



# **APPENDICES**

### 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

### Appendic 4. Post-Test Score in Experimental Group

Responden	Skor Per-no Butir																														Total	Nilai					
	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							
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	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	1	0	1	1	1	1	1	1	1	1	0	1	1	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	1	1	1	1	28	93	
4	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	0	1	1	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	1	0	1	0	1	1	1	1	27	90	
6	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	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	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	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	0	1	1	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	1	1	0	1	1	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	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	1	0	1	1	1	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	1	0	1	1	1	1	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	1	1	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	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	1	0	1	1	1	1	1	1	0	1	1	1	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	1	0	1	0	1	0	1	1	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	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	0	1	1	1	1	1	0	1	27	90
19	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	25	83
20	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	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	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	1	0	1	1	1	1	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	1	1	1	0	1	1	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	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	1	1	0	1	1	1	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	0	1	1	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	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	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	1	0	1	1	1	1	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	1	1	0	1	1	1	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	1	1	1	1	0	1	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	1	1	0	1	1	1	1	1	1	1	1	26	87
<b>Jumlah</b>																														859	2862						

### Appendic 5. Post-Test Score in Control Group

Responden	Skor Per-no Butir																														Total	Nilai
	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		
1	1	1	0	1	1	0	1	0	0	1	0	0	0	1	0	1	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	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	1	0	0	0	1	0	1	0	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	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	15	50	
7	1	1	1	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	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	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	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	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	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	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	13	43	
15	1	1	1	0	1	1	0	1	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	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	1	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	1	0	1	0	1	0	14	47	
21	1	1	0	1	0	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	0	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	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	11	37	
24	1	1	0	1	0	1	1	0	1	0	1	0	0	1	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	1	14	47
25	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	0	0	1	0	0	1	12	40
26	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
27	1	1	1	0	1	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	1	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	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	0	1	0	1	0	11	37	
<b>Jumlah</b>																														401	1337	

### Appendic 6. Validity Test

Responden	Butir Item																																								Total						
	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							
1	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	1	1	1	1	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	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	8		
3	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	1	1	0	1	1	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	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	1	1	0	0	1	0	1	1	1	0	0	0	1	1	1	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	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	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	1	0	1	1	1	1	0	1	1	1	0	1	1	0	29		
8	0	0	0	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	0	1	1	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	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	1	0	0	1	1	1	0	1	0	1	0	1	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	1	1	0	0	0	1	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	1	0	0	1	1	0	1	1	1	1	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	1	1	1	1	1	1	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	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	34
15	1	0	1	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	24
16	0	0	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	0	1	0	0	0	0	1	24		
17	1	1	0	1	0	1	0	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	0	1	0	1	1	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	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	0	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	0	1	1	0	1	1	0	0	0	1	1	1	0	1	0	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	0	1	0	0	1	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	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	26	
22	1	0	1	1	1	0	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	25	
23	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	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	1	1	1	1	1	1	1	0	1	1	1	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	1	1	1	1	1	1	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	0	1	0	1	0	0	0	1	0	1	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	0	1	1	0	0	0	0	0	0	0	1	0	1	0	17	
28	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	28	
29	1	0	1	1	1	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	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	1	0	0	1	0	0	0	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	1	0	1	1	0	0	1	1	1	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	0	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	12		
r <sub>xy</sub>	0,51	0,29	0,52	0,48	0,59	0,44	0,42	0,55	0,46	0,54	0,43	0,61	0,28	0,46	0,38	0,51	0,42	0,50	0,50	0,75	0,36	0,66	0,41	0,39	0,54	0,38	0,25	0,77	0,44	0,40	0,23	0,26	0,27	0,77	0,33	0,38	0,33	0,28	0,48	0,32							
r <sub>tabel</sub>	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	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35				
Status	valid	gugur	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	gugur	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	gugur	valid	valid	valid	valid	gugur	gugur	gugur	valid	gugur	valid	gugur	gugur	valid	gugur	gugur	valid	gugur				





### 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 valid			30 (Valid)
Item yang tidak valid			10 (Gugur)



### 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	26	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
Median		90.00	40.00
Mode		87 <sup>a</sup>	40
Std. Deviation		4.900	4.852
Variance		24.007	23.544
Minimum		80	33
Maximum		97	50
Sum		2853	1310

a. Multiple modes exist. The smallest value is shown

### Normality Test

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			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 for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the 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 7<sup>th</sup> Grade Students of SMP N 3  
Singaraja**

Basic Competence	Indicators	Level of Cognitive Domain			Number of Item
		C1	C2	C3	
Understand social functions, text structure, and linguistic elements in the text to state and ask the names and numbers of animals, things, and public buildings that are close to the daily lives of students.	Students are able to identify animals	21, 24, 27, 37, 38			5
	Students are able to identify things	1, 4, 22, 23, 25, 26, 28, 30, 36, 39			10
	Students are able to identifying public buildings	3, 5, 6, 8, 9, 29, 32, 33, 34, 35			10
	Students are able to Translate adjectives from animals, objects and public buildings			7, 10, 11, 12, 13, 14 15, 17, 18, 19, 31, 40	12
	Students are able to determine synonyms and antonyms words		2, 16, 20		3
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....

- |           |           |
|-----------|-----------|
| a. eraser | c. pencil |
| 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....

- |                |                |
|----------------|----------------|
| a. library     | c. supermarket |
| 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”?

- |             |              |
|-------------|--------------|
| a. Berbulu  | c. Berkulit  |
| b. Berambut | d. Bertanduk |

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 |
| b. Taring | d. Cula   |



11. 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  |
12. A butcher’s knife is very sharp. What does the word “sharp” mean?
- |           |            |
|-----------|------------|
| a. Tumpul | c. Lebar   |
| b. Tajam  | d. Panjang |
13. My room is so messy. What does the word “messy” mean?
- |            |               |
|------------|---------------|
| a. Rapi    | c. Kotor      |
| b. Berdebu | d. Berantakan |
14. Puppy, kitten, and rabbit are cute animals. What does the word “cute” mean?
- |           |           |
|-----------|-----------|
| a. Cantik | c. Ceria  |
| b. Baik   | d. Mungil |
15. Tiger, crocodile, snake, and wolf are wild animals. What does the word “wild” mean?
- |          |         |
|----------|---------|
| a. Jinak | c. Baik |
| b. Buas  | d. Lucu |
16. “My rabbit looks happy eating the carrot”. The synonym of the underlined word is....
- |            |             |
|------------|-------------|
| a. glad    | c. kind     |
| b. patient | d. friendly |

Text for no. 17-19

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.

17. What does the word “soft” mean?
- |           |           |
|-----------|-----------|
| a. Kasar  | c. Tajam  |
| b. Lembut | d. Lembek |
18. What does the word “round” mean?
- |          |            |
|----------|------------|
| a. Bulat | c. Runcing |
| b. Kotak | d. Lonjong |
19. What does the word “vegetable” mean?

