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Appendix I

Vocabulary Mastery Test

Choose the correct answer by crossing the letter A, B, C, D

1. Beauty went to see the Beast and had to say at the Castle. (noun)
We can replace the underlined word with...
 - a. Palace
 - b. Garden
 - c. farm
 - d. yard
2. He forgot his promise. (noun)
We can replace the underlined word with...
 - a. Appoinment
 - b. Agreement
 - c. goverment
 - d. development
3. The King Prabu Ruled A Kingdom In West Java. (noun)
The antonym of the underlined word is...
 - a. South
 - b. North
 - c. Southeast
 - D. East
4. The Princess got the gold necklace from her parents. (noun)
The opposite meaning of princess is....

- a. King
b. Nephew
- c. prince
d. hero
5. Beauty's father told her **daughter**. (noun)
a. Niece
b. Nephew
- c. prince
d. son
6. Beauty went to **see** the beast and had to stay at the castle. (verb)
We can replace the underlined word with.....
a. Propose
b. Buy
- c. invite
d. meet
7. After some time, the bird **returned** to him. (verb)
The underlined word can be replaced by.....
a. gave back
b. came back
- c. put back
d. call back
8. The bird **give** him a watermelon seed. (verb)
The antonym of the underlined word is....
a. Throw away
b. Put in
- c. carry on
d. ask for
9. The King Prabu **Ruled** A Kingdom In West Java. (verb)
The underlined word could be replaced by.....
a. Bought
b. Believed
- c. led
d. hoped
10. God **accepted** his prayer. (verb)
The opposite meaning of "accepted" is.....
a. Asked
b. Refused
- c. apologized
d. forgave

17. Beauty and the beast got married and lived **happily** ever after.(adverb)

The underlined word has similar meaning to....

- a. Joyfully
- b. Honestly
- c. slowly
- d. kindly

18. Beauty and the Beast got married and lived happily **ever after** (adverb)

The underlined word has similar meaning to....

- a. Always
- b. Extremely
- c. never
- d. forever

19. Beauty went back **quickly**. (adverb)

The underlined word has similar meaning to....

- a. Kindly
- b. Honestly
- c. rapidly
- d. carefully

20. **Unfortunately**, when she saw it, she didn't like it. (adverb)

The antonym of the underlined word is....

- a. Fortunately
- b. Rapidly
- c. wisely
- d. perfectly

TEXT 1

For Number 1-5

THE STINGY AND THE GENEROUS

Long time ago, there lived two brothers in south sumatra. They had completely different characters. The big brother was very stingy and greedy. However, the little brother was generous and kind to poor people.

One day the generous brother was sitting in his garden when suddenly a little wounded bird fell on his lap. He took care of it until the bird was healthy. After some time the bird returned to him and gave him a watermelon seed.

The generous brother planted the seed. Then, it grew into a good watermelon plant. But, the plant was very strange. It had only one big fruit. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was the watermelon was full of gold. The generous brother sold the gold the food and became very rich

Sources: (English On Sky 3 For Junior High School Students Year IX)

Litsen carefully to the story, then choose the best answer!

1. Where did the story happen? (**Where, Orientation**)
 - a. In South Sumatra
Kalimantan
 - b. In North Sumatra
Kalimantan
 - c. In South
 - d. In North

2. Who is the main characters of the story? (**Who, Orientation**)
 - a. The poor people
brother
 - b. The bird
brother
 - c. The little
 - d. The big

3. When did the little brother become rich? (**Who, Orientation**)
 - a. After selling the watermelon
selling the healthy bird
 - b. After helping the poor
selling the gold
 - c. After
 - d. After

4. What did the little brother find in the watermelon? (**What, Complication**)
- a. Rice
 - b. Gold
 - c. Sword
 - d. Bird
5. What is the end of the story? (**What, Resolution**)
- a. The little brother became rich
 - b. The little brother became poor
 - c. the little brother died
 - d. the little brother became healthy

TEKS 2

For Number 6-10

BEAUTY AND THE BEAST

The beautiful beauty lived with her father in California. One day, her father went to a city. On his way, he saw an old castle and went in. He picked a rose from the garden. Suddenly, a beast appeared and told the father to bring beauty.

