IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH MAKE A MATCH TECHNIQUE

( A Classroom Action Research for the First Grade Students of SMK Perintis 29 Ungaran in the Academic Year 2015/2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2016
DECLARATION

In the name of Allah the Most Gracious, and the Most Merciful.

Hereby the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other peoples' ideas the information from the references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others' idea or in fact, the writer imitates others' graduating paper.

The declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, September 13th 2016

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Dear:

Dean of Teacher Training and Education Faculty

After reading and correcting Laily Nurindah Sari's graduating paper entitled "IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MAKE A MATCH TECHNIQUE (A Classroom Action Research for the First Grade Students of SMK Perintis 29 Ungaran in the Academic Year 2015/2016)". I have decided and would like to propose that if it could be accepted by Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr.Wb.

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MOTTO

“Do the best and pray. God will take care of the rest.”

(The Writer)
DEDICATION

This graduating paper is dedicated to:

1. My great beloved parents, my mother (Winarni), my father (Alm.Jariyadi) who always give their endless love and sincere prayers.

2. My little sister (Mellyana Dhian Isfandiary) thank you for your support.

3. My beloved husband (Suryo Aji) who always pray and motivate me.

4. My beloved son (Arsa Ramaditya Aji) you are my spirit.

5. All my family who always pray and support me.

6. All the first grade students of SMK Perintis 29 Ungaran in the academic year 2015/2016, who sincerely help the writer to fulfill the data collection,

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8. All my friends and everybody who cannot be mentioned one by one. Thanks for all supports, advice, suggestion and other helps that you all give.
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4. Ari Setiawan, M.M as the writer counselor who has educated, supported, directed and given the writer countless advices, suggestion, and recommendation in writing this graduating paper from the beginning until the end. Thanks for you patience and guidance,
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Finnaly, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, September 13th 2016

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ABSTRACT


Keyword: vocabulary mastery, action research, make a match.

The goals of this research are to find out whether the make a match technique can improve students’ vocabulary mastery at the first grade students of SMK Perintis 29 Ungaran in the academic year 2015/2016 and to find out the extent of the use of make a match technique improving students’ vocabulary mastery. The material given to the students was vocabulary in the context of asking giving directions and preferences. The sample for this research is accounting class of first grade students of SMK Perintis 29 Ungaran which had 17 students in this class. The research method that is used in this research is classroom action research. The researcher uses two cycles; each cycle consists of identifying the problem, planning, action, observation and reflection. The result of her research shows that an improvement of the students’ vocabulary mastery using make a match technique. It can be seen from $t$-test calculating in cycle I is 5 and cycle II is 6, 05; $t$-table with $n = 17$ is 2, 1. This indicates that by applying make a match technique, the students’ vocabulary mastery can be improved significantly.
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CHAPTER 1

INTRODUCTION

A. Background of the Study

In this modern era, people demand to have more than one language. Language as a tool for communication takes an important role in our daily activities. Without communication, we will be left behind. Communication in foreign language is a bridge to get information, knowledge and culture. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people. In Indonesia English has been though since elementary school and as a major subject in junior high school, and senior high school. In English Learning there are four skills such as reading, writing, speaking and listening. In order to master English well, the students have to master the four English language skills. The main element to master the English skill is vocabulary.

Vocabulary is one of the language aspects that are very important for English communication. If people have less vocabulary, they will faced many difficulties to express their feeling and idea to other people. In this case to read and understand the text, they have to master vocabulary. It also can avoid people have the trouble to speak and answer some question in spoken and written form. According to Fauziati (2010:61), vocabulary
is central to language and critical importance to typical language learner. Without a sufficient vocabulary, the one cannot communicate effectively or express their ideas both in oral and written form. From the above statement, the writer concludes that the first focus of their English learning process is vocabulary.

The mastery of vocabulary is very important in language teaching. Rivers’ argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. (Nunan, 1991:117)

In the process of learning English for the First Grade Students at SMK Perintis 29 Ungaran was found a situation when the teacher explains the students was passive. However, after given some exercises most of students can not do their work about English material, many students cheat answer from their friends. It is clear that they have problems in vocabulary mastery. They are still difficult to remember some new vocabularies. Usually, most of the students still consider that English is difficult lesson, especially in vocabulary mastery.

Teaching vocabulary is not easy for teachers, many teachers are still having less creativity in teaching English. Usually the teachers just explain the material without any technique, so it can make the students be bored. Teachers must be able to choose and use multiple technique of teaching. As teachers, they must build the interest of students to learn English by using varieties of techniques. The selection of a technique
needs to consider the material presented, learning objectives, time available, and the number of students as well as matters related in teaching and learning process.

There are many techniques which can be used in teaching learning process. One kind of methods is make a match. Make a match technique is one technique in cooperative learning developed by Lorrna Curran, in this technique the teacher must prepare some card that contain several concept or topics and answer. By applying make a match technique, the researcher hopes that the students could get new vocabularies and improve their vocabulary.

Based on the above explanation, the writer wants to make action research to know how far make a match method can improve students’ vocabulary mastery in the first grade students in SMK Perintis 29 Ungaran. So the writer conducts an action research with the title Improving Students Vocabulary Mastery Through Make a Match Technique (A Classroom Action Research for the First Grade Students of SMK Perintis 29 Ungaran in the Academic Year of 2015/2016). Through this research, the writer hopes that the teachers will be professional in teaching vocabulary to their students in school.

B. Statement of the Problems

Based on the background of the study above, many problems arise. Some problems can be identified are as follows:
1. Whether the implementation of make a match technique improve students’ vocabulary for the first grade students of SMK Perintis 29 Ungaran in the academic year of 2015/2016 or not?
2. To what extent are the use of make a match technique improve students’ vocabulary mastery for the first grade students of SMK Perintis 29 Ungaran in the academic year of 2015/2016?

C. The Objective of the Study

The objective of the study is to find out us the following:

1. To find out whether the implementation of make a match technique improve students’ vocabulary for the first grade students of SMK Perintis 29 Ungaran in the academic year of 2015/2016.
2. To find out to what extent of the use of make a match technique toward the improvement of the students’ vocabulary mastery for the first grade students of SMK Perintis 29 Ungaran in the academic year 2015/2016.

D. The Significance of the Study

The researcher hopes that this research can give contribution especially about the effectiveness of make a match technique in improving students’ vocabulary mastery. The researcher also hopes that this research will be useful for the teachers, the students, for the school and for the researcher as the statement below:
1. For the teacher

   The teacher can be careful in selecting teaching technique in their class. It is hoped that the result of this study helps teachers to teach vocabulary properly by using make a match technique for vocational high school students. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary.

2. For the students

   The positive impact of this research can support students to improve vocabulary mastery. The students certainly feel happy and relax in class in teaching learning process. Make a match technique is one of the techniques that help the students can improve their learning vocabulary mastery easily. Learning with game can help students feel comfort and receive much knowledge easily.

3. For the School

   The positive impact of this research can support the school to develop the medium of English teaching and learning certainly will be better when they passed their students with good score. So, when the teacher gives explanation with fun media and makes all of the students easily to catch the lesson it can take the positive thing to the school. The students receive their lesson easily, certainly they also do the best for their test and actually they have make score for the school.
4. For the researcher

The positive result of this research can support the researcher to enrich the method of vocabulary mastery and make a match. The researcher knows deeply about teaching vocabulary using make a match. For other research, the result of the study can be used as reference for other researcher who want to conduct a research about teaching vocabulary.

E. The Definition of Key Term

The writer wants to clarify and explain the terms of the title to avoid the ambiguity in perception of some terms used in this study. The definition is as follows:

1. Improving

Improve which means to enhance in value or quality: make better (Webster, 1961:1138). Improving is the process of becoming or making to the better (Oxford University Press, 2008:222).

There are four definition of Improvement;

a. A change for the better; progress in development

b. The act of improving something

c. A condition superior to an earlier condition

d. The act of improving; advancement or growth; promotion in desirable qualities; progress toward what is better;
melioration; as, the improvement of the mind, of land, roads, etc.

Improvement is the act of making better in quality or the condition of being made better.

2. Vocabulary Mastery

Vocabulary is list of words used in a book with definitions or translations (Hornby, 1974:959). Based on Oxford learner’s pocket dictionary (2003:482), vocabulary is all the words that a person knows or uses, all the words in a language, list of their meanings especially in a book for learning a foreign language. While mastery is great skill or knowledge, control or power (Oxford University Press, 2008:271). Vocabulary mastery is the skill or knowledge to control in understanding the words in a language.

