

## Appendix 1

### The result of validity test

| No. Item |      | $r_{table}$ | Status |
|----------|------|-------------|--------|
| 1        | .681 | 0.312       | Valid  |
| 2        | .562 | 0.312       | Valid  |
| 3        | .399 | 0.312       | Valid  |
| 4        | .549 | 0.312       | Valid  |
| 5        | .464 | 0.312       | Valid  |
| 6        | .390 | 0.312       | Valid  |
| 7        | .433 | 0.312       | Valid  |
| 8        | .477 | 0.312       | Valid  |
| 9        | .465 | 0.312       | Valid  |
| 10       | .443 | 0.312       | Valid  |
| 11       | .350 | 0.312       | Valid  |
| 12       | .476 | 0.312       | Valid  |
| 13       | .512 | 0.312       | Valid  |
| 14       | .360 | 0.312       | Valid  |
| 15       | .458 | 0.312       | Valid  |
| 16       | .509 | 0.312       | Valid  |
| 17       | .447 | 0.312       | Valid  |
| 18       | .407 | 0.312       | Valid  |
| 19       | .457 | 0.312       | Valid  |
| 20       | .476 | 0.312       | Valid  |
| 21       | .458 | 0.312       | Valid  |
| 22       | .509 | 0.312       | Valid  |
| 23       | .447 | 0.312       | Valid  |
| 24       | .407 | 0.312       | Valid  |
| 25       | .457 | 0.312       | Valid  |
| 26       | .476 | 0.312       | Valid  |
| 27       | .433 | 0.312       | Valid  |
| 28       | .477 | 0.312       | Valid  |
| 29       | .465 | 0.312       | Valid  |
| 30       | .443 | 0.312       | Valid  |
| 31       | .681 | 0.312       | Valid  |
| 32       | .562 | 0.312       | Valid  |
| 33       | .399 | 0.312       | Valid  |
| 34       | .549 | 0.312       | Valid  |
| 35       | .464 | 0.312       | Valid  |
| 36       | .457 | 0.312       | Valid  |
| 37       | .476 | 0.312       | Valid  |
| 38       | .458 | 0.312       | Valid  |
| 39       | .509 | 0.312       | Valid  |
| 40       | .447 | 0.312       | Valid  |

### Reliability Statistics

|                  |            |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| .740             | 41         |

### Item-Total Statistics

|         | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| item_1  | 62.16                      | 228.640                        | .667                             | .730                             |
| item_2  | 62.08                      | 231.410                        | .547                             | .734                             |
| item_3  | 62.08                      | 233.077                        | .381                             | .736                             |
| item_4  | 62.16                      | 230.307                        | .530                             | .732                             |
| item_5  | 62.08                      | 232.410                        | .447                             | .735                             |
| item_6  | 62.32                      | 231.393                        | .363                             | .734                             |
| item_7  | 62.12                      | 232.193                        | .413                             | .735                             |
| item_8  | 62.24                      | 230.523                        | .453                             | .733                             |
| item_9  | 62.24                      | 230.690                        | .441                             | .733                             |
| item_10 | 62.16                      | 231.640                        | .421                             | .734                             |
| item_11 | 62.16                      | 232.807                        | .326                             | .736                             |
| item_12 | 62.12                      | 231.693                        | .457                             | .734                             |
| item_13 | 62.24                      | 230.023                        | .490                             | .732                             |
| item_14 | 62.12                      | 233.027                        | .339                             | .736                             |
| item_15 | 62.20                      | 231.083                        | .435                             | .733                             |
| item_16 | 62.16                      | 230.807                        | .489                             | .733                             |
| item_17 | 62.12                      | 232.027                        | .428                             | .734                             |
| item_18 | 62.28                      | 231.293                        | .381                             | .734                             |
| item_19 | 62.32                      | 230.393                        | .431                             | .733                             |
| item_20 | 62.12                      | 231.693                        | .457                             | .734                             |
| item_21 | 62.20                      | 231.083                        | .435                             | .733                             |
| item_22 | 62.16                      | 230.807                        | .489                             | .733                             |
| item_23 | 62.12                      | 232.027                        | .428                             | .734                             |
| item_24 | 62.28                      | 231.293                        | .381                             | .734                             |
| item_25 | 62.32                      | 230.393                        | .431                             | .733                             |
| item_26 | 62.12                      | 231.693                        | .457                             | .734                             |
| item_27 | 62.12                      | 232.193                        | .413                             | .735                             |

|         |       |         |       |      |
|---------|-------|---------|-------|------|
| item_28 | 62.24 | 230.523 | .453  | .733 |
| item_29 | 62.24 | 230.690 | .441  | .733 |
| item_30 | 62.16 | 231.640 | .421  | .734 |
| item_31 | 62.16 | 228.640 | .667  | .730 |
| item_32 | 62.08 | 231.410 | .547  | .734 |
| item_33 | 62.08 | 233.077 | .381  | .736 |
| item_34 | 62.16 | 230.307 | .530  | .732 |
| item_35 | 62.08 | 232.410 | .447  | .735 |
| item_36 | 62.32 | 230.393 | .431  | .733 |
| item_37 | 62.12 | 231.693 | .457  | .734 |
| item_38 | 62.20 | 231.083 | .435  | .733 |
| item_39 | 62.16 | 230.807 | .489  | .733 |
| item_40 | 62.12 | 232.027 | .428  | .734 |
| total   | 31.48 | 59.260  | 1.000 | .909 |

## Appendix 2

### Test of Homogeneity of Variances

### Normality Pre Test

Control

#### One-Sample Kolmogorov-Smirnov Test

|                                  |                | Experiment        | Control           |
|----------------------------------|----------------|-------------------|-------------------|
| N                                |                | 19                | 17                |
| Normal Parameters <sup>a,b</sup> | Mean           | 54.74             | 60.41             |
|                                  | Std. Deviation | 11.406            | 6.052             |
| Most Extreme Differences         | Absolute       | .334              | .355              |
|                                  | Positive       | .184              | .159              |
|                                  | Negative       | -.334             | -.355             |
| Test Statistic                   |                | .334              | .355              |
| Asymp. Sig. (2-tailed)           |                | .000 <sup>c</sup> | .000 <sup>c</sup> |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

### Normality Post Test

#### One-Sample Kolmogorov-Smirnov Test

|                                  |                | Experiment          | Control             |
|----------------------------------|----------------|---------------------|---------------------|
| N                                |                | 19                  | 17                  |
| Normal Parameters <sup>a,b</sup> | Mean           | 88.42               | 64.82               |
|                                  | Std. Deviation | 9.896               | 9.146               |
| Most Extreme Differences         | Absolute       | .142                | .158                |
|                                  | Positive       | .121                | .158                |
|                                  | Negative       | -.142               | -.143               |
| Test Statistic                   |                | .142                | .158                |
| Asymp. Sig. (2-tailed)           |                | .200 <sup>c,d</sup> | .200 <sup>c,d</sup> |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 3.254            | 4   | 9   | .065 |

# ANOVA

Control

|                | Sum of Squares | df | Mean Square | F     | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 748.271        | 7  | 106.896     | 1.630 | .243 |
| Within Groups  | 590.200        | 9  | 65.578      |       |      |
| Total          | 1338.471       | 16 |             |       |      |

### Appendix 3

#### Students' score of Experiment class

| No | Students of Experiment class | Score Pre test | Score Post Test | Selisih Nilai |
|----|------------------------------|----------------|-----------------|---------------|
| 1  | Ahmad Riduan                 | 58             | 80              | +22           |
| 2  | Ahmad Rifandi                | 24             | 90              | +66           |
| 3  | Amin                         | 49             | 100             | +51           |
| 4  | Azhar                        | 56             | 90              | +34           |
| 5  | Bahrani                      | 56             | 92              | +36           |
| 6  | Bintang Baihaqi              | 63             | 100             | +37           |
| 7  | Haris fadillah               | 62             | 100             | +38           |
| 8  | Ilham                        | 58             | 94              | +36           |
| 9  | Mahmudin                     | 25             | 100             | +75           |
| 10 | M.Fahmi A                    | 57             | 100             | +43           |
| 11 | M.Fahmi B                    | 63             | 94              | +31           |
| 12 | M.Sabturi                    | 60             | 90              | +30           |
| 13 | M.Zainal                     | 65             | 70              | +5            |
| 14 | M.Rafi'I Mahdi               | 57             | 86              | +29           |
| 15 | Rifansyah                    | 58             | 80              | +22           |
| 16 | Subhan                       | 53             | 82              | +29           |
| 17 | Syaid Syekh                  | 58             | 86              | +28           |
| 18 | Wahyudi                      | 58             | 73              | +15           |
| 19 | Wahyu Riduan                 | 50             | 73              | +23           |