Beauty went to see the beast and had to stay at the castle. She felt scared and sad. She tried to run away but was stopped by the beast. One day, through the magic mirror, beauty saw that her father was sick. And she came back to her home.

One night, beauty had a dream. A fairy told her that the beast was sick. Beauty went back quickly and saw the beast dying, she cried and her tears fell into the beast. Suddenly, the beast changed into a handsome prince. Beauty and the beast got married and lived happily ever after.

Sources: (English Headlight For Junior High School, Grade IX)

Listen carefully to the story, then choose the best answer!

6. Where did the story happen? (**Where, Orientation**)
- a. In Rome
 - b. In California
 - c. in London
 - d. in Paris

7. Who are the important characters of the story?(**Who, Orientation**)
- a. Beauty and the beast and beauty
 - b. Beauty and the fairly the fairy
 - c. the beast
 - d. beast and the fairy
8. What did the beauty do when she saw the beast dying? (**Who, Orientation**)
- a. Beauty's tear fell into the beast sleeping
 - b. Beauty was singing was dancing
 - c. beauty was sleeping
 - d. beauty was dancing
9. What did beauty feel in the beast's castle? (**What, Complication**)
- a. scared
 - b. happy
 - c. healthy
 - d. joyfull
10. what is the end of the story?(**What, Resolution**)
- a. Beauty and the beast got married killed the beast
 - b. Beauty and the beast died killed beauty
 - c. beauty killed the beast
 - d. the beast killed beauty

TEKS 3
For Number 11-15

THE LEGENDA OF TELAGA WARNA

Once upon a time, there was a king ruled a kingdom in west java. His name was king prabu. He and his wife were so kind to their people. The problem came because the king didn't have child.

One sunny morning day, prabu prayed to god, and he was very happy because god accepted his prayer. Soon, they had a beautiful could but she had the bad behavior.

For her seventeenth birthday party, the princess got the gold necklace from her parents. Unfortunely, when she saw it, she didn't like it and threw it away into the floor. Everbody was shocked because from the ground emerged a lot of water. All of the kingdom suddenly became a big lake.

People call it telaga warna and believed that the colors from the princess necklace.

Sources:(English On Sky 3 For The Junior High School Students Years IX)

Listen carefully to the story, then choose the best answer!

11. Where was the kingdom laocated? (**Who, Orientation**)
- | | |
|-------------|---------------|
| a. Sumatera | c. sulawesi |
| b. Java | d. kalimantan |
12. Who ruled the kingdom? (**Who, Orientation**)
- | | |
|-----------------------------|---------|
| a. King prabu
syailendra | c. king |
| b. King laksamana
rendra | d. king |

13. When did king prabu pray to god? (**Who, Orientation**)
- a. In one sunny after dawn
 - b. In one sunny morning day
 - c. at one night
 - d. at one dawn
14. What did the princess do to the neckless? (**What, Complication**)
- a. She threw it
 - b. She kept it
 - c. she liked it
 - d. she wore it
15. What did the neckless become? (**What, Resolution**)
- a. It became a river
 - b. It became a river
 - c. it became a sea
 - d. it became an ocean

TEKS 4
For Number 16-20

THE STORY OF LAKE TOBA

Long time ago, there was a fisherman who lived in batak land. When he was fishing, he caught a fish. He was surprised to find that fish because the fish could talk and it begged to set free.

After getting free, the fish changed into a beautiful woman and the man fell in love with her. The man asked her to marry him. However, she aksed his promised not to tell anyone that she once a fish. They were very happily married, and got two daughters.