- a. Biji
- b. Buah

- c. Daun
- d. Sayur

20. What is the antonym of word “diligent”?

- a. Smart
- b. Clever

- c. Genius
- d. Lazy

21. What it is?



- a. Panda
- b. Bear

- c. Gorilla
- d. Orang utan

22. What it is?



- a. Bowl
- b. Cup

- c. Glass
- d. Kettle

23. We need to eat and drink to be always cool and fresh. It is a .....



- a. refrigerator
- b. cupboard

- c. box
- d. shelf

24. It is a ....



- a. goose
- b. chicken

- c. cat
- d. eagle

25. This is a ....



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

26. It is a ....



- a. oven
- b. kettle
- c. stove
- d. sink

27. What is this animal?



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

28. This is a ....



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

29. What is this room?



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

30. It is a ....



- a. carpet
- b. curtain
- c. blanket
- d. 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
- b. Tenang
- c. Sepi
- d. Sunyi

32. We buy medicine or drug at ....

- a. grocery
- b. drug Store
- c. green Grocer
- d. supermarket

33. The place where people learn and meet with teachers is ....

- a. rest area
- b. house
- c. hospital
- d. school

34. What do you call this?



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

35. What do you call this?



- a. Garden
- b. Kitchen
- c. Park
- d. Garage

36. What is it?



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

37. An animal which has long neck and long legs is ....

- a. elephant
- b. goat
- c. lion
- d. giraffe

38. An animal which eats grass is ....

- a. chicken
- b. dog
- c. cow
- d. cat

39. This is the board used to write by the teacher using markers. It is a ....

- a. whiteboard
- b. cupboard
- c. blackboard
- d. chair

40. "Shark looks starving." The meaning of word "starving" is....

- a. kelaparan
- b. kelelahan
- c. kehausan
- d. kedinginan



**Appendic 14. Blue Print of Post Test for 7<sup>th</sup> Grade Students of SMP N 3 Singaraja**

Basic Competence	Indicators	Level of Cognitive Domain			Number of Item
		C1	C2	C3	
Understand social functions, text structure, and linguistic elements in the text to state and ask the names and numbers of animals, objects, and public buildings that are close to the daily lives of students.	Students are able to identify animals	10, 16			2
	Students are able to identify objects	3, 4, 5, 12, 24, 25, 26, 27, 28, 30			10
	Students are able to identifying public buildings	2, 6, 7, 8, 11, 22, 29			7
	Students are able to Translate adjectives from animals, objects and public buildings			1, 9, 13, 14, 15, 17, 19, 20, 21	9
	Students are able to determine synonyms and antonyms words		18, 23		2
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
  - b. pen
  - c. pencil
  - d. book
2. We buy flower at ....
  - a. bookstore
  - b. florist's
  - c. fruit seller's
  - d. butcher 's
3. Instrument for cutting, slicing and chopping things is called....
  - a. kettle
  - b. pan
  - c. stove
  - d. knife
4. A place where sick or ill people are taken care of by doctor and nurse is....
  - a. library
  - b. post office
  - c. supermarket
  - d. hospital
5. People send a letter or thing at ....
  - a. supermarket
  - b. post office
  - c. police station
  - d. library
6. What is the meaning of word "hairy"?
  - a. Berbulu
  - b. Berambut
  - c. Berkulit
  - d. Bertanduk
7. A room which used for sleeping is ....
  - a. bedroom
  - b. bathroom
  - c. living room
  - d. kitchen
8. We buy meat at the ....
  - a. butcher's
  - b. fruit seller's
  - c. stationary
  - d. bookstore
9. What is the meaning of word "tusk"?
  - a. Kuku
  - b. Taring
  - c. Tanduk
  - d. Cula
10. Santi: What do you think about my room?  
Laras: Your room is clean and neat

What does the word “clean” mean?

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

11. A butcher’s knife is very sharp. What does the word “sharp” mean?

- a. Tumpul
- b. Tajam
- c. Lebar
- d. Panjang

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

- a. Cantik
- b. Baik
- c. Ceria
- d. Mungil

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

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

14. “My rabbit looks happy eating the carrot”. The synonym of the underlined word is....

- a. glad
- b. patient
- c. kind
- d. friendly

Text for no. 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
- b. Lembut
- c. Tajam
- d. Lembek

16. What does the word “round” mean?

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

17. What does the word “vegetable” mean?

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

18. What is the antonym of word “diligent”?

- a. Smart
- b. Clever
- c. Genius
- d. Lazy

19. What it is?



- a. Panda
- c. Gorilla



- b. Bear
- d. Orang utan

20. What it is?



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

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



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

22. It is a ....



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

23. This is a ....



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

24. It is a ....



- a. oven
- b. kettle
- c. stove
- d. sink

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

26. What is this room?



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

27. It is a ....



- a. carpet
- b. curtain
- c. blanket
- d. pillow

28. What do you call this?



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

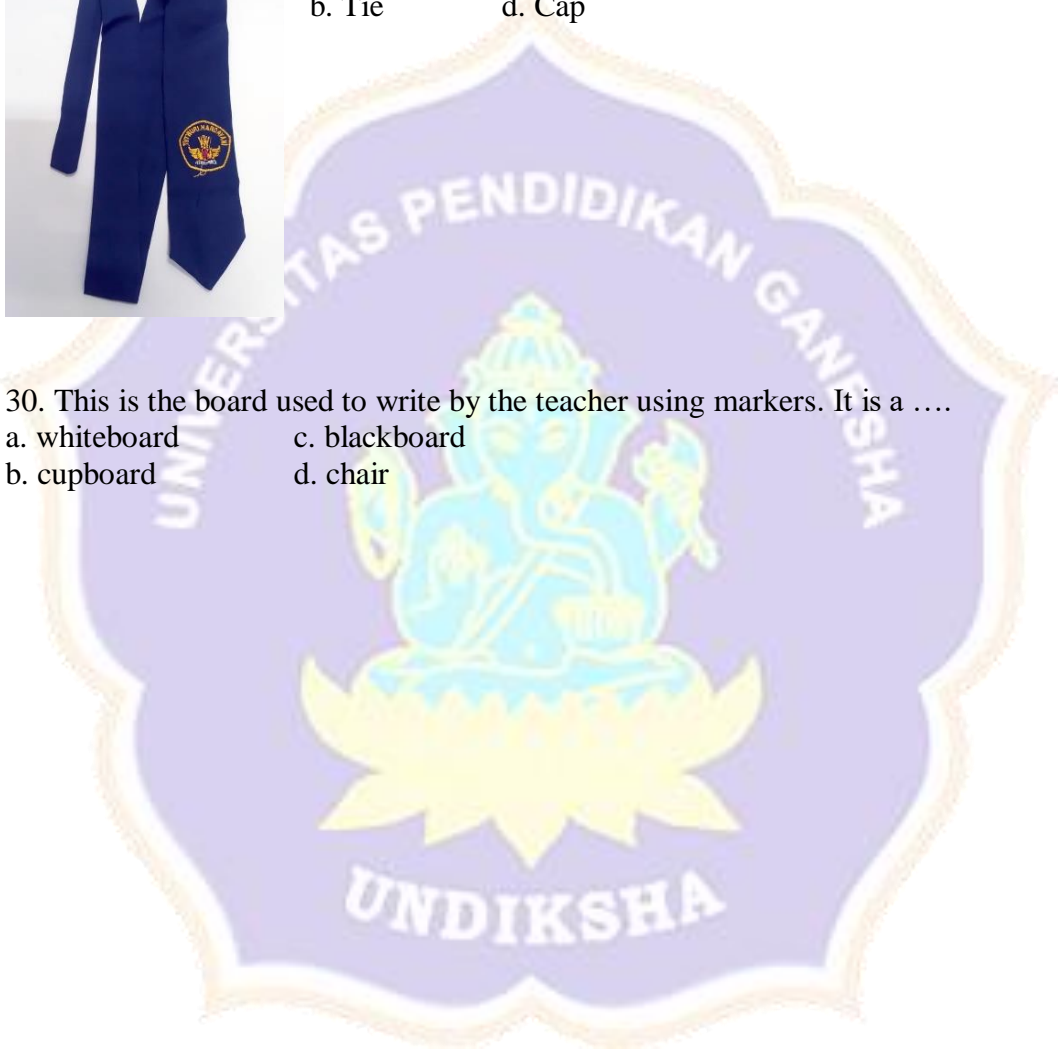
29. What is it?