3. Make a match technique

Make a match technique is one method of cooperative learning in developed by Lorrna Curran, in this technique the teacher must prepare some card that contain several concept or topics and answer. Make a match technique make the student participate, develop their confidence and be more active in the learning process.

F. Review of the Related Research

Vocabulary is the most important component of a language power. In using the language, students who are rich in vocabulary will be succesfull in expression skills; speaking, reading, writing, listening. But,
one who is poor in vocabulary will get trouble in those skills. In a class, most of the students are passive because they do not know a lot of vocabularies. The English teacher must have a trick to take attention their students for more interesting in studying vocabulary and get motivation on it. So, they feel enjoyed in English.

In this graduating paper, the writer takes review of related literature from the other graduating paper as comparison. The writer uses the other graduating paper, with the title is The use of crossword puzzle to improve vocabulary mastery (A Classroom Action Research In The First Year Students of MA Al Bidayah Candi Bandungan in Academic Year 2009/2010). Zunita widyasari analyzed about crossword puzzle game as a medium that used to vocabulary mastery in teaching learning process. According to her, crossword puzzle can improve students’ vocabulary mastery the first year students of MA Al Bidayah Bandungan. She analyzed about the process of teaching vocabulary by using crossword puzzle. She found that using crossword puzzle influence the improvement of students’ vocabulary mastery.

The next research is written by Siti Muawanah, entitled The Use of Direct Method to Improve Students’ Vocabulary Mastery (A Classroom Action Research of the Fifht Year Students of SD Negeri Wonokerto Bancak in Academic Year of 2009/2010). This study focuses on the direct method to improve the students’ vocabulary mastery. The objective of her study are to find out the English taught at SD Negeri Wonokerto, to know
whether the use of direct methods improve the students’ vocabulary mastery, to know the teaching and learning situation when the teacher uses direct method, to know best implement direct method to improve students’ vocabulary mastery and to know the strength and the weakness of implementing direct methods in vocabulary mastery. The result of her study shows that the direct method can improve students’ vocabulary mastery.

The other research is written by Prayuni, entitled *Improving students’ vocabulary mastery using mind mapping (A Classroom Action Research of in the First Year Student of SMA N 1 Suruh in Academic Year 2011/2012).* In her research, she focused on the psychological and characteristic factors of the students, they are motivation, relax and interest. She does her research through mind mapping as her method in the classroom.

The last research was conducted by Rahayuningsih in 2013, the students of state Islamic Institute (STAIN) of Salatiga entitled is *Improving Student’s Vocabulary Mastery through Talking Stick Method for the Second Grade Students of SMP N 3 Salatiga in the Academic Year of 2012/2013.* In this graduating paper, she analyzed about talking stick method in order to make the students participate, develop their confidence and more active in learning process. The result of her research shows that there is significant improvement of students’ vocabulary mastery through talking stick method.
G. The Outline of the Research

This graduating paper will consist of five chapters. Each chapter discusses as follows:

Chapter I contains introduction which covers the background of the study, the statement of the problem, the Objective of the Study, the significant of the study, the definition of key term, review of related literature and the graduating paper outline.

Chapter II describes theoretical review of teaching vocabulary, firstly, theory about vocabulary, it presents the theory about vocabulary includes the definition of vocabulary mastery, kinds of vocabulary, aspect of learning vocabulary, the sources of vocabulary, vocabulary in the classroom, and the testing of vocabulary. Secondly, the writer presents the theories about make a match technique which consist of the definition of *make a match* technique, the instruction of using make a match technique, the advantage of using make a match technique.

Chapter III, presents about methodology of research, it discusses about research report and research methodology. The research report explains about the general situation of SMK Perintis 29 Ungaran, it consists of situational of educational condition of teacher and students of SMK Perintis 29 Ungaran. Then, the research methodology consists of setting of research, subject of the study, the method of the research, procedure of research, technique of collecting data and technique of analysis data.
Chapter IV is the data analysis of the data interpretation that discusses the result of the test.

Chapter V is the last part of this graduating paper by giving conclusion and suggestion.
CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary Mastery

1. Definition of Vocabulary Mastery

Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meanings especially in a book for learning a foreign language (Oxford learner's pocket dictionary, 2003:482). Fauziati (2010:61), vocabulary is central to language and of critical importance to typical language learner. In other opinion that is from Hornby (1974:959) stated that vocabulary is list of words used in a book with definition or translations.

Scrivener (1994:73) argues that vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual word. A good knowledge of grammar, on the other hand is not such a powerful. According to Richard (2001:4) vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention. In Oxford Advanced Learner Dictionary of the English Language (1961:959), there are three definition of vocabulary:
a. Vocabulary is total number of words that make up of language.

b. Vocabulary is a body of words knows to a person or used in particular book, subject, etc.

c. Vocabulary is a list of words with their meaning, especially one which accompanies a textbook of foreign language.

Vocabulary is one of the language aspects that are very important for English communication. Learning vocabulary is one of the first steps of learning second language, because vocabulary is the basic material to master the four of language skill. Those are speaking, reading, writing and listening.

The meaning of mastery itself is great skill or knowledge, control or power (Oxford University Press, 2008:271). Mastery is complete control of something (Cambridge Advanced Learner’s Dictionary). So, the meaning of vocabulary mastery is a situation where people have a great skill and knowledge of words especially foreign words.

2. The Kinds of Vocabulary

According to Scrivener (1994:74) there are two kinds of vocabulary, namely productive vocabulary and receptive vocabulary. Productive vocabulary called active vocabulary. It is the set of words
that students recognize and understand, can pronounce correctly and constructively in speaking and writing. On the other hand, receptive vocabulary or passive vocabularies are words that the students recognize and understand when they occur in a context, but which they cannot produce correctly it means in reading and listening.

Sometimes, vocabulary is easier aspect of a foreign language to learn but it is hardly required formal attention in the classroom. The students are quickly to accept but they quickly forgotten. Thornbury (2002:24) said that the relevant to the subject of word learning are:

a) Repetition

The time-honored way of memorizing new material is through repeated rehearsal of the material while it is still in working memory- i.e. letting the articulatory loop just run and run.

b) Cognitive depth

The more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered.

c) Pacing

Learners have different learning styles and process data at different rates, so ideally they should be begin the opportunity to pace their own rehearsal activities. This may mean the
teacher allowing time during vocabulary learning for learners to do memory work.

d) Imaging

Use picture is the best subject to introduce a new word. The students can accept new vocabulary appropriate students comprehension. In other hand, students learn vocabulary used picture easier to remember more than not used a picture.

e) Motivation

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, whice in the end will pay off in terms of memory.

f) Attention

Contrary to popular belief, you can’t improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate with improved recall.

In writer’s opinion, the best way to memorize by repeating gradually, give more attention of new word and practice in day’s activities. In addition, memorizing new word can be reinforced if they are used to express personally relevant meanings.
3. Aspects of Learning Vocabulary

Actually, there are many ways that will help students to expand their vocabulary and proficiency. The following are:

3.1 Word Classes

A word is a single unit of language which has meaning and can be spoken or written (Cambridge Advanced Learner’s Dictionary). Word is a microcosm of human consciousness Thornbury (2002:1). Word is classified based on their functional categorized, it is called part of speech, (Harmer, 1998:36). The kinds of part of speech are:

a. Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Noun is a word (or a group of words) that is the name of the person, a place, a thing or activity or quality or idea. Nouns can be used as the subject or object of a verb. For instance: man, Muhammad, village, Indonesia, pencil, and town hall. There are types of noun as follows:

1) Common Noun

Common noun is a noun referring to a person, place or thing in general sense, usually we should write it with capital letter when it begins a sentence.
For example: dog, man, table, pencil, book, stone, shoes, etc.

2) Proper Noun

A proper noun begins with a capital letter in writing. It includes personal name, names of geographic units such as countries, cities, rivers, etc. the names of nationalities and religions, names of holidays, names of time units and words use for personification (Frank, 1972:6).

For example: **Muhammad** is the last prophet.

Bobby does not like **Monday**.

3) Abstract Noun

An abstract noun is a noun which names anything which can not perceive through five physical senses, and is the opposite of a concrete noun.

For example: Maria has high **imagination** about her future.

The boy is **annoying**.

4) Collective Noun

A collective noun is a noun which describes groups, organization, animals or person. A collective noun is similar to an uncountable noun, and is roughly the opposite of a countable noun, (Harmer, 1998:38).

For example: **Our team** is the best.
The audience seemed enthusiastic.