#### Appendix 4

##### Students' score of Control class

| No | Students of Control class | Score Pre test | Score Post Test | Selisih Nilai |
|----|---------------------------|----------------|-----------------|---------------|
| 1  | Ahmad Hafi Badali         | 62             | 69              | + 7           |
| 2  | Ahmad Rifa'i              | 62             | 53              | -11           |
| 3  | Ahmad Riyansyah           | 64             | 66              | +2            |
| 4  | Ahmad Saufi               | 60             | 85              | +25           |
| 5  | Ariyadi                   | 64             | 52              | -12           |
| 6  | Hendra                    | 60             | 63              | +3            |
| 7  | Heriyadi                  | 60             | 70              | +10           |
| 8  | Ikhsan Sugianor           | 62             | 71              | +11           |
| 9  | M.Arafik                  | 68             | 66              | -2            |
| 10 | M.Arifin                  | 62             | 63              | +1            |
| 11 | M.Irwan                   | 46             | 72              | +26           |
| 12 | M.Mukhlisin               | 66             | 72              | -6            |
| 13 | M.Rasyid                  | 64             | 45              | -19           |
| 14 | M.Ridho                   | 60             | 62              | +2            |
| 15 | Rahmat Firdaus            | 45             | 67              | +12           |
| 16 | Rahmat Hidayat            | 60             | 65              | +5            |
| 17 | Wahyu Saputra             | 62             | 67              | +5            |

## Appendix 5

### Independent Test

#### Group Statistics

|       | Kelas | N  | Mean  | Std. Deviation | Std. Error Mean |
|-------|-------|----|-------|----------------|-----------------|
| Nilai | 1     | 19 | 88.42 | 9.896          | 2.270           |
|       | 2     | 17 | 64.82 | 9.146          | 2.218           |

### Independent Samples Test

|       |                                      | Levene's Test<br>for Equality of<br>Variances |      | t-test for Equality of Means |        |                        |                        |                                 |                                              |        |
|-------|--------------------------------------|-----------------------------------------------|------|------------------------------|--------|------------------------|------------------------|---------------------------------|----------------------------------------------|--------|
|       |                                      |                                               |      |                              |        |                        |                        |                                 |                                              |        |
|       |                                      | F                                             | Sig. | t                            | df     | Sig.<br>(2-<br>tailed) | Mean<br>Differe<br>nce | Std.<br>Error<br>Differenc<br>e | 95% Confidence Interval<br>of the Difference |        |
|       |                                      |                                               |      |                              |        |                        |                        |                                 | Lower                                        | Upper  |
| Nilai | Equal<br>variances<br>assumed        | .690                                          | .412 | 7.401                        | 34     | .000                   | 23.598                 | 3.188                           | 17.118                                       | 30.077 |
|       | Equal<br>variances<br>not<br>assumed |                                               |      | 7.434                        | 33.957 | .000                   | 23.598                 | 3.174                           | 17.147                                       | 30.048 |



## Appendix 6

**Table Frequency Post Test Experiment**

| <b>X</b> | <b>f</b>  | <b>x</b>    | <b>x<sup>2</sup></b> | <b>fx<sup>2</sup></b> |
|----------|-----------|-------------|----------------------|-----------------------|
| 70       | 1         | 70          | 4900                 | 4900                  |
| 73       | 2         | 146         | 21316                | 42632                 |
| 80       | 2         | 160         | 25600                | 51200                 |
| 82       | 1         | 82          | 6724                 | 6724                  |
| 86       | 2         | 172         | 29584                | 59168                 |
| 90       | 3         | 270         | 72900                | 218700                |
| 94       | 2         | 188         | 35344                | 80688                 |
| 92       | 1         | 92          | 8464                 | 8464                  |
| 100      | 5         | 500         | 250000               | 1250000               |
| <b>Σ</b> | <b>19</b> | <b>1680</b> | <b>454832</b>        | <b>1722476</b>        |

**Table Frequency Post Test Control Class**

| <b>Y</b>                   | <b>f</b>  | <b>y</b>    | <b>y<sup>2</sup></b> | <b>fy<sup>2</sup></b> |
|----------------------------|-----------|-------------|----------------------|-----------------------|
| 45                         | 1         | 45          | 2025                 | 2025                  |
| 52                         | 1         | 52          | 2704                 | 2704                  |
| 53                         | 1         | 53          | 2809                 | 2809                  |
| 62                         | 1         | 62          | 3844                 | 3844                  |
| 63                         | 2         | 126         | 15876                | 31752                 |
| 65                         | 1         | 65          | 4225                 | 4225                  |
| 66                         | 2         | 132         | 17424                | 34848                 |
| 67                         | 2         | 134         | 17956                | 35912                 |
| 69                         | 1         | 69          | 4761                 | 4761                  |
| 70                         | 1         | 70          | 4900                 | 9800                  |
| 71                         | 1         | 71          | 5041                 | 5041                  |
| 72                         | 2         | 144         | 20736                | 41472                 |
| 85                         | 1         | 85          | 7225                 | 7225                  |
| <b><math>\Sigma</math></b> | <b>17</b> | <b>1108</b> | <b>109526</b>        | <b>186418</b>         |

Appendix :  
7

TABEL NILAI "T"

|    | 5%    | 1%    |    | 5%   | 1%   |      | 5%   | 1%   |
|----|-------|-------|----|------|------|------|------|------|
| 1  | 12,71 | 63,66 | 16 | 2,12 | 2,92 | 40   | 2,02 | 2,71 |
| 2  | 4,30  | 9,92  | 17 | 2,11 | 2,90 | 45   | 2,02 | 2,69 |
| 3  | 3,18  | 5,84  | 18 | 2,10 | 2,88 | 50   | 2,01 | 2,68 |
| 4  | 2,78  | 4,60  | 19 | 2,09 | 2,86 | 61   | 2,00 | 2,65 |
| 5  | 2,57  | 4,03  | 20 | 2,09 | 2,84 | 70   | 2,00 | 2,65 |
| 6  | 2,45  | 3,71  | 21 | 2,08 | 2,83 | 80   | 1,99 | 2,64 |
| 7  | 2,36  | 3,50  | 22 | 2,07 | 2,82 | 90   | 1,99 | 2,63 |
| 8  | 2,31  | 3,36  | 23 | 2,07 | 2,81 | 100  | 1,98 | 2,63 |
| 9  | 2,26  | 3,25  | 24 | 2,06 | 2,80 | 125  | 1,98 | 2,62 |
| 10 | 2,23  | 3,17  | 25 | 2,06 | 2,79 | 150  | 1,98 | 2,61 |
| 11 | 2,20  | 3,11  | 26 | 2,06 | 2,78 | 200  | 1,97 | 2,60 |
| 12 | 2,18  | 3,06  | 27 | 2,05 | 2,77 | 300  | 1,97 | 2,59 |
| 13 | 2,16  | 3,01  | 28 | 2,05 | 2,76 | 400  | 1,97 | 2,59 |
| 14 | 2,14  | 2,98  | 29 | 2,04 | 2,76 | 500  | 1,97 | 2,59 |
| 15 | 2,13  | 2,95  | 30 | 2,04 | 2,75 | 1000 | 1,96 | 2,58 |
|    |       |       | 35 | 2,03 | 2,75 |      |      |      |

(Source:  
Murdan,2005,p.190)

## Appendix 8.

### The Result Of Effectiveness Using Word Wall Media

| No | Students of Experiment class | Score Pre Test (X) | Score Post Test(Y) | Y-X | $g = \frac{\text{Score post test} - \text{score pre test}}{\text{maximal score} - \text{score pre test}}$ |
|----|------------------------------|--------------------|--------------------|-----|-----------------------------------------------------------------------------------------------------------|
| 1  | Ahmad Riduan                 | 58                 | 80                 | 22  | 0,523809                                                                                                  |
| 2  | Ahmad Rifandi                | 24                 | 90                 | 66  | 0,868421                                                                                                  |
| 3  | Amin                         | 49                 | 100                | 51  | 1,040816                                                                                                  |
| 4  | Azhar                        | 56                 | 90                 | 34  | 0,772727                                                                                                  |
| 5  | Bahrani                      | 56                 | 92                 | 36  | 0,818182                                                                                                  |
| 6  | Bintang Baihaqi              | 63                 | 100                | 37  | 1                                                                                                         |
| 7  | Haris fadillah               | 62                 | 100                | 38  | 1                                                                                                         |
| 8  | Ilham                        | 58                 | 94                 | 36  | 0,939394                                                                                                  |
| 9  | Mahmudin                     | 25                 | 100                | 75  | 1                                                                                                         |
| 10 | M.Fahmi A                    | 57                 | 100                | 43  | 1                                                                                                         |
| 11 | M.Fahmi B                    | 63                 | 94                 | 31  | 0,939394                                                                                                  |
| 12 | M.Sabturi                    | 60                 | 90                 | 30  | 0,75                                                                                                      |
| 13 | M.Zainal                     | 65                 | 70                 | 5   | 0,142857                                                                                                  |
| 14 | M.Rafi'I Mahdi               | 57                 | 86                 | 29  | 0,674419                                                                                                  |
| 15 | Rifansyah                    | 58                 | 80                 | 22  | 0,523809                                                                                                  |
| 16 | Subhan                       | 53                 | 82                 | 29  | 0,617021                                                                                                  |
| 17 | Syaid Syekh                  | 58                 | 86                 | 28  | 0,666667                                                                                                  |
| 18 | Wahyudi                      | 58                 | 73                 | 15  | 0,357143                                                                                                  |
| 19 | Wahyu Riduan                 | 50                 | 73                 | 23  | 0,46                                                                                                      |
|    | Total                        |                    |                    |     | 14.012407                                                                                                 |

