • Guru menanyakan kesulitan yang dialami siswa dalam belajar menguasai kosakata • Guru memberikan penguatan kepada siswa mengenai pentingnya penguasaan kosakata bagi siswa • Guru menyampaikan tujuan pembelajaran pada hari itu, yaitu berlatih mencocokkan dan	10 menit

	menunjukan nama-nama benda yang diperlihatkan di depan kelas.	
Kegiatan Inti	• Guru membagikan media berupa gambar yang sama dengan media wordwall • Siswa dibimbing oleh guru berdiskusi dan mencocokkan gambar dengan kata-kata pada media wordwall dengan temannya • Siswa bertukar informasi dengan teman satu mejanya tentang nama-nama benda yang ada kemudian mencocokkannya dengan gambar • Setiap siswa tampil didepan kelas untuk menunjukkan dan menyebutkan nama-nama benda yang telah dicocokkan dengan gambar tersebut	55 menit

Penutup	• Guru mengulas beberapa materi yang telah dipelajari pada kegiatan inti • Guru bersama siswa melakukan refleksi terhadap kegiatan pembelajaran untuk menentukan nama-nama objek yang telah dipelajari • Guru menasehati siswa untuk selalu berlatih peningkatan penguasaan kosa kata dirumah • Berdoa dan salam	15 menit

Tabuyung, 2023

Peneliti,

Yusmiarni

2319.117

RPP Siklus II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan I

Nama Sekolah	**:**	**MTs Hubbul Wathan Tabuyung**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kela/Semester	**:**	**VII/Ganjil (1)**
Nama Guru	**:**	**Yusmiarni**
Alokasi waktu	**:**	**2x40 (JP)**
Tahun Pembelajaran	**:**	**2023/2024**

E. Kompetensi Inti (KI)

KI-1	Menghargai dan menghayati ajaran agama yang di anutnya
KI-2	Menghargai dan menghayati perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung jawab, responsip, dan proaktif melalui keteladanan, pemberian nasehat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dana lam serta dalam menempatkan diri sebagai cerminan bangsa dalam

	pergaulan dunia.
KI-3	Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait dengan fenomena dan kejadian tampak mata.
KI-4	Mengolah, mengaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

F. Kompetensi Dasar ddan Indikator Pencapaian Kompetensi

KD	IPK
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.	3.9.1 Membandingkan jumlah dan sifat orang, benda, binatang dengan ucapan dan tekanan kata yang benar 3.9.2 Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan 3.9.3 Mendiskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya

4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tidakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.9.1 Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui 4.9.2 Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya.

G. Tujuan Pembelajaran

Kompetensi Pemahaman dan Keterampilan

Setelah melakukan serangkaian kegiatan pembelajaran, siswa mampu:

- Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar
- Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat.
- Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang
- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang

- ❖ Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar
- ❖ Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks.

H. Kegiatan Pembelajaran

Kegiatan	**Deskripsi Kegiata**	**Alokasi Waktu**
Pendahuluan	• Berdoa dan mengucapkan salam bersama-sama • Guru bertanya jawab kepada siswa tentang nama benda-benda yang ada di sekitar atau lingkungan siswa • Guru menampilkan media Wordwall dan menampilkan salah satu gambar • Kemudian guru menampilkan salah satu kata untuk dicocokan dengan gambar yang ada • Guru menjelaskan bahwa gambar tersebut memiliki nama dan menyampaikan karakteristik benda yang telah dicocokkan dengan media	10 menit

	wordwall • Guru menyampaikan tujuan pembelajaran pada hari itu, yaitu menyebutkan nama dan menunjukan benda sesuai dengan namanya.	
Kegiatan Inti	• Guru membagikan gambar kepada siswa, • Guru meminta siswa mengamati media wordwall yang berisi gambar dan kata acak, • Siswa dibimbing oleh guru berdiskusi dan mencocokkan gambar sesuai dengan kata-kata yang ada pada media wordwall dengan teman-temannya, • Siswa bertukar informasi dengan teman-temannya tentang nama-nama benda yang ada pada media wordwall kemudian mencocokkannya dengan gambar yang sesuai, • Setiap siswa menyebutkan salah satu nama benda yang terdapat pada	55 menit

	media wordwall tersebut.	
Penutup	• Guru mengulas materi pada kegiatan inti • Guru bersama siswa merefleksi kehgiatan pembelajaran menentukan nama benda yang berada pada lingkungan sekitar siswa • Guru memberi tugas rumah kepada siswa untuk berlatih menyebutkan nama benda yang berada di lingkungan sekitar siswa • Guru dan siswa menyimpulkan pembelajaran pada hari itu • Berdoa dan salam	15 menit