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

30. This is the board used to write by the teacher using markers. It is a ....

- a. whiteboard
- b. cupboard
- c. blackboard
- d. chair



## Appendic 16. Key Answer Post-Test

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



## Appendic 17. English Syllabus for 7<sup>th</sup> Grade Junior High School

Silabus Pelajaran Bahasa Inggris Kelas 7

Kurikulum 2013

KOMPETENSI INTI	KOMPETENSI DASAR
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	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. 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.	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 structure, and linguistic elements in the text for states and asks the name and number of animals, objects, and public buildings that are close to students' daily lives.	3.5.1. Students are able to identify animals, objects and public buildings. 3.5.2. Students are able to identify the number of animals, objects and 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 7<sup>th</sup> grade
2. Internet
3. Dictionary

**H. Steps of activities:**

**1. First meeting to reach IPK 3.5.1**

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"><li>• Greeting "Good Morning Teacher"</li><li>• Pray together</li><li>• Teacher check students' attendance</li><li>• The teacher conducts brain storming related to the material to be taught.</li><li>• Deliver the learning objectives.</li></ul>	Religious	10 minutes



<p><b>Main Activity</b></p>	<p><b>Observe (Give stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher asked students to name animals in English according to what they knew beforehand.</li> <li>• The researcher shows a list of vocabulary words about animals to students.</li> <li>• The researcher gave and confirmed the example of the pronunciation of animal names in English.</li> <li>• Students mimic the pronunciation of animal names in English with the correct word pressure and intonation.</li> </ul>	<p>collaboration</p>	<p>20 minutes</p>
	<p><b>Question (Identification Problem)</b></p> <ul style="list-style-type: none"> <li>• With the guidance and direction of the researcher, students ask about the characteristic of animal that they not understand</li> </ul>	<p>Creative</p>	<p>15 minutes</p>
	<p><b>Explore (Collect data)</b></p> <ul style="list-style-type: none"> <li>• The researcher explained the meaning of noun and animals and explained the social functions, text structure, and linguistic elements of the mention and question of the</li> </ul>	<p>collaboration</p>	<p>20 minutes</p>

	<p>name and number of animals.</p> <ul style="list-style-type: none"> <li>The researcher explained the meaning of singular and plural noun, and countable and uncountable noun.</li> </ul>		
	<p><b>Associate (Verification)</b></p> <ul style="list-style-type: none"> <li>The researcher gave each of the two animal names in each group.</li> <li>In groups, students are asked to name as many characteristics as they know about the animal as much as possible.</li> <li>In groups, students are asked to make a sentence about the animal.</li> <li>In groups, students get feedback from teachers and friends about the social functions and linguistic elements used.</li> </ul>	collaboration	25 minutes
	<p><b>Communication (making conclusion)</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	Responsible	20 minutes

	<p>linguistic elements.</p> <ul style="list-style-type: none"> <li>• Students present or share the results of group work in front of the class.</li> <li>• Students listen to the work read by other students.</li> </ul>		
<b>Closing</b>	<ul style="list-style-type: none"> <li>• The teacher and students conclude the material together.</li> <li>• Assess and reflect on the activities that have been carried out.</li> <li>• Provide assignments, whether individual or group assignments.</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	10 minutes

## 2. Second meeting to reach IPK 3.5.2

<b>Activity</b>	<b>Description</b>	<b>Character Values</b>	<b>Allocation Time</b>
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> <li>• The teacher conducts brain storming related to the material to be taught.</li> </ul>	Religius	10 minutes
<b>Main Activity</b>	<p><b>Observe (Give stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher gives the</li> </ul>	collaboration	20 minutes

	example about how to mention number of animals, object and buildings.		
	<p><b>Question (Identification Problem)</b></p> <ul style="list-style-type: none"> <li>• With the guidance and direction of the researcher, students ask the difference between the mention and question of the name and number of animals, which are in English and Indonesian which might use other expressions.</li> </ul>	Creative	15 minutes
	<p><b>Explore (Collect data)</b></p> <ul style="list-style-type: none"> <li>• The researcher explained the meaning of noun and animals and explained the social functions, text structure, and linguistic elements of the mention and question of the name and number of animals.</li> <li>• The researcher explained the meaning of singular and plural noun, and countable and uncountable noun.</li> </ul>	collaboration	20 minutes
	<p><b>Associate (Verification)</b></p> <ul style="list-style-type: none"> <li>• The researcher gave each of the two animal names in each group.</li> </ul>	collaboration	25 minutes

	<ul style="list-style-type: none"> <li>• In groups, students are asked to make a sentence about the number of animal.</li> <li>• In groups, students get feedback from teachers and friends about the social functions and linguistic elements used.</li> </ul>		
	<p><b>Communication (making conclusion)</b></p> <ul style="list-style-type: none"> <li>• In groups, students work together to arrange sentences about number of animal</li> <li>• Students present or share the results of group work in front of the class.</li> <li>• Students listen to the work read by other students.</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• The teacher and students conclude the material together.</li> <li>• Assess and reflect on the activities that have been carried out.</li> <li>• Provide assignments, whether individual or group assignments.</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	10 minutes