## Appendix 9

### LIST OF TRANSLATION

| Page/<br>Verse | Name of<br>Surah | Surah                                                                                                                                                                                                     | Indonesian                                                                                                                                                                                                                                                       | English                                                                                                                                                                      |
|----------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 :22          | Ar-Rum           | وَمِنْ ءَايَاتِهِ خَلْقُ<br>السَّمَوَاتِ وَالْأَرْضِ<br>وَاخْتِلَافُ السِّنِّكُمْ<br>وَالْوَنُكْمُ إِنَّ فِي ذَلِكَ<br>لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾                                                      | 1 Dan diantara tanda-tanda kekuasaan-Nya ialah menciptakan langit dan bumi dan berlain-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.                                 | And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge           |
|                | Al-Alaq          | اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي<br>خَلَقَ ﴿١﴾ خَلَقَ<br>الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾<br>اقْرَأْ وَرَبُّكَ الْأَكْرَمُ<br>الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٣﴾<br>عَلَّمَ الْإِنْسَانَ مَا لَمْ<br>يَعْلَمْ ﴿٤﴾ | (1) Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan,<br><br>(2) Dia telah menciptakan manusia dari segumpal darah.<br>(3) Bacalah, dan Tuhanmu lah yang maha pemurah<br>(4) Yang mengajar (manusia) dengan perantaraan kalam,<br>(5) Dia mengajar kepada | (1) Recite in the name of your lord who created<br><br>(2) Created man from a clinging substance<br>(3) Recite, and your lord is the most generous.<br>(4) who taught by pen |

|     |            |                                                                                                                                                        |                                                                                                                                                                                                                                 |                                                                                                                                        |
|-----|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
|     |            |                                                                                                                                                        | manusia apa yang tidak diketahuinya                                                                                                                                                                                             | (5) taught man that which he knew not                                                                                                  |
| :31 | Al-Baqarah | وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَتَشْعُرُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ | 31. dan Dia mengajarkan kepada Adam nama-nama (benda-benda) seluruhnya, kemudian mengemukannya kepada para Malaikat lalu berfirman “ sebutkanlah kepada-Ku nama benda-benda itu jika kamu memang benar orang-orang yang benar!” | 31. and he taught Adam the nature of all things, then He placed them before the angels:” Tell me the nature of them if you are right”. |

Qomari (2008) *Al-Qur'an Terjemahan Indonesia Inggris*. Solo. Indonesia.

## Appendix : 10

### Interview Sheet With English Teacher

Name : Neneng Auliya Ramdhani S.Pd

Date/ day : Monday, July 24, 2017

Time : 09.00 WITA

Place : Teachers Room

| No | Interviewer                                                  | Interviewee                                                                                                                                                                                    |
|----|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | What is your educational background?                         | I graduated from FKIP English UNLAM University                                                                                                                                                 |
| 2  | How long have you been teaching English in MTs Ahsanul Huda? | I start teaching at MTs Ahsanul Huda from 2014 until now                                                                                                                                       |
| 3  | Have you ever taught English at the other place?             | No, I am.                                                                                                                                                                                      |
| 4  | Have you ever participated in training or seminar of English | Yes of course. I often follow seminar and training of English. One of them is seminar about English Lesson& Classroom Research at UNLAM                                                        |
| 5  | How is your preparation before teaching english in class?    | As usual before I am teaching in the classroom, I will prepare the materials, choose an appropriate technique for students so that the students can enjoy and easily understand the materials. |
| 6  | What problem do you usually face in the teaching vocabulary? | Mostly, the students have limited vocabulary they know.                                                                                                                                        |
| 6  | Do you use any media in the teaching vocabulary?             | Yes I am                                                                                                                                                                                       |
| 7  | What kinds of media do you use in the teaching vocabulary?   | It can be LCD, Pictures and thongs/ object.                                                                                                                                                    |
| 8  | What media you usually use?                                  | LCD and picture and thing/object. It depends on the materials that the students will learn                                                                                                     |
| 9  | How do you use that media in the teaching vocabulary?        | For example, when I teach about describing people, place or thing. I                                                                                                                           |

|    |                                                                        |                                                                                                                                                                                                                                                |
|----|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                        | use the media LCD to show the picture of the place. I can use picture too, so that I can ask the students to remember the vocabulary.                                                                                                          |
| 10 | Does the school have a contribution in providing the media?            | Yes, the school provides LCD                                                                                                                                                                                                                   |
| 11 | Does the used of the different media affect the students' achievement? | Yes, it gives different affection for students. They will be more interesting and challenging when they see the media. For example, when I use picture as media. It won't be interesting for them, if the teaching and learning without media. |
| 12 | How often the media are used in the teaching vocabulary?               | Sometime I use media in teaching and learning, but not every meeting.                                                                                                                                                                          |
| 13 | Do the students enjoy the lesson when the media are used?              | Of course. The students are very interesting when the media are used during the teaching and learning English.                                                                                                                                 |
| 14 | Where do you get the materials to teach vocabulary?                    | From some related books which are provided in the school, internet, magazines and newspaper.                                                                                                                                                   |
| 15 | Does the school have contribution in providing the materials?          | Yes, the school provides textbook.                                                                                                                                                                                                             |



## Appendix 12

### Observation Sheet I in Control Class

Day and date : Thursday, July 27, 2017  
 Class : A (Control Class)  
 Topic : Greeting and Leave -Taking

| No       | Things that are observed                                        | Frequency |   |   |   |
|----------|-----------------------------------------------------------------|-----------|---|---|---|
|          |                                                                 | 1         | 2 | 3 | 4 |
| <b>A</b> | <b>Teaching and Learning process</b>                            |           |   |   |   |
|          | <b>I. Three phases Learning</b>                                 |           |   |   |   |
|          | <b>Pre Activity</b>                                             |           |   |   |   |
|          | 1. The teacher greets the students                              |           |   | √ |   |
|          | 2. The teacher checks the present list                          |           |   |   | √ |
|          | 3. The teacher start the lesson by giving questions             |           |   | √ |   |
|          | 4. The teacher mentioned the topic of today's lesson            |           |   | √ |   |
|          | 5. The teacher gets the students ready                          |           |   | √ |   |
|          | <b>While Activity</b>                                           |           |   |   |   |
|          | 1. The teacher explains the lesson                              |           |   |   | √ |
|          | 2. The teacher asks the students' difficulty                    |           |   | √ |   |
|          | 3. The teacher gives exercises                                  |           |   | √ |   |
|          | 4. The teacher discusses the exercises with the students        |           |   |   | √ |
|          | <b>Post Activity</b>                                            |           |   |   |   |
|          | 1. The teacher reviews the today's lesson                       |           |   |   | √ |
|          | 2. The teacher gives evaluation                                 |           |   | √ |   |
|          | 3. The teacher gives the students homework                      |           |   | √ |   |
|          | <b>2. The teacher and the Students Attitude</b>                 |           |   |   |   |
|          | 1. The teacher uses simple English                              |           |   | √ |   |
|          | 2. The teacher attracts students' attention by giving questions |           |   | √ |   |
|          | 3. The teacher's instruction is clear and understandable        |           |   |   | √ |
|          | 4. The teacher's personality attracts the students              |           |   | √ |   |

|  |                                                          |   |  |  |  |
|--|----------------------------------------------------------|---|--|--|--|
|  | 5. The teacher uses media to attract students' attention | √ |  |  |  |
|  | 6. The students are more active when media are used      | √ |  |  |  |
|  | 7. The students enjoy the lesson                         | √ |  |  |  |

| No | Things that are observed                                                                                      | Presence |        |
|----|---------------------------------------------------------------------------------------------------------------|----------|--------|
| B  | Vocabulary Materials                                                                                          | Present  | Absent |
|    | 1. Learning-centered rather than teaching-centered                                                            | √        |        |
|    | 2. Provide stimulating activities to focus students' attention on the thing to be learned                     | √        |        |
|    | 3. Interesting                                                                                                | √        |        |
|    | 4. Use purposesful tasks to motivate students' learning and to make students see the usefulness of vocabulary | √        |        |
| C  | Media Used                                                                                                    |          | -      |
|    | 1. Pictures                                                                                                   |          |        |
|    | 2. LCDs                                                                                                       |          |        |
|    | 3. Audio or speaker                                                                                           |          |        |
|    | 4. Print Out material                                                                                         |          |        |

## Observation Sheet II

### in Control Class

Day and date : Monday, July 31, 2017

Class : A (Control Class)