Tabuyung,

2023

Peneliti,

Yusmiarni

2319.117

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan II

Nama Sekolah	**:**	**MTs Hubbul Wathan Tabuyung**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kela/Semester	**:**	**VII/Ganjil (1)**
Nama Guru	**:**	**Yusmiarni**
Alokasi waktu	**:**	**2x40 (JP)**
Tahun Pembelajaran	**:**	**2023/2024**

E. Kompetensi Inti (KI)

KI-1	Menghargai dan menghayati ajaran agama yang di anutnya
KI-2	Menghargai dan menghayati perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung jawab, responsip, dan proaktif melalui keteladanan, pemberian nasehat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dana lam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3	Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait dengan fenomena dan kejadian tampak mata.
KI-4	Mengolah, mengaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

F. Kompetensi Dasar ddan Indikator Pencapaian Kompetensi

KD	IPK
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.	3.9.1 Membandingkan jumlah dan sifat orang, benda, binatang dengan ucapan dan tekanan kata yang benar 3.9.2 Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan 3.9.3 Mendiskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya

4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tidakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.9.1 Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui 4.9.2 Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya.

G. Tujuan Pembelajaran

Kompetensi Pemahaman dan Keterampilan

Setelah melakukan serangkaian kegiatan pembelajaran, siswa mampu:

- Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar
- Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat.
- Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang
- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang

- ❖ Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar
- ❖ Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks.

H. Kegiatan Pembelajaran

Kegiatan	**Deskripsi Kegiata**	**Alokasi Waktu**
Pendahuluan	• Mengucap salam dan berdoa bersama-sama • Apersepsi yaitu guru dan siswa mengingat kembali materi sebelumnya • Guru menanyakan kesulitan yang dialami siswa dalam belajar menguasai kosakata • Guru memberikan penguatan kepada siswa mengenai pentingnya penguasaan kosakata bagi siswa • Guru menyampaikan tujuan pembelajaran pada hari itu, yaitu berlatih mencocokkan dan	10 menit

	menunjukan nama-nama benda yang diperlihatkan di depan kelas.	
Kegiatan Inti	• Guru membagikan media berupa gambar yang sama dengan media wordwall • Siswa dibimbing oleh guru berdiskusi dan mencocokkan gambar dengan kata-kata pada media wordwall dengan temannya • Siswa bertukar informasi dengan teman satu mejanya tentang nama-nama benda yang ada kemudian mencocokkannya dengan gambar • Setiap siswa tampil didepan kelas untuk menunjukkan dan menyebutkan nama-nama benda yang telah dicocokkan dengan gambar tersebut	55 menit

Penutup	• Guru mengulas beberapa materi yang telah dipelajari pada kegiatan inti • Guru bersama siswa melakukan refleksi terhadap kegiatan pembelajaran untuk menentukan nama-nama objek yang telah dipelajari • Guru menasehati siswa untuk selalu berlatih peningkatan penguasaan kosa kata dirumah • Berdoa dan salam	15 menit

Tabuyung,
2023
Peneliti,

Yusmiarni
2319.117

Appendix 4

Documentation of research activities















Appendix 5

Research Guideline

Test Vocabulary

Variable	**Sub Variable**	**Test format**	**Indicators**	**Ability**
Mastery of English vocabulary through Media Wordwall	English vocabulary	Multiple choice test	*Using a word in a sentence*	1, 3, 5, 7, 9
			Defining or meanings	2, 4, 6, 8, 10
		Matchmaking test	*Defining or meanings*	11-30

Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education, Inc.229

Appendix 6

Nomor Pokok Sekolah Nasional

Nomor Identitas Sekolah

SILABUS

BAHASA INGGRIS
KELAS 8
SEMESTER 1 DAN 2
TAHUN PELAJARAN 20..../20....