## I. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

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

### Assessment Rubric

Score = correct answer = 5

wrong answer = 0

no answer = 0

$$\frac{\text{score obtained} \times 10}{5} =$$

Singaraja, July 2019

Peneliti

Made Sinta Dewi Pratiwi

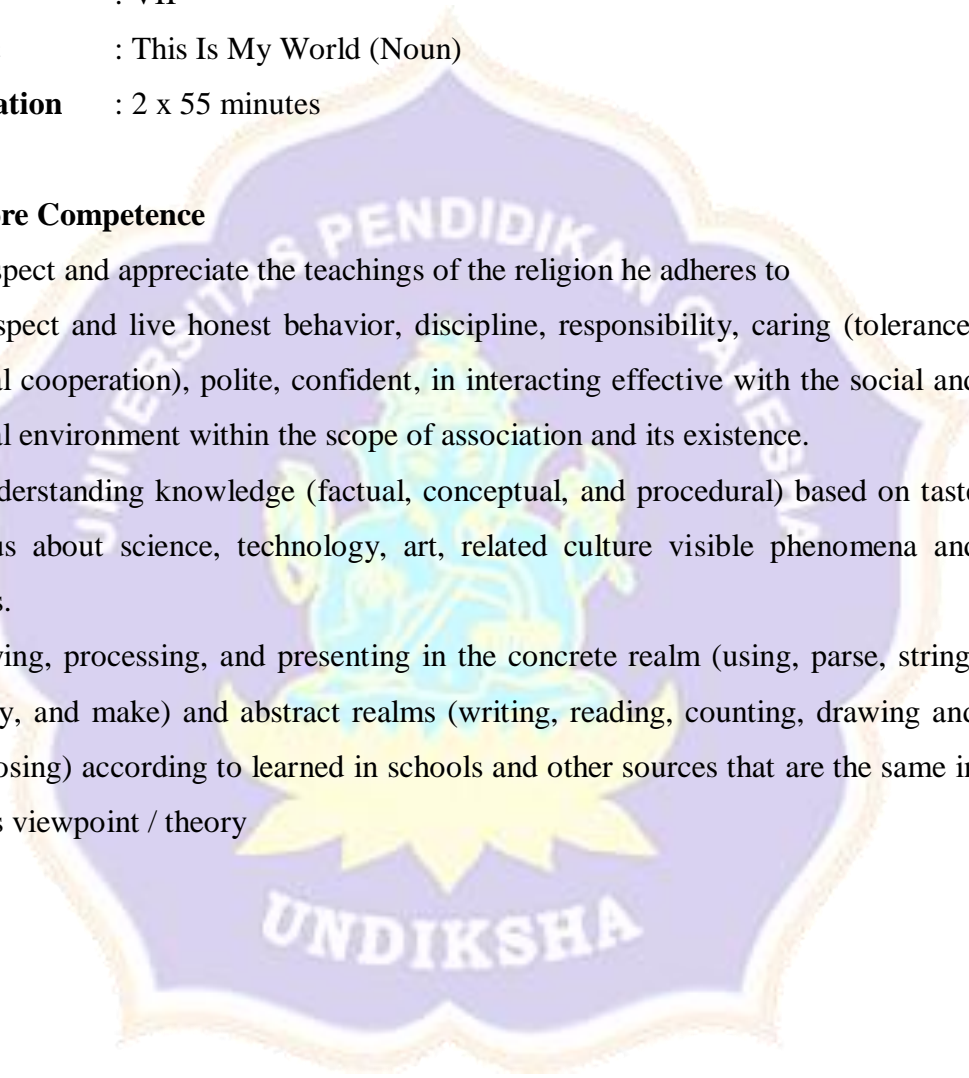
NIM. 1512021099

**LESSON PLAN**  
**(CONTROL CLASS)**  
**MEETING 2**

**School** : SMP N 3 Singaraja  
**Subject** : English  
**Class** : VII  
**Topic** : This Is My World (Noun)  
**Allocation** : 2 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, text structure, and linguistic elements in the text for states and asks the name and number of animals, objects, and public buildings that are close to students' daily lives.	3.5.3. Students are able to describe animals, objects and public buildings. 3.5.4. Students are able to distinguish the use of single nouns with a or an

## 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**

2. Helmet and paper

**G. Sources**

3. Student worksheets in 7<sup>th</sup> grade
4. Internet
5. Dictionary

**H. Steps of activities:**

**1. First meeting to reach IPK 3.5.3**

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"><li>• Greeting "Good Morning Teacher"</li><li>• Pray together</li><li>• Teacher check students' attendance</li><li>• The teacher conducts brain storming related to the material to be taught.</li><li>• Deliver the learning objectives.</li></ul>	Religius	5 minutes
<b>Main</b>	<b>Observe (Giving stimulus)</b>	collaboration	10

<b>Activity</b>	<ul style="list-style-type: none"> <li>The researcher explain about how to describe about animal, object and buildings.</li> </ul>		minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>With the guidance and direction of the researcher, students ask questions related to how to describe the names of animals, objects and buildings.</li> </ul>	Creative	10 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>The students make a sentence to describe of animal, object and buildings</li> </ul>	collaboration	5 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>Researchers divide students into 4 groups</li> <li>In groups, students are asked to come to the front of the class to present their work</li> <li>In groups, students get feedback from researchers and friends</li> </ul>	collaboration	10 minutes
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>Other students listen and give comment for the other groups.</li> </ul>	Responsible	10 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>Researchers and students make conclusions together</li> <li>Assess and reflect on the</li> </ul>	Independent	5 minutes

	<p>activities that have already taken place held</p> <ul style="list-style-type: none"> <li>• Delivering the material at the next meeting.</li> </ul>		
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## 2. Second meeting to reach IPK 3.5.4

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> <li>• The teacher conducts brain storming related to the material to be taught.</li> </ul>	Religious	5 minutes
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher explains about distinguish the use of single nouns with a or an</li> </ul>	collaboration	10 minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	Creative	10 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>• The students distinguish the use of single nouns with a or an in form of sentences</li> </ul>	collaboration	5 minutes

	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>• Researchers divide students into 4 groups</li> <li>• In groups, students make sentences about use of single nouns with a or an based on animal, object, and buildings</li> <li>• In groups, students get feedback from researchers and friends</li> </ul>	collaboration	10 minutes
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• Students present their work in front of the class</li> <li>• Other students listen and give comments</li> </ul>	Responsible	10 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	5 minutes

## 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 = .....

12. G – D – O = .....

13. C – T – A = .....

14. R - I - T - E - G = .....
15. O - N - E - Y - K - M = .....
16. B - G - A = .....
17. A - T - H = .....
18. E - P - N = .....
19. K - T - I - H - C - N - E = .....
20. C - A - L - L - S = .....