5) Countable Noun

A countable noun is a noun with both a singular and a plural form, and it names anything that can count. It is the opposite of uncountable nouns and collective nouns, (Harmer, 1998:36).

For example: Arfy painted the door red and the chairs blue.

Kayla buys a book and three pencils.

6) Uncountable Noun

An uncountable noun is a noun which does not have a plural form, and which refers to something that could not count (Harmer, 1998:36).

For example: He has not got much hair.

I want some information.

7) Concrete Noun

A concrete noun is a noun which names anything or anyone that can perceive through physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of abstract noun (Thomsom, 1986:29).

For example: The bread was eaten by Salsa.

We use both eyes to see.
8) Noun Plural

Most of nouns change their form to indicate number by adding –*s* or –*es* (Thomsom, 1986:25).

For example:  Yesterday, I gave three *veils* for my sister.

Martin buy three *books* for him child.

b. Pronoun

Pronoun is a word that takes the place of a noun (Frank, 1972:20). For instance: I, you, we, they, he, she, and it.

For example:  *They* live here.

*He* drives quickly.

c. Verb

Verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations.

There are three important types of verb to be aware of:

1) Auxiliary verbs

These are “*be*, *do*, have and the modal auxiliary verbs (shall, should, will, would, can, could, may, might, mush or ought to)” . They are used with main verbs in
affirmative, negative sentences, and question formation (Harmer, 1998:38).

For example: We cannot afford to pay for a hotel.

We are studying at our friends’ house.

2) Main verbs

These carry the main meaning (Harmer, 1998:38).

For example: She arrived at six o’clock.

He wrote a poem to his girls’ friend.

3) Phrasal verbs

These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning (Harmer, 1998:38).

For example: Can we put off the wedding till after the funeral?

4) Transitive and Intransitive

a) A Transitive verb needs a direct object to complete its meaning or it can not stand alone.

For example: The plants need water.

b) An intransitive verb can stand alone in the predicate because its meaning is complete.
For example: The plant grows.

5) Regular and Irregular verb

   a) Regular verbs are formed by adding “ed”: call-called, arrive-arrived.

   b) Irregular verbs change completely in the past tense: go-went-gone.

For example: Hendri went to the school by bus yesterday.

d. Adjective

   Adjective is word that are use to explain or modify a person, place, or thing, for instance: old, beautiful, good, bad, handsome, nice, etc. An adjective can be made by adding –ful to the noun or by adding –ive, -ing, -ed, -able, -less to the verb (Mc Carthy, 1994:17).

For example: There are three beautiful flowers in my garden.

e. Adverb

   Adverb is a group of words that describe or add to the meaning of adverb, adjective, another adverb or a whole sentence. Kinds of adverbs: (Thomsom, 1986:54).

   a) Adverb of Manner: happily, slowly, quickly, neatly, quietly, etc.

For example: My sister runs quickly.
b) Adverb of Place: near, here, there, away, outside, etc.

For example: We are eating here.

c) Adverb of Time

It is divided into two kinds; the first is definite time, for instance: yesterday, today, tomorrow, last week, etc.
For example: He bought ice cream yesterday.

The second is indefinite time, for instance: immediately, never, always, recently, nowadays, already, just, next, etc.
For example: I will make delicious cake immediately.

f. Preposition

Prepositions are words normally placed before nouns or pronoun. Prepositions can also be followed by verb but, except after but and except, the verb must be in the gerund form: (Thomsom, 1986:91). For instance: in, at, on, under, behind, below, in spite of, next to, etc.

For example: There is a book on the table.

g. Conjunction

Conjunction is a group of word that connect sentences, phrase or clause (Harmer, 1998:45). For instance: for, and, nor, but, or, yet, so, even though, whereas, although, etc.

h. Determiner
The determiners—words like *a*, *the*, *some*, *this* and *last*.

3.2 Word Families

We have seen how words may share the same base of root (e.g. *look*) but take different endings: *look*, *looking*, *looked* (Thornbury, 2002:4). A word that result from addition of an affix to a root, and which has a different meaning from the root, it is called derivative. For instance: *players*, *replay*, *playful* are each derivatives of *play*. Derivatives and inflexions are both formed by the process of affixation. Affixes consist of suffixes, such as *-ful*, *-er* are end of word. And then prefixes, such as *re-*, *un-*, *pre-*, *de-* in the beginning of word.

3.3 Word Formation

Affixation is one of the ways new words are formed from old Thornbury (2002:5). There are several kinds of that, such as: compounding, blending, conversion, and clipping.

a) Compound word

Compound word is the combining of two or more independent words.

For example:

- Noun + verb + *-er* = record player, bus driver, hairdryer, typewriter, goalkeeper.
- Noun + noun = classroom, teapot, matchbox, mousemat.
b) Blending

Blending is the fusion of two words into one.

For example:

- breakfast + lunch = brunch
- information + entertainment = infotainment

c) Conversion

Conversion is a word can be co-opted from one part of speech and used as another.

For example: Let’s brunch tomorrow (noun is converted into verb).

d) Clipping

Clipping is a process in which a word is formed by shortening a lot of one.

For example:

- Email (from electronic mail)
- Flu (from influenza)
- Dorm (from dormitory)

3.4 Word Meaning

Word meaning can be divide be as follow:

a) Synonym

Synonym is a word that share a similar meaning (Thornbury, 2002:9).
For example: sadness = unhappiness
begin = star
gratefully = thakfully

b) Antonym

Antonym is a word with opposite meaning (Thornbury, 2002:9).

For example: old > < new
accept > < refuse
close > < open

c) Homonyms

Homonyms are words that share the same form but have unrelated meanings, such as: well, hat, shed, left, fair, etc.

Homophones are same sound are spelt differently, such as: meet and meat, tail and tale, horse and hoarse. Homographs are words that are pronounced differently but spelt the same: a live concert, but where do you live?

Thornbury (2002:8) stated that, homonyms are words that share the same form but have unrelated meanings.

For example: Like- I like looking the sunset.

Its look like new.

4. The Sources of Vocabulary

Vocabulary becomes important aspect in teaching learning process, so the students must improve their vocabulary. To improve
vocabulary, the students must know where the source of vocabulary comes from. Thus, the student will be easier to learn vocabulary in teaching learning process, (Thornbury, 2002:51). They are:

a. List

Many students quite like learning words from lists. One reason is that it is very economical, large numbers of words can be learned in a relatively short time.

b. Course books

Course book includes in task instruction and grammar explanation. Course book contents of segregated and integrated vocabulary work. Segregated activities typically present or word formation rules, and integrated into skills work typically in vocabulary focus.

c. Vocabulary books

Vocabulary books are as an exercise book for students. Vocabulary book are usually organized, but cover a range of vocabulary skills.

d. The teacher

The teacher is a highly productive. Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom processes, such as *let’s see, now then, is that clear? Have you finished yet?*
Besides, the teacher’s own stories can also serve as a vehicle for vocabulary input.

e. Other students

Other students in the class are a particularly fertile source of vocabulary input. Learners often pay more attention to what other learners say than they do to either the course book or their teacher.

5. Vocabulary in the Classroom

Vocabulary is the essence of language. Without a sufficient vocabulary, the students cannot communicate effectively or express their idea in both oral and written form (Fauziati, 2010:61). Furthermore, she states that having limited vocabulary is also a barrier to mastering a foreign language.

According to Scrivener (1994:75) in classroom there are five role of vocabulary in the classroom, they are:

a. Vocabulary is very important and needs to be dealt with systematically in its own right.

b. The learner will be difficult to finish the work, if they have first met some new vocabulary.

d. We need distinguish between vocabulary for productive use and for receptive recognition.

e. We need to deal not only with single word lexical items but also with longer, multi word items.

From the explanations above, the writer takes one point that is a teacher. The teachers become the first role and figure in class to make their students understand about what they are taught in the class. The teacher should have creativity in order to make their students feel comfort and easy to accept the material.

6. The Testing of Vocabulary

According to Madsen (1983:12), the purpose of vocabulary tests is to measure the comprehension and production of words used in speaking or writing. There are four general kinds of vocabulary test as following:

a. Limited Response

Limited response is for beginners that are a simple physical action like pointing at something or a very simple verbal answer such as “yes” or “no”.

b. Multiple Choice Completion

Multiple choice completions are a test in which a sentence with a missing word is presented; students choose one of four vocabulary items given to complete the sentence.
c. Multiple Choice Paraphrase

Multiple choice paraphrase is a test in which a sentence with one word underlined is given. Students choose which of four words is the closest in meaning to the underlined item.

d. Simple Completion (word)

Simple completion (word) has students write in the missing part of word that appear in sentences.

