

Appendic 1. Experimental Score in Post Test

No	Responden	Nilai
1	Siswa 1	90
2	Siswa 2	87
3	Siswa 3	80
4	Siswa 4	90
5	Siswa 5	83
6	Siswa 6	97
7	Siswa 7	90
8	Siswa 8	93
9	Siswa 9	80
10	Siswa 10	90
11	Siswa 11	93
12	Siswa 12	87
13	Siswa 13	93
14	Siswa 14	93
15	Siswa 15	87
16	Siswa 16	93
17	Siswa 17	90
18	Siswa 18	83
19	Siswa 19	97
20	Siswa 20	90
21	Siswa 21	83
22	Siswa 22	93
23	Siswa 23	90
24	Siswa 24	83
25	Siswa 25	87
26	Siswa 26	97
27	Siswa 27	87
28	Siswa 28	83
29	Siswa 29	87
30	Siswa 30	93
31	Siswa 31	87
32	Siswa 32	97

Nilai Max	97
Nilai Min	80
Rentangan	17



Appendic 2. Control Score in Post Test

No	Responden	Nilai
1	Siswa 1	50
2	Siswa 2	37
3	Siswa 3	43
4	Siswa 4	33
5	Siswa 5	43
6	Siswa 6	37
7	Siswa 7	40
8	Siswa 8	33
9	Siswa 9	43
10	Siswa 10	47
11	Siswa 11	40
12	Siswa 12	43
13	Siswa 13	40
14	Siswa 14	40
15	Siswa 15	47
16	Siswa 16	43
17	Siswa 17	47
18	Siswa 18	37
19	Siswa 19	47
20	Siswa 20	40
21	Siswa 21	33
22	Siswa 22	40
23	Siswa 23	47
24	Siswa 24	40
25	Siswa 25	37
26	Siswa 26	33
27	Siswa 27	37
28	Siswa 28	43
29	Siswa 29	50
30	Siswa 30	37
31	Siswa 31	43
32	Siswa 32	40

Nilai Max	50
Nilai Min	33
Rentangan	17



Appendic 3. Post Test Score

No	Eksperimen	Kontrol
1	90	50
2	87	37
3	80	43
4	90	33
5	83	43
6	97	37
7	90	40
8	93	33
9	80	43
10	90	47
11	93	40
12	87	43
13	93	40
14	93	40
15	87	47
16	93	43
17	90	47
18	83	37
19	97	47
20	90	40
21	83	33
22	93	40
23	90	47
24	83	40
25	87	37
26	97	33
27	87	37
28	83	43
29	87	50
30	93	37
31	87	43
	ONDIK	SHA

Appendic 4. Post-Test Score in Experimental Group

Responden Skor Per-no Butir																																
Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total	Nilai
1	1	1	1	1	1	1	1	1	1	1	0	1	1	_ 1	1	1	-1	-1	1	1	1	1	1	1	1	1	1	1	1	1	29	97
2	1	1	1	1	1	1	1	1	1	1	1	1	-1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	27	90
3	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	28	93
4	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	24	80
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	27	90
6	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	27	90
7	1	1	1	1	1	1	-1	1	1	/1/7	1	1	0	1	0	1	1	1	1	1	1	1	1	1	<u>- 1</u>	1	1	1	1	1	28	93
8	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	1	24	80
9	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	27	90
10	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	25	83
11	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	28	93
12	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	27	90
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	1	1	25	83
14	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	97
15	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	27	90
16	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	25	83
17	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	28	93
18	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	27	90
19	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	25	83
20	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	26	87
21	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	97
22	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	- 1	1	0	1	1	1	1	1	26	87
23	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25	83
24	1	1	1	1	1	1	1	0	1	1	1	1	0	1_	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	26	87
25	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	-1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	93
26	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	26	87
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	100
28	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28	93
29	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	26	87
30	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	93
31	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	93
32	1	1	1	1	1	1	1	1	1	0	1	1	1	_1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	26	87
														Jum	lah																859	2862

Appendic 5. Post-Test Score in Control Group

													- 110	CI	D																	
Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	or Pe	r-no B 16	utir 17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total	Nilai
1	1	1	0	1	1	0	1	0	0	10	0	0	0	14	0	10	0	0	0	0	0	1	0	0	0	1	1	0	0	0	11	37
2	1	1	1	0	1	0	1	1	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	13	43
3	1	1	1	0	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	1	15	50
4	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	11	37
5	1	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	13	43
6	1	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	1	0	0	1	1	1	0	1	1	15	50
7	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	11	37
8	1	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	0	0	0	1	0	0	1	1	0	1	0	13	43
9	1	1	0	1	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	15	50
10	1	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	1	13	43
11	1	1	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	11	37
12	1	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	1	1	0	0	1	1	1	12	40
13	1	1	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	10	33
14	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	13	43
15	1	1	1	0	1	1	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1	14	47
16	1	1	1	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	1	1	0	1	12	40
17	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	13	43
18	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	12	40
19	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	12	40
20	1	1	1	0	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	14	47
21	1	1	0	1	0	1	1	0	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	13	43
22	1	1	0	1	1	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1	1	1	1	0	14	47
23	1	1	1	0	0	1 1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	11	37
24	1	1	0	1	0	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	14	47
25 26	1	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	12 10	33
27	1	1	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	12	40
28	1	1	0	1	0	1	0	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	0	0	0	1	0	1	1	1	14	47
29	1	1	1	0	1	0	1	1	0	0	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	12	40
30	1	1	0	0	1	0	1	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	0	1	15	50
31	1	1	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	10	33
32	1	1	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	11	37
32	1		1		0	1	U		U	1	U	U	1 1	Jum		U	U	U	_ 1	U	U	U		U	1	U	1	U	1	U	401	1337
L														0 4411																		100,

Appendic 6. Validity Test

	Butir Item																																								
Responder	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Total
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	34
2	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	8
3	1	1	1	1	1	1	1	1	1	1	1	1	1	-1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	38
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	38
5	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	0	30
6	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	33
7	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	29
8	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	29
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	_ 1	1	1	1	1	1	1	1	1	40
10	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	0	1	1	1	29
11	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	1	1	0	0	0	1	1	1	26
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	37
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	39
14	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	34
15	1	0	1	1	1	1	0	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	1	0	0	0	1	1	1	0	1	1	1	24
16	0	0	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	0	1	0	0	0	1	24
17	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	31
18	1	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	0	0	0	0	1	0	26
19	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	1	1	1	0	1	0	0	1	0	0	19
20	0	1	1	1	0	1	0	0	1	0	0	1	1	1	0	0	1	1	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	1	1	1	1	1	0	22
21	1	1	1	1	1	0	1	0	0	- 1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	26
22	1	0	1	1	1	0	0	0	0	1	1	1	1	1	0	1	0	1	1	1	0	1	0	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	25
23	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	10
24	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	34
25	1	0	0	0	1	1	1	1	0	-1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	28
26	0	1	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	1	1	1	0	0	0	0	1	0	1	0	0	0	- 1	0	1	0	1	0	1	1	0	1	17
27	0	1	1	1	0	0	1	0	0	0	0	0	1	1	1	0	1	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1	0	0	0	0	1	0	1	0	17
28	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	0	1	28
29	1	0	1	1	1	0	0	1	0	0	1	1	1	0	1	1	1	-1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	28
30	0	1	1	1	1	0	1	0	0	1	1	0	1	0	0	0	1	1	0	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	1	0	1	0	17
31	1	0	1	0	0	0	1	1	0	1	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	23
32	1	1	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	1	12
r _{xy}		0,29		2 0,48		0,44				0,54		0,61	-			_	0,42									0,38				,	,		,	,	,	0,38	,		0,48		
r _{tabel}	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35						0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	
Status	valid	gugu	r valio	d valid	gugur	valid	gugur	valid	valid	valid	gugur	gugur	gugur	valid	gugur	valid	gugur	gugur	valid	gugur																					
•								•									•																								