One day when he got very furious with his daughter, he forgot

his promise. He told his daughter that they were the daughter of a fish. His wife could not forgive him, she cried a lot and then the beautiful woman became lake toba.

Sources: (English on Sky 3 For Junior High School Students Year IX)

Listen carefully to the story and answer the questions!

16. Where did the story happen? (**Who, Orientation**)
- a. In sumatra land
 - b. In west java sumatra
 - c. in batak
 - d. in south
17. When did the man get the fish? (**Who, Orientation**)
- a. When fishing showering
 - b. When sunbathing swimming
 - c. when
 - d. when
18. Who is the main character of the story? (**Who, Orientation**)
- a. The fisherman woman
 - b. The daughter villagers
 - c. the beauty
 - d. the
19. What did the man do to the beautiful woman? (**What, Complication**)
- a. Asked her to marry him to love him
 - b. Asked her to kill him to hate him
 - c. asked her
 - d. asked her

20. What the end of the story? (**What, Resolution**)

- a. Sad ending ending
- b. Happy ending happy ending
- c. unclear
- d. sad and happy ending

APPENDIX 2

The Result of Pre-Test Vocabulary Mastery Test and Listening Ability

No	Initial Name	Criteria Score Vocabulary and Listening		Score
		Vocabulary	Listening	
1	ANF	10	7	17
2	ARS	10	7	17
3	AS	7	6	13
4	AT	6	6	12
5	DF	7	7	14
6	DSF	6	7	13
7	FNA	7	6	13
8	FNLH	7	6	13
9	HDR	7	8	15
10	HL	6	7	13
11	IM	7	6	13
12	IYE	6	7	13
13	ILF	7	6	13
14	KAS	7	8	15

15	KUS	7	6	13
16	MS	10	7	17
17	NH	6	7	13
18	NZ	6	7	13
19	PBN	6	7	13
20	BN	7	8	15
21	SCA	7	6	13
22	SL	7	6	13
23	SF	7	6	13
24	QY	7	7	14
25	QS	7	8	15
26	HI	6	7	13
27	SH	6	7	13
28	LA	7	7	14
29	AA	6	7	13
30	LO	7	6	13
Total				412

The scores of the student
The average of the students' result = _____ x 100 %
The number of the students

$$\frac{412}{30} \times 100$$

$$13.7$$

**The Result of Post-Test Vocabulary Mastery Test
and Listening Ability**

No	Initial Name	Criteria Score Vocabulary and Listening		Score
		Vocabulary	Listening	
1	ANF	10	10	20
2	ARS	10	8	18
3	AS	7	8	15
4	AT	8	7	15
5	DF	7	8	15
6	DSF	8	8	16
7	FNA	8	7	15
8	FNLH	7	8	15
9	HDR	8	7	15
10	HL	8	8	16
11	IM	7	9	16
12	IYE	9	8	17
13	ILF	8	8	16
14	KAS	8	9	17
15	KUS	7	8	15
16	MS	10	8	18
17	NH	8	7	15
18	NZ	9	8	17
19	PBN	8	8	16
20	BN	9	7	16
21	SCA	8	7	15
22	SL	7	8	15
23	SF	8	8	16
24	QY	7	8	15
25	QS	8	9	17

26	HI	8	8	16
27	SH	8	7	15
28	LA	7	9	16
29	AA	8	7	15
30	LO	7	8	15
	Total			478

The scores of the student

The average of the students' result = _____ x 100 %

The number of the students

412 x 100

30

15.9

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1 EXPERIMENTAL CLASS)

Satuan Pendidikan : MTS Al Rahmah Boarding School
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Vocabulary Mastery and Listening Ability
Kelas /Semester : IX A
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Membedakan fungsi sosial dan unsur kebahasaan noun, verb, adverb dan adjective	3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan. Mendeskripsikan, mengenalkan , meuji, Mengidentifikasi , mengkritik 3.6.2 Membedakan unsur kebahasaan beberapa teks