**Assessment Rubric**

Score = correct answer = 5

wrong answer = 0

no answer = 0

$$\frac{\text{score obtained} \times 10}{5} =$$



Singaraja, July 2019

Peneliti

Made Sinta Dewi Pratiwi

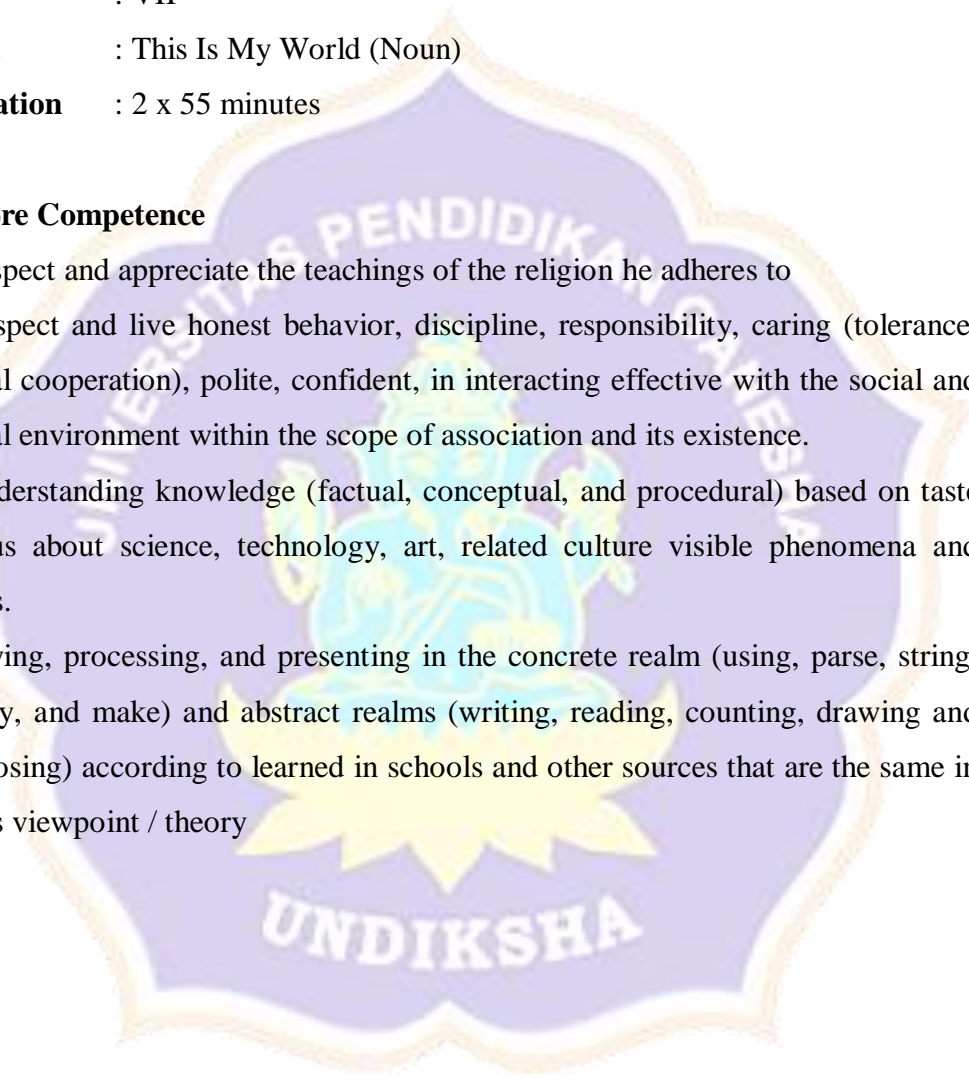
NIM. 1512021099

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

## 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 7<sup>th</sup> grade
7. Internet
8. Dictionary

**H. Steps of activities:**

**1. First meeting to reach IPK 3.5.5**

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"><li>• Greeting "Good Morning Teacher"</li><li>• Pray together</li><li>• Teacher check students' attendance</li><li>• The teacher conducts brain storming related to the material to be taught.</li><li>• Deliver the learning objectives.</li></ul>	Religius	5 minutes
<b>Main</b>	<b>Observe (Giving stimulus)</b>	collaboration	10



<b>Activity</b>	<ul style="list-style-type: none"> <li>The researcher explain about how to distinguish the use of affixes -s, -es or irregular plural noun on plural nouns.</li> </ul>		minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	Creative	10 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>The students make a sentence to distinguish the use of affixes -s, -es or irregular plural noun on plural nouns.</li> </ul>	collaboration	5 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>Researchers divide students into 4 groups</li> <li>In groups, students are asked to come to the front of the class to present their work</li> <li>In groups, students get feedback from researchers and friends</li> </ul>	collaboration	10 minutes
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>Other students listen and give comment for the other groups.</li> </ul>	Responsible	10 minutes

<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	5 minutes
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## 2. Second meeting to reach IPK 3.5.6

<b>Activity</b>	<b>Description</b>	<b>Character Values</b>	<b>Allocation Time</b>
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> <li>• The teacher conducts brain storming related to the material to be taught.</li> </ul>	Religious	5 minutes
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher explains about distinguish the use of there is / are .., Is there / Are there ..</li> </ul>	collaboration	10 minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>• With the guidance and direction of the researcher, students ask questions related to how to distinguish the use of There is / are .., Is there /</li> </ul>	Creative	10 minutes

	Are there ..		
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>The students distinguish sentences about there is / are .., Is there / Are there .. based on animal, object and buildings</li> </ul>	collaboration	5 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>Researchers divide students into 4 groups</li> <li>The students make sentences about about there is / are .., Is there / Are there .. based on animal, object and buildings</li> </ul>	collaboration	10 minutes
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>Students present their work in front of the class</li> <li>Other students listen and give comments</li> </ul>	Responsible	10 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>Researchers and students make conclusions together</li> <li>Assess and reflect on the activities that have already taken place held</li> <li>Delivering the material at the next meeting.</li> </ul>	Independent	5 minutes

## II. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

21. A- T - N = .....

22. E- B- A- R= .....

23. E- E- B = .....

24. B- L-L-U = .....

25. A- C-E- M-L = .....

26. C- A-R- B = .....

27. B-K-O-O = .....

28. P- N -E -I-C- L= .....

29. E-A-R-C-E-R = .....

30. D-R-O-O= .....

**Assessment Rubric**

Score = correct answer = 5

wrong answer = 0

no answer = 0

$$\frac{\text{score obtained} \times 10}{5} =$$

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

## B. Basic Competencies and Indicators of Achieving Competence

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

## 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 : Presentation and Discussion

**F. Sources**

9. Student worksheets in 7<sup>th</sup> grade
10. Internet
11. Dictionary

**G. Steps of activities:**

**1. First meeting to reach IPK 4.5.1**

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> <li>• The teacher conducts brain storming related to the material to be taught.</li> <li>• Deliver the learning objectives.</li> </ul>	Religious	10 minutes
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher asks 2 students come to the class to make one</li> </ul>	collaboration	20 minutes

	<p>sentence about animal, object and buildings</p>		
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>• With the guidance and direction of the researcher, students ask questions related to make sentence about animal, object, and buildings</li> </ul>	Creative	15 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>• The researcher give example to make sentences about name and number of animal, object and building</li> </ul>	collaboration	20 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>• Researchers divide students into 4 groups</li> <li>• In groups, the students make sentences about animal, object and buildings</li> </ul>	collaboration	25 minutes
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• The students present their work in front of the class</li> <li>• Other students listen and give comments</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the lesson plan at the</li> </ul>	Independent	10 minutes



	next meeting.		
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## 2. Second meeting to reach IPK 4.5.2

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> <li>• The teacher conducts brain storming related to the material to be taught.</li> </ul>	Religious	10 minutes
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher explain the material about name and number of animal, object and buildings</li> </ul>	collaboration	20 minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>• With guidance and direction from the researcher, students ask related questions to reveal the name and number of animals, objects and buildings</li> </ul>	Creative	15 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>• The researcher asks the students to express the sentence using the name and number of animals, objects and public buildings</li> </ul>	collaboration	20 minutes

	<b>Associating (Proof)</b> <ul style="list-style-type: none"> <li>• Researchers divide students into 4 groups</li> <li>• In groups, 2 students are asked to come to the front of the class</li> </ul>	collaboration	25 minutes
	<b>Communicate (Make conclusions)</b> <ul style="list-style-type: none"> <li>• Students present their work in front of the class</li> <li>• Other students listen and give comment</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	10 minutes

## H. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

31. C – K – C – O = .....
32. C – O – R – W = .....
33. E – S – E – P – H = .....
34. R – I – T – E – G = .....
35. O – N – E – Y – K – M = .....
36. E – E – D – R = .....
37. K – E – N – A – S = .....
38. O – I – L – N = .....
39. I – R – B – T – A – B = .....