Appendic 7. Reliability Test

Responden 1 3 4 5 6 7 8 9 10 11 12 14 15 16 1	Butir Item	21 22 23 24 1 1 0 1 1 0 0 0 1 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 1 1 1 0 1 1 1 1 1	25 26 28 1 1 1 1 0 1 0 1 1 1	29 30 34 34 1 0 1 1 0 0 0 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 1 0 1 1 1 1 1 0 1 1	1 26 0 7 1 28 1 30 1 25 1 26 1 24
2 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 1 0 0 1	0 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 0 0 1 1 1 1	0 1 0 1 1 1 1 1 1 0 1 1 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 0 0 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 1 0 1 1 1 1	0 7 1 28 1 30 1 25 1 26 1 24 0 1 22
3 1	1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 0 1 1 0 1 1 1 1 0 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 1 1 1 0 1	1 1 1 1 1 1 0 1 1 1 1 1 0 1 1 1 1 1 1 1 1 1 0 1	1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 1 0 1 1 1 1	1 28 1 30 1 25 1 26 1 24 0 1 22
4 1	1 1 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 0 1 1 1 1 1 1 0 1 1 1 0 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 0 1 1 0 1	1 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1	1 30 1 25 1 26 1 24 0 1 22
5 1	1 1 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 0 1 1 1 1 1 1 0 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 0 1 1 1 0 1 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 1	1 1 1 0 1 1 1 1 1 1 1 1 1 0 1	1 1 1 1 1 1 1 1 1 1 1 0 1 0 1 1 1 1	1 25 1 26 1 24 0 1 22
6 1 1 1 1 1 1 1 1 0 1 1 1 0 1 1 0 1 1 0 1	1 1 1 1 0 1 1 1 0 0 1 1 1 1 1 1 0 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1	1 1 0 1 1 1 0 1 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 1	1 1 1 0 1 1 1 1 1 1 1 1 1 0 1	1 1 1 1 1 1 1 1 1 1 1 0 1 0 1 1 1 1	1 26 1 24 1 22
7 1 1 1 1 1 1 1 0 0 1 1 0 0 1	0 1 1 1 1 0 0 1 1 1 1 0 1 1 1 1 1 1 1 1	1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 1	0 1 1 1 1 1 1 1 1 1 0 1	1 1 1 1 1 0 1 0 1 1 1 1	1 24
8 0 0 1 1 1 1 1 1 1 1 1 1 0 0 9 1	0 0 1 1 1 1 1 1 0 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 0 1 1 0 1 1 1 0 1 1 0 1	1 1 1 1 1 1 1 0 1	1 0 1 0 1 1 1 1) 1 22
9 1	1 1 1 1 0 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 0 1 1 1 0 1	1 1 1 1 0 1	1 1 1 1	
10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 1 0 1 1 0 1 1 0 1	0 1 1 1 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 0 1 1 1 0 1	1 0 1		1 30
11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 1 1 1 1 1 1 1 1 1 1 1	1 1 0 1		1 0 1 1	
12 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1		0 0 1		
	1 1 1 1	1 1 1 1		0 1 1 0	
			1 1 1	1 1 1 1	
	1 1 1 1 1	1 1 1 1	1 1 1	1 1 1 0	
14 1 1 1 1 1 1 1 1 1 1 1 1 0 1		1 1 1 1	1 1 1	1 0 1 0	
15 1 1 1 1 0 1 0 0 0 1 1 1	1 1 1 1	1 0 1 0	0 0 1	1 1 1 1	
16 0 1 0 1 1 1 1 1 0 1 1 0	1 0 0 1	1 1 1 1	1 0 0	1 1 0 1	. 0 20
17 1 0 1 0 1 0 1 1 1 1 1 1 1	1 1 0 1	1 1 1 1	1 1 1	1 1 1 1	
18 1 1 1 1 1 1 0 0 0 1 0 1 1	1 1 1 1	1 0 1 1	0 0 1	1 1 1 0	
19 0 0 0 1 1 0 1 0 0 1 1 0 0	1 0 1 0	1 0 1 1	0 1 0	0 0 0 0	
20 0 1 1 0 1 0 0 1 0 0 1 1 0 0	1 1 1 0	1 0 0 1	0 0 0	1 0 0 1	
21 1 1 1 0 1 0 0 1 0 1 1 0 1	1 1 1 1	0 1 0 1	1 0 0	1 0 0 1	1 19
	0 1 1 1	0 1 0 0	1 1 0	1 0 0 1	
	0 0 1 0	0 0 1 1	0 0 0	1 0 0 0	
	1 1 1 1	1 1 1 0	1 1 1	0 1 1 1	
25 1 0 0 1 1 1 1 0 1 1 1 1 1	0 0 1 1	0 1 0 1	1 0 1	1 1 1 1	
26 0 0 0 1 0 1 0 1 1 0 0 0 0 0	0 1 1 1	0 0 0 0	1 0 0	0 0 0 0	
27 0 1 1 0 0 1 0 0 0 0 1 1 0	1 1 0 0	0 1 0 1	0 1 0	1 1 0 0	
	0 0 1 1	1 0 1 1	1 0 1	1 0 1 1	0 20
29 1 1 1 1 0 0 1 0 0 1 1 0 1 1	1 1 1 1	1 0 1 1	0 1 1	1 1 1 1	
30 0 1 1 1 0 1 0 0 1 1 0 0 0 0 1 1 3 1 0 1 0	1 1 0 0 1 0 0 0	1 0 0 0	1 1 0	1 0 0 0	
	1 0 0 0	1 1 1 0 1 0 0 0	1 1 1	0 1 1 1 0 0 0 0	
32	0 0 0 0	1 0 0 0	0 0 0	0 0 0 0	0 5
	0.3-2.3				
Σ8t ² 52,13					
	0,23 0,21 0,18 0,19	0,16 0,23 0,25 0,22	0,24 0,24 0,23	0,18 0,26 0,23 0,2	23 0,19
S ² total 6,51					
r1.1 0,91					
klasifikasi Tinggi					

Appendic 8. The Result of Empirical Validity

No	Responden	r_{xy}	Keterangan
1	Item 1	0.51	Valid
2	Item 2	0.29	Gugur
3	Item 3	0.52	Valid
4	Item 4	0.48	Valid
5	Item 5	0.59	Valid
6	Item 6	0.44	Valid
7	Item 7	0.42	Valid
8	Item 8	0.54	Valid
9	Item 9	0.46	Valid
10	Item 10	0.54	Valid
11	Item 11	0.43	Valid
12	Item 12	0.61	Valid
13	Item 13	0.28	Gugur
14	Item 14	0.46	Valid
15	Item 15	0.38	Valid
16	Item 16	0.51	Valid
17	Item 17	0.42	Valid
18	Item 18	0.50	Valid
19	Item 19	0.50	Valid
20	Item 20	0.75	Valid
21	Item 21	0.36	Valid
22	Item 22	0.66	Valid
23	Item 23	0.41	Valid
24	Item 24	0.39	Tidak valid
25	Item 25	0.54	Valid
26	Item 26	0.38	Valid

27	Item 27	0.25	Gugur
28	Item 28	0.77	Valid
29	Item 29	0.44	Valid
30	Item 30	0.40	Valid
31	Item 31	0.23	Gugur
32	Item 32	0.26	Gugur
33	Item 33	0.27	Gugur
34	Item 34	0.77	Valid
35	Item 35	0.33	Gugur
36	Item 36	0.38	Valid
37	Item 37	0.33	Gugur
38	Item 38	0.28	Gugur
39	Item 39	0.48	Valid
40	Item 40	0.32	Gugur
	Item yang va	lid	30 (Valid)
	Item yang tidak	valid	10 (Gugur)

DNDIKSHA

Appendic 9. Post-Test Score in Experimental Group

No	Responden	Total Benar	Nilai
1	Siswa 1	29	97
2	Siswa 2	27	90
3	Siswa 3	28	93
4	Siswa 4	24	80
5	Siswa 5	27	90
6	Siswa 6	27	90
7	Siswa 7	28	93
8	Siswa 8	24	80
9	Siswa 9	27	90
10	Siswa 10	25	83
11	Siswa 11	28	93
12	Siswa 12	27	90
13	Siswa 13	25	83
14	Siswa 14	29	97
15	Siswa 15	27	90
16	Siswa 16	25	83
17	Siswa 17	28	93
18	Siswa 18	27	90
19	Siswa 19	25	83
20	Siswa 20	26	87
21	Siswa 21	29	97
22	Siswa 22	26	87
23	Siswa 23	25	83
24	Siswa 24	26	87
25	Siswa 25	28	93
26	Siswa 26	<mark>26</mark>	87
27	Siswa 27	29	97
28	Siswa 28	28	93
29	Siswa 29	26	87
30	Siswa 30	28	93
31	Siswa 31	28	93
32	Siswa 32	26	87

Nilai Max	97
Nilai Min	80
Rentangan	20

Appendic 10. Post Test Score in Control Group

No	Responden	Total Benar	Nilai
1	Siswa 1	11	37
2	Siswa 2	13	43
3	Siswa 3	15	50
4	Siswa 4	11	37
5	Siswa 5	13	43
6	Siswa 6	15	50
7	Siswa 7	11	37
8	Siswa 8	13	43
9	Siswa 9	15	50
10	Siswa 10	13	43
11	Siswa 11	11	37
12	Siswa 12	12	40
13	Siswa 13	10	33
14	Siswa 14	13	43
15	Siswa 15	14	47
16	Siswa 16	12	40
17	Siswa 17	13	43
18	Siswa 18	12	40
19	Siswa 19	12	40
20	Siswa 20	14	47
21	Siswa 21	13	43
22	Siswa 22	14	47
23	Siswa 23	11	37
24	Siswa 24	14	47
25	Siswa 25	12	40
26	Siswa 26	10	33
27	Siswa 27	12	40
28	Siswa 28	14	47
29	Siswa 29	12	40
30	Siswa 30	15	50
31	Siswa 31	10	33
32	Siswa 32	11	37

Nilai Max	50
Nilai Min	33
Rentangan	17

Appendic 11. Normality Test, Homogeneity Test and t-test

Statistics

		Experiment	Control
N	Valid	32	32
	Missing	0	0
Mean		89.16	40.94
Media	an	90.00	40.00
Mode	, all	87 ^a	40
Std. D	Deviation 💮	4.900	4.852
Varia	nce	24.007	23.544
Minim	num	80	33
Maxin	num	97	50
Sum	4	2853	1310

a. Multiple modes exist. The smallest value is shown

Normality Test

Tests of Normality

7/	Kolm	ogorov-Smir	nov ^a	Shapiro-Wilk		
	Statistic df Sig.			Statistic	df	Sig.
Experiment	.131	32	.177	.938	32	.067
Control	.139	32	.119	.940	32	.073

a. Lilliefors Significance Correction

Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.014	1	62	.905
Based on Median	.015	1	62	.902
Based on Median and with adjusted df	.015	1	61.962	.902
Based on trimmed mean	.014	1	62	.907

t-test

Independent Samples Test

		Levene's Test Varia				t-test for Equality	of Means			
						95% Confidenc Differ				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Experiment	Equal variances assumed	.014	.905	39.556	62	.000	48.219	1.219	45.782	50.656
	Equal variances not assumed			39.556	61.994	.000	48.219	1.219	45.782	50.656



Appendic 12. Blue Print of Try Out for 7th Grade Students of SMP N 3 Singaraja

Basic	Indicators	Level of	Level of Cognitive Domain			
Competence		C1	C2	C3	of Item	
Understand	Students are	21, 24, 27,			5	
social	able to identify	37, 38				
functions, text	animals		line.			
structure, and	Students are	1, 4, 22, 23,	100		10	
linguistic	able to identify things	25, 26, 28, 30, 36, 39				
elements in the	Cil	30000	100	The same of		
text to state and	Students are	3, 5, 6, 8, 9,			10	
ask the names	able to identifying	29, 32, 33, 34, 35			la.	
and numbers of	public	31, 33	-/		The same of	
animals, things,	buildings		-	7 10 11	10	
and public	Students are able to	0		7, 10, 11, 12, 13,	12	
1 (100)	Translate		No. Co.	14 15,		
buildings that	adjectives from	75	(3)	17, 18,		
are close to the	animals,			19, 31,	J R	
daily lives of	objects and public			40	1	
students.	buildings			1		
1.1	Students are		2, 16, 20		3	
100	able to			7/	1	
3	determine	4				
	synonyms and		200	18		
79	antonyms	120:010		18		
30.	words	Total		THE STATE OF THE S	40	
		Total			40	