<p>menggunakan pertanyaan sederhana dan mudah membedakan antonim dan sinonim dalam menenukan perbedaan kata.</p>	<p>lisan dan tulis dengan materi pembelajaran yang diberi dan meminta informasi terkait dengan noun, adverb, adjective dan verb</p> <p>3.6.3 Memahami fungsi social makna secara kontekstual terkait materi perbedaan fungsi noun, verb, adverb dan adjective</p> <p>3.6.4 Mempelajari teks lisan dan tulisan dengan memperhatikan pembelajaran fungsi sosial terkait noun, verb, adjective dan adverb</p>
<p>3.7 Menentukan informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks menggunakan kemampuan mendengarkan.</p>	<p>3.7.1 Memahami fungsi social makna secara kontekstual menggunakan kemampuan mendengarkan terkait teks lisan dan tulisan terkait benda, orang, dan binatang</p>

C. Tujuan Pembelajaran

1. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami ciri kebahasaan yang ada dalam teks yang mengandung noun, adverb, verb dan adjective
- Melengkapi teks rumpang berbentuk paragraph dengan topik mengenai suatu tempat dengan berdiskusi secara berpasangan menggunakan kemampuan mendengarkan

Fokus nilai-nilai sikap

- ✦ Peduli

- ✦ Jujur berkarya
- ✦ Tanggung jawab
- ✦ Toleran
- ✦ Kerjasama
- ✦ Proaktif
- ✦ kreatif

D. Materi Pembelajaran

- **Vocabulary Mastery dan Listening Ability**

- a. **Definition of Vocabulary and Listening**

Vocabulary lesson usually words for persons and things in the classroom, the word such as boy, girl, book, pencil, window and door. Vocabulary is one element of the language that should be learn and taught.

Listening is someone's ability to identify and understand what others are saying

- b. **Purpose of Vocabulary Mastery and Listening Ability**

Purpose Vocabulary : To teach before teaching other aspect of language

Purpose Listening : To identify and understand what others are saying

E. Metode Pembelajaran

- ▲ Pendekatan : Scientific Learning
- ▲ Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)
- ▲ Metode : Ceramah, dan Tanya Jawab

F. Media/alat, Bahan, dan Sumber Belajar

1. **Media/alat, Bahan Pembelajaran**

- a. Media LCD projector,
- b. Laptop,
- c. Bahan Tayang

2. **Sumber Belajar:**

- a. Buku teks Bahasa Inggris Scaffolding kelas IX
- b. Kementerian Pendidikan dan Kebudayaan. 2016. Buku siswa Mata Pelajaran Bahasa Inggris *kelas. IX* Jakarta: Kementerian Pendidikan dan Kebudayaan

- c. Buku teks pelajaran yang relevan

G. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 menit)	Waktu
<p>Kegiatan Pendahuluan</p> <p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka memulai pembelajaran (PPK: Religius) ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya <ul style="list-style-type: none"> ★ <i>Fungsi sosial hubungan interpersonal teks yang berhubungan dengan noun, adverb, verb dan adjective</i> ★ <i>Kesesuaian format penulisan/ penyampaian</i> ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. ❖ Apabila materi/<i>tema/projek</i> ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> ★ <i>Fungsi sosial dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait keberadaan orang, benda dan binatang dilingkungan sekitar</i> ★ <i>Kesesuaian format penulisan/ penyampaian</i> ★ <i>Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait noun, verb, adverb dan adjective</i> 	<p>15 menit</p>