40. L- E - E - = .....

**Assessment Rubric**

Score = correct answer = 5

wrong answer = 0

no answer = 0

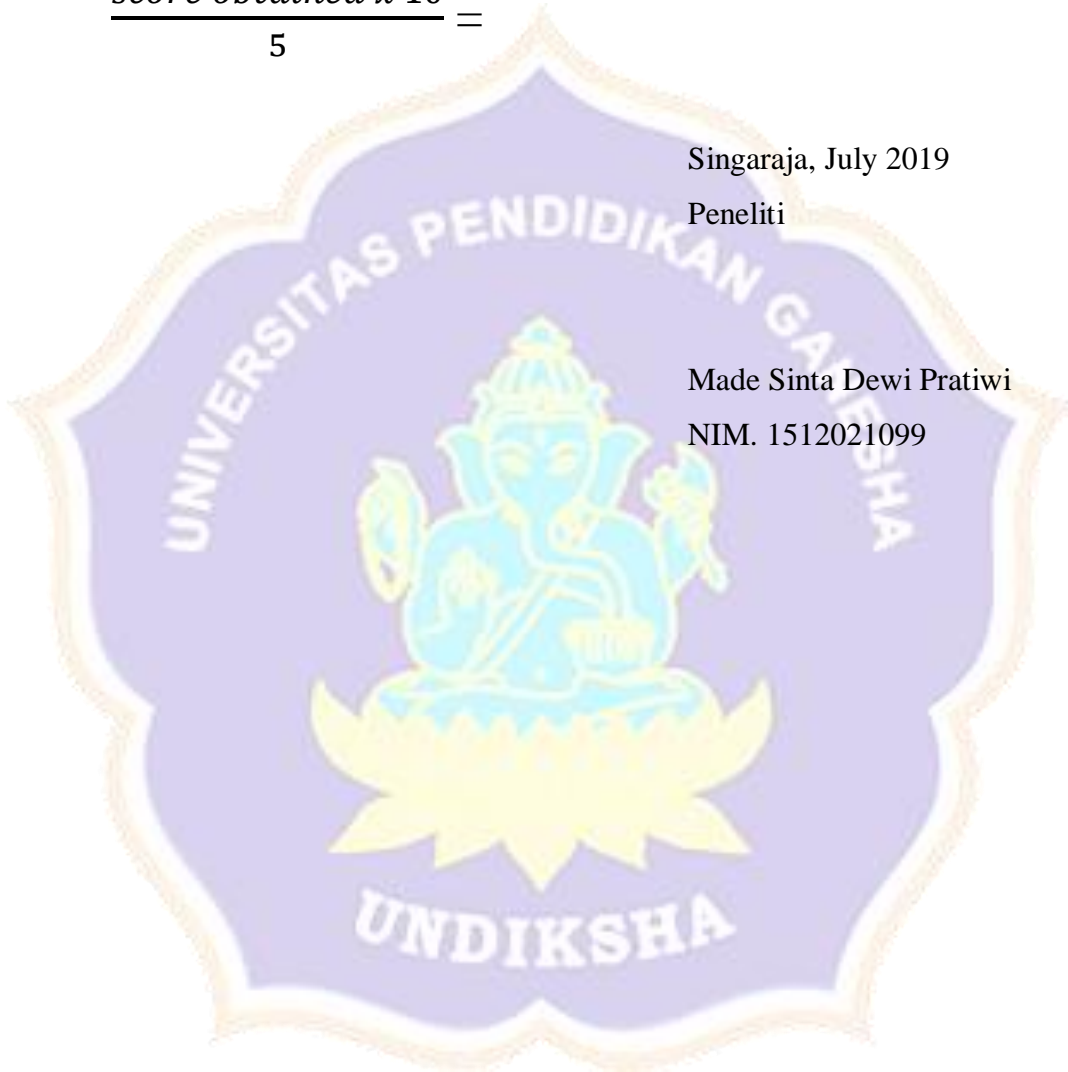
$$\frac{\text{score obtained} \times 10}{5} =$$

Singaraja, July 2019

Peneliti

Made Sinta Dewi Pratiwi

NIM. 1512021099



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

**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 7<sup>th</sup> grade
13. Internet
14. Dictionary

**H. Steps of activities:**

**1. First meeting to reach IPK 3.5.1**

Activity	Description	Character Values	Allocation Time
Opening	<ul style="list-style-type: none"><li>• Greeting "Good Morning Teacher"</li><li>• Pray together</li><li>• Teacher check students' attendance</li><li>• The teacher conducts brain storming related to the material to be taught.</li><li>• Deliver the learning objectives.</li></ul>	Religious	10 minutes

<b>Main Activity</b>	<b>Observe (Giving stimulus)</b> <ul style="list-style-type: none"> <li>• The researcher explains about mime game to students.</li> <li>• The researcher asks 2 students to demonstrate the mime game in a simple way</li> <li>• The researcher gives examples of pronunciation of animal names in English.</li> </ul>	collaboration	20 minutes
	<b>Asking (Identifying Problems)</b> <ul style="list-style-type: none"> <li>• With the guidance and direction of the researcher, students ask questions related to how to guess the names of animals, object and buildings.</li> </ul>	Creative	15 minutes
	<b>Exploring (Collecting Data)</b> <ul style="list-style-type: none"> <li>• The researcher explains the meaning of animal</li> </ul>	collaboration	20 minutes
	<b>Associating (Proof)</b> <ul style="list-style-type: none"> <li>• Researchers divide students into 4 groups</li> <li>• In groups, 2 students are asked to come to the front of the class and use the helmet provided</li> <li>• One student will demonstrate and the partner will guess the word pasted on the helmet about name of animal, object</li> </ul>	collaboration	25 minutes

	<p>and buildings.</p> <ul style="list-style-type: none"> <li>• In groups, students get feedback from researchers and friends</li> </ul>		
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• Students who play games must cooperate with their partners</li> <li>• Students must be able to guess what their friends are demonstrating</li> <li>• Other students listen and can help if they cannot guess</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the lesson plan at the next meeting.</li> </ul>	Independent	10 minutes

## 2. Second meeting to reach IPK 3.5.2

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> </ul>	Religious	10 minutes



	<ul style="list-style-type: none"> <li>The teacher conducts brain storming related to the material to be taught.</li> </ul>		
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>The researcher asks 2 students to demonstrate the mime game in a simple way</li> </ul>	collaboration	20 minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>With guidance and direction from the researcher, students ask related questions to reveal the number of animals, objects and buildings</li> </ul>	Creative	15 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>The researcher explains the meaning of singular, plural noun, and countable and uncountable noun.</li> </ul>	collaboration	20 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>Researchers divide students into 4 groups</li> <li>In groups, 2 students are asked to come to the front of the class and use the helmet provided</li> <li>One student will demonstrate and the partner will guess the word about animal, object and building pasted on the helmet</li> </ul>	collaboration	25 minutes

	<ul style="list-style-type: none"> <li>In groups, students get feedback from researchers and friends</li> </ul>		
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>Students who play games must cooperate with their partners</li> <li>Students must be able to guess what their friends are demonstrating</li> <li>Other students listen and can help if they cannot guess</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>Researchers and students make conclusions together</li> <li>Assess and reflect on the activities that have already taken place held</li> <li>Delivering the lesson plan at the next meeting.</li> </ul>	Independent	10 minutes

### III. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

41. O – W – C = .....

42. K – D – C – U = .....

43. E – S – E – P – H = .....

44. R – I – T – E – G = .....

45. O – N – E – Y – K – M = .....

46. P – E – L – E – T – A – N – H = .....

47. K – E – N – A – S = .....

48. O - I - L - N = .....

49. I - R - B - T - A - B = .....

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

**Assessment Rubric**

Score = correct answer = 5

wrong answer = 0

no answer = 0

$$\frac{\text{score obtained} \times 10}{5} =$$



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

## B. Basic Competencies and Indicators of Achieving Competence

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

## 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 7<sup>th</sup> grade
16. Internet
17. Dictionary

**H. Steps of Activities:**

**1. First meeting to reach IPK 3.5.3**

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"><li>• Greeting "Good Morning Teacher"</li><li>• Pray together</li><li>• Teacher check students' attendance</li><li>• The teacher conducts brain storming related to the material to be taught.</li><li>• Deliver the learning objectives.</li></ul>	Religious	5 minutes

<b>Main Activity</b>	<b>Observe (Giving stimulus)</b> <ul style="list-style-type: none"> <li>The researcher asks 2 students to demonstrate the mime game about animal, object and buildings.</li> </ul>	collaboration	10 minutes
	<b>Asking (Identifying Problems)</b> <ul style="list-style-type: none"> <li>With the guidance and direction of the researcher, students ask questions related to how to describe the names of animals, objects and buildings.</li> </ul>	Creative	10 minutes
	<b>Exploring (Collecting Data)</b> <ul style="list-style-type: none"> <li>The students describe the meaning of animal, object and buildings</li> </ul>	collaboration	5 minutes
	<b>Associating (Proof)</b> <ul style="list-style-type: none"> <li>Researchers divide students into 4 groups</li> <li>In groups, students are asked to come to the front of the class and use the helmet provided</li> <li>One student will demonstrate and the partner will guess the word pasted on the helmet about animal, object and buildings.</li> <li>In groups, students get feedback from researchers and</li> </ul>	collaboration	10 minutes

	friends		
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• Students who play games must cooperate with their partners</li> <li>• Students must be able to guess what their friends are demonstrating</li> <li>• Other students listen and can help if they cannot guess</li> </ul>	Responsible	10 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	5 minutes