There are many published exercises on vocabulary, they are:

1. matching pictures to words;
2. matching parts of words to other parts;
3. matching words to other words, example: synonyms, opposites, etc;
4. using given words to complete a specific task;
5. filling in crossword, grids or diagrams;
6. filling in gaps in sentences;
7. memory game; (Scrivener, 1994:83)

Several tasks seem to be designed for students working on their own, but can easily be used in class. For the better, the teacher should be able to know the appropriate model of the test to students in every stages of the school.
B. Make a Match Technique

1. The Definition of Make a Match Technique

   According to Brown (2000:16) Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Technique are used to help and encourage many learners to sustain their interest and work and help the teacher to create context in which the vocabulary is useful and meaningful. The fun factor may help make words more memorable. One of the technique used in teaching vocabulary is make a match. Make a match technique is one method in cooperative learning developed by Lorraine Curran. In this technique the teacher must prepare some card that contain several concept, vocabulary items or topics and answer by Suprijono (2011:94).

   Make a match is a simple and easy technique to use it is interesting. It is suitable for the school which has limited technique to teach English. The teacher doesn’t difficulties when teach use this technique. Make a match is one of technique that will help teacher easier to teaches vocabulary. It is not just make pairs, but it is will help the students get new words easier. By using make a match the students will be easier to improve their vocabulary achievement.

2. The Instructions of Using Make a Match Technique:

   There are some instructions to play make a match technique in the class:
a. The teachers prepare some cards that contain several concepts or topics are appropriate for review sessions, one about the card section and other parts of the answer cards.

b. Each student receives a card.

c. Each student thinks of an answer of cards held.

d. Each student find a partner who has a matching card about the answer.

e. Each student is able to match the cards before the deadline given points.

f. After one round of cards to be shuffled again each students get a different cards than before.

g. It repeatedly until the learning is complete

h. In the finishing, make a conclusion together.

3. **Advantages Using of Make a Match Technique**

   The advantages of make a match technique, namely:

   a. The students certainly feel happy and relax in class in teaching learning process.

   b. The students participate, interesting, develop their confidence and be more active in the learning process.

   c. The students have to express their ideas.

   d. Simple and easy technique.

   e. The students work together to learn.
CHAPTER III

METHOD OF RESEARCH

A. Research Report

The classroom action research was conducted at SMK Perintis 29 Ungaran. In these sections the researcher tries to describe about the situation of this school.

1. Identity of SMK Perintis 29 Ungaran

   Name of school: SMK Perintis 29 Ungaran
   SK: 0840/103.08/mn/98
   Address: Wijayakusuma Street, Langensari, Babadan, Ungaran Barat, Semarang, Central Java province.
   Website: Perintis29.webs.com
   E-mail: Perintis29@gmail.com
   Phone: (024)6927046
   Build: January 6th, 1998
   Headmaster: Dra. Muriah Rury

2. Vision and Mission of SMK Perintis 29 Ungaran

   a) Vision of SMK Perintis 29 Ungaran

      The visions of SMK Perintis 29 Ungaran are as follows:
Prepare the graduation that have professional skill will be appropriate with market requirement, Godfearing and they have kind hearted character.

b) Mission of SMK Perintis 29 Ungaran

The missions of SMK Perintis 29 Ungaran are as follows:

1) Godfearing and have a noble character
2) Skilled stand alone and to be envolving self
3) Have creativity of dedication and wide insight
4) To be able to run a privare enterprise that appropriate with skill competence.

3. Organization Structure

The structure of organization is a composition or people’s position in a cluster job, so that there is an arranged in pack for regularly job patterns, which has a goal for retrieving target from its cluster. The following chart is the structure of organization in SMK Perintis 29 Ungaran.
4. The Situation of Educational Building.

The situation of educational building of SMK Perintis 29 Ungaran is good condition.

5. The Situation of the Teacher

The important role in teaching learning process is a teacher. Teacher have important role in teaching learning process. They help the students to understand materials in the class and give knowledge to them to be better. In SMK Perintis 29 Ungaran, there are 5 male and 15 female teachers.
The writer conducted this action research in SMK Perintis Ungaran and especially concern for the first grade students of accounting class. This class consists of 17 students.
Table 3.2

Accounting First Grade Students of SMK Perintis 29 Ungaran in the Academic Year of 2015/2016

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adri Agus Dwinata</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Alifah Lulu'ul Baiti</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>Ana Malika</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Anita Efriana</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>Asri Eka Puji S</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Clarisa Almadani</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Eka Faridhatun Nisa</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Etika Sari</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Ferdi Kurniawan</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>Fitriana Sari</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Hesti Yulistin Christiene</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Indra Nur sandi</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>Nina Kristiana</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Pandu Kusuma Mahardika</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>Ratna Mutiara Mahardika</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>Rika Setiya</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>Wakidatul Janati Mahbubah</td>
<td>Female</td>
</tr>
</tbody>
</table>

B. Research Methodology

1. The Setting of the Research

This research will be done in SMK Perintis 29 Ungaran. It is located in Wijayakusuma Street, Langensari, Babadan, Barat, Semarang, Central Java province. The object of this research is the first grade students in academic year of 2015/2016. There are 3 classes in the first grade of SMK Perintis 29 Ungaran. The research took one class; accounting class (X Akutansi).
2. The Subject of the Study

a. Population

According to Arikunto (2010:173), the population is all members of the research subject. So, the population is all individuals that involve in that research. The researcher takes population in the first grade students of SMK Perintis 29 Ungaran in the academic year of 2015/2016. The population of the students in the first grade of SMK Perintis 29 Ungaran consist of 44 students.

b. Sample

Sample is a part of population representative which is researched Arikunto (2010:174). The researcher takes one class of the sample for the first grade students of SMK Perintis 29 Ungaran. There are 17 students in accounting class, consist of 4 males and 13 females.

c. Sampling Technique

Sampling technique is a technique to takes sample Sugiyono (2008:81). In this research, the researcher uses purposive sampling. Purposive sampling is a technique to takes sample based on consideration Sugiyono (2008:85). The researcher takes this technique because there are considerations. The English teacher in this school, Mrs.Nontin, M.Pd suggested to the researcher to
conduct the research in accounting class. He also explained to the researcher that the students in this class still lack of vocabulary, but they have spirit to study in the class. So, the accounting class becomes the sample of this research.

3. The Method of Research

The research method that is used in this study is classroom action research. Classroom action research begins with a question about classroom experience, issues and challenging. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning, and to take action to change and improve the students’ achievement in teaching learning process. According to Kemmis and Mc Taggart, 1988: in (Bruns, 2010:8) classroom action research is research typically involves small scale investigative projects in the teacher’s own classroom and consists of a number of phases which often recur in cycles. The cycles consist of planning, action, observation, and reflection. From the definition above, the researcher used classroom action research because she wants to create fun learning in the class with the students, but still in rule in order to make students does not feel tense when they receive the material and easily to understand what they learn.

4. The Procedures of Research

The researcher will take two cycles in this research; every cycle consists of two meetings. After the first cycle is done, the second cycle
follows the first cycle and hope it can improve the activities of the first cycle. The designs of activities that will be done by researcher according Kemmis and Mc Taggart, 1988; in (Hopkins, 2011:92) are as follows:

a. Planning

In this stage, the researcher needs to prepare instrument which is support in learning process, they are:

1) Formulate the purpose of learning, preparing material, making lesson plan, and designing the steps in class action.
2) Preparing sheets for classroom observation.
3) Preparing pre test and post test to measure students’ vocabulary.

b. Action

In this action, the researcher will implement action research and do some actions, they are:

1) Giving pre test.
2) Teaching vocabulary in class by using make a match method.
3) Opening session to the students to ask any difficulties or problems.
4) Asking the students some question orally and giving post test.

c. Observation
Observation is one of the instruments in collecting data. As a scientific method, observation could be systematically used to observe and note the phenomena investigated like the students’ felling, thinking, and something they do in teaching learning process. So, the researcher observed the students by analyzing the results of field note which is made by the partner of researcher. Moreover, the researcher analyzed the result of pre-test and post-test to know whether the students’ vocabulary improves or not.

d. Reflection

Based on the result of the observation, the researcher makes an evaluation to the students during teaching learning process. It is important action if the researcher fined the problem of the students in first cycle. The researcher will do better in the next cycle like the first cycle.