1. Pertemuan Ke-1 (2 x 40 menit)		Waktu
<ul style="list-style-type: none"> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 		
Kegiatan Inti		
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Orientasi peserta didik kepada masalah	<p>Mengamati</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> ✦ <i>Guru memberian sebuah gambar agar peserta didik mengamati</i> ✦ <i>Guru memberi contoh teks deskriptif kepada siswa untuk dipelajari</i> ✦ <i>Guru menjelaskan tentang noun, adverb, adjective dan verb</i> ✦ <i>Siswa mendengarkan dan memperhatikan dari guru tentang pengertian, pola paragraph dan struktur kebahasaan paragraph secara lisan</i> ✦ <i>Guru member kesempatan siswa</i> 	110 menit

1. Pertemuan Ke-1 (2 x 40 menit)		Waktu
	<p><i>untuk memahami dan bertanya</i></p> <ul style="list-style-type: none"> ✦ <i>Setelah para siswa memahami, guru bersama siswa menganalisa pola paragraph dan struktur kebahasaan</i> ✦ <i>Siswa diminta untuk mengisi soal pilihan ganda sinonim dan antonym mengenai noun, verb, adverb dan adjective</i> ✦ <i>Siswa mendengarkan soal listening dan mengisi jawaban sesuai teks lisan</i> 	
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		
<p>Kegiatan Penutup Peserta didik :</p> <ul style="list-style-type: none"> • Membuat rangkuman/simpulan pelajaran. tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. <p>Guru :</p> <ul style="list-style-type: none"> • Memberi kesempatan kepada siswa untuk bertanya • Mengulas secara singkat apa yang telah dipelajari hari ini • Feedback untuk mengetahui daya serap siswa 		15 menit

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian
 - a. Sikap

- 1) Observasi (Jurnal)
 - 2) Penilaian Diri
 - 3) Penilaian Antar Teman
- b. **Pengetahuan**
- 1) Tes Tertulis
 - a) Pilihan ganda
 - b) Uraian/esai
 - 2) Tes Lisan
- c. **Keterampilan**
- 1) Proyek, pengamatan, wawancara'
 - ★ *Mempelajari buku teks dan sumber lain tentang materi pokok*
 - ★ *Menyimak tayangan/demo tentang materi pokok*
 - ★ *Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi*
 - 2) Portofolio / unjuk kerja
 - ★ *Laporan tertulis individu/ kelompok*
 - 3) Produk,

2. Instrumen Penilaian

- a. Pertemuan Pertama (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut.
 - ★ *Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan*

fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
 - ★ *Penggunaan ungkapan rewarding someone's work*

2018

Serang, 23 Januari

Guru Bahasa Inggris

Peneliti

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Lampiran 1

Lembar Penilaian Sikap

Observasi pada Kegiatan Diskusi

Mata Pelajaran : Bahasa Inggris

Kelas : 9A
 Semester : Satu
 opik/Sub topik : Vocabulary Mastery and Listening Ability
 Indikator : Peserta didik menunjukkan perilaku kerja sama, rasa ingin tahu, santun, serta tanggungjawab sebagai wujud kemampuan memecahkan masalah dan membuat keputusan.