NAMA SEKOLAH : MTs HUBBUL WATHAN TABUYUNG
DESA/KELURAHAN : TABUYUNG
KECAMATAN : MUARA BATANG GADIS
KOTA/KABUPATEN : MANDAILING NATAL
PROPINSI : SUMATERA UTARA

SILABUS

Satuan Pendidikan : SMP ……..
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1-2 (Ganjil & Genap)
Alokasi Waktu :
Tahun Pelajaran : 20…/20…

Standar Kompetensi (KI)

KI-1 dan KI-2 : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan a.l. *Excuse me, Is it clear?, Great, I think so.*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris • Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja • Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan mengajukan pendapat melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)	• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: *can, will.* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	• Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan • Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan • Mengidentifikasi unsur kebahasaan dalam teks • Mengidentifikasi ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan • Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur	• Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan keharusan, larangan, himbauan dengan modal *must, (don't) have to..., should,*	• Menentukan tujuan komunikatif teks ungkapan keharusan, larangan dan himbauan • Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan • Mengidentifikasi unsur kebahasaan dalam teks • Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	•	• Melakukan tindak tutur menyuruh dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan mengajak dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan meminta ijin melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks *greeting card* dapat mencakup - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan a.l. *Congratulations. Well done. Good job.*, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk hari spesial tertentu • Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar • Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk event lain	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat *greeting card* terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial	•	• Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu. • Menyajikan penilaian dari hasil identifikasi perbedaan dan	• Religius • Mandiri • Gotong royong • Kejujuran	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	•	• Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu. • Menyajikan penilaian dari hasil identifikasi perbedaan dan persamaan greeting card	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan dengan *There is/are* - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*. - Frasa kata depan: *in, on, under, in front of, below, above*, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat • Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi	•	• Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang • Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*. - Adverbia: *always, often, sometimes, never, usually, every* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks • Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain • Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah • Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi	•	• Membuat teks-teks pendek dan sederhana tentang tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya • Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	•			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Present Continuous Tense* - Adverbia: *now* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	• Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar • Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi • Menyebutkan tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka dengan ucapan dan tekanan kata yang benar • Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	•	• Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.9 Menerapkan fungsi sosial, struktur teks,	• Fungsi sosial Mengidentifikasi,	• Membadingkan jumlah dan sifat orang, benda, binatang, dengan	• Religius • Mandiri	- Menyimak dan menirukan guru membaca interaksi yang	12 JP	❖ Buku Penunjang	• Lisan • Tertulis

3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degree of comparison*)	• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat perbandingan positif, komparatif dan superlatif dengan: *as ... as, -er, -est, more ..., the most ...* - Perbandingan jumlah: *more, fewer, less* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	• Membadingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar • Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. • Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda • Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam tekjs, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	•	• Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui • Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

3.10	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	• Fungsi sosial Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar • Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.10	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan	•	• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami • Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

3.11	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Past tense* - Adverbia dan frasa preposisional penujuk waktu: *yesterday, last month, an hour ago,* dan sebagainya. - Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dan sebagainya. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi teks recount tentang pengalaman pribadi seseorang • Menceritakan kejadian, kegiatan yang dialami secara kronologis • Menggunakan bagan alir untuk mempelajari alur cerita • Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan alir untuk mempelajari alur cerita - Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. - Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya	20 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.11. 4.11.1	Teks recount Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)	•	• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru • Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau • Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.	• Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar • Menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.12. Teks pesan singkat dan pengumuman/pemberitahuan (notice) 4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek	•	• Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar • Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	-			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.	• Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan • Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs		• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

…..…… 20…

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

……
NIP. ……

……
NIP. ……

Appendix 7

VOCABULARI TEST

Mata Pelajaran : Bahasa Inggris **Nama :**

Hari /tanggal : **Kelas : VIII (Delapan)**

I. PILIHAN GANDA

Berilah tanda silang (X) a, b, c, atau d pada jawaban yang dianggap benar!

1. What is this? This is a .... .



a. cat
b. Elephant
c. Bird
d. Chicken

2. **Dibelakang** dalam bahasa Inggris adalah .... .
   a. In
   b. On
   c. Between
   d. Behind

3. It is a **owl**. Which one is the correct picture?

   a.



   b.



   c.



   d.



4. **Dibawah** dalam bahasa Inggris adalah ....
   a. At
   b. Across
   c. Under
   d. Between



5. This is a ...
   a. Owl
   b. Snake
   c. rabbit
   d. kangaroo

6. **Disamping** dalam bahasa Inggris adalah ....
   a. Under
   b. Above
   c. Behind
   d. Beside

7. What is this?



   a. Giraffe
   b. Turtle
   c. Rabbit
   d. Penguin

8. **In front** dalam bahasa Indonesia adalah ...
   a. Disamping
   b. Dibelakang
   c. Didepan
   d. Diatas