Topic : Apologizing

| No       | Things that are observed                                        | Frequency |   |   |   |
|----------|-----------------------------------------------------------------|-----------|---|---|---|
|          |                                                                 | 1         | 2 | 3 | 4 |
| <b>A</b> | <b>Teaching and Learning process</b>                            |           |   |   |   |
|          | <b>II. Three phases Learning</b>                                |           |   |   |   |
|          | <b>Pre Activity</b>                                             |           |   |   |   |
|          | 1. The teacher greets the students                              |           | √ |   |   |
|          | 2. The teacher checks the present list                          |           |   |   | √ |
|          | 3. The teacher start the lesson by giving questions             |           |   | √ |   |
|          | 4. The teacher mentioned the topic of today's lesson            |           |   | √ |   |
|          | 5. The teacher gets the students ready                          |           |   | √ |   |
|          | <b>While Activity</b>                                           |           |   |   |   |
|          | 1. The teacher explains the lesson                              |           |   |   | √ |
|          | 2. The teacher asks the students' difficulty                    |           |   | √ |   |
|          | 3. The teacher gives exercises                                  |           |   | √ |   |
|          | 4. The teacher discusses the exercises with the students        |           |   |   | √ |
|          | <b>Post Activity</b>                                            |           |   |   |   |
|          | 1. The teacher reviews the today's lesson                       |           |   |   | √ |
|          | 2. The teacher gives evaluation                                 |           |   |   | √ |
|          | 3. The teacher gives the students homework                      |           |   | √ |   |
|          | <b>2. The teacher and the Students Attitude</b>                 |           |   |   |   |
|          | 1. The teacher uses simple English                              |           |   | √ |   |
|          | 2. The teacher attracts students' attention by giving questions |           |   | √ |   |
|          | 3. The teacher's instruction is clear and understandable        |           |   |   | √ |
|          | 4. The teacher's personality attracts the students              |           |   | √ |   |
|          | 5. The teacher uses media to attract students' attention        |           |   | √ |   |

|  |                                                     |  |  |   |  |
|--|-----------------------------------------------------|--|--|---|--|
|  | 6. The students are more active when media are used |  |  | √ |  |
|  | 7. The students enjoy the lesson                    |  |  | √ |  |

| No | Things that are observed                                                                                      | Presence |        |
|----|---------------------------------------------------------------------------------------------------------------|----------|--------|
| B  | Vocabulary Materials                                                                                          | Present  | Absent |
|    | 1. Learning-centered rather than teaching-centered                                                            |          | √      |
|    | 2. Provide stimulating activities to focus students' attention on the thing to be learned                     | √        |        |
|    | 3. Interesting                                                                                                | √        |        |
|    | 4. Use purposesful tasks to motivate students' learning and to make students see the usefulness of vocabulary | √        |        |
| C  | Media Used                                                                                                    |          |        |
|    | 5. Pictures                                                                                                   |          |        |
|    | 6. LCDs                                                                                                       |          |        |
|    | 7. Audio or speaker                                                                                           |          |        |
|    | 8. Print Out material                                                                                         | √        |        |

## Appendix 11

### Observation Sheet I in Experiment Class

Day and date : Thursday, August, 03, 2017  
Class : B (Experiment Class)  
Topic : Greeting and Taking -Leaving

| No       | Things that are observed                                        | Frequency |   |   |   |
|----------|-----------------------------------------------------------------|-----------|---|---|---|
|          |                                                                 | 1         | 2 | 3 | 4 |
| <b>A</b> | <b>Teaching and Learning process</b>                            |           |   |   |   |
|          | <b>I. Three phases Learning</b>                                 |           |   |   |   |
|          | <b>Pre Activity</b>                                             |           |   |   |   |
|          | 1. The teacher greets the students                              |           |   | √ |   |
|          | 2. The teacher checks the present list                          |           |   |   | √ |
|          | 3. The teacher start the lesson by giving questions             |           |   | √ |   |
|          | 4. The teacher mentioned the topic of today's lesson            |           |   | √ |   |
|          | 5. The teacher gets the students ready                          |           |   | √ |   |
|          | <b>While Activity</b>                                           |           |   |   |   |
|          | 1. The teacher explains the lesson                              |           |   |   | √ |
|          | 2. The teacher asks the students' difficulty                    |           |   | √ |   |
|          | 3. The teacher gives exercises                                  |           |   | √ |   |
|          | 4. The teacher discusses the exercises with the students        |           |   |   | √ |
|          | <b>Post Activity</b>                                            |           |   |   |   |
|          | 1. The teacher reviews the today's lesson                       |           |   |   | √ |
|          | 2. The teacher gives evaluation                                 |           |   |   | √ |
|          | 3. The teacher gives the students homework                      | √         |   |   |   |
|          | <b>2. The teacher and the Students Attitude</b>                 |           |   |   |   |
|          | 1. The teacher uses simple English                              |           |   | √ |   |
|          | 2. The teacher attracts students' attention by giving questions |           |   | √ |   |
|          | 3. The teacher's instruction is clear and understandable        |           |   |   | √ |
|          | 4. The teacher's personality attracts the students              |           |   | √ |   |

|  |                                                          |  |  |   |  |
|--|----------------------------------------------------------|--|--|---|--|
|  | 5. The teacher uses media to attract students' attention |  |  | √ |  |
|  | 6. The students are more active when media are used      |  |  | √ |  |
|  | 7. The students enjoy the lesson                         |  |  | √ |  |

| No | Things that are observed                                                                                      | Presence |        |
|----|---------------------------------------------------------------------------------------------------------------|----------|--------|
| B  | Vocabulary Materials                                                                                          | Present  | Absent |
|    | 1. Learning-centered rather than teaching-centered                                                            | √        |        |
|    | 2. Provide stimulating activities to focus students' attention on the thing to be learned                     | √        |        |
|    | 3. Interesting                                                                                                | √        |        |
|    | 4. Use purposesful tasks to motivate students' learning and to make students see the usefulness of vocabulary | √        |        |
| C  | Media Used                                                                                                    |          |        |
|    | 1. Pictures                                                                                                   | √        |        |
|    | 2. LCDs                                                                                                       |          |        |
|    | 3. Audio or speaker                                                                                           |          |        |
|    | 4. Print Out material                                                                                         |          |        |

## Observation Sheet II

### in Experiment Class

Day and date : Wednesday, August 09 ,2017

Class : B (Experiment Class)

Topic : Greeting and Taking -Leaving

| No       | Things that are observed                                        | Frequency |   |   |   |
|----------|-----------------------------------------------------------------|-----------|---|---|---|
|          |                                                                 | 1         | 2 | 3 | 4 |
| <b>A</b> | <b>Teaching and Learning process</b>                            |           |   |   |   |
|          | <b>II. Three phases Learning</b>                                |           |   |   |   |
|          | <b>Pre Activity</b>                                             |           |   |   |   |
|          | 1. The teacher greets the students                              |           |   | √ |   |
|          | 2. The teacher checks the present list                          |           |   |   | √ |
|          | 3. The teacher start the lesson by giving questions             |           |   | √ |   |
|          | 4. The teacher mentioned the topic of today's lesson            |           |   | √ |   |
|          | 5. The teacher gets the students ready                          |           |   | √ |   |
|          | <b>While Activity</b>                                           |           |   |   |   |
|          | 1. The teacher explains the lesson                              |           |   |   | √ |
|          | 2. The teacher asks the students' difficulty                    |           |   | √ |   |
|          | 3. The teacher gives exercises                                  |           |   | √ |   |
|          | 4. The teacher discusses the exercises with the students        |           |   |   | √ |
|          | <b>Post Activity</b>                                            |           |   |   |   |
|          | 1. The teacher reviews the today's lesson                       |           |   |   | √ |
|          | 2. The teacher gives evaluation                                 |           |   |   | √ |
|          | 3. The teacher gives the students homework                      | √         |   |   |   |
|          | <b>2. The teacher and the Students Attitude</b>                 |           |   |   |   |
|          | 5. The teacher uses simple English                              |           |   | √ |   |
|          | 6. The teacher attracts students' attention by giving questions |           |   | √ |   |
|          | 7. The teacher's instruction is clear and understandable        |           |   |   | √ |
|          | 8. The teacher's personality attracts the students              |           |   | √ |   |
|          | 9. The teacher uses media to attract students' attention        | √         |   |   |   |

|  |                                                      |   |  |  |  |
|--|------------------------------------------------------|---|--|--|--|
|  | 10. The students are more active when media are used | √ |  |  |  |
|  | 11. The students enjoy the lesson                    | √ |  |  |  |

| No | Things that are observed                                                                                       | Presence |        |
|----|----------------------------------------------------------------------------------------------------------------|----------|--------|
| B  | Vocabulary Materials                                                                                           | Present  | Absent |
|    | 12. Learning-centered rather than teaching-centered                                                            | √        |        |
|    | 13. Provide stimulating activities to focus students' attention on the thing to be learned                     | √        |        |
|    | 14. Interesting                                                                                                | √        |        |
|    | 15. Use purposesful tasks to motivate students' learning and to make students see the usefulness of vocabulary | √        |        |
| C  | Media Used                                                                                                     |          | -      |
|    | 5. Pictures                                                                                                    |          |        |
|    | 6. LCDs                                                                                                        |          |        |
|    | 7. Audio or speaker                                                                                            |          |        |
|    | 8. Print Out material                                                                                          |          |        |



## Appendix 13

### INDIKATOR SKALA PENILAIAN

#### Kegiatan Awal:

##### 1. Guru Mengucapkan salam/ menyapa siswa.

| Skala Penilaian | Penjelasan                                                         |
|-----------------|--------------------------------------------------------------------|
| 1               | Guru tidak mengucapkan salam.                                      |
| 2               | Guru menggunakan satu salam untuk menyapa siswa.                   |
| 3               | Guru menggunakan dua salam untuk menyapa siswa.                    |
| 4               | Guru menyapa siswa dengan menggunakan lebih dari dua bentuk sapaan |