## 2. Second meeting to reach IPK 3.5.4

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> <li>• The teacher conducts brain</li> </ul>	Religius	5 minutes



	storming related to the material to be taught.		
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher explain about distinguish the use of single nouns with a or an</li> <li>• The researcher asks 2 students to demonstrate the mime game about animal, object and buildings use number of animal</li> </ul>	collaboration	10 minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	Creative	10 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>• The students distinguish the use of single nouns with a or an</li> </ul>	collaboration	5 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>• Researchers divide students into 4 groups</li> <li>• In groups, students are asked to come to the front of the class and use the helmet provided</li> <li>• One student will demonstrate and the partner will guess the</li> </ul>	collaboration	10 minutes

	<p>word pasted on the helmet about animal, object and buildings use of single nouns with a or an</p> <ul style="list-style-type: none"> <li>• In groups, students get feedback from researchers and friends</li> </ul>		
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• Students who play games must cooperate with their partners</li> <li>• Students must be able to guess what their friends are demonstrating</li> <li>• Other students listen and can help if they cannot guess</li> </ul>	Responsible	10 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	5 minutes

#### 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 = .....

52. G – D – O = .....

53. C-T-A = .....
54. R-I-T-E-G = .....
55. O-N-E-Y-K-M = .....
56. B-G-A = .....
57. A-T-H = .....
58. E-P-N = .....
59. K-T-I-H-C-N-E = .....
60. C-A-L-L-S = .....

**Assessment Rubric**

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

$$\frac{\text{score obtained} \times 10}{5} =$$



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

## 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 : Role Play

**F. Instructional Media**

6. Helmet and paper

**G. Sources**

18. Student worksheets in 7<sup>th</sup> grade
19. Internet
20. Dictionary

**H. Steps of activities:**

**1. First meeting to reach IPK 3.5.5**

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"><li>• Greeting "Good Morning Teacher"</li><li>• Pray together</li><li>• Teacher check students' attendance</li><li>• The teacher conducts brain storming related to the material to be taught.</li><li>• Deliver the learning objectives.</li></ul>	Religious	10 minutes

<b>Main Activity</b>	<b>Observe (Giving stimulus)</b> <ul style="list-style-type: none"> <li>The researcher asks 2 students to demonstrate the mime game about animal, object and buildings use of affixes -s, -es or irregular plural noun on plural nouns.</li> </ul>	collaboration	20 minutes
	<b>Asking (Identifying Problems)</b> <ul style="list-style-type: none"> <li>With the guidance and direction of the researcher, students ask questions related to how to distinguish affixes -s, -es or irregular plural noun on plural nouns.</li> </ul>	Creative	15 minutes
	<b>Exploring (Collecting Data)</b> <ul style="list-style-type: none"> <li>The researcher make a sentence about animal, object and buildings based on affixes -s, -es or irregular plural noun on plural nouns.</li> </ul>	collaboration	20 minutes
	<b>Associating (Proof)</b> <ul style="list-style-type: none"> <li>Researchers divide students into 4 groups</li> <li>In groups, all students in group are asked to come to the front of the class and use the helmet provided</li> <li>One student will demonstrate and the partner will guess the</li> </ul>	collaboration	25 minutes

	<p>word pasted on the helmet about name of animal, object and buildings based on affixes -s, -es or irregular plural noun on plural nouns.</p> <ul style="list-style-type: none"> <li>• In groups, students get feedback from researchers and friends</li> </ul>		
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• Students who play games must cooperate with their partners</li> <li>• Students must be able to guess what their friends are demonstrating</li> <li>• Other students listen and can help if they cannot guess</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	10 minutes

## 2. Second meeting to reach IPK 3.5.6

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	• Greeting "Good Morning	Religious	10



	<p>Teacher”</p> <ul style="list-style-type: none"> <li>• Pray together</li> <li>• Teacher check students’ attendance</li> <li>• The teacher conducts brain storming related to the material to be taught.</li> </ul>		minutes
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher explain about affixes -s, -es or irregular plural noun on plural nouns based on animal, object and buildings.</li> </ul>	collaboration	20 minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>• With guidance and direction from the researcher, students ask related questions to distinguish the use of affixes -s, -es or irregular plural noun on plural nouns.</li> </ul>	Creative	15 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>• The researcher make students about animal, object and buildings based on use of affixes -s, -es or irregular plural noun on plural nouns.</li> </ul>	collaboration	20 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>• Researchers divide students into 4 groups</li> </ul>	collaboration	25 minutes

	<ul style="list-style-type: none"> <li>• 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</li> <li>• In groups, students get feedback from researchers and friends</li> </ul>		
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• Students who play games must cooperate with their partners</li> <li>• Students must be able to guess what their friends are demonstrating</li> <li>• Other students listen and can help if they cannot guess</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	10 minutes

## V. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

61. A- T - N = .....

62. E- B- A- R= .....

63. E- E- B = .....

64. B- L-L-U = .....

65. A- C-E- M-L = .....

66. C- A-R- B = .....

67. B-K-O-O = .....

68. P- N -E -I-C- L= .....

69. E-A-R-C-E-R = .....

70. D-R-O-O= .....

**Assessment Rubric**

Score = correct answer = 5

wrong answer = 0

no answer = 0

$$\frac{\text{score obtained} \times 10}{5} =$$

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 effectively 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 to express and ask the names of animals, objects, and public buildings that are close to students' daily lives, taking into account social functions, text structures, and language elements that are correct and in context.	4.5.1. Students are able to make sentences using names and numbers of animals, objects and public buildings 4.5.2 Students are able to express the sentence using the name and number of animals, objects and public buildings

## 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 7<sup>th</sup> grade
22. Internet
23. Dictionary

**H. Steps of Activities:**

**1. First meeting to reach IPK 4.5.1**

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> <li>• The teacher conducts brain storming related to the material to</li> </ul>	Religious	10 minutes

	<p>be taught.</p> <ul style="list-style-type: none"> <li>• Deliver the learning objectives.</li> </ul>		
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>• The researcher asks 2 students to demonstrate the mime game in a simple way about name and number of animal, object and buildings.</li> </ul>	collaboration	20 minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>• With the guidance and direction of the researcher, students ask questions related to the mime game</li> </ul>	Creative	15 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>• The students make sentences about name and number of animal, object and building while playing the mime game</li> </ul>	collaboration	20 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>• Researchers divide students into 4 groups</li> <li>• In groups, all students in groups are asked to come to the front of the class and use the helmet provided</li> <li>• 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</li> </ul>	collaboration	25 minutes

	<p>the helmet</p> <ul style="list-style-type: none"> <li>• In groups, students get feedback from researchers and friends</li> </ul>		
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• Students who play games must cooperate with their partners</li> <li>• Students must be able to guess what their friends are demonstrating</li> <li>• Other students listen and can help if they cannot guess</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the lesson plan at the next meeting.</li> </ul>	Independent	10 minutes