Appendic 13. Research Instrument Try Out

Choose the correct answer! 1. This is a thing in the pencil case. It is made of wood and carbon. It is used to write. It is a.... c. pencil a. eraser b. pen d. book 2. What is the synonym of the word "young"? a. mature c. teenage b. adult d. old 3. We buy flower at ... a. bookstore c. fruit seller's b. florist's d. butcher 's 4. Instrument for cutting, slicing and chopping things is called... a. kettle c. stove b. pan d. knife 5. A place where sick or ill people are taken care of by doctor and nurse is.... c. supermarket a. library b. post office d. hospital 6. People send a letter or thing at a. supermarket c. police station b. post office d. library 7. What is the meaning of word "hairy"? c. Berkulit a. Berbulu d. Bertanduk b. Berambut 8. A room which used for sleeping is a. bedroom c. living room b. bathroom d. kitchen 9. We buy meat at the a. butcher's c. stationary b. fruit seller's d. bookstore 10. What is the meaning of word "tusk"? a. Kuku c. Tanduk

d. Cula

b. Taring

11. Santi: What do you think about r	•
Laras: Your room is clean and no	
What does the word "clean" mea	
a. Besar	c. Bersih
b. Kecil	d. Kotor
12. A butcher's knife is very sharp.	What does the word "sharp" mean?
a. Tumpul	c. Lebar
b. Tajam	d. Panjang
10.16	1 1/4 1/4
13. My room is so messy. What does	
a. R <mark>api</mark>	c. Kotor
b. Berdebu	d. Berantakan
14. Puppy, kitten, and rabbit are cute	e animals. What does the word "cute" mean?
a. Cantik	c. Ceria
b. Baik	d. Mungil
_	fare wild animals. What does the word "wild"
mean?	D. C.
a. Jinak	c. Baik
b. Buas	d. Lucu
16. "My rabbit looks happy eating th	ne carrot". The synonym of the underlined
word is	
a. glad	c. kind
b. patient	d. friendly
T 17 10	
Text for no. 17-19	I have a cute white It has white and as ft from
	I have a cute rabbit. It has white and soft fur. s. It also has two beautiful eyes. My rabbit
my rabbit.	at other vegetables. I really like to play with
my rabbit.	
17. What does the word "soft" mean	?
a. Kasar	c. Tajam
b. Lembut	d. Lembek
18. What does the word "round" mea	an?
a. Bulat	c. Runcing
b. Kotak	d. Lonjong
o. ixotak	u. Donjong
19. What does the word "vegetable"	mean?

c. Daun

a. Biji b. Buah

- d. Sayur
- 20. What is the antonym of word "diligent"?
 - a. Smart

c. Genius

b. Clever

d. Lazy

21. What it is?

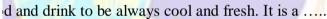


- a. Panda
- c. Gorilla
- b. Bear
- d. Orang utan

22. What it is?

- a. Bowl
- c. Glass
- b. Cup
- d. Kettle

23. We





- a. refrigerator b. cupboard
- c. box
- d. shelf

24. It is a



- a. goose
- c. cat
- b. chicken
- d. eagle

25. This is a



- a. knifeb. spatula
- c. spoon d. fork

26. It is a



- a. ovenb. kettle
- c. stove d. sink

27. What is this animal?



- a. Lion b. Horse
- c. Tiger d. Dog

28. This is a



- a. sharpener
- c. eraser
- b. ruler
- d. dictionary

29. What is this room?



- a. Bedroom
- c. Kitchen
- b. Bathroom
- d. Garage

30. It is a



a. carpetb. curtainc. blanketd. pillow

- 31. Supermarket is always crowded on Sunday. A lot of people like to go shopping on Sunday. What does the word "crowded" mean?
- a. Ramai c. Sepi b. Tenang d. Sunyi
- 32. We buy medicine or drug at
- a. grocery c. green Grocer
- b. drug Store d. supermarket
- 33. The place where people learn and meet with teachers is
- a. rest area c. hospital b. house d. school
- 34. What do you call this?



a.Garden c. House

b.Park d. School

35. What do you call this?



a. Gardenb. Kitchenc. Parkd. Garage

36. What is it?



a. Hat c. Belt b. Tie d. Cap

- 37. An animal which has long neck and long legs is
- a. elephant c. lion b. goat d. giraffe
- 38. An animal which eats grass is
- a. chicken c. cow b. dog d. cat
- 39. This is the board used to write by the teacher using markers. It is a ...
- a. whiteboard c. blackboard
- b. cupboard d. chair
- 40. "Shark looks starving." The meaning of word "starving" is....
- a. kelaparan c. kehausan
- b. kelelahan d. kedinginan

Appendic 14. Blue Print of Post Test for 7th Grade Students of SMP N 3 Singaraja

Basic	Indicators	Level of	Cognitive I	Domain	Number
Competence		C1	C2	C3	of Item
Understand	Students are	10, 16			2
social	able to identify		Contract of the Contract of th		
functions, text	animals				
structure, and	Students are	3, 4, 5, 12,	4 1	esite	10
linguistic	able to identify objects	24, 25, 26, 27, 28, 30	41		
elements in the			G		
text to state and	Students are	2, 6, 7, 8,		127	7
ask the names	able to	11, 22, 29		10	1
and numbers of	identifying			· O	7/
	public buildings			15-5	- 1
an <mark>im</mark> als,	Students are			1, 9, 13,	9
objects, and	able to	50075	A3	14, 15,	
public	Translate			17, 19,	1 B
1	adjectives from		4	20, 21	1 di
buildings that	animals,				
are close to the	objects and public				k
daily lives of	buildings		-	W 19	ļ.
students.	Students are	4 6	18, 23	100	2
students.	able to		0110	59	
79	determine	1 67X-1	0:0:	11	
3/	synonyms and	10.30	1-1100	1 1	
1	antonyms	200			
	words		- 227		
		Total			30

Appendic 15. Research Instruments Post-test

Choose the correct answer! 1. This is a thing in the pencil case. It is made of wood and carbon. It is used to write. It is a.... a. eraser c. pencil d. book b. pen 2. We buy flower at ... a. bookstore c. fruit seller's b. florist's d. butcher 's 3. Instrument for cutting, slicing and chopping things is called.... a. kettle c. stove b. pan d. knife 4. A place where sick or ill people are taken care of by doctor and nurse is.... a. library c. supermarket b. post office d. hospital 5. People send a letter or thing at a. supermarket c. police station d. library b. post office 6. What is the meaning of word "hairy"? a. Berbulu c. Berkulit b. Berambut d. Bertanduk 7. A room which used for sleeping is a. bedroom c. living room d. kitchen b. bathroom 8. We buy meat at the a. butcher's c. stationary b. fruit seller's d. bookstore 9. What is the meaning of word "tusk"? a. Kuku c. Tanduk

d. Cula

b. Taring

10. Santi: What do you think about my room? Laras: Your room is clean and neat

What does the word "clean" mean?

a. Besar

c. Bersih

b. Kecil

d. Kotor

11. A butcher's knife is very sharp. What does the word "sharp" mean?

a. Tumpul

c. Lebar

b. Tajam

d. Panjang

12. Puppy, kitten, and rabbit are cute animals. What does the word "cute" mean?

a. Cantik

c. Ceria

b. Baik

d. Mungil

13. Tiger, crocodile, snake, and wolf are wild animals. What does the word "wild" mean?

a. Jinak

c. Baik

b. Buas

d. Lucu

14. "My rabbit looks <u>happy</u> eating the carrot". The synonym of the underlined word is....

a. glad

c. kind

b. patient

d. friendly

Text for no. 15-17

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

15. What does the word "soft" mean?

a. Kasar

c. Tajam

b. Lembut

d. Lembek

16. What does the word "round" mean?

a. Bulat

c. Runcing

b. Kotak

d. Lonjong

17. What does the word "vegetable" mean?

a. Biji

c. Daun

b. Buah

d. Sayur

18. What is the antonym of word "diligent"?

a. Smart

c. Genius

b. Clever

d. Lazy

19. What it is?



a. Panda

c. Gorilla

20. What it is?



- a. Bowl
- c. Glass
- b. Cup
- d. Kettle

ENDIDIK

21. We use it to keep the food and drink to be always cool and fresh. It is a



- a. refrigerator
- c. box
- b. cupboard
- d. shelf

22. It is a



- a. gooseb. chicken
- c. cat
- d. eagle

23. This is a



- a. knife
- c. spoon d. fork
- b. spatula

24. It is a



- a. oven c. stove b. kettle d. sink
- a. sharpenerb. rulerc. eraserd. dictionary

26. What is this room?



a. Bedroomb. Bathroomc. Kitchend. Garage

27. It is a



a. carpet c. blanket d. pillow

28. What do you call this?



- a.Garden c. House
- b.Park d. School

29. What is it?



a. Hat

c. Belt

b. Tie

d. Cap

30. This is the board used to write by the teacher using markers. It is a a. whiteboard c. blackboard b. cupboard d. chair

Appendic 16. Key Answer Post-Test



Appendic 17. English Syllabus for 7th Grade Junior High School

Silabus Pelajaran Bahasa Inggris Kelas 7 Kurikulum 2013

KOMPETENSI INTI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian

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

tampak mata.

KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
- 4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.



Appendic 18. Lesson Plan of Control Class

LESSON PLAN (CONTROL GROUP) MEETING 1

School : SMP N 3 Singaraja

Subject : English

Class : VII

Topic : This Is My World (Noun)

Allocation: 2 x 40 minutes

A. Core Competence

1. Respect and appreciate the teachings of the religion he adheres to

- 2. Respect and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effective with the social and natural environment within the scope of association and its existence.
- 3. Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, related culture visible phenomena and events.
- 4. Trying, processing, and presenting in the concrete realm (using, parse, string, modify, and make) and abstract realms (writing, reading, counting, drawing and composing) according to learned in schools and other sources that are the same in angles viewpoint / theory

B. Basic Competencies and Indicators of Achieving Competence

Basic Competence	Indicator
3.5 Understand social functions, text	3.5.1. Students are able to identify
structure, and linguistic elements in	animals, objects and public
the text for states and asks the name	buildings.
and number of animals, objects, and	3.5.2. Students are able to identify
public buildings that are close to	the number of animals, objects and
students' daily lives.	buildings public.

C. Learning Objectives

- 1. From group work, students are able to identify animals, objects and public buildings.
- 2. From group work, students are able to identify the number of animals, objects and buildings public.

D. Learning Material

Subject matter

Oral and written texts to mention and ask for names and numbers animals, objects, and public buildings that are close to the daily lives of students

Social function

Introducing, identifying

Text structure

- Items presented
- The characteristics include what is in it

Linguistic element

- (1) Name of objects and animals around the student's house and school: hen, chicks, lizard house, dragon fly, cockroaches, mosquitoes.
- (2) What are the words asked? Which one? How many?
- (3) The mention of singular nouns with a and an, and plural (-s).
- (4) pronouns it, they, this, that, those, these.
- (5) There is / are ... phrases, Are there ...?
- (6) Name of public building: the post office, the bank, the hospital.

- (7) Verbs that refer to actions that are very common and related in simple present tense: be, have, go, play, get, take, and so on.
- (8) Speech, word stress, intonation, spelling, and handwriting.

Topic:

Objects, animals, public buildings in the student environment, by giving examples of environmentally friendly behavior, self-confidence and responsibility.

E. Learning of method/ Technique:

1. Approach : Scientific approach

2. Model : Cooperative learning and Problem Based Learning

3. Method : Presentation

F. Instructional Media

1. Whiteboard, laptop

G. Sources

1. Student worksheets in 7th grade 3. Dictionary

2. Internet

H. Steps of activities:

1. First meeting to reach IPK 3.5.1

Activity	Description	Character	Allocation
		Values	Time
Opening	• Greeting "Good Morning	Religius	10
	Teacher"	2	minutes
1	Pray together		
2	• Teacher check students'		
	attendance		
	• The teacher conducts brain		
	storming related to the material		
	to be taught.		
	• Deliver the learning objectives.		