##### 2. Guru memeriksa daftar hadir siswa.

| Skala Penilaian | Penjelasan                                                                                         |
|-----------------|----------------------------------------------------------------------------------------------------|
| 1               | Guru tidak memeriksa daftar hadir siswa.                                                           |
| 2               | Guru memeriksa sebagian daftar hadir siswa.                                                        |
| 3               | Guru memeriksa daftar hadir seluruh siswa tanpa menanyakan alasan jika ada siswa yang tidak hadir. |
| 4               | Guru memeriksa daftar hadir seluruh siswa dan menanyakan alasan jika ada siswa yang tidak hadir.   |

##### 3. Guru memberikan motivasi siswa untuk mengantarkan siswa pada materi pembelajaran.

- Memberikan motivasi dengan mengajukan pertanyaan yang menantang atau menceritakan peristiwa yang sedang hangat.
- Mengaitkan materi pembelajaran dengan pengalaman siswa.
- Memberikan arahan dengan cara menggambarkan garis besar materi dan kegiatan.
- Menyampaikan tujuan pembelajaran yang harus dicapai.

| Skala Penilaian | Penjelasan |
|-----------------|------------|
|-----------------|------------|

|   |                          |
|---|--------------------------|
| 1 | Satu deskriptor tampak.  |
| 2 | Dua deskriptor tampak.   |
| 3 | Tiga deskriptor tampak   |
| 4 | Empat deskriptor tampak. |

**4. Guru menggunakan media untuk menarik perhatian siswa tentang materi pembelajaran.**

| Skala Penilaian | Penjelasan                                                                             |
|-----------------|----------------------------------------------------------------------------------------|
| 1               | Guru tidak menggunakan media.                                                          |
| 2               | Guru menggunakan satu media namun tidak sesuai dengan materi dan kebutuhan siswa.      |
| 3               | Guru menggunakan satu media dan sesuai dengan materi serta kebutuhan siswa.            |
| 4               | Guru menggunakan lebih dari satu media dan sesuai dengan materi serta kebutuhan siswa. |

**5. Guru menyampaikan materi yang akan dipelajari, tujuan pembelajaran, dan kegiatan yang akan dilakukan dalam pembelajaran.**

| Skala Penilaian | Penjelasan                                                               |
|-----------------|--------------------------------------------------------------------------|
| 1               | Rumusan tidak jelas dan tidak lengkap.                                   |
| 2               | Rumusan jelas tetapi tidak lengkap atau tidak jelas tetapi lengkap.      |
| 3               | Rumusan jelas dan lengkap, atau jelas dan logis, atau lengkap dan logis. |
| 4               | Rumusan jelas, lengkap, dan disusun secara logis.                        |

**Kegiatan inti:**

**6. Guru menjelaskan materi pelajaran.**

| Skala Penilaian | Penjelasan                                                                                              |
|-----------------|---------------------------------------------------------------------------------------------------------|
| 1               | Petunjuk dan penjelasan sulit dimengerti dan tidak ada usaha guru untuk kebingungan siswa.              |
| 2               | Petunjuk dan penjelasan guru sulit dimengerti dan ada usaha guru untuk mengurangi tetapi tidak efektif. |

|   |                                                                                                               |
|---|---------------------------------------------------------------------------------------------------------------|
| 3 | Petunjuk dan penjelasan guru sulit dimengerti, ada usaha guru untuk mengurangi kebingungan siswa dan efektif. |
| 4 | Petunjuk dan penjelasan guru sudah jelas dan mudah dipahami siswa.                                            |

**7. Guru menggunakan tehnik dalam proses pembelajaran membaca.**

| Skala Penilaian | Penjelasan                                                                       |
|-----------------|----------------------------------------------------------------------------------|
| 1               | Guru tidak menggunakan tehnik dalam proses pembelajaran.                         |
| 2               | Guru menggunakan satu tehnik tetapi tidak sesuai dengan materi yang diajarkan.   |
| 3               | Guru menggunakan satu tehnik dan sesuai dengan materi yang diajarkan.            |
| 4               | Guru menggunakan lebih dari satu tehnik dan sesuai dengan materi yang diajarkan. |

**8. Peranan guru dalam pengajaran membaca.**

| Skala Penilaian | Penjelasan                                               |
|-----------------|----------------------------------------------------------|
| 1               | Guru hanya berperan sebagai pengontrol.                  |
| 2               | Guru berperan sebagai pengontrol dan motivator.          |
| 3               | Guru berperan sebagai pengontrol, motivator, dan sumber. |
| 4               | Guru memiliki lebih dari tiga peranan diatas.            |

**9. Guru membantu siswa yang mengalami kesulitan dalam proses pembelajaran.**

- Membantu siswa mengingat kembali pengalaman atau pengetahuan yang sudah diperolehnya.
- Mendorong siswa yang pasif untuk berpartisipasi.
- Mengajukan pertanyaan-pertanyaan yang bersifat terbuka dan mampu menggali reaksi siswa.
- Merespon/ menanggapi secara positif siswa yang berpartisipasi.

| Skala Penilaian | Penjelasan               |
|-----------------|--------------------------|
| 1               | Satu deskriptor tampak.  |
| 2               | Dua deskriptor tampak.   |
| 3               | Tiga deskriptor tampak   |
| 4               | Empat deskriptor tampak. |

**10. Guru menangani / merespon pertanyaan siswa.**

| Skala Penilaian | Penjelasan                                                                                                                                     |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1               | Mengabaikan siswa yang mengajukan pertanyaan / pendapat atau tidak menanggapi pertanyaan / pendapat siswa.                                     |
| 2               | Tanggap terhadap siswa yang mengajukan pertanyaan / pendapat, sesekali menggali respons atau pertanyaan siswa dan member respons yang sepadan. |
| 3               | Menggali respons atau pertanyaan siswa selama pembelajaran berlangsung dan memberikan balikan kepada siswa.                                    |
| 4               | Guru meminta siswa lain untuk merespon pertanyaan temannya atau menampung respons dan pertanyaan siswa untuk kegiatan selanjutnya.             |

**11. Guru memberikan latihan.**

- Menggunakan latihan yang sesuai dengan siswa.
- Menvariasi latihan.
- Memberikan respons positif kepada siswa yang berpartisipasi.
- Mengidentifikasi dan merespon siswa yang tidak siap mengikuti kegiatan pembelajaran atau siap mengikuti kegiatan pembelajaran.

| Skala Penilaian | Penjelasan               |
|-----------------|--------------------------|
| 1               | Satu deskriptor tampak.  |
| 2               | Dua deskriptor tampak.   |
| 3               | Tiga deskriptor tampak   |
| 4               | Empat deskriptor tampak. |

**12. Guru memberikan instruksi.**

| Skala Penilaian | Penjelasan                                                                 |
|-----------------|----------------------------------------------------------------------------|
| 1               | Guru tidak memberikan instruksi.                                           |
| 2               | Guru memberikan instruksi tetapi tidak jelas.                              |
| 3               | Guru memberikan instruksi dengan jelas tetapi hanya kepada sebagian siswa. |
| 4               | Guru memberikan instuksi dengan jelas kepada seluruh siswa dikelas.        |

### 13. Guru mendiskusikan / membahas latihan

| Skala Penilaian | Penjelasan                                                   |
|-----------------|--------------------------------------------------------------|
| 1               | Guru tidak membahas latihan.                                 |
| 2               | Guru membahas latihan tetapi tidak keseluruhan.              |
| 3               | Guru membahas latihan secara keseluruhan tetapi tidak jelas. |
| 4               | Guru membahas latihan secara keseluruhan dengan jelas.       |

### Kegiatan akhir:

### 14. Guru mengulang pelajaran.

| Skala Penilaian | Penjelasan                                                                  |
|-----------------|-----------------------------------------------------------------------------|
| 1               | Guru merangkum atau meringkas atau meninjau ulang tetapi tidak lengkap.     |
| 2               | Guru merangkum atau meringkas atau meninjau ulang secara lengkap.           |
| 3               | Guru merangkum atau meringkas atau meninjau ulang dengan melibatkan siswa.  |
| 4               | Guru membimbing siswa membuat rangkuman atau ringkasan atau meninjau ulang. |

### 15. Guru memberikan evaluasi.

| Skala Penilaian | Penjelasan                                                               |
|-----------------|--------------------------------------------------------------------------|
| 1               | Guru memberikan evaluasi tetapi tidak sesuai dengan tujuan pembelajaran. |
| 2               | Sebagian kecil soal evaluasi sesuai dengan tujuan pembelajaran.          |

|   |                                                                 |
|---|-----------------------------------------------------------------|
| 3 | Sebagian besar soal evaluasi sesuai dengan tujuan pembelajaran. |
| 4 | Semua soal evaluasi sesuai dengan tujuan pembelajaran.          |

**16. Guru menutup pelajaran.**

| Skala Penilaian | Penjelasan                                                                                   |
|-----------------|----------------------------------------------------------------------------------------------|
| 1               | Guru menutup pelajaran dan meninggalkan kelas.                                               |
| 2               | Guru menutup pelajaran dengan menyimpulkan materi namun tidak jelas dan meninggalkan kelas.  |
| 3               | Guru menutup pelajaran dengan menyimpulkan materi secara jelas namun tidak melibatkan siswa. |
| 4               | Guru menutup pelajaran dengan menyimpulkan materi secara jelas dengan melibatkan siswa.      |

## Appendix 14

### *PRE TEST FOR EXPERIMENTAL CLASS AND CONTROL CLASS*

#### **Part 1 ( no 1-25)**

**INSTRUCTION :** Find the Synonym in the following word !

**Example :**

Glad .....