5. The Techniques of Collecting the Data

The researcher collects data are as follows:

a. Test instrument

Test is a number measuring a person ability, knowledge, or performance in a given domain. The test instrument is important role to collect data. In this research, there are two kinds of test, they are pre test and post test. The researcher uses test in order to measure the students’ mastery in vocabulary. Pre test is used to know how far students’ competence before utilize make a match
technique. Then, post test is used to see how far the students’ competence after using make a match technique.

b. Observation

The researcher will do observation in class with classroom action research. Observation is more than just looking and seeing. The researcher not only observe just one time, but also in every meeting. The function of observation is to know how far the action that they achieved. This method also uses in finding concrete data easily and directly.

c. Documentation

The researcher will take picture about learning process or result of learning in the class. So, the researcher needs documentation to know about the situation school students. Documentation includes not only the official organization papers, reports, brochure but also the more work-a-day, work plan, and materials.

d. Field Note

Field note refers to various note recorded by scientist during or after their observation of a specific phenomenon they are studying. The researcher will use field note that it uses to show how the description about the students in the real condition in learning process.

6. Technique of Data Analysis
The researcher uses quantitative analysis by using statistical technique to know is there any improvement of the students’ vocabulary from the pre-test and post-test. The steps of this technique are:

- **Mean**

  *Mean* is formula to know the average of this students’ score.

\[
M = \frac{\sum X}{N}
\]

- **Standard Deviation**

  The formula is:

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

- **T-test**

  *T-test* is formula to know the significant differences between pre test and post test.
\[ T_0 = \frac{\left( \frac{\sum D}{N} \right)}{\frac{SD}{\sqrt{N-1}}} \]

To = T test

SD = SD for one sample t test

D = difference between pre test and post test

N = the number of observation in one sample.
CHAPTER IV

DATA ANALYSIS

In this research, the writer analyzed data collected from seventeen students of the first grade of SMK Perintis 29 Ungaran in academic year 2015/2016. The data consists of pre-test, post-test and field note. The data of pre-test and post-test will present the improvement of students’ achievement in acquiring vocabulary through make a match technique. In addition, fieldnote shows the students behavior in teaching and learning process.

A. Data Analysis

This research was held in two cycles. The writer divided first cycle into two meetings and second cycle divided into two meetings. First cycle conducted on Thursday, May 12th 2016 and Saturday, May 14th 2016 while second cycle conducted on Thursday, May 19th 2016, and Saturday, May 21st 2016. The researcher took preference, asking and giving direction as the material that has been taught. In this research, the writer act as the teacher. The observer was held by Mrs. Nontin, M.Pd. Every cycle in this research consist of identifying the problems, planning, action, observation, and reflection. They could be explained in the description below:
1. Cycle I

   a. Identifying the Problems

       Researcher explained in the first chapter that the students faced many problems in English learning. Most of students got low score in English task. They felt difficult to do English task because their vocabulary mastery was limited. It can be caused by many factors. One of the factor was students felt bored to follow English lesson, so they had no spirit to learn English. They need various techiques or methods from the teacher to learn English.

   b. Planning the Action

       Before implementing the action, the writer prepared instruments that used in the action. The writer was conducted pre-test on Thursday, May 12th 2016. The result of pre-test would be compared with post test in the end of the cycle. The researcher also prepared:

       1) The lesson plan

           In order to control the teaching learning process, the researcher used the lesson plan as guidance when she taught in the class.

       2) The materials

           The researcher used several reference books of the first grade.
3) Cards

The researcher used many cards to apply the make a match method. The cards consist of many words based on the topic.

4) Sheets of Classroom Observation

The researcher prepared the sheets from classroom observation in order to know the condition of teaching learning process when the make a match method was implemented in the class.

5) Camera

The researcher used a camera in order to take photos the situation of the students in teaching learning process. In this section, she was helped by her partner.

6) Test Instrument

The test instrument consists of pre-test and post-test. The pre test is the test that is given to the students before the teaching learning process through make a match technique. Post test is test that is given to the students after teaching learning process through make a match technique.

c. The Implementation of the Action

1) First Meeting

First meeting in this cycle was conducted on Thursday, May 12th 2016 about 90 minutes. It started at 10.15-11.45 a.m. The teacher and her observer entered the classroom. The lesson
was started by greeting, praying together and checked the attendance list. Then, the teacher informed the activities that would be conducted in that meeting. After explained the purpose her planning in her research she began do apperception.

In the apperception the teacher asked to students about direction and preferences, but most of students didn’t answer the teacher’s question. They were silent. Then the teacher gave pretest for students to know basic knowledge about the topic. She went around to check student’s difficulties. Most students have problem in vocabulary meaning so they felt difficult in answering the question from the text. The students finished the test in 11.00 a.m. After they finished the test, the students submitted to the teacher. Then, the teacher started the lesson by asking to the students how they go to school. Some students answered in Indonesian language. Then the teacher asked to them to tell about direction of their home from school, but most of students couldn’t give direction of their home.

Teacher helped students to mention direction phrases, for example turn right, turn left, across from, go straight on and etc. Students tried to remember those phrases and how to use them. After that, the techers asked to the students to give direction to go to school library, canteen and teacher office
from their class. Students tried to answer the teachers’ questions. Most of students couldn’t give direction because they forget phrases or vocabulary about giving direction that have been taught by teacher. The teacher helped students to answered the teacher’s questions.

After the students studied about giving direction, the teacher tried to asked about students’ preferences. The teacher introduced material about preferences and gave examples about preferences. She explained to students how to tell about preference. She gave preferences pattern to students and they memorized preferences pattern. Teacher also gave to students about some words related to preferences vocabulary. Students studied them. But after studied the preferences pattern and words, students couldn’t remember the material well. They often forget when the teachers asked them related to the material.

In the first meeting many students look passive and difficult to answer the teacher’s questions about the materials. Teacher closed the lesson by asking students to conclude what is being learned. She also gave advices to the students.
2) Second Meeting

The second meeting was conducted on Saturday, May 14th 2016. It started at 07.00-08.30 a.m. The teacher began the lesson by asking the students to review previous material. The teacher still discussed asking and giving direction and preference. “Do you know about make a match method, class?” Then, they answered together, “No, miss, belum tau, belum pernah diajarkan di kelas” The students got example of text about asking and giving direction and preference. They discussed the text with the teacher, find new vocabulary, and find out the information of the text clearly. After that, the teacher started to play make a match technique. The next is learning vocabulary through make a match technique. The researcher asked to the students whether the students know about make a match technique. Kelas,” Well, now we will play together with make a match technique. The students happy (they shouted and clapped). The researcher explained about make a match technique first. After the researcher explained, she asked to the students, “do you understand class?” Yes miss”, they answered. Then, the teacher and the students started to play make a match technique. Students were more antusiasm in learning English. They were more active in teaching learning process.
In the end of meeting, the researcher gave post test to the students. The post test was done for about 20 until 25 minutes.

Before the class over, the researcher gave post-test. After the students finished do the post test, the researcher asked them to submit it and she closed the meeting.

d. Observation

In the first cycle, the researcher obtained the field note from her partner. The researcher observed the teaching learning process by monitoring the students’ activity and attention during teaching and learning process.

### Table 4.1

**The Result of Observation**

<table>
<thead>
<tr>
<th>Source of the data</th>
<th>Before implementing the action</th>
<th>After implementing the action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The students still confuse when the teacher explained about the material. They also forget the words and the meaning easily.</td>
<td>The students understand about material. They have bravery to answer the question. They also remember the words and meaning the words. The students can pronounce most of word correctly.</td>
</tr>
<tr>
<td></td>
<td>The students cannot pronounce the words correctly.</td>
<td></td>
</tr>
</tbody>
</table>