Main		Observe (Give stimulus)	collaboration	20
Activity	•	The researcher asked students		minutes
		to name animals in English		
		according to what they knew		
		beforehand.		
	•	The researcher shows a list of		
		vocabulary words about		
		animals to students.		
	•	The researcher gave and	No.	
		confirmed the example of the		
		pronunciation of animal	Section 1	
		names in English.	1	
	•	Students mimic the	2	
	ź	pronunciation of animal	1	No.
1 2		names in English with the	6	7/
3		correct word pressure and		1 1
-		intonation.	8	
11		Question (Identification	Creative	15
		Problem)		minutes
	•	With the guidance and		4
		direction of the researcher,		J.
		students ask about the		ř.
		characteristic of animal that		
	١	they not understand		
	2700	Explore (Collect data)	collaboration	20
	•	The researcher explained the		minutes
		meaning of noun and animals		
		and explained the social		
		functions, text structure, and		
		linguistic elements of the		

	name and number of animals.		
	• The researcher explained the		
	meaning of singular and plural		
	noun, and countable and		
	uncountable noun.		
	Associate (Verification)	collaboration	25
	• The researcher gave each of		minutes
	the two animal names in each		
	group.	No.	
	• In groups, students are asked		
450	to name as many	Resident .	
	characteristics as they know	1	
11:16	about the animal as much as	C	
	possible.	1	No.
	• In groups, students are asked		7/
11	to make a sentence about the	1	
	animal.		
4		0	
1	• In groups, students get		
	feedback from teachers and		Service Control of the Control of th
11	friends about the social		No.
1	functions and linguistic	V y	ll.
	elements used.		8
1	Communication (making	Responsible	20
	conclusion)		minutes
	• In groups, students work		
	together to arrange sentences		
	according to the		
	characteristics of the animal		
	they know that are in		
	accordance with social		
	functions, text structure and		
	•		

		linguistic elements.		
	•	Students present or share the		
		results of group work in front		
		of the class.		
	•	Students listen to the work		
		read by other students.		
Closing	•	The teacher and students	Independent	10
		conclude the material		minutes
		together.		
	•	Assess and reflect on the		
		activities that have been	Section 1	
		carried out.	1	
	•	Provide assignments, whether	2	
	'n	individual or group	1	
1 5		assignments.	· ·	7/
1 3	•	Delivering the material at the	1 5-3	- 4
-		next meeting.	8	

2. Second meeting to reach IPK 3.5.2

Activity	Description	Character	Allocation
		Values	Time
Opening	 Greeting "Good Morning Teacher" Pray together Teacher check students' attendance The teacher conducts brain storming related to the material to be taught. 	Religius	10 minutes
Main Activity	Observe (Give stimulus) • The researcher gives the	collaboration	20 minutes

	example about how to		
	-		
	mention number of animals,		
	object and buildings.		
	Question (Identification	Creative	15
	Problem)		minutes
	• With the guidance and		
	direction of the researcher,		
	students ask the difference		
	between the mention and	No.	
	question of the name and		
	number of animals, which are	No. of Lot, Lot, Lot, Lot, Lot, Lot, Lot, Lot,	
	in English and Indonesian	10	
	which might use other	S .	
	expressions.	2	No. of the last
		A 300	7 /
1 3	Explore (Collect data)	collaboration	20
-	• The researcher explained the		minutes .
	meaning of noun and animals	9	
	and explained the social	COMP.	11
	functions, text structure, and	Y)	E. C.
1	linguistic elements of the	1	N.
	mention and question of the	7	N.
	name and number of animals.		
7	• The researcher explained the	2 //	
7	meaning of singular and plural	1	
	noun, and countable and	- A	
	uncountable noun.		
	Associate (Verification)	collaboration	25
	• The researcher gave each of		minutes
	the two animal names in each		
	group.		
	9		

	In groups, students are asked
	to make a sentence about the
	number of animal.
	• In groups, students get
	feedback from teachers and
	friends about the social
	functions and linguistic
	elements used.
	Communication (making Responsible 20
	conclusion) minutes
	• In groups, students work
-	
	together to arrange sentences
	about number of animal
	Students present or share the
	results of group work in front
5	of the class.
	Students listen to the work
	read by other students.
Closing	• The teacher and students Independent 10
7.4	conclude the material minutes
1.	together.
	Assess and reflect on the
100	activities that have been
	carried out.
1	Provide assignments, whether
2	individual or group
	assignments.
	Delivering the material at the next reaction.
	next meeting.

I. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

- 1. $O W C = \dots$
- 2. $K D C U = \dots$
- 3. $E S E P H = \dots$
- 4. $R I T E G = \dots$
- 5. $O N E Y K M = \dots$
- 6. P-E-L-E-T-A-N-H=.....
- 7. $K E N A S = \dots$
- 8. $O I L N = \dots$
- 9. $I R B T A B = \dots$

10.
$$L - B - T - Y - E - U - T - R - F = \dots$$

Assessment Rubric

$$\frac{score\ obtained\ x\ 10}{5} =$$

Singaraja, July 2019 Peneliti

Made Sinta Dewi Pratiwi NIM. 1512021099

LESSON PLAN (CONTROL CLASS)

MEETING 2

School : SMP N 3 Singaraja

Subject : English

Class : VII

Topic : This Is My World (Noun)

Allocation : 2×55 minutes

A. Core Competence

1. Respect and appreciate the teachings of the religion he adheres to

- 2. Respect and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effective with the social and natural environment within the scope of association and its existence.
- 3. Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, related culture visible phenomena and events.
- 4. Trying, processing, and presenting in the concrete realm (using, parse, string, modify, and make) and abstract realms (writing, reading, counting, drawing and composing) according to learned in schools and other sources that are the same in angles viewpoint / theory



B. Basic Competencies and Indicators of Achieving Competence

Basic Competence	Indicator
3.5 Understand social functions,	3.5.3. Students are able to describe
text structure, and linguistic	animals, objects and public
elements in the text for states and	buildings.
asks the name and number of	3.5.4. Students are able to
animals, objects, and public	distinguish the use of single nouns
buildings that are close to students'	with a or an
daily lives.	
	IDID S

C. Learning Objectivies

- 1. From group work, students are able to identify animals, objects and public buildings.
- 2. From group work, students are able to distinguish the use of single nouns with a or an

D. Learning Material

Subject matter

Oral and written texts to mention and ask for names and numbers animals, objects, and public buildings that are close to the daily lives of students

Social function

Introducing, identifying

Text structure

- Items presented
- The characteristics include what is in it

Linguistic element

- (1) Name of objects and animals around the student's house and school: hen, chicks, lizard house, dragon fly, cockroaches, mosquitoes.
- (2) What are the words asked? Which one? How many?
- (3) The mention of singular nouns with a and an, and plural (-s).
- (4) pronouns it, they, this, that, those, these.
- (5) There is / are ... phrases, Are there ...?

- (6) Name of public building: the post office, the bank, the hospital.
- (7) Verbs that refer to actions that are very common and related in simple present tense: be, have, go, play, get, take, and so on.
- (8) Speech, word stress, intonation, spelling, and handwriting.

E. Method of learning/ Technique:

1. Approach : Scientific approach

2. Model : Cooperative learning and Problem Based Learning

3. Method : Role play

F. Instructional Media

2. Helmet and paper

G. Sources

- 3. Student worksheets in 7th grade
- 4. Internet
- 5. Dictionary

H. Steps of activities:

1. First meeting to reach IPK 3.5.3

Activity	Description	Character	Allocation
		Values	Time
Opening	 Greeting "Good Morning Teacher" Pray together Teacher check students' attendance The teacher conducts brain storming related to the material to be taught. Deliver the learning objectives. 	Religius	5 minutes
Main	Observe (Giving stimulus)	collaboration	10

Activity	The researcher explain about how to describe about animal,		minutes
	object and buildings.		
	Asking (Identifying	Creative	10
	Problems)		minutes
	• With the guidance and		
	direction of the researcher,		
	students ask questions related		
	to how to describe the names		
	of animals, objects and		
	buildings.	7	
	Exploring (Collecting Data)	collaboration	5
	• The students make a sentence	7.6	minutes
	to describe of animal, object	TI	
\ ≥	and buildings		7.8
5	Associating (Proof)	collaboration	10
	• Researchers divide students	O.	minutes .
	into 4 groups	A Property Control	7.1
	• In groups, students are asked		
	to come to the front of the		1
	class to present their work	7	lf.
	• In groups, students get		
	feedback from researchers and		
7	friends	1	
į	Communicate (Make	Responsible	10
	conclusions)		minutes
	• Other students listen and give		
	comment for the other groups.		
Closing	• Researchers and students	Independent	5
	make conclusions together		minutes
	• Assess and reflect on the		

activities that have already
taken place held
Delivering the material at the
next meeting.

2. Second meeting to reach IPK 3.5.4

Activity	Description	Character	Allocation
		Values	Time
Opening	• Greeting "Good Morning	Religius	5
	Teacher"		minutes
	Pray together	Service of the least of the lea	
	• Teacher check students'	W.	
	attendance		
	• The teacher conducts brain	3	
1 3	storming related to the material	· · ·	1/
1 3	to be taught.		110
M ain	Observe (Giving stimulus)	collaboration	10
Activity	The researcher explains about		minutes
	distinguish the use of single		14
7/	nouns with a or an		4
	Asking (Identifying	Creative	10
	Problems)		minutes
	With the guidance and		
3	direction of the researcher,		
	students ask questions related		
	to how to distinguish the use		
	of single nouns with a or an		
	Exploring (Collecting Data)	11.1	
	• The students distinguish the	collaboration	5
	use of single nouns with a or		minutes
	an in form of sentences		

	Associating (Proof)	collaboration	10
	Researchers divide students		minutes
	into 4 groups		
	• In groups, students make		
	sentences about use of single		
	nouns with a or an based on		
	animal, object, and buildings		
	• In groups, students get		
	feedback from researchers and	The second second	
	friends		
	Communicate (Make	Responsible	10
	conclusions)	1/2	minutes
	• Students present their work in	3	
	front of the class	1	
1	• Other students listen and give	9	7/
1 5	comments		1
Closing	• Researchers and students	Independent	5
	make conclusions together		minutes
	• Assess and reflect on the		
7/	activities that have already		1
	taken place held	< · //	la.
	• Delivering the material at the		
	next meeting.	N //	

I. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

11.
$$E - E - L - P - N - H - A - T = \dots$$

14.
$$R - I - T - E - G = \dots$$

15.
$$O - N - E - Y - K - M = \dots$$

Assessment Rubric

$$\frac{score\ obtained\ x\ 10}{5} =$$

Singaraja, July 2019 Peneliti

Made Sinta Dewi Pratiwi NIM. 1512021099

ONDIKSHA

LESSON PLAN (CONTROL CLASS)

MEETING 3

School : SMP N 3 Singaraja

Subject : English

Class : VII

Topic: This Is My World (Noun)

Allocation : 2 x 55 minutes

A. Core Competence

1. Respect and appreciate the teachings of the religion he adheres to

- 2. Respect and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effective with the social and natural environment within the scope of association and its existence.
- 3. Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, related culture visible phenomena and events.
- 4. Trying, processing, and presenting in the concrete realm (using, parse, string, modify, and make) and abstract realms (writing, reading, counting, drawing and composing) according to learned in schools and other sources that are the same in angles viewpoint / theory

B. Basic Competencies and Indicators of Achieving Competence

Basic Competence	Indicator
3.5 Understand social functions,	3.5.5. Students can distinguish the
text structure, and linguistic	use of affixes -s, -es or irregular
elements in the text for states and	plural noun on plural nouns.
asks the name and number of	3.5.6. Students can distinguish the
animals, objects, and public	use of There is / are, Is there /
buildings that are close to students'	Are there
daily lives.	
	IDIO

C. Learning Objectives

- 1. From group work, students are able to distinguish the use of affixes -s, -es or irregular plural noun on plural nouns.
- 2. From group work, students are able to distinguish the use of There is / are .., Is there / Are there ..