**a. Happy**

b. Sad

c. Sick

1. Beautiful ....

a. Good

b. Ugly

c. Pretty

2. Strong.....

a. Right

b. Less

c. Power

3. Tall....

a. High

b. Little

c. Big

4. Hear....

a. Listen

b. Mute

c. Here

5. Combination...

a. Condition

b. collaboration

c. Operation

6. Car...

a. Biycle

b. automobile

c. Pedicab

7. Add...

a. Include

b. like

c. dislike

8. Great...

a. Smile

b. good

c. problem

9. Study ...

a. Diary

b. Lesson

c. Daily

10. Correct ....

- a. Mistake    b. Wrong    c. Right

**Instruction :** Find the Antonym in the following words!

**Example :**

Happy.....

- a. **Sad**                      b. Glad                      c. Smile

11. Hot...

- a. Heat                      b. Warm                      c. Cold

12. Cry....

- a. Sad                      b. Smile                      c. Hate

13. Finish...

- a. Late                      b. Begin                      c. Far

14. Far..

- a. Near                      b. Long                      c. Late

15. Myth...

- a. Legend                      b. Fable                      c. Fact

16. Full...

- a. Load                      b. empty                      c. Complete

17. Fat....

- a. Thin                      b. Small                      c. Big

18. Weak..

- a. Strong                      b. Less                      c. Add

19. Forget ....

- a. Recall                      b. idea                      c. Remember

20. Single...

- a. Plural                      b. Individual                      c. Many

**Instruction :** find the meaning in the following words !



**Example :**

Whiteboard ...

- A. Penghapus      **b. Papan Tulis**      c. Meja Belajar

21. Chalk...

- a. Kapur      b. Penghapus      c. Pencil

22. Book...

- a. Buku      b. Rak Buku      c. Buku Gambar

23. Calculator....

- a. Kalender      b. Kalkulator      c. Kanvas

24. Calender....

- a. Kalender      c. Kompas      d. Journal

25. Bookcase...

- a. Kotak Surat      b. Kotak Pensil      c. Kotak P3K

**Part II ( No 26-30)**

**Instruction :** Arrange the words below into good sentence !

**Example :**

Am – I – Student

**Answer :** I am student

26. Are – handsome – You

27. Putra – My name – Is

28. Am – tall – I

29. Sinta and I – dilligent – are

30. My book – this – is

**Part III (no 31-35 )**

**Instruction :** complete the dialog with the appropriate words from list

**HELLO**

**JL. Bahalayung number 03**

**where**

**Number 13**

**Neighbors**

Mukhlisin : Hello, I'm Mukhlisin. What's your name ?

Amin : (31)\_\_\_\_\_ Mukhlisin. I'm Amin Rais. Please call me Amin

Mukhlisin : (32)\_\_\_\_\_ do you live, Amin?

Amin : I live at (33)\_\_\_\_\_

Mukhlisin : Oh, do you?

Amin : yes, I do

Mukhlisin : so, we are (34)\_\_\_\_\_

Amin : are we ?

Mukhlisin : yeah, I live at (35)\_\_\_\_\_

#### **Part IV (36-40 )**

**Instruction** : Translate Indonesian sentences into English

36. Saya adalah seorang siswa dari MTs Ahsanul Huda

37. Saya belajar setiap hari di rumah

38. Saya suka membaca buku dan memancing

39. Hari ini saya sangat bahagia

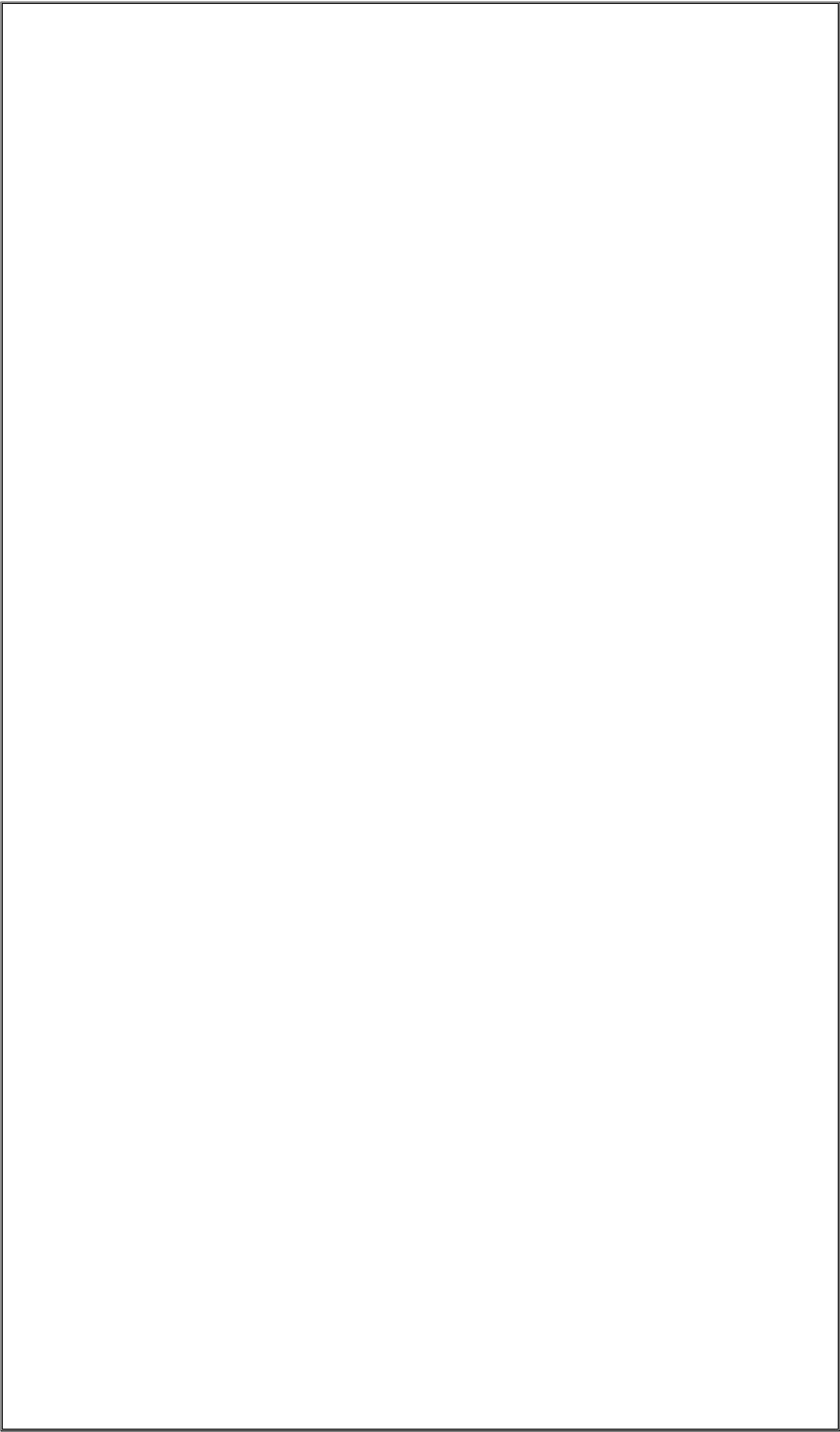
40. Mereka pergi ke danau Biru minggu lalu

**“ GOOD LUCK “**

**DO THE BEST**

Answer key

- |      |       |       |      |      |
|------|-------|-------|------|------|
| 1. C | 6. B  | 11. C | 16.B | 21.A |
| 2. C | 7. A  | 12. B | 17.A | 22.A |
| 3. A | 8. B  | 13.B  | 18.A | 23.B |
| 4. A | 9. B  | 14.A  | 19.C | 24.A |
| 5. B | 10. C | 15.C  | 20.C | 25.B |
26. You are handsome  
27. My name is Putra  
28. I am tall  
29. Sinta and I are diligent  
30. This is my book  
31. Hello  
32. Where  
33. Jl.Bahalayung number 03  
34. Neighbor  
35. Number 13  
36. I am students at MTs Ahsanul Huda  
37. I am study everyday at home  
38. I like reading book and fishing  
39. Today I am very happy  
40. They was gone Danau Seran last week



## Appendix 15

### POST TEST FOR EXPERIMENTAL CLASS AND CONTROL CLASS

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



1. Miss Angel a..... she receives the payment from customer.

a. Teller                      b. Chasier                      c. Banker                      d. Waitress



2. my family buy humberger in the.....

a. Bank                      b. Hotel                      c. Post office                      d. Restaurant

3. A : “ Do you need something?”

B : “ Yes, I need a pair of.....”



a. Sock                      b. Tie                      c. Slippers                      d. Shoes



4. it used to make tea and coffee sweeter. What is it?

a. Sugar                      b. Milk                      c. Salt                      d. Detergent



5. Mr. Wawan is a..... He catches the thieves.

a. Postman                      b. Policeman                      c. Doctor                      d. Teacher



6. She have long golden hair, she was locked in a tower stood in the forest. The name is....  
 a. Snow white    b. Cinderella    c. Rapunzel    d. Timun Mas