## 2. Second meeting to reach IPK 4.5.2

Activity	Description	Character Values	Allocation Time
<b>Opening</b>	<ul style="list-style-type: none"> <li>• Greeting "Good Morning Teacher"</li> <li>• Pray together</li> <li>• Teacher check students' attendance</li> <li>• The teacher conducts brain storming related to the material to</li> </ul>	Religious	10 minutes



	be taught.		
<b>Main Activity</b>	<p><b>Observe (Giving stimulus)</b></p> <ul style="list-style-type: none"> <li>The researcher asks 2 students to demonstrate the mime game in a simple way</li> </ul>	collaboration	20 minutes
	<p><b>Asking (Identifying Problems)</b></p> <ul style="list-style-type: none"> <li>With guidance and direction from the researcher, students ask related questions to reveal the name and number of animals, objects and buildings</li> </ul>	Creative	15 minutes
	<p><b>Exploring (Collecting Data)</b></p> <ul style="list-style-type: none"> <li>The researcher asks the students to express the sentence using the name and number of animals, objects and public buildings</li> </ul>	collaboration	20 minutes
	<p><b>Associating (Proof)</b></p> <ul style="list-style-type: none"> <li>Researchers divide students into 4 groups</li> <li>In groups, all students in groups are asked to come to the front of the class and use the helmet provided</li> <li>One student will demonstrate and the partner will express the word about name and number of animal, object and building pasted on the helmet</li> <li>In groups, students get feedback</li> </ul>	collaboration	25 minutes

	from researchers and friends		
	<p><b>Communicate (Make conclusions)</b></p> <ul style="list-style-type: none"> <li>• Students who play games must cooperate with their partners</li> <li>• Students must be able to guess what their friends are demonstrating</li> <li>• Other students listen and can help if they cannot guess</li> </ul>	Responsible	20 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers and students make conclusions together</li> <li>• Assess and reflect on the activities that have already taken place held</li> <li>• Delivering the material at the next meeting.</li> </ul>	Independent	10 minutes

## VI. Learning Outcomes Assessment

Knowledge Competency Assessment

- Jumble Word

Arrange these jumble words and translate into Indonesia!

71. C – K – C – O = .....

72. C – O – R – W = .....

73. E – S – E – P – H = .....

74. R – I – T – E – G = .....

75. O – N – E – Y – K – M = .....

76. E – E – D – R = .....

77. K – E – N – A – S = .....

78. O – I – L – N = .....

79. I – R – B – T – A – B = .....

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

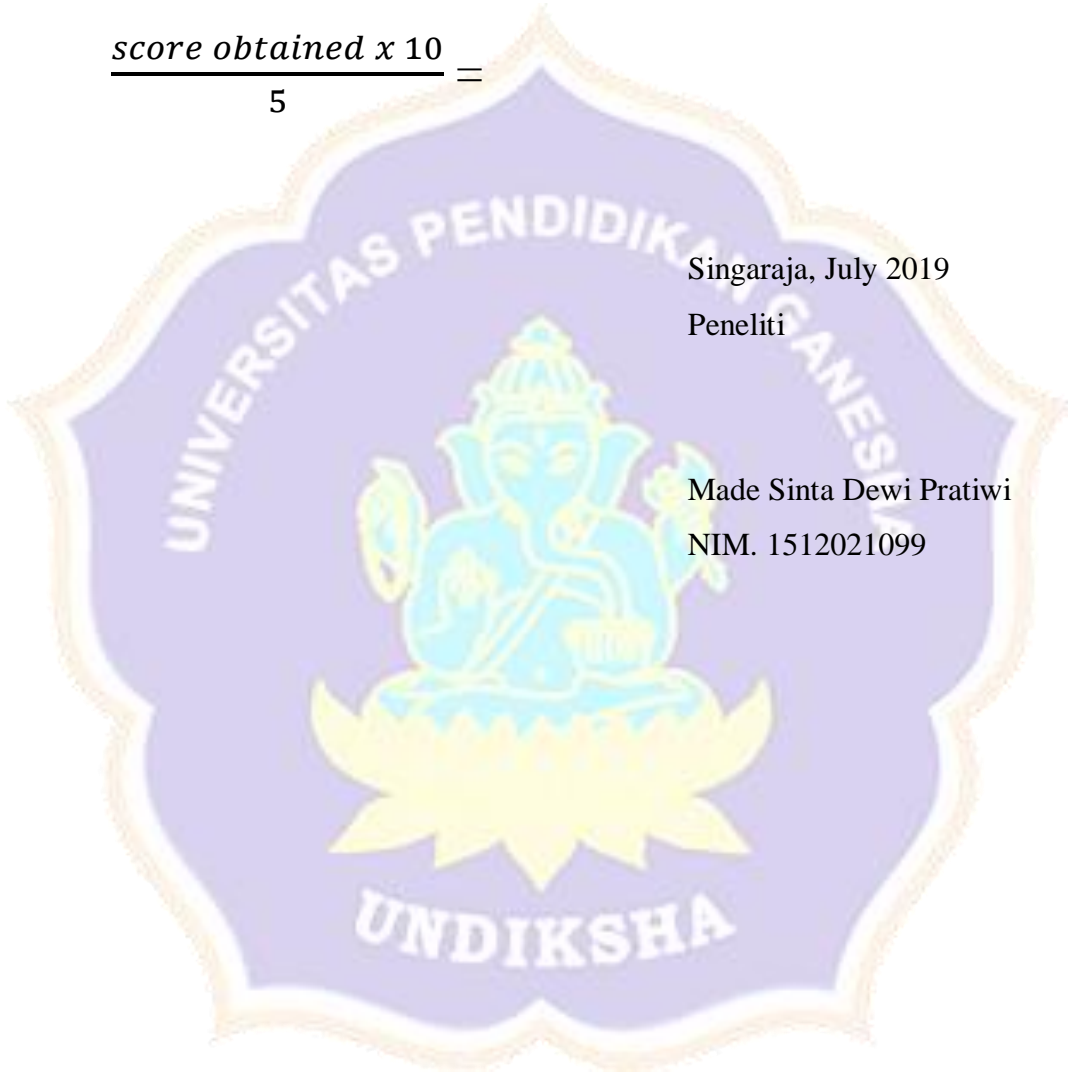
**Assessment Rubric**

Score = correct answer = 5

wrong answer = 0

no answer = 0

$$\frac{\text{score obtained} \times 10}{5} =$$



Singaraja, July 2019

Peneliti

Made Sintia 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	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		Perbaiki gambar agar lebih jelas
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		
39	✓		
40	✓		

SSV, 17/7/2019  
EXPERT JUDGE!  
*[Signature]*  
DR. SUDIRMAN, M.L.S

## EXPERT JUDGEMENT SHEET

Variable: Vocabulary Mastery

Topics: Animal, things and buildings

Expert's Name: Mrs. Sintya

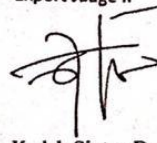
### EXPERT JUDGEMENT SHEET

Variable: Vocabulary Mastery

Topic: animal, things and buildings

No	Response		Comments
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		Revise option B, C and D
8	✓		Revise the Question and Option D
9	✓		
10	✓		Revise all option
11	✓		
12	✓		Revise Option C and D
13	✓		Revise Option C and D
14	✓		Revise the Question and option B and D
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		Revise the Question
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		Revise the Question
32	✓		
33	✓	✗	Change B Because this option is same with anos
34	✓		
35	✓		
36	✓		Revise the option C and D
37	✓		
38	✓		Revise the Questions
39	✓		Revise the Question B
40	✓		Revise all options and Option.

Expert Judge II



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

**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**  
JalanPulau 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.

Singaraja, 17Juli 2019  
Kepala SMP Negeri 3 Singaraja  
  
**Gede Sumatra Jaya, S.Pd**  
**NIP. 19650329 198601 1 001**