D. Learning Material

Subject matter

Oral and written texts to mention and ask for names and numbers animals, objects, and public buildings that are close to the daily lives of students

Social function

Introducing, identifying

Text structure

- Items presented
- The characteristics include what is in it

Linguistic element

- (1) Name of objects and animals around the student's house and school: hen, chicks, lizard house, dragon fly, cockroaches, mosquitoes.
- (2) What are the words asked? Which one? How many?
- (3) The mention of singular nouns with a and an, and plural (-s).
- (4) pronouns it, they, this, that, those, these.
- (5) There is / are ... phrases, Are there ...?

- (6) Name of public building: the post office, the bank, the hospital.
- (7) Verbs that refer to actions that are very common and related in simple present tense: be, have, go, play, get, take, and so on.
- (8) Speech, word stress, intonation, spelling, and handwriting.

E. Method of learning/ Technique:

1. Approach : Scientific approach

2. Model : Cooperative learning and Problem Based Learning

3. Method : Presentation

F. Instructional Media

3. Helmet and paper

G. Sources

- 6. Student worksheets in 7th grade
- 7. Internet
- 8. Dictionary

H. Steps of activities:

1. First meeting to reach IPK 3.5.5

Activity	Description	Character	Allocation
		Values	Time
Opening	 Greeting "Good Morning Teacher" Pray together Teacher check students' attendance The teacher conducts brain storming related to the material to be taught. Deliver the learning objectives. 	Religius	5 minutes
Main	Observe (Giving stimulus)	collaboration	10

Activity	The researcher explain about	minute
	how to distinguish the use of	
	affixes -s, -es or irregular plural	
	noun on plural nouns.	
	Asking (Identifying Creative	10
	Problems)	minute
	With the guidance and	
	direction of the researcher,	
	students ask questions related	
	to how to distinguish the use	
	of affixes -s, -es or irregular	
	plural noun on plural nouns.	
E S	Exploring (Collecting Data) collaboration	5
	The students make a sentence	minute
	to distinguish the use of	1 8
	affixes -s, -es or irregular	
	plural noun on plural nouns.	
A.V.	Associating (Proof) collaboration	10
	Researchers divide students	minute
	into 4 groups	The state of the s
	In groups, students are asked	ll .
	to come to the front of the	
	class to present their work	
	• In groups, students get	
	feedback from researchers and	
	friends	
	Communicate (Make Responsible	10
	conclusions)	minute
	Other students listen and give	
	comment for the other groups.	

Closing	• Researchers and students	Independent	5
	make conclusions together		minutes
	• Assess and reflect on the		
	activities that have already		
	taken place held		
	• Delivering the material at the		
	next meeting.		

2. Second meeting to reach IPK 3.5.6

Activity	Description	Character	Allocation
		Values	Time
Opening	• Greeting "Good Morning	Religius	5
	Teacher"	7	minutes
N	Pray together	· O	7/
1 5	• Teacher check students'	1	100
	attendance	8	
	• The teacher conducts brain		J k
	storming related to the material		
	to be taught.		4
Main	Observe (Giving stimulus)	collaboration	10
Activity	The researcher explains about		minutes
	distinguish the use of there is /		
7	are, Is there / Are there		
	Asking (Identifying	Creative	10
	Problems)		minutes
	With the guidance and		
	direction of the researcher,		
	students ask questions related		
	to how to distinguish the use		
	of There is / are, Is there /		

	Are there		
	Exploring (Collecting Data)	collaboration	5
	• The students distinguish		minutes
	sentences about there is / are		
	, Is there / Are there based		
	on animal, object and		
	buildings		
	Associating (Proof)	collaboration	10
	• Researchers divide students	A Second	minutes
	into 4 groups	W	
	• The students make sentences	C	
	about about there is / are, Is	14	7
	there / Are there based on	10	
1 3	animal, object and buildings	1	14
	Communicate (Make	Responsible	10
	conclusions)	0	minutes
	• Students present their work in	and the second	11
	front of the class		1
4 (• Other students listen and give	1	1
	comments	7	N. Carlotte
Closing	• Researchers and students	Independent	5
	make conclusions together	. //	minutes
7	 Assess and reflect on the 	1	
	activities that have already		
	taken place held		
	• Delivering the material at the		
	next meeting.		

II. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

$$21. A-T-N = \dots$$

23.
$$E-E-B = \dots$$

Assessment Rubric

Score =
$$correct answer = 5$$

wrong answer
$$= 0$$

no answer
$$= 0$$

5

Singaraja, July 2019

Peneliti

Made Sinta Dewi Pratiwi

NIM. 1512021099

LESSON PLAN (CONTROL CLASS) MEETING 4

School : SMP N 3 Singaraja

Subject : English

Class : VII

Topic : This Is My World (Noun)

Allocation : 2 x 55 minutes

A. Core Competence

- 1. Respect and appreciate the teachings of the religion he adheres to
- 2. Respect and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effective with the social and natural environment within the scope of association and its existence.
- 3. Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, related culture visible phenomena and events.
- 4. Trying, processing, and presenting in the concrete realm (using, parse, string, modify, and make) and abstract realms (writing, reading, counting, drawing and composing) according to learned in schools and other sources that are the same in angles viewpoint / theory

MDTKSH

B. Basic Competencies and Indicators of Achieving Competence

Basic Competence	Indicator
4.5. Arrange oral and written texts	4.5.1. Students are able to make
to express and ask the names of	sentences using names and numbers
animals, objects, and public	of animals, objects and public
buildings that are close to students'	buildings
daily lives, taking into account	4.5.2 Students are able to express
social functions, text structures, and	the sentence using the name and
language elements that are correct	number of animals, objects and
and in context.	public buildings
SPE	TOIDIKAN TO

C. Learning objectives

- 1. From group work, students are able to make sentences using names and numbers of animals, objects and public buildings
- 2. From group work, students are able to express the sentence using the name and number of animals, objects and public buildings

D. Learning Material

Subject matter

Oral and written texts to mention and ask for names and numbers animals, objects, and public buildings that are close to the daily lives of students

UNDIKSE

Social function

Introducing, identifying

Text structure

- Items presented
- The characteristics include what is in it

Linguistic element

- (1) Name of objects and animals around the student's house and school: hen, chicks, lizard house, dragon fly, cockroaches, mosquitoes.
- (2) What are the words asked? Which one? How many?
- (3) The mention of singular nouns with a and an, and plural (-s).

- (4) pronouns it, they, this, that, those, these.
- (5) There is / are ... phrases, Are there ...?
- (6) Name of public building: the post office, the bank, the hospital.
- (7) Verbs that refer to actions that are very common and related in simple present tense: be, have, go, play, get, take, and so on.
- (8) Speech, word stress, intonation, spelling, and handwriting.

E. Method of learning/ Technique:

1. Approach : Scientific approach

2. Model : Cooperative learning and Problem Based Learning

3. Method : Presentation and Discussion

F. Sources

- 9. Student worksheets in 7th grade
- 10. Internet
- 11. Dictionary

G. Steps of activities:

1. First meeting to reach IPK 4.5.1

Activity	Description	Character	Allocation
		Values	Time
Opening	 Greeting "Good Morning Teacher" Pray together Teacher check students' attendance The teacher conducts brain storming related to the material to be taught. 	Religius	10 minutes
	 Deliver the learning objectives. 		
Main	Observe (Giving stimulus)	collaboration	20
Activity	• The researcher asks 2 students come to the class to make one		minutes

	sentence about animal, object and buildings		
	Asking (Identifying Problems) • With the guidance and direction of the researcher, students ask questions related to make sentence about animal, object, and buildings	Creative	15 minutes
	 Exploring (Collecting Data) The researcher give example to make sentences about name and number of animal, object and building 	collaboration	20 minutes
UMIL	Associating (Proof) Researchers divide students into 4 groups In groups, the students make sentences about animal, object and buildings	collaboration	25 minutes
	Communicate (Make conclusions) The students present their work in front of the class Other students listen and give comments	Responsib	20 minutes
Closing	 Researchers and students make conclusions together Assess and reflect on the activities that have already taken place held Delivering the lesson plan at the 	Independe nt	10 minutes

next meeting.	

2. Second meeting to reach IPK 4.5.2

Activity	Description	Character	Allocation
		Values	Time
Opening Main Activity	 Greeting "Good Morning Teacher" Pray together Teacher check students' attendance The teacher conducts brain storming related to the material to be taught. Observe (Giving stimulus) The researcher explain the material about name and number of animal, object and buildings 	Religius	10 minutes 20 minutes
	Asking (Identifying Problems) • With guidance and direction from the researcher, students ask related questions to reveal the name and number of animals, objects and buildings	Creative	15 minutes
	• The researcher asks the students to express the sentence using the name and number of animals, objects and public buildings	collaboration	20 minutes

	Associating (Proof)	collaboration	25
	• Researchers divide students into	Condoctation	minutes
	4 groups		
	• In groups, 2 students are asked to		
	come to the front of the class		
	Communicate (Make	Responsible	20
	conclusions)	_	minutes
	• Students present their work in		
	front of the class	Sa.	
	• Other students listen and give		
100	comment	Street, or other Persons	
Closing	• Researchers and students make	Independent	10
	conclusions together	- C	minutes
	• Assess and reflect on the		
1 3	activities that have already taken	· O	7/
3	place <mark>held</mark>		11
	• Delivering the material at the		
	next meeting.		11

H. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

$$32. C - O - R - W = \dots$$

33.
$$E - S - E - P - H = \dots$$

34.
$$R - I - T - E - G = \dots$$

35.
$$O - N - E - Y - K - M = \dots$$

36.
$$E - E - D - R = \dots$$

37.
$$K - E - N - A - S = \dots$$

38.
$$O - I - L - N = \dots$$

39.
$$I - R - B - T - A - B = \dots$$

Assessment Rubric

$$Score = correct answer = 5$$

$$wrong answer = 0$$

$$no answer = 0$$

$$\frac{score\ obtained\ x\ 10}{5} =$$

Singaraja, July 2019 Peneliti

Made Sinta Dewi Pratiwi NIM. 1512021099

UNDIKSHA

Appendic 19. Lesson Plan of Experimental Class

LESSON PLAN (EXPERIMENTAL CLASS) MEETING 1

School : SMP N 3 Singaraja

Subject : English

Class : VII

Topic : This Is My World (Noun)

Allocation : 2 x 40 minutes

A. Core Competence

- 1. Respect and appreciate the teachings of the religion he adheres to
- 2. Respect and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effective with the social and natural environment within the scope of association and its existence.
- 3. Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, related culture visible phenomena and events.
- 4. Trying, processing, and presenting in the concrete realm (using, parse, string, modify, and make) and abstract realms (writing, reading, counting, drawing and composing) according to learned in schools and other sources that are the same in angles viewpoint / theory

B. Basic Competencies and Indicators of Achieving Competence

Basic Competence	Indicator
3.5 Understand social functions,	3.5.1. Students are able to
text structure, and linguistic	identify animals, objects and
elements in the text for states	public buildings.
and asks the name and number	3.5.2. Students are able to
of animals, objects, and public	identify the number of animals,
buildings that are close to	objects and buildings public.
students' daily lives.	MDIA
G P	NUIDIR.