7. the library was visited by the students because there are many...  
 a. Fruits    b. Snacks    c. Toys    d. Books



8. my mother didn't go to supermarket because....  
 a. Rain    b. Summer    c. Sick    d. Cooking



9. Ani and Rita holiday in the.....  
 a. Mall    b. Bali    c. Hospital    d. School



10. a..... has a long nose and hige.  
 a. Elephant    b. Rabbit    c. Cow    d. Crocodile



11. my mother give me new.... This afternoon  
 a. Comic Book    b. Novel    c. Magazine    d. Brosure



12. this is.....under my pillow this morning.  
 a. Paper      b. Book      c. money      d. prize



13. I sent a..... to my brother last week.  
 a. Flowers      b. Letter      c. Money      d. Prize



14. my sister work in the....  
 a. Hospital      b. School      c. Library      d. Office



15. I wear a..... to swim in the swimming pool  
 a. Jacket      b. Shoes      c. Cap      d. Swimwear



16. this flag from....  
 a. America      b. Indonesia      c. Singapura      d. Thailand



17. I am always use..... to drive motorcycle  
 a. Helm      b. Cap      c. Tie      d. Belt



18. these animals smooth fur and like hunting a mouse.  
 a. Rabbit                      b. Cat                      c. Tiger                      d. Snack



19. we are going to holiday In the....  
 a. Forest                      b. mountain                      c. Beach                      d. Sea



20. everyone like it, because healthy and sweet  
 a. Tea                      b. Coffee                      c. Juice                      d. Milk

**B. Match the sentence with the right answer in the box!**

21. I was a gallant and brave, I always keep the traffic order, I am a....  
 22. My father wear a .... Because it is raining.  
 23. It is used to wash my hair. What is it ?  
 24. I always take him to school, where I store school equipment, I am a....  
 25. The woman who works in the restaurant is a....  
 26. It is the animals like eat carrot cute and sweet. What is it....  
 27. My father reads.... Every morning  
 28. Anton and Rudi bought the..... In the restaurant  
 29. It is the flying animal. Its have wings are made of leathery skin.  
 30. This tool to used for cooking. What is it....



A



B



C





**C. Fill in the blank this paragraph using words from the box below!**

I have a cat

Spot is (1)..... house cat. He is (2)... cat. He has orange fur with white and black (3).... I like to (4)..... him because his (5).... Feels soft. Every morning I get spot milk.

Spot doesn't like (6).... So I give him cat food. Spot is an active animal. He like to (7)... around the house. He likes to (8).....everyone in my house. When he feels (9)....or sleepy, spot usually sleeps on the sofa in the (10)..... or sometime under the table.

- |                |           |
|----------------|-----------|
| a. Tired       | g. Spots  |
| b. Fur         | h. Cuddle |
| c. Regular     | i. Run    |
| d. Chase       | j. Rice   |
| e. Adorable    |           |
| f. Living room |           |

### **ANSWER KEY**

|       |       |       |       |
|-------|-------|-------|-------|
| 1. B  | 11. A | 21. C | 31. H |
| 2. D  | 12. C | 22.D  | 32. E |
| 3. C  | 13. B | 23.F  | 33.A  |
| 4. A  | 14. A | 24. A | 34. B |
| 5. B  | 15. D | 25.D  | 35.J  |
| 6. C  | 16.B  | 26.J  | 36.C  |
| 7. D  | 17.A  | 27.B  | 37.D  |
| 8. A  | 18.I  | 28.I  | 38.G  |
| 9. B  | 19. C | 29.G  | 39. I |
| 10. A | 20. D | 30.E  | 40.F  |

## **Appendix 16**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan : MTsS Ahsanul Huda Bahalayung**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VII**

**Alokasi Waktu : 1 x 45 Menit (1 X Pertemuan)**

#### **Standar Kompetensi :**

##### **Membaca**

7. Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks kelas

#### **Kompetensi Dasar :**

7.1 Memahami kalimat dan pesan tertulis sangat sederhana

#### **Indicator :**

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

#### **A. Tujuan Pembelajaran**

- Siswa dapat mengidentifikasi kalimat sangat sederhana
- Siswa mampu mengidentifikasi sebuah nama benda sesuai gambar
- Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata – kata yang telah dilakukan

#### **B. Karakter Peserta Didik Yang Diharapkan**

- Religius
- Rasa ingin tahu
- Komunikatif
- Kerja keras
- Tanggung jawab

### **C. Model/metode pembelajaran**

- Total physical response (untuk pengenalan kosakata baru)
- Practice and production ( untuk pembelajaran ungkapan transaksional dan interpersonal)

### **D. Langkah-langkah Kegiatan Pembelajaran**

Kegiatan awal;

- Guru mengucapkan salam serta mengabsensi siswa
- Guru mengingatkan kembali kepada siswa mengenai pembelajaran sebelumnya
- Guru mengajak siswa mengingat kembali kosakata yang pernah di pelajari

Kegiatan Inti;

#### ❖ Eksplorasi

- Guru melibatkan siswa dalam mengidentifikasi kosakata dalam kalimat
- Guru bersama siswa mengidentifikasi kosakata melalui media kata dinding (word wall)
- Guru melakukan Tanya jawab terkait dengan kosakata memakai media word wall

#### ❖ Elaborasi

- Guru memberikan tugas atau diskusi kepada siswa
- Membiasakan kesempatan siswa membaca dan menulis melalui tugas yang telah ditentukan

- Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah

❖ **Konfirmasi**

- Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata menggunakan media word wall
- Guru menjelaskan dan menyimpulkan terkait tentang pengajaran kosakata dengan menggunakan media word wall

**Kegiatan Penutup**

- guru bersama siswa membuat rangkuman pelajaran
- melakukan penilaian dari tugas yang telah dikerjakan.
- Guru menutup pembelajaran.

**E. Sumber Belajar**

- Buku LKS bahasa Inggris SMP/MTS KELAS VII
- Media Word Wall

**F. Penilaian**

- Teknik : tes tertulis
- Prosedur : selama proses pembelajaran
- Bentuk : Penugasan
- Instrument : terlampir

Bahalayung, 23 Agustus 2017  
Mengetahui,  
Guru Mapel

Neneng Auliya Ramadhani,S.Pd

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**Satuan Pendidikan : MTsS Ahsanul Huda Bahalayung**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VII**

**Alokasi Waktu : 1 x 45 Menit (1 X Pertemuan)**

**Standar Kompetensi :**

**Membaca**

7. Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks kelas

**Kompetensi Dasar :**

7.1 Memahami kalimat dan pesan tertulis sangat sederhana

**Indicator :**

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

**G. Tujuan Pembelajaran**

- Siswa dapat mengidentifikasi kalimat sangat sederhana
- Siswa mampu mengidentifikasi sebuah nama pekerjaan sesuai gambar
- Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata – kata yang telah dilakukan

**H. Karakter Peserta Didik Yang Diharapkan**

- Religius
- Rasa ingin tahu
- Komunikatif

- Kerja keras
- Tanggung jawab

### **I. Model/metode pembelajaran**

- Total physical response (untuk pengenalan kosakata baru)
- Practice and production ( untuk pembelajaran ungkapan transaksional dan interpersonal)

### **J. Langkah-langkah Kegiatan Pembelajaran**

Kegiatan awal;

- Guru mengucapkan salam serta mengabsensi siswa
- Guru mengingatkan kembali kepada siswa mengenai pembelajaran sebelumnya
- Guru mengajak siswa mengingat kembali kosakata yang pernah di pelajari

Kegiatan Inti;

#### ❖ Eksplorasi

- Guru melibatkan siswa dalam mengidentifikasi kosakata dalam kalimat
- Guru bersama siswa mengidentifikasi kosakata melalui media kata dinding (word wall)
- Guru melakukan Tanya jawab terkait dengan kosakata memakai media word wall

#### ❖ Elaborasi

- Guru memberikan tugas atau diskusi kepada siswa
- Membiasakan kesempatan siswa membaca dan menulis melalui tugas yang telah ditentukan
- Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah

❖ Konfirmasi

- Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata menggunakan media word wall
- Guru menjelaskan dan menyimpulkan terkait tentang pengajaran kosakata dengan menggunakan media word wall

Kegiatan Penutup

- guru bersama siswa membuat rangkuman pelajaran
- melakukan penilaian dari tugas yang telah dikerjakan.
- Guru menutup pembelajaran.