9. this is a,,,,,



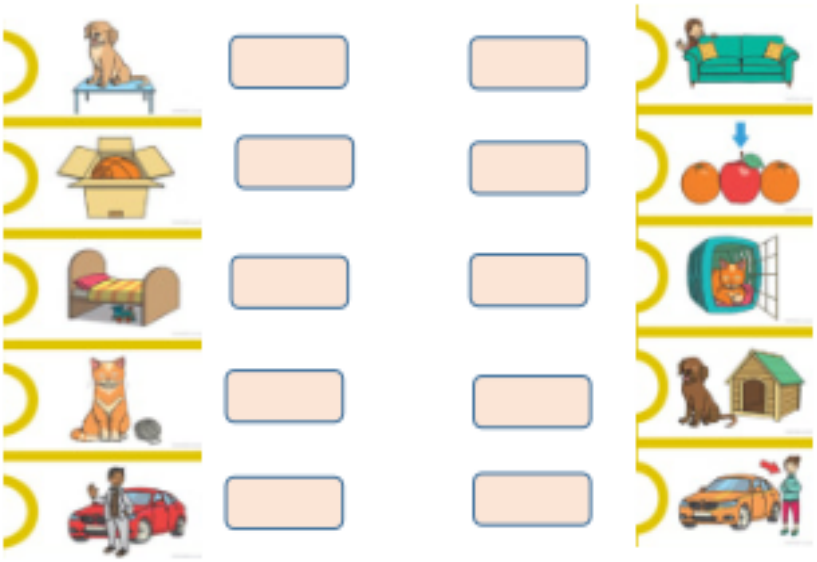
   a. Kangaroo
   b. Giraffe
   c. Turtle
   d. Owl

10. **Above** dalam bahasa Indonesia adalah ....
    a. Disamping
    b. Diatas
    c. Didalam
    d. Dibelakang

II. MENCOCOKKAN

Isilah kotak kosong pada gambar di bawah ini sesuaikan dengan kosakata yang ada di bawah!





VOCABULARI TEST

Mata Pelajaran : Bahasa Inggris **Nama :**

Hari /tanggal : **Kelas : VIII (Delapan)**

III. PILIHAN GANDA

Berilah tanda silang (X) a, b, c, atau d pada jawaban yang dianggap benar!

1. I'm so impressed, your masterpiece is.....than mine.
   a. Good
   b. Better
   c. Best
   d. More good

2. My new homework is... than the old one.
   a. Easy
   b. Easier
   c. Easiest
   d. More easy

3. I don't like math, I think it's the...subject for every student
   a. Hard
   b. Harder
   c. Harderst
   d. More hard

4. Wow, your current boyfriend is…than rury.
   a. Wise
   b. Wiser
   c. Wisest
   d. More wise

5. For the engagement, she wants the...ring on the world.
   a. Expensive
   b. Expensiver
   c. Most expensive
   d. More expensive

6. She is the woman I've ever met.
   a. Bad
   b. Baddest
   c. Most bad
   d. Worst

7. Last night I got the...meal than anyone in lisa's party.
   a. Little
   b. Less
   c. Least
   d. Many

8. This is the....money I've ever gotten in a day.
   a. Many
   b. More
   c. Most
   d. Many more

9. I can't do this chemistry homework, it's as....as the previous one.
   a. Difficult
   b. Difficulter
   c. Difficultest
   d. More difficult

10. Let's go to your home at first, it's ... than the others.
   a. Near
   b. Nearer
   c. Nearerst
   d. More near

11. Your sweet seventeen no less....than your sixteen's party.

a. Luxurious
b. More luxurious
c. Most luxurious
d. Luxuriousest

12. Let me tell you that I got the ... than other students.
a. Easy
b. Easier
c. Easiest
d. Most easy

13. I'm so jealous of you, you got the... score of match. It was so close for me.
a. Good
b. Better
c. Best
d. Goodest

14. Who is the ... students in your school?
a. Tall
b. Taller
c. Tallest
d. Most tall

IV. MENCOCOKKAN

Lengkapilah kalimat di bawah ini sesuaikan dengan kosakata yang ada di bawah!



.....when she sees new people and new dogs around her.	I always train my two dogs with simple tricks for dogs. However, tofu catches the tricks I teach.....than cimi.
Cimi prefers to play and run around rather than focus on learning tricks no wonder tofu is.....when it comes to taking orders than cimi.	However, cimi is....and
I have two pet dogs named cimi and tofu. Cimi is a poodle breed and is than tofu.	Tofu is golden retriever dog breed, but in my eyes tofu is....cimi.