C. Learning Objectives

- 1. From group work, students are able to identify animals, objects and public buildings.
- 2. From group work, students are able to identify the number of animals, objects and buildings public.

D. Learning Material

Subject matter

Oral and written texts to mention and ask for names and numbers animals, objects, and public buildings that are close to the daily lives of students

Social function

Introducing, identifying

Text structure

- Items presented
- The characteristics include what is in it

Linguistic element

- (1) Name of objects and animals around the student's house and school: hen, chicks, lizard house, dragon fly, cockroaches, mosquitoes.
- (2) What are the words asked? Which one? How many?
- (3) The mention of singular nouns with a and an, and plural (-s).

- (4) pronouns it, they, this, that, those, these.
- (5) There is / are ... phrases, Are there ...?
- (6) Name of public building: the post office, the bank, the hospital.
- (7) Verbs that refer to actions that are very common and related in simple present tense: be, have, go, play, get, take, and so on.
- (8) Speech, word stress, intonation, spelling, and handwriting.

E. Method of learning/ Technique:

1. Approach : Scientific approach

2. Model : Cooperative learning and Problem Based Learning

3. Method : Presentation

F. Instructional Media

4. Helmet and paper

G. Sources

- 12. Student worksheets in 7th grade
- 13. Internet
- 14. Dictionary

H. Steps of activities:

1. First meeting to reach IPK 3.5.1

Activity	Description	Character	Allocation
		Values	Time
Opening	• Greeting "Good Morning Teacher"	Religius	10 minutes
	• Pray together	100	
	• Teacher check students' attendance		
	• The teacher conducts brain		
	storming related to the material		
	to be taught.		
	• Deliver the learning objectives.		

Main	Observe (Giving stimulus)	collaboration	20
Activity	• The researcher explains about mime game to students.		minutes
	• The researcher asks 2 students		
	to demonstrate the mime game		
	in a simple way		
	• The researcher gives examples		
	of pronunciation of animal		
	names in English.	-	
	Asking (Identifying	Creative	15
	Problems)	W	minutes
	• With the guidance and	~ C	
	direction of the researcher,	1	
1	students ask questions related		7
1 3	to how to guess the names of		
	animals, object and buildings.		
XX.	Exploring (Collecting Data)	collaboration	20
	• The researcher explains the		minutes
	meaning of animal		1
1	Associating (Proof)	collaboration	25
	• Researchers divide students		minutes
	into 4 groups	2 //	
	• In groups, 2 students are asked		
	to come to the front of the		
	class and use the helmet		
	provided		
	One student will demonstrate		
	and the partner will guess the		
	word pasted on the helmet		
	about name of animal, object		

		and buildings.		
	•	In groups, students get		
		feedback from researchers and		
		friends		
		Communicate (Make	Responsible	20
		conclusions)		minutes
	•	Students who play games		
		must cooperate with their		
		partners	No.	
	•	Students must be able to guess		
		what their friends are	Accessed to the latest the latest to the lat	
		demonstrating	1	
	•	Other students listen and can		
	7	help if they cannot guess	2	
Closing	•	Researchers and students	Independent	10
		make conclusions together	1 32	minutes
	•	Assess and reflect on the		
		activities that have already		7.0
		taken place held		10
77	•	Delivering the lesson plan at		8
		the next meeting.		1

2. Second meeting to reach IPK 3.5.2							
Activity	Descri	iption		Character	Allocation		
				Values	Time		
Opening	Greeting	"Good	Morning	Religius	10		
	Teacher"				minutes		
	• Pray togeth	er					
	• Teacher	check	students'				
	attendance						

	• The teacher conducts brain		
	storming related to the material		
	to be taught.		
Main	Observe (Giving stimulus)	collaboration	20
Activity	• The researcher asks 2 students		minutes
	to demonstrate the mime game		
	in a simple way		
	Asking (Identifying	Creative	15
	Problems)		minutes
	With guidance and direction	A Long Laboratory	
	from the researcher, students	A	
	ask related questions to reveal		
	the number of animals,	- 1	The same of the sa
È	objects and buildings	9	7/
5	Exploring (Collecting Data)	collaboration	20
	• The researcher explains the	8	minutes .
	meaning of singular, plural		J B
	noun, and countable and	V	100
7	uncountable noun.		1
	Associating (Proof)	collaboration	25
	• Researchers divide students		minutes
	into 4 groups	× //	
	• In groups, 2 students are asked		
	to come to the front of the		
	class and use the helmet		
	provided		
	One student will demonstrate		
	and the partner will guess the		
	and the partner will guess the word about animal, object and		

	• In groups, students get		
	feedback from researchers and		
	friends		
	Communicate (Make	Responsible	20
	conclusions)		minutes
	• Students who play games		
	must cooperate with their		
	partners		
	Students must be able to guess		
	what their friends are		
200	demonstrating	No. of Lot, House, etc., in such such such such such such such such	
	Other students listen and can	1	
	help if they cannot guess	0	
Closing	Researchers and students	Independent	10
1 3	make conclusions together	· · · · ·	minutes
	Assess and reflect on the	12	
	activities that have already		
	taken place held		
	Delivering the lesson plan at	M	
77	the next meeting.		

III. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

$$41. O - W - C = \dots$$

42.
$$K - D - C - U = \dots$$

43.
$$E - S - E - P - H = \dots$$

44.
$$R - I - T - E - G = \dots$$

45.
$$O - N - E - Y - K - M = \dots$$

46.
$$P - E - L - E - T - A - N - H = \dots$$

47.
$$K - E - N - A - S = \dots$$

48.
$$O - I - L - N = \dots$$

49.
$$I - R - B - T - A - B = \dots$$

$$50. L - B - T - Y - E - U - T - R - F = \dots$$

Assessment Rubric

$$Score = correct answer = 5$$

$$wrong answer = 0$$

$$no answer = 0$$

$\frac{score\ obtained\ x\ 10}{5}$ =

Singaraja, July 2019 Peneliti

Made Sinta Dewi Pratiwi NIM. 1512021099

LESSON PLAN

(EXPERIMENTAL CLASS)

MEETING 2

School : SMP N 3 Singaraja

Subject : English

Class : VII

Topic : This Is My World (Noun)

Allocation : 2 x 55 minutes

A. Core Competence

- 1. Respect and appreciate the teachings of the religion he adheres to
- 2. Respect and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effective with the social and natural environment within the scope of association and its existence.
- 3. Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, related culture visible phenomena and events.
- 4. Trying, processing, and presenting in the concrete realm (using, parse, string, modify, and make) and abstract realms (writing, reading, counting, drawing and composing) according to learned in schools and other sources that are the same in angles viewpoint / theory

ONDIKSH

B. Basic Competencies and Indicators of Achieving Competence

Basic Competence	Indicator
3.5 Understand social functions,	3.5.3. Students are able to describe
text structure, and linguistic	animals, objects and public buildings.
elements in the text for states and	3.5.4. Students are able to distinguish
asks the name and number of	the use of single nouns with a or an
animals, objects, and public	
buildings that are close to students'	
daily lives.	
	VDID:

C. Learning Objectives

- 1. From group work, students are able to identify animals, objects and public buildings.
- 2. From group work, students are able to distinguish the use of single nouns with a or an

D. Learning Material

Subject matter

Oral and written texts to mention and ask for names and numbers animals, objects, and public buildings that are close to the daily lives of students

Social function

Introducing, identifying

Text structure

- Items presented
- The characteristics include what is in it

Linguistic element

- (1) Name of objects and animals around the student's house and school: hen, chicks, lizard house, dragon fly, cockroaches, mosquitoes.
- (2) What are the words asked? Which one? How many?
- (3) The mention of singular nouns with a and an, and plural (-s).
- (4) pronouns it, they, this, that, those, these.
- (5) There is / are ... phrases, Are there ...?

- (6) Name of public building: the post office, the bank, the hospital.
- (7) Verbs that refer to actions that are very common and related in simple present tense: be, have, go, play, get, take, and so on.
- (8) Speech, word stress, intonation, spelling, and handwriting.

E. Method of learning/ Technique:

1. Approach : Scientific approach

2. Model : Cooperative learning and Problem Based Learning

3. Method : Role play

F. Instructional Media

5. Helmet and paper

G. Sources

- 15. Student worksheets in 7th grade
- 16. Internet
- 17. Dictionary

H. Steps of Activities:

1. First meeting to reach IPK 3.5.3

Activity	Description	Character	Allocation
		Values	Time
Opening	 Greeting "Good Morning Teacher" Pray together Teacher check students' attendance The teacher conducts brain storming related to the material 	Religius	5 minutes
	to be taught.Deliver the learning objectives.		