The researcher will analyze the students’ improvement in learning vocabulary by searching the mean of pre-test and post-test and extent of the use of make a match technique by t-test calculation as follows:
1) The Score of Pre-test and Post-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Score of pre-test (X)</th>
<th>Score of post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5</td>
<td>6.4</td>
<td>1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>2.</td>
<td>7</td>
<td>8.8</td>
<td>1.8</td>
<td>3.24</td>
</tr>
<tr>
<td>3.</td>
<td>6.5</td>
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</tr>
<tr>
<td>4.</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>4</td>
</tr>
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<td>6.5</td>
<td>8.8</td>
<td>2.3</td>
<td>5.29</td>
</tr>
<tr>
<td>6.</td>
<td>7</td>
<td>9.2</td>
<td>2.2</td>
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</tr>
<tr>
<td>7.</td>
<td>7</td>
<td>8.4</td>
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<td>1.96</td>
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<tr>
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<td>7</td>
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<td>-1.96</td>
</tr>
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<td>12.</td>
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<td>8</td>
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</tr>
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<td>5.2</td>
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<td>8.4</td>
<td>1.4</td>
<td>1.96</td>
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<td>8.4</td>
<td>1.4</td>
<td>1.96</td>
</tr>
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<td>2</td>
<td>4</td>
</tr>
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<td>6</td>
<td>7.6</td>
<td>1.6</td>
<td>2.56</td>
</tr>
<tr>
<td>Σ</td>
<td>106</td>
<td>132</td>
<td>26</td>
<td>53</td>
</tr>
</tbody>
</table>

\[ D = \text{the differences between pre-test and post-test} \]
\[ D^2 = \text{the differences between pre-test and post-test in quadrate} \]

2) Mean of pre-test (X) and post-test (Y)

\[ Mx = \frac{\sum x}{N} = \frac{106}{17} = 6.23 \]

\[ My = \frac{\sum y}{N} = \frac{132}{17} = 7.76 \]

Mean of pre-test < post-test, it means that there is an improvement of English score between before the action and after the action.
3) Standard Deviation

According to the data in the table, the researcher calculates the standard deviation of pre-test and post-test as follow:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{53}{17} - \left(\frac{26}{17}\right)^2} \]

\[ SD = \sqrt{3.1 - (1.5)^2} \]

\[ SD = \sqrt{3.1 - 1.5} \]

\[ SD = \sqrt{1.6} \quad SD = 1.27 \]

4) T-test Calculation

The t-test calculations are:

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD}{\sqrt{N-1}}} \]

\[ t_o = \frac{\left(\frac{26}{17}\right)}{\sqrt{17-1}} \]

\[ t_o = \frac{1.5}{\sqrt{16}} \]

\[ t_o \approx 1.27 \]

\[ t_o = \frac{1.5}{\sqrt{4}} \]
5) Giving Interpretation $t_o$

a. Calculate of df

$$df = n - 1$$

$$df = 17 - 1$$

$$df = 16$$

b. Consult with $t$-table value

With df = 16, the value of $t$-table with level of significant 5% is 2, 1

c. Comparing $t$-test with $t$-table

$T$-test = 5 therefore $t$-test is greater than $t$-table with level of significance 5%.

If $t$-test similar or greater than $t$-table, so null hypothesis ($H_0$) is rejected. $H_0$ is no significance difference between pre-test and post-test. $T$-table with n = 17 is 2, 1. The result of $t$-test is $5 > 2$, 1. So, $t$-test calculating is greater than $t$-table. Therefore, $H_0$ is rejected, it means that there is a significant difference between pre-test and post-test.

From the computations above, the researcher concluded that between pre-test and post-test have significant difference, where the post-test is greater than pre-test score of students. It
shows that using make a match technique in teaching vocabulary can improve the students’ vocabulary mastery, because the students’ achievements have been increased after the make a match applied.

6) Reflection

Based on the result of cycle I, the researcher summarized that it is very important for the teacher to concern serious with the students’ vocabulary mastery. Cycle I also shows that the students could improve their vocabulary. Make a match technique helps students to enjoy and be interested in the learning process.

2. Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue the next level:

a. Identifying the Problems

Based on the result, observation, and reflection in cycle I, the writer planned to solve the problems that appeared in cycle 1. She got that the students had difficulties in understanding the text because they lack of vocabulary.

b. Planning the Action

In this cycle, the writer planned to solve the problems that occurred in cycle 1. In cycle 2, the researcher still used text about asking and giving direction and preference as the topic. The writer
prepared lesson plan, materials, cards, sheets of classroom observation, camera, pre-test and post test would be given in the end of the cycle.

c. The Implementation of the Action

1) First Meeting

On Thursday, May 19th 2016, the teacher (researcher) entered her English classroom. The lesson was started by praying together and checked the attendance list. Then, the teacher informed the activities that would be conducted in that meeting. The teacher reminded the students about the previous material. Most of students remembered part of the materials.

Teacher and students would discussed about giving direction and preference. Before discussed the material teacher gave pre-test to know basic knowledge about the materials. She went around to check student’s difficulties. Most students have problem in vocabulary meaning so they felt difficult in answering the question from the text. The students finished the test in 11:00 a.m. After they finished the test, the students submitted to the teacher.

Teacher gave examples of short dialog about giving direction and preference. Students practiced to read the dialog. Teacher and students discuss the meaning and the words function on the dialog and text. They discuss about synonym,
antonym, noun, verb, adverb and adective. After discussing teacher gave opportunity to students to ask about materials that hadn’t be understood yet by students. After students understand about materilas teacher closed the meeting.

2) Second Meeting

The second meeting was conducted on Saturday, May 21st 2016. It started at 07.00-08.30 a.m. The teacher entered the classroom. She asked to the students about the material before. The students got example of text about asking and giving direction and preference. They discussed the text with the teacher, find new vocabulary, and find out the information of the text clearly. Then, the teacher and the students learning vocabulary through make a match technique. After that, the teacher gave conclusion about the material that has been discussed. Then, the teacher gave them post-test. She around the class to check students if there are difficulties in doing post-test. After that, the researcher asked to the students to collect their post-test. The teacher closed lesson by saying hamdalah together. The lesson was ended at 08.30 a.m.

d. Observation

In the cycle II, the researcher and her partner observed teaching learning process by monitoring the students’ activity attention during teaching and learning process. The researcher and her
partner see that the students enjoy this technique and do not afraid to speak up. The students actually still have attention to study with make a match technique. The test also define that there is improvement of pre-test and post-test. This is the calculations of the data:

**Table 4.3**

**The Result of Observation**

<table>
<thead>
<tr>
<th>Source of the data</th>
<th>Before implementing the action</th>
<th>After implementing the action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The students do not have confidence to speak up in the class. Actually, they have opinion and they want to speak up there. The students cannot pronounce the words correctly.</td>
<td>Most of students have braveness to speak up their opinion in the class. The students can pronounce most of word correctly.</td>
</tr>
<tr>
<td></td>
<td>They students still make any mistakes when they write words for writing composition.</td>
<td>Most of the students can write the words correctly.</td>
</tr>
</tbody>
</table>

The researcher will calculate the result of pre-test and post-test above to know the students’ improvement in mastering vocabulary and the extent of using make a match technique by t-test calculating as follow:
1) The result of pre-test and post-test

Table 4.4

The Result of Pre-Test and Post-Test in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Score of pre-test (X)</th>
<th>Score of post-test (Y)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6.5</td>
<td>7.6</td>
<td>1.1</td>
<td>1.21</td>
</tr>
<tr>
<td>2.</td>
<td>6.5</td>
<td>8.4</td>
<td>1.9</td>
<td>3.61</td>
</tr>
<tr>
<td>3.</td>
<td>7</td>
<td>6.8</td>
<td>0.2 -</td>
<td>-0.04</td>
</tr>
<tr>
<td>4.</td>
<td>6.5</td>
<td>8</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>5.</td>
<td>5.5</td>
<td>8</td>
<td>2.5</td>
<td>6.25</td>
</tr>
<tr>
<td>6.</td>
<td>8.5</td>
<td>8.4</td>
<td>-0.1</td>
<td>-0.01</td>
</tr>
<tr>
<td>7.</td>
<td>8</td>
<td>8.4</td>
<td>0.4</td>
<td>0.16</td>
</tr>
<tr>
<td>8.</td>
<td>6.5</td>
<td>7.2</td>
<td>0.7</td>
<td>0.49</td>
</tr>
<tr>
<td>9.</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>6.5</td>
<td>6.8</td>
<td>0.3</td>
<td>0.9</td>
</tr>
<tr>
<td>12.</td>
<td>6</td>
<td>7.2</td>
<td>1.2</td>
<td>1.44</td>
</tr>
<tr>
<td>13.</td>
<td>6.5</td>
<td>7.6</td>
<td>1.2</td>
<td>1.21</td>
</tr>
<tr>
<td>14.</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>7.5</td>
<td>8.4</td>
<td>0.9</td>
<td>0.81</td>
</tr>
<tr>
<td>16.</td>
<td>7</td>
<td>8.8</td>
<td>1.8</td>
<td>3.24</td>
</tr>
<tr>
<td>17.</td>
<td>7</td>
<td>8.4</td>
<td>1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>Σ</td>
<td>114.5</td>
<td>134</td>
<td>19.5</td>
<td>32.48</td>
</tr>
</tbody>
</table>

\[ D = \text{the differences between pre-test and post test} \]
\[ D^2 = \text{the differences between pre-test and post-test in quadrate} \]