No	Nama Siswa	Kerja sama	Rasa Ingin Tahu	Santun	Tanggung jawab	Keterangan
1	ANF	Tidak	Tidak	Ya	Tidak	Kurang
2	ARS	Ya	Ya	Ya	Ya	Sangat baik
3	AS	Ya	Tidak	Ya	Tidak	Cukup
4	AT	Tidak	Tidak	Ya	Tidak	Kurang
5	DF	Ya	Tidak	Ya	Tidak	Cukup
6	DSF	Ya	Ya	Ya	Ya	Sangat baik
7	FNA	Tidak	Ya	Ya	Tidak	Cukup
8	FNLH	Ya	Ya	Ya	Ya	Sangat baik
9	HDR	Tidak	Tidak	Ya	Tidak	Kurang
10	HL	Tidak	Tidak	Ya	Tidak	Kurang
11	IM	Ya	Ya	Ya	Tidak	Cukup
12	IYE	Ya	Ya	Ya	Ya	Sangat baik
13	ILF	Ya	Ya	Ya	Ya	Sangat baik
14	KAS	Tidak	Ya	Ya	Tidak	Cukup
15	KUS	Ya	Ya	Ya	Ya	Sangat baik
16	MS	Tidak	Ya	Ya	Tidak	Cukup
17	NH	Ya	Ya	Ya	Ya	Sangat baik
18	NZ	Tidak	Tidak	Ya	Tidak	Kurang
19	PBN	Tidak	Ya	Ya	Tidak	Cukup
20	BN	Ya	Ya	Ya	Ya	Sangat baik
21	SCA	Ya	Ya	Ya	Ya	Sangat baik
22	SL	Ya	Ya	Ya	Ya	Sangat baik
23	SF	Ya	Ya	Ya	Ya	Sangat baik
24	QY	Ya	Ya	Ya	Tidak	Cukup
25	QS	Tidak	Tidak	Ya	Tidak	Kurang
26	HI	Ya	Ya	Ya	Ya	Sangat baik
27	SH	Ya	Ya	Ya	Ya	Sangat baik
28	LA	Tidak	Tidak	Ya	Tidak	Kurang

29	AA	Ya	Ya	Ya	Ya	Sangat baik
30	LO	Ya	Ya	Ya	Ya	Sangat baik

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

Lampiran 2

Penilaian pengetahuan

Observasi Terhadap Diskusi, Tanya Jawab dan Percakapan

Materi : Vocabulary Mastery and Listening Ability

Kelas : IX A

No	Nama Kelompok	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Jumlah
1	Kelompok 1	75	100	75	75	325
2	Kelompok 2	100	75	75	100	350
3	Kelompok 3	75	75	75	75	300
4	Kelompok 4	100	100	75	100	375
5	Kelompok 5	75	75	100	100	350
6	Kelompok 6	100	100	100	75	375

Keterangan :

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

Instrumen Penilaian :

No	Aspek yang Dinilai
1	Vocab
2	Gram
3	Fluency
4	Accent

Keterangan :

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

Materi Pembelajaran Vocabulary

1. How many knives do I really need in my kitchen ?
 - a. pronoun
 - b. adverb
 - c. noun
 - d. adjective

2. He really did something childish this morning.
 - a. adjective
 - b. noun
 - c. verb
 - d. adverb

3. I have a new books
 - a. adjective
 - b. noun
 - b. verb
 - d. adverb

4. My mother bring a vegetables for our family
 - a. adjective
 - b. noun
 - b. verb
 - d. adverb

5. Reynita is a sweet girl
 - a. adjective
 - b. noun
 - b. verb
 - d. adverb

Materi Pembelajaran Listening Ability

Honesty is vital to making effective changes and ... (1) who you really are and what you really want. When you ... (2) about who you are or what you really believe, you ... (3) the idea that you need to ... (4) to be someone else or that you are not fundamentally "good enough" . worse you undermine virtually every other key principle for self ... (5) because they are based on the premise that you have ... (6) your authentic self and your goals. This is impossible to ... (7) if you are denying or deceiving yourself.

1. The correct answer is ...
 - a. Indetify
 - b. Indetifies
 - c. Identified
 - d. Identifying
2. The correct answer is ...
 - a. Lie
 - b. Lies
 - c. Lay
 - d. Lays
3. The correct answer is ...
 - a. Force
 - b. Divorce
 - c. Reinforces
 - d. Reinforce
4. The correct answer is ...
 - a. Pretend
 - b. Pretends
 - c. Pretended
 - d. Pretending
5. The correct answer is ...
 - a. Improve
 - b. Improves
 - c. Improved
 - d. Improvement
6. The correct answer is ...
 - a. Identify
 - b. Identifies
 - c. Indentified
 - d. Indentiying
7. The correct answer is ...
 - a. Achievement
 - b. Achieves
 - c. Achieving
 - d. Achieve

APPENDIX 4