Main	Observe (Giving stimulus)	collaboration	10
Activity	• The researcher asks 2 students		minutes
	to demonstrate the mime game		
	about animal, object and		
	buildings.		
	Asking (Identifying	Creative	10
	Problems)		minutes
	• With the guidance and		
	direction of the researcher,	The second second	
	students ask questions related		
	to how to describe the names	7	
	of animals, objects and	0	6.
	buildings.	7,	
	Exploring (Collecting Data)	collaboration	5
1 3	• The students describe the	-	minutes
5	meaning of animal, object and		
	buildings	8	
A.V.	Associating (Proof)	collaboration	10
	• Researchers divide students		minutes
	into 4 groups		1
	• In groups, students are asked	7	IF.
	to come to the front of the		
	class and use the helmet		
	provided	7	
	• One student will demonstrate		
	and the partner will guess the		
	word pasted on the helmet		
	about animal, object and		
	buildings.		
	• In groups, students get		
	feedback from researchers and		

	friends		
	Communicate (Make	Responsible	10
	conclusions)		minutes
	• Students who play games		
	must cooperate with their		
	partners		
	• Students must be able to guess		
	what their friends are	No.	
	demonstrating		
200	• Other students listen and can	Section 1	
	help if they cannot guess	1/2	
Closing	• Researchers and students	Independent	5
	make conclusions together	7	minutes
11 =	• Assess and reflect on the	· ·	7/
3	activities that have already	1 52	18
-	taken place held	8	
	• Delivering the material at the	90.	
	next meeting.	V	1

2. Second meeting to reach IPK 3.5.4

Activity	Description	Character	Allocation
		Values	Time
Opening	• Greeting "Good Morning	Religius	5
	Teacher"		minutes
	• Pray together		
	• Teacher check students'		
	attendance		
	• The teacher conducts brain		

	storming related to the material to be taught.		
Main	Observe (Giving stimulus)	collaboration	10
Activity	 The researcher explain about distinguish the use of single nouns with a or an The researcher asks 2 students to demonstrate the mime game about animal, object and buildings use number of animal 		minutes
NAW.	Asking (Identifying Problems) • With the guidance and direction of the researcher, students ask questions related to how to distinguish the use of single nouns with a or an	Creative	10 minutes
	• The students distinguish the use of single nouns with a or an	collaboration	5 minutes
	 Associating (Proof) Researchers divide students into 4 groups In groups, students are asked to come to the front of the class and use the helmet provided One student will demonstrate and the partner will guess the 	collaboration	10 minutes

		word pasted on the helmet		
		about animal, object and		
		· ·		
		buildings use of single nouns		
		with a or an		
	•	In groups, students get		
		feedback from researchers and		
		friends		
		Communicate (Make	Responsible	10
		conclusions)	No.	minutes
	•	Students who play games		
300		must cooperate with their	Acres de la constante de la co	
		partners	1	
# /	•	Students must be able to guess	2	
	S.	what their friends are	4	The same of the sa
		demonstrating	777	7
11	•	Other students listen and can	1	1 8
5		help if they cannot guess		
Closing	•	Researchers and students	Independent	5
3100 mg		make conclusions together	21100 P 01110111	minutes
		No. of the last of		minutes
# 1	•	Assess and reflect on the		8
		activities that have already	<1 m	J.
3		taken place held		
	•	Delivering the material at the	V / /	
		next meeting.	4 //	

IV. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

$$51. E - E - L - P - N - H - A - T = \dots$$

54.
$$R - I - T - E - G = \dots$$

55.
$$O - N - E - Y - K - M = \dots$$

Assessment Rubric

score obtained x 10 5

Singaraja, July 2019 Peneliti

Made Sinta Dewi Pratiwi NIM. 1512021099

LESSON PLAN (EXPERIMENTAL CLASS) MEETING 3

School : SMP N 3 Singaraja

Subject : English

Class : VII

Topic: This Is My World (Noun)

Allocation : 2 x 40 minutes

A. Core Competence

- 1. Respect and appreciate the teachings of the religion he adheres to
- 2. Respect and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effective with the social and natural environment within the scope of association and its existence.
- 3. Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, related culture visible phenomena and events.
- 4. Trying, processing, and presenting in the concrete realm (using, parse, string, modify, and make) and abstract realms (writing, reading, counting, drawing and composing) according to learned in schools and other sources that are the same in angles viewpoint / theory

B. Basic Competencies and Indicators of Achieving Competence

Basic Competence	Indicator
3.5 Understand social functions,	3.5.5. Students are able distinguish
text structure, and linguistic	the use of affixes -s, -es or irregular
elements in the text for states	plural noun on plural nouns.
and asks the name and number	3.5.6. Students are able distinguish
of animals, objects, and public	the use of There is / are, Is there /
buildings that are close to	Are there?
students' daily lives.	
and the state of t	A COLD I A PORT A STREET

C. Learning objectives

- 1. From group work, students are able to distinguish the use of affixes -s, -es or irregular plural noun on plural nouns.
- 2. From group work, students are able to distinguish the use of There is / are ..., Is there / Are there ..?

D. Learning Material

Subject matter

Oral and written texts to mention and ask for names and numbers animals, objects, and public buildings that are close to the daily lives of students

Social function

Introducing, identifying

Text structure

- Items presented
- The characteristics include what is in it

Linguistic element

- (1) Name of objects and animals around the student's house and school: hen, chicks, lizard house, dragon fly, cockroaches, mosquitoes.
- (2) What are the words asked? Which one? How many?
- (3) The mention of singular nouns with a and an, and plural (-s).
- (4) pronouns it, they, this, that, those, these.

- (5) There is / are ... phrases, Are there ...?
- (6) Name of public building: the post office, the bank, the hospital.
- (7) Verbs that refer to actions that are very common and related in simple present tense: be, have, go, play, get, take, and so on.
- (8) Speech, word stress, intonation, spelling, and handwriting.

E. Method of larning/ Technique:

1. Approach : Scientific approach

2. Model : Cooperative learning and Problem Based Learning

3. Method : Role Play

F. Instructional Media

6. Helmet and paper

G. Sources

- 18. Student worksheets in 7th grade
- 19. Internet
- 20. Dictionary

H. Steps of activities:

1. First meeting to reach IPK 3.5.5

Activity	Description	Character	Allocation
		Values	Time
Opening	• Greeting "Good Morning	Religius	10
7	Teacher"	2	minutes
1	Pray together		
	• Teacher check students'	100	
	attendance		
	• The teacher conducts brain		
	storming related to the material		
	to be taught.		
	• Deliver the learning objectives.		

Main	Observe (Giving stimulus)	collaboration	20
Activity	• The researcher asks 2 students		minutes
	to demonstrate the mime game		
	about animal, object and		
	buildings use of affixes -s, -es		
	or irregular plural noun on		
	plural nouns.		
	Asking (Identifying	Creative	15
	Problems)		minutes
	• With the guidance and		
	direction of the researcher,	IN.	
	students ask questions related	C	
	to how to distinguish affixes -	1	
	s, -es or irregular plural noun		
1 3	on plural nouns.	王	
1	Exploring (Collecting Data)	collaboration	20
	• The researcher make a		minutes
	sentence about animal, object		
	and buildings based on affixes		
	-s, -es or irregular plural noun	<	
	on plural nouns.		
	Associating (Proof)	collaboration	25
	Researchers divide students		minutes
	into 4 groups	-	
	• In groups, all students in		
	group are asked to come to the		
	front of the class and use the		
	helmet provided		
	One student will demonstrate		
	and the partner will guess the		

	1	1 . 1 . 1 . 1	I	
		word pasted on the helmet		
		about name of animal, object		
		and buildings based on affixes		
		-s, -es or irregular plural noun		
		on plural nouns.		
	•	In groups, students get		
		feedback from researchers and		
		friends		
		Communicate (Make	Responsible	20
		conclusions)		minutes
33	•	Students who play games	Section 1	
11/1		must cooperate with their	1	
	X.	partners		
	•	Students must be able to guess		
2	Y	what their friends are		7
1 3		demonstrating		
9	•	Other students listen and can		
		help if they cannot guess	O.	1.8
Closing	•	Researchers and students	Independent	10
		make conclusions together	Y)	minutes
	•	Assess and reflect on the	1	N.
		activities that have already	7	Ø.
		taken place held		
		Delivering the material at the	- //	
1	100	next meeting.		
	-17			

2. Second meeting to reach IPK 3.5.6

Activity	Desci	ription		Character	Allocation
				Values	Time
Opening	Greeting	"Good	Morning	Religius	10

	Teacher"		minutes
	Pray together		
	• Teacher check students'		
	attendance		
	• The teacher conducts brain		
	storming related to the material		
	to be taught.		
Main	Observe (Giving stimulus)	collaboration	20
Activity	• The researcher explain about	Name of the last o	minutes
	affixes -s, -es or irregular		
	plural noun on plural nouns	No. of Lot, Lot, Lot, Lot, Lot, Lot, Lot, Lot,	
	based on animal, object and	1/0	
	buildings.	7	
	Asking (Identifying	Creative	15
1 3	Problems)	2	minutes
5	With guidance and direction		Timilates
	from the researcher, students	8	
	ask related questions to		
	distinguish the use of affixes -		
	s, -es or irregular plural noun		
	on plural nouns.	7	
- 1	Exploring (Collecting Data)	collaboration	20
	• The researcher make students	2 / 8	minutes
	about animal, object and		
	buildings based on use of		
	affixes -s, -es or irregular		
	plural noun on plural nouns.		
	Associating (Proof)	collaboration	25
	Researchers divide students		
	- Researchers divide students		minutes

	1		1	I
	•	In groups, all students in the		
		group are asked to come to the		
		front of the class and use the		
		helmets provided and those		
		who guess use add -s, -es or		
		irregular plural nouns on		
		plural nouns based on animals,		
		objects and buildings		
	•	In groups, students get		
		feedback from researchers and		
		friends	The state of the s	
- //		Communicate (Make	Responsible	20
	J.	conclusions)	Responsible	minutes
	•	Students who play games	1	minutes
2	Š	must cooperate with their	10	
11 2		partners		18
5		Students must be able to guess		
		what their friends are	S.	
		demonstrating		
		Other students listen and can	V	
7.4		help if they cannot guess		1
Closing			Independent	10
Closing			mdependent	minutes
		make conclusions together		minutes
3	•	Assess and reflect on the		
1	Si-	activities that have already		
		taken place held		
	•	Delivering the material at the		
		next meeting.		

V. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

61.
$$A-T-N = \dots$$

63.
$$E-E-B = \dots$$

65.
$$A-C-E-M-L = \dots$$

66.
$$C-A-R-B = \dots$$

Assessment Rubric

$$Score = correct answer = 5$$

wrong answer
$$= 0$$

no answer
$$= 0$$

score obtained
$$x$$
 10

5

Singaraja, July 2019

Peneliti

Made Sinta Dewi Pratiwi

NIM. 1512021099

LESSON PLAN (EXPERIMENTAL CLASS) MEETING 4

School : SMP N 3 Singaraja

Subject : English

Class : VII

Topic: This Is My World (Noun)

Allocation : 2 x 55 minutes

A. Core Competence

- 1. Respect and appreciate the teachings of the religion he adheres to
- 2. Respect and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effective with the social and natural environment within the scope of association and its existence.
- 3. Understanding knowledge (factual, conceptual, and procedural) based on taste curious about science, technology, art, related culture visible phenomena and events.
- 4. Trying, processing, and presenting in the concrete realm (using, parse, string, modify, and make) and abstract realms (writing, reading, counting, drawing and composing) according to learned in schools and other sources that are the same in angles viewpoint / theory

B. Basic Competencies and Indicators of Achieving Competence

Basic Competence	Indicator
4.5. Arrange oral and written texts	4.5.1. Students are able to make
to express and ask the names of	sentences using names and numbers
animals, objects, and public	of animals, objects and public
buildings that are close to students'	buildings
daily lives, taking into account	4.5.2 Students are able to express the
social functions, text structures, and	sentence using the name and number
language elements that are correct	of animals, objects and public
and in context.	buildings
AS PE	IDIDIKAN T

C. Learning Objectives

- 1. From group work, students are able to make sentences using names and numbers of animals, objects and public buildings
- 2. From group work, students are able to express the sentence using the name and number of animals, objects and public buildings

D. Learning Material

Subject matter

Oral and written texts to mention and ask for names and numbers animals, objects, and public buildings that are close to the daily lives of students

Social function

Introducing, identifying

Text structure

- Items presented
- The characteristics include what is in it

Linguistic element

- (1) Name of objects and animals around the student's house and school: hen, chicks, lizard house, dragon fly, cockroaches, mosquitoes.
- (2) What are the words asked? Which one? How many?
- (3) The mention of singular nouns with a and an, and plural (-s).

- (4) pronouns it, they, this, that, those, these.
- (5) There is / are ... phrases, Are there ...?
- (6) Name of public building: the post office, the bank, the hospital.
- (7) Verbs that refer to actions that are very common and related in simple present tense: be, have, go, play, get, take, and so on.
- (8) Speech, word stress, intonation, spelling, and handwriting.

E. Method of learning/ Technique:

1. Approach : Scientific approach

2. Model : Cooperative learning and Problem Based Learning

3. Method : Role Play

F. Instructional Media

7. Helmet and paper

G. Sources

- 21. Student worksheets in 7th grade
- 22. Internet
- 23. Dictionary

H. Steps of Activities:

1. First meeting to reach IPK 4.5.1

Activity	Description	Character	Allocation
		Values	Time
Opening	• Greeting "Good Morning	Religius	10
~	Teacher"	and the same of th	minutes
	• Pray together		
	• Teacher check students'		
	attendance		
	• The teacher conducts brain		
	storming related to the material to		

	be taught.		
	• Deliver the learning objectives.		
Main	Observe (Giving stimulus)	collaborati	20
Activity	• The researcher asks 2 students to demonstrate the mime game in a simple way about name and number of animal, object and buildings.	on	minutes
	Asking (Identifying Problems) • With the guidance and direction of the researcher, students ask questions related to the mime game	Creative	15 minutes
UNIL	• The students make sentences about name and number of animal, object and building while playing the mime game	collaboration	20 minutes
	 Associating (Proof) Researchers divide students into 4 groups In groups, all students in groups are asked to come to the front of the class and use the helmet provided One student will demonstrate about animal, object and buildings and the partner will guess using sentences based on number and name of animal, object and buildings pasted on 	collaboration	25 minutes

		the helmet		
	•	In groups, students get feedback		
		from researchers and friends		
		Communicate (Make	Responsib	20
		conclusions)	le	minutes
	•	Students who play games must		
		cooperate with their partners		
	•	Students must be able to guess		
		what their friends are	So.	
		demonstrating		
20	•	Other students listen and can	Resident .	
		help if they cannot guess		
Closing	•	Researchers and students make	Independe	10
	70	conclusions together	nt	minutes
1 3	•	Assess and reflect on the	· O	7/
1 3		activities that have already taken		1 1
		place held		
	•	Delivering the lesson plan at the		
		next meeting.	A	

2. Second meeting to reach IPK 4.5.2

Activity	Description	Character	Allocation
		Values	Time
Opening	• Greeting "Good Morning	Religius	10
	Teacher"		minutes
	• Pray together		
	• Teacher check students'		
	attendance		
	• The teacher conducts brain		
	storming related to the material to		

	be taught.		
Main	Observe (Giving stimulus)	collaboration	20
Activity	• The researcher asks 2 students to		minutes
	demonstrate the mime game in a		
	simple way		
	Asking (Identifying Problems)	Creative	15
	With guidance and direction		minutes
	from the researcher, students ask		
	related questions to reveal the		
	name and number of animals,		
	objects and buildings		
	Exploring (Collecting Data)	collaboration	20
	• The researcher asks the students	16/	minutes
	to express the sentence using	11	
	the name and number of	- C	18
5	animals, objects and public		
	buildings		
1	Associating (Proof)	collaborati	25
	Researchers divide students into	on	minute
	4 groups	/	No.
	• In groups, all students in groups	× //	gr.
	are asked to come to the front of	100	
	the class and use the helmet		
	provided		
	One student will demonstrate		
	and the partner will express the		
	word about name and number of		
	animal, object and building		
	pasted on the helmet		
	• In groups, students get feedback		

	from researchers and fri	iends	
	Communicate	(Make Responsib	20
	conclusions)	le	minutes
	Students who play gas cooperate with their par		
	Students must be able what their friend		
	demonstrating		
	Other students listen help if they cannot gues	The second secon	
Closing	Researchers and stude conclusions together	ents make Independe nt	10 minutes
\$	Assess and reflect activities that have alre	A CO	77
5	place heldDelivering the material	al at the	
	next meeting.		11/1

VI. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

$$72. C - O - R - W = \dots$$

73.
$$E - S - E - P - H = \dots$$

74.
$$R - I - T - E - G = \dots$$

75.
$$O - N - E - Y - K - M = \dots$$

76.
$$E - E - D - R = \dots$$

77.
$$K - E - N - A - S = \dots$$

78.
$$O - I - L - N = \dots$$

79.
$$I - R - B - T - A - B = \dots$$

80. L-E-E-=...

Assessment Rubric

Score = correct answer = 5 wrong answer = 0 no answer = 0

 $\frac{score\ obtained\ x\ 10}{r}$ =

Singaraja, July 2019 Peneliti

Made Sinta Dewi Pratiwi NIM. 1512021099

APPENDIC 20

EXPERT JUDGEMENT SHEET

Variable: Vocabulary Mastery

Topics: Animal, things and buildings

Expert's Name: Mr. Sudirman

EXPERT JUDGEMENT SHEET

Variable: Vocabulary Mastery Topic: animal, things and buildings

No -	Response		Comments
	Relevant	Irrelevant	Comments
1	✓		
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	· V		on the agreement performing the performance of
15	~		N -i
16	V		
17	V		
18	~		
19			
20	V		
21	~		
22	V		Perbeilei gentar agar letil
23	V		-/
24	~		
25	V		
26	~		
27	~		
28	~		The second secon
29	V		The second secon
30	- '		
31	~		
32	V		
33	V	-	
34	V	The same of the sa	THE PROPERTY CONTRACTOR OF THE PROPERTY OF THE
35	V		And the second s
36	V		
37	~		Control of Article Manager and Angeles report of the Article and A
38	V	1	
39	V		Commence and the second section of the second section of the second seco
40	~		(no consideration and a consequence of the present of the constant of the con

58V, 17/7/2019 EXPERT JULE 1

EXPERT JUDGEMENT SHEET

Variable: Vocabulary Mastery

Topics: Animal, things and buildings

Expert's Name: Mrs. Sintya

EXPERT JUDGEMENT SHEET

Variable: Vocabulary Mastery Topic: animal, things and buildings

No	Response		Comments
	Relevant	Irrelevant	Comments of
1	V		
2	V		
3	~		
4	~		
5	~		
6			
7	1		Revise option B.C and D
8	~~~~		Revise the Question and Option D
9	- J		Landing Life District
10	V		Revise all option
11			
12	·		Persice Option C and D
13			Revise Option C and D Revise Option C and D Revise the Question and option Bond D
14			Revise the Rupstion and option Bond D
15	✓		Inches the second of the
16	v		
17	v		
18	V	C	
19	V		
20			
21	V		
22	V		
23	V		Revise the Auestion
24			
25	~		
26	V		
27	V		
28	1		
29	V	The same are the same	
30	V		
31			Revise the Question
32	~		
33	*/	₩	Change & Because this auchin is some with ano
34	v'		
35	v		
36	v		Revise the option (and D
37			
38	V		Revise the Question
39	V		Revise the autom !
40	/		Renge all or home and antim.



Kadek Sintya Dewi, S.Pd., M.Pd. NIP. 198803232015042004

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APPENDIC 21. DOCUMENTATION DURING GIVING TREATMENT (In Experimental Group)













APPENDIC 22. DOCUMENTATION DURING GIVING CONVENTIONAL STRATEGY

(In Control Group)



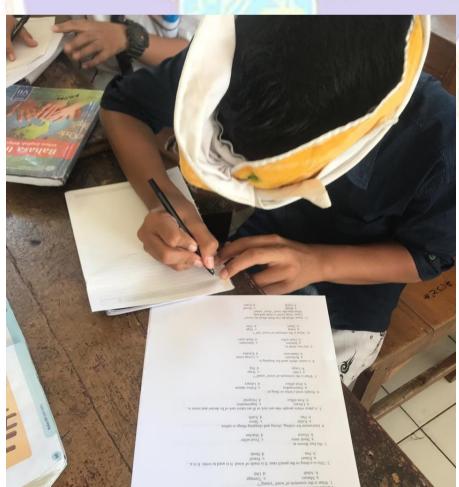






APPENDIC 23. DOCUMENTATION DURING GIVING POST-TEST (In Control Group)





APPENDIC 24. DOCUMENTATION DURING GIVING POST-TEST (In Experimental Group)



Appendic 25. Letter of Conducting Research from SMP N 3 Singaraja



PEMERINTAH KABUPATEN BULELENG DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA

SMP NEGERI 3 SINGARAJA

Jalan Pulau Kalimantan No. 1 Telp. 21249 Singaraja

SURAT IZIN PENELITIAN No. 150.A/424.2/SMPN3SGR/2019

Yang bertandatangan di bawahini, Kepala SMP Negeri3 Singaraja, KecamatanBuleleng, KabupatenBuleleng, menerangkanbahwa:

Nama : Made SintaDewiPratiwi

NIM : 1512021099

Jurusan/Program Studi : PendidikanBahasaInggris/S1 PendidikanBahasaInggris

Fakultas : BahasadanSeni

Universitas : UniversitasPendidikanGanesha

Memangbenar yang bersangkutantelahmelakukanPenelitiandaritanggal 15 Juli s/d 29 Julitahun 2019denganjudul: "The Effect of Using Mime Game on Vocabulary Mastery of the Seventh Grade Students at SMP N 3 Singaraja Year 2019/2020"

Demikiansuratketeranganinidibuat agar dapatdipergunakansebagaimanamestinya.

Kepala SMP Negeri 3 Singaraja

Pede Sumatra Java, S.Pd NIP. 19650329 198601 1 001

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