2) Mean of pre-test (X) and post-test (Y)

\[ Mx = \frac{\Sigma X}{N} = \frac{114.5}{17} = 6.73 \]
\[ My = \frac{\Sigma Y}{N} = \frac{134}{17} = 7.88 \]

Mean of pre-test < mean of post-test, it means that there is an improvement of English score between before the action and after the action.
3) Standard Deviation

According to the data in the table, the researcher calculates the standard deviation of pre-test and post-test as follow:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{32.48}{17} - \left(\frac{19.5}{17}\right)^2} \]

\[ SD = \sqrt{1.9 - (1.15)^2} \]

\[ SD = \sqrt{1.9 - 1.32} \]

\[ SD = \sqrt{0.58} \]

\[ SD = 0.76 \]

4) \textit{T-test} Calculation

The \textit{t-test} calculations are:

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{SD} \]

\[ t_o = \frac{19.5}{0.76} \]

\[ t_o = \frac{1.15}{0.76} \]

\[ t_o = \frac{1.15}{0.76} \]
5) Giving Interpretation $t_o$

a. Calculate of df

\[ \text{df} = n - 1 \]

\[ \text{df} = 17 - 1 \quad \text{df} = 16 \]

b. Consult with $t$-table value

With df = 16, the value of $t$-table with level of significant 5\% is 2.1.

c. Comparing $t$-test with t-table

$T$-test = 6.05 therefore $t$-test is greater than $t$-table with level of significance 5\%

If $t$-test similar or greater than $t$-table, so null hypothesis $(H_0)$ is rejected. $H_0$ is no significance difference between pre-test and post-test mean. $T$-table with n = 17 is 2.1. The result of $t$-test is 6.05 > 2.1. So, $t$-test calculating is greater than $t$-table.
Therefore, $H_0$ is rejected, it means that there is significant difference between pre-test and post-test.

From the computations above, the researcher observes that between pre-test and post-test have significant difference, where the post-test is greater than pre-test score of students. It shows that using make a match technique in teaching
vocabulary in cycle II also can improve the students’ vocabulary mastery.

d. Reflection

After analyzing the result of cycle II, the researcher concludes that using make a match technique can improve the students’ vocabulary mastery. Make a match technique helps students to enjoy and be interested in the learning process. The researcher concludes that using appropriate method in teaching English is very important.

B. DISCUSSION

In this section, the researcher would like to analyze all data and describe the finding of the research.

Cycle I is the first meeting between the researcher and the students of first grade students of SMK Perintis 29 Ungaran. In the first meeting, the students looked afraid and they were ashamed. In the action of applying the method, the students more enthusiastic and feel comfort in the learning process. The technique are used to help and encourage many learners to sustain their interest. Make a match technique is one method in cooperative learning developed by Lorma Curran. In this technique the teacher must prepare some card that contain several concept, vocabulary items or topics and meaning or answer. This technique helps the students
to add vocabulary with fun learning. There are some instructions to play make a match technique in the class:

1. The teachers prepare some cards that contain several concepts, vocabulary or topics, one about the card section and other parts of the answer cards.
2. Each student receives a card.
3. Each student thinks of an answer of cards held.
4. Each student find a partner who has a matching card about the answer.
5. Each student is able to match the cards before the deadline given points.
6. After one round of cards to be shuffled again each students get a different cards than before.
7. It repeatedly until the learning is complete.
8. In the finishing, make a conclution together.

In this treatment, when the researcher explained make a match technique, the students looked interest because the technique make them happy and enjoy in teaching learning process. Several data were taken from field notes. In the first cycle, the researcher summarized that the students feel enjoy and interest with the make a match technique. The researcher analyzes the student’s activities as follows;
a) Make a match technique is the first method applied to the students of first grade of SMK Perintis 29 Ungaran.

b) Students have high curiosity about make a match technique in the first time.

c) Students feel comfort when the make a match technique applied.

d) Most of students less of confidence to speak up English.

In the cycle I, the test instrument also shows the student’s improvement in class. The mean score of pre-test is 6, 23 and the post-test is 7, 76. The best score of pre-test is 7 and the worst score is 5. Then, the best score of post-test is 9,2 and the worst is 5,2. It means that the student’s competences are increase in vocabulary with make a match technique.

In order to get more data, the researcher continued to second cycle. In this cycle, the students more spirit and relax because they have known about make a match technique. In the process of applying, most of the students participate in the learning process. When make a match technique applied, they looked happy, enjoy and more relax.

The test instrument in cycle II also shows the improvement of students’ achievement. The mean score of pre-test is 6, 73 and the post-test is 7, 88. The best score in pre-test is 8,5 and the worst is 5,5. Then, the best score in post-test is 8, 8 and the worst is 6, 8. It means that the student’s achievements are increase in vocabulary mastery. The researcher
concluded that the students felt happy and comfort when they learned with make a match technique. They are more active to speak up and they felt enjoy, so they easily to understand and catch what they learned in the class.

Based on the explanation above, the researcher will analyze the students’ attention improvement. The analyze between cycle I and cycle II are as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td>6.23</td>
<td>6.73</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>7.76</td>
<td>7.88</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>T-table</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td>N = 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>T-test</td>
<td>5</td>
<td>6.05</td>
</tr>
</tbody>
</table>

$H_0$ is rejected if $t$-test is greater or same with $t$-table. $H_0$ is nosignificance different between pre-test and post-test mean. The table above shows that $t$-test is greater than $t$-table, so $H_0$ is rejected, it means that there is significant difference between pre-test and post-test mean. The students easier to memorize many vocabulary with make a match technique. They also participate well by giving feedback in teaching learning process, they enjoy and pay their attention along the teaching learning process. It can be conclude that using make a match technique can motivate students to improve in language learning. Students also easier to memorize words than use other techniques.
Make a match technique is use cards as tool in teaching vocabulary. It is more effective for students to master vocabulary better. The result of this research appropriate with Vocabulary Card System’s theory. Fauziati (2010:70) says that vocabulary card system seems to be the most effective and practical way of memorization to accomplish new vocabulary. it is a technique wich relies on repetitive rote memorization to combat forgetting.
CHAPTER V
CLOSURE

A. Conclusion

The title of this research is “Improving Students Vocabulary Mastery Through Make a Match Technique (A Classroom Action Research for the First Grade Students of SMK Perintis 29 Ungaran in the Academic Year of 2015/2016)”. The finding of the research in SMK Perintis 29 Ungaran shows:

1. The students’ achievement of vocabulary can be improved by make a match technique in teaching learning process. It can be proved by score of pre-test and post-test. The score of post-test are greater than pre-test. The cycle I showed that the score of pre-test is 6, 23 and the score of post-test is 7, 76. Meanwhile, the cycle II showed that the score of pre-test is 6, 73 and the score of post-test is 7, 88. It indicates that each cycle has different improvement of the using make a match technique.

2. The extent of using make a match technique can be proved by t-test calculation. T-test is formula to kind the significant differences between pre-test and post-test. The t-test from this research is from 5 in the first cycle until 6, 05 in the second cycle. From the t-test, it can be seen that there was improvement from the first cycle to the second cycle. Furthermore, the make a match technique also makes the students enjoy and pay their attention along the teaching learning
process. It can be concluded that using make a match technique can motivate students to improve their vocabulary mastery.

**B. SUGGESTION**

From the result of research in the first grade of SMK Perintis 29 Ungaran, the researcher would like to suggest the follow:

1. **For the teacher**

   The result of this research can support the English teachers to apply this method in teaching vocabulary. Teachers should prepare materials and they can make good scenario to create fun situation and make it is more interesting.

2. **For the students**

   The students must develop their bravery in order to answer the questions or ask the teachers’ instruction. They not only focus in playing the technique but also in mastering the English materials.

3. **For the researcher**

   The researcher would understand more about make a match technique. Then, she must expand her knowledge in teaching vocabulary through the other technique.

4. **For the other researcher**

   The result of this research can be used as input by the other researchers who want to make research about teaching vocabulary as reference.
BIBLIOGRAPHY


Oxford Learner’s Pocket Dictionary, Oxford University Press.