**K. Sumber Belajar**

- Buku LKS bahasa Inggris SMP/MTS KELAS VII
- Media Word Wall

**L. Penilaian**

- Teknik : tes tertulis
- Prosedur : selama proses pembelajaran
- Bentuk : Penugasan
- Instrument : terlampir

Bahalayung, 24 Agustus 2017  
Mengetahui,  
Guru Mapel

Neneng Auliya Ramadhani,S.Pd



**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Satuan Pendidikan : MTsS Ahsanul Huda Bahalayung**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VII**

**Alokasi Waktu : 1 x 45 Menit (1 X Pertemuan)**

**Standar Kompetensi :**

**Menulis**

7. Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks kelas

**Kompetensi Dasar :**

7.1 Dapat menulis pesan singkat dan sangat sederhana

**Indicator :**

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

**M. Tujuan Pembelajaran**

- Siswa dapat membuat kalimat sangat sederhana
- Siswa mampu membuat kalimat berdasarkan pekerjaan pada sebuah gambar
- Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata – kata yang telah dilakukan

**N. Karakter Peserta Didik Yang Diharapkan**

- Religius
- Rasa ingin tahu
- Komunikatif
- Kerja keras
- Tanggung jawab

#### **O. Model/metode pembelajaran**

- Total physical response (untuk pengenalan kosakata baru)
- Practice and production ( untuk pembelajaran ungkapan transaksional dan interpersonal)

#### **P. Langkah-langkah Kegiatan Pembelajaran**

Kegiatan awal;

- Guru mengucapkan salam serta mengabsensi siswa
- Guru mengingatkan kembali kepada siswa mengenai pembelajaran sebelumnya
- Guru mengajak siswa mengingat kembali kosakata yang pernah di pelajari

Kegiatan Inti;

##### ❖ Eksplorasi

- Guru melibatkan siswa dalam mengidentifikasi kosakata dalam kalimat
- Guru bersama siswa mengidentifikasi kosakata melalui media kata dinding (word wall)
- Guru melakukan Tanya jawab terkait dengan kosakata memakai media word wall

##### ❖ Elaborasi

- Guru memberikan tugas atau diskusi kepada siswa

- Membiasakan kesempatan siswa membaca dan menulis melalui tugas yang telah ditentukan
- Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah

❖ **Konfirmasi**

- Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata menggunakan media word wall
- Guru menjelaskan dan menyimpulkan terkait tentang pengajaran kosakata dengan menggunakan media word wall

**Kegiatan Penutup**

- guru bersama siswa membuat rangkuman pelajaran
- melakukan penilaian dari tugas yang telah dikerjakan.
- Guru menutup pembelajaran

**Q. Sumber Belajar**

- Buku LKS bahasa Inggris SMP/MTS KELAS VII
- Media Word Wall

**R. Penilaian**

- Teknik : tes tertulis
- Prosedur : selama proses pembelajaran
- Bentuk : Penugasan
- Instrument : terlampir

Bahalayung, 30 Agustus 2017

Mengetahui,  
Guru Mapel

Neneng Auliya Ramadhani,S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Satuan Pendidikan : MTsS Ahsanul Huda Bahalayung**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VII**

**Alokasi Waktu : 1 x 45 Menit (1 X Pertemuan)**

**Standar Kompetensi :**

**Membaca**

7. Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks kelas

**Kompetensi Dasar :**

7.1 Memahami kalimat dan pesan tertulis sangat sederhana

**Indicator :**

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

**S. Tujuan Pembelajaran**

- Siswa dapat mengidentifikasi kalimat sangat sederhana
- Siswa mampu mengidentifikasi sebuah nama benda sesuai gambar
- Siswa mampu mendiskripsikan sebuah gambar dengan menggunakan kata – kata yang telah dilakukan

#### **T. Karakter Peserta Didik Yang Diharapkan**

- Religius
- Rasa ingin tahu
- Komunikatif
- Kerja keras
- Tanggung jawab

#### **U. Model/metode pembelajaran**

- Total physical response (untuk pengenalan kosakata baru)
- Practice and production ( untuk pembelajaran ungkapan transaksional dan interpersonal)

#### **V. Langkah-langkah Kegiatan Pembelajaran**

Kegiatan awal;

- Guru mengucapkan salam serta mengabsensi siswa
- Guru mengingatkan kembali kepada siswa mengenai pembelajaran sebelumnya
- Guru mengajak siswa mengingat kembali kosakata yang pernah di pelajari

Kegiatan Inti;

##### ❖ Eksplorasi

- Guru melibatkan siswa dalam mengidentifikasi kosakata dalam kalimat
- Guru bersama siswa mengidentifikasi kosakata melalui media kata dinding (word wall)
- Guru melakukan Tanya jawab terkait dengan kosakata memakai media word wall

##### ❖ Elaborasi

- Guru memberikan tugas atau diskusi kepada siswa

- Membiasakan kesempatan siswa membaca dan menulis melalui tugas yang telah ditentukan
- Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah

❖ **Konfirmasi**

- Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata menggunakan media word wall
- Guru menjelaskan dan menyimpulkan terkait tentang pengajaran kosakata dengan menggunakan media word wall

**Kegiatan Penutup**

- guru bersama siswa membuat rangkuman pelajaran
- melakukan penilaian dari tugas yang telah dikerjakan.
- Guru menutup pembelajaran.

**W. Sumber Belajar**

- Buku LKS bahasa Inggris SMP/MTS KELAS VII
- Media Word Wall

**X. Penilaian**

- Teknik : tes tertulis
- Prosedur : selama proses pembelajaran
- Bentuk : Penugasan
- Instrument : terlampir

Bahalayung, 31 Agustus 2017

Mengetahui,  
Guru Mapel

Neneng Auliya Ramadhani,S.Pd

## Appendix 17

### PROFIL SEKOLAH

#### 1. SEKOLAH

- a. Nama Sekolah : MTs Ahsanul Huda
- b. Status Sekolah : Swasta
- c. Penyelenggaraan Sekolah : Pagi dari jam 08.00-14.15
- d. NIS/NSS/NPSN : 055/121263040025/69725812
- e. Akreditasi : B Tahun 2014
- f. Alamat Sekolah : Jl. desa Bahalayung Rt01,  
Kec.Bakumpai, Kab. Batola
- g. Status Sekolah : Hak Milik Sendiri (Yayasan)
- h. Data fisik
  - Luas Tanah : 1.200 M
  - Luas Halaman : 200 M

#### 2. PROGRAM SEKOLAH

- a. Menambah guru bantu/honorer untuk pembelajaran serta mengelola bidang perpustakaan dan keagamaan
- b. Kegiatan les yakni mata pelajaran Bahasa Indonesia, Matematika, IPA, Bahasa Inggris serta Tahfiz Qur'an
- c. Sarana sekolah yakni buku pelajaran umum serta pelajaran agama islam
- d. Prasarana sekolah yang dimiliki yakni 10 ruang belajar, 1 ruang UKS, 1 Perpustakaan, 1 mushalla, 1 ruang kepala sekolah, 1 ruang TU dan 1 ruang dewan guru.

#### 3. IDENTITAS SEKOLAH

- a. Nama Kepala Sekolah : Rahmat Saleh, S.Pd.I
- b. SK Pengangkatan sebagai plt.kepala sekolah
  - a) Pejabat yang mengangkat : Kepala Yayasan Ainul Huda Bahalayung
  - b) No SK :
- c. Pendidikan terakhir : S1 PAI
- d. Alamat Rumah : Jl. Jend.Sudirman komplek perumahan Korpri galam 6 No 3
- e. Telepon/HP : 085754790616

#### 4. Pendidikan dan Jumlah Pegawai Guru

| Pendidikan | Kepsek | Guru | TU | JUMLAH |
|------------|--------|------|----|--------|
|------------|--------|------|----|--------|

| terakhir |     |     |     |     |     |     |    |
|----------|-----|-----|-----|-----|-----|-----|----|
|          | PNS | PTT | PNS | PTT | PNS | PTT |    |
| S1       | -   | 1   | 7   | 16  | -   | 2   | 26 |
| DIII     | -   | -   | -   | -   | -   | -   | -  |
| SMA      | -   | -   | -   | -   | -   | 3   | 3  |
| JUM.     | -   | 1   | 7   | 16  | -   | 5   | 29 |

## 5. Keadaan Siswa

| Kelas  | 2014/ 2015 |    | 2016/ 2017 |    | 2017/ 2018 |    |
|--------|------------|----|------------|----|------------|----|
|        | L          | P  | L          | P  | L          | P  |
| VII    | 30         | 25 | 36         | 25 | 36         | 20 |
| VII    | 25         | 10 | 18         | 12 | 10         | 18 |
| IX     | 13         | 12 | 21         | 22 | 13         | 12 |
| Jumlah | 68         | 47 | 55         | 59 | 59         | 50 |

## 6. Proses Belajar Mengajar

- a. Kurikulum yang digunakan : KTSP (Kelas VII,VIII)  
: K13 (Kelas IX)
- b. Jumlah jam pelajaran : 1JP@ 40 Menit
- c. Structural Kurikulum (KTSP)
 

- B.Indonesia
  - B.Inggris
  - Matematika
  - TIK
  - IPA
  - PKN
  - PJOK
  - SB
  - Sejarah
  - Keterampilan dan Prakarya

Struktural kurikulum K13
 
  - Qur'an Hadist
  - Fiqih
  - Mulok
  - PD
  - SKI



## **CURRICULUM VITAE**

Name : Anisa  
Place and Date of Birth : Badandan, August 18<sup>th</sup> 1993  
Gender : Female  
Religion : Islam  
Nationality : Indonesia  
Marital Status : Merried  
Address : Desa Badandan RT V,RW 003, No.199 Kec.Carbon,  
Kab.Batola  
Education  
2000-2005 SDN Badandan 2  
2006-2008 MTsN 1 Marabahan  
2009-2011 MAN 1 Marabahan  
2012-2017 English Department of Tarbiyah and  
Teachers Training  
Parents : Father's name : Misyani  
Mother's name : Arbaiyah  
Siblings : Asmanita, Zainal Abidin and Zainal Arifin  
Husband name : Risfansyah

Banjarmasin, July 2018