CURRICULUM VITAE

Personal Data

Name : Laily Nurindah Sari

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Address : Tompogunung Rt03/10, Kalongan, Ungaran Timur, Kab.Semarang

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Educational Background :

1. RA Nurul Islam, graduated in 1997

2. MI Gondoriyo, graduated in 2003

3. SMP N 5 Ungaran, graduated in 2006

4. MAN Suruh, graduated in 2009
APPENDICES

- Syllabus of SMK Perintis 29 Ungaran
- Lesson Plan
- Achievement Test of Cycle 1
- Key Answer of Achievement Test Cycle 1
- Achievement Test of Cycle 2
- Key Answer of Achievement Test Cycle 2
- The Result of the Students’ Tests
- Observation Sheet of Cycle 1 and Cycle 2
- Field Notes of Cycle 1 and Cycle 2
- Research Documentation
- Surat Tugas Pembimbing
- Lembar Konsultasi Skripsi
- Daftar SKK (Satuan Kredit Kegiatan)
**SILABUS**

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : X / 1 - 2

STANDAR KOMPETENSI: Berkomunikasi dengan Bahasa Inggris setara Level Novice

KODE KOMPETENSI : 

ALOKASI WAKTU : 190 jam X 45 menit

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<table>
<thead>
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<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>MATERI PEMBELAJARAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>PENILAIAN</th>
<th>ALOKASI WAKTU</th>
<th>SUMBER BELAJAR</th>
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<td>INDIKATOR</td>
<td>MATERI PEMBELAJARAN</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| 1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan | • Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat | • Greetings and leave takings | • Listening | • Tes lisan:  
  – Memperagakan dialog secara berpasangan | 18 | ❖ Get Along with English |
| | • Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat | • How are you? | • Listening for information  
  – About greetings, introducing, thanking, leave takings, and apologizing | • Tes tertulis:  
  – Melengkapi dialog |
| | • Berbagai ungkapan terima kasih dan responnya digunakan secara tepat | • I’m fine, thanks | • Dictation  
  – Listening for information | ❖ Grammar in Use |
| | • Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat | • See you later. | • Speaking  
  – Saying greetings, introducing, thanking, leave takings, and apologizing | |
| | | • Introducing  
  – May I introduce myself. I am Budi. | • Role playing, dialogues, introducing, thanking, leave takings, and apologizing | |
| | | • Ani, this is Ida. | • Telling one’s self | |
| | | • Nice to meet you. | • Reading for information  
  – Short passages | |
| | | | • Dialogues | |
| | | • Thanking  
  – Thank you very much. | • Writing  
  – Completing dialogues | |
| | | • You are welcome. | • Arranging jumbled dialogues | |
| | | | • Composing dialogues | |
| | | • Apologizing  
  – I am sorry for ... | | |
| | | • Please forgive me ... | | |
| | | | | |
| | | • Grammar Review  
  – Personal Pronoun  
  (Subject & possessive) | | |
| | | ❖ I – my  
  ❖ You – your  
  ❖ Simple Present Tense : to be & Verb | | |
<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>MATERI PEMBELAJARAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>PENILAIAN</th>
<th>ALOKASI WAKTU</th>
<th>SUMBER BELAJAR</th>
</tr>
</thead>
</table>
| 1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun | • Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (origin), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat.  
• Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktivitasnya disebutkan dengan tepat.  
• Waktu (time of the day), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat. | • Adjectives showing colours, quality, size, shape, age, origin, material  
- green, good, big, old, Indonesian, wooden, dsb.  
• Profession, nationality  
• Adjectives showing physical (appearance), non-physical (characteristic)  
- beautiful, humorous dsb  
• Nouns showing time, day, date, month, year  
- six o’clock, Sunday, 1st of May, July, 2006  
• Grammar review:  
  - Singular – plural nouns.  
  (book – books  
  box - boxes  
  child – children  
  fish – fish) | • Listening  
  – Matching pictures with words  
  – Dictation  
  – Listening for information  
• Speaking:  
  – Naming objects, quality of objects and persons, professions, nationalities, and time of the day.  
• Reading:  
  – Reading for information  
• Writing:  
  – Completing passages with suitable words | • Tes lisan  
  – Mendeskriskan gambar secara lisan  
• Tes tertulis  
  – Melengkapi kalimat  
  – Pilihan Ganda  
  – Memberi label pada gambar  
  – Menjawab pertanyaan cerita. | 26 | • Get Along With English Internet Source  
• Grammar in Use |
<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>MATERI PEMBELAJARAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>PENILAIAN</th>
<th>ALOKASI WAKTU</th>
<th>SUMBER BELAJAR</th>
</tr>
</thead>
</table>
| 1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun | • Bilangan (cardinal / ordinal) digunakan dengan tepat dalam berbagai konteks.  
• Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (origin), ukuran, bahan, jumlah dan kualitas.  
• Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya.  
• Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (time of the day), nama-nama hari/tanggal, bulan, tahun. | • Cardinal and ordinal numbers: ten, twenty, first, fifth, dsb  
• Adjectives of quality: good, beautiful, dsb  
• Adjectives of size: big, small, dsb.  
• Adjectives of shape: round, straight, dsb.  
• Adjectives of age: old, new, dsb.  
• Adjectives of colour: blue, red, dsb.  
• Nationality, profession: John is an American.  
• Adjective in series: A beautiful big U-shaped wooden house.  
• Description of events: The accident happened at nine PM on Monday, the 26th of July 2006.  
• Antonym / synonym | • Listening:  
− Matching pictures with words.  
− Dictation  
− Listening for information  
• Speaking:  
− Describing things, people, profession, and nationalities  
− Telling numbers, responding to questions about numbers.  
• Reading:  
− Understanding and discussing passages.  
• Writing:  
− Describing things  
− Matching numbers and the way they are said.  
− Arranging jumbled paragraphs.  
− Composing dialogues involving the use of numbers in various contexts  
− Writing paragraphs | • Tes lisan:  
− Mendeskripsikan gambar  
− Menyebutkan waktu, bilangan.  
− Menceritakan kejadian secara lisan.  
• Tes tertulis:  
− Pilihan ganda  
− Menjodohkan gambar.  
− Menyusun paragraf pendek. | 26 |  | • English progress Get Along With English Practice your English Competence Gramma r in Use |
<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>MATERI PEMBELAJARAN</th>
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<th>ALOKASI WAKTU</th>
<th>SUMBER BELAJAR</th>
</tr>
</thead>
</table>
| 1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar | Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat. | Words and expressions used to show regrets and apologies:  
- I’m sorry that ... | Listening:  
- Dictation  
- Listening for information  
- Completing passages | Tes lisan  
- Dialog  
- Merespon pernyataan  
- Tes tertulis  
- Melengkapi kalimat  
- Membuat kalimat berdasarkan gambar.  
- Menyusun cerita. | 30 | Get Along with English  
Grammar in Use  
Modul bahasa inggris |
<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
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<tbody>
<tr>
<td>1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi</td>
<td>• Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian. • Pernyataan dengan menggunakan &quot;there is/are&quot; disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian. • Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat • Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat</td>
<td>• Words and expressions used in the context of telling or describing events. - The students are cleaning the floor. - When you arrive, the guests will be travelling around the city. • Grammar: Present continuous, future continuous. • Sentences using ‘there + be’ • Prepositions: in, on, at, under, etc. - There is a napkin on the table • Questions about events: - How/When did it happen? • Expressions of feelings / opinions concerning an event - I was very shocked to learn about the number of the victims.</td>
<td>• Listening: - Matching pictures and sentences. - Completing passages • Speaking: - Pronunciation practice - Dialogue practice telling what’s happening in pictures. - Giving responses to the events shown in pictures. - Dialogue practice using “there” • Writing: - Writing short paragraphs based on pictures.</td>
<td>• Tes lisan - Menceritakan gambar • Dialog • Tes tertulis - Melengkapi kalimat • Menjawab soal cerita. • Membuat kalimat berdasarkan gambar.</td>
<td>24</td>
<td>❖ Get Along With English listening from internet ❖ English Grammar in use</td>
</tr>
<tr>
<td>KOMPETENSI DASAR</td>
<td>INDIKATOR</td>
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<td>PENILAIAN</td>
<td>ALOKASI WAKTU</td>
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<tr>
<td>1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas</td>
<td>- Pesan ditulis dalam bentuk memo dengan benar.&lt;br&gt;- Memo yang sudah ada dijelaskan dengan tepat.&lt;br&gt;- Menu ditulis dan dijelaskan dengan tepat.&lt;br&gt;- Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar.&lt;br&gt;- Berbagai macam jadwal (time table) dibuat dan dijelaskan dengan benar.&lt;br&gt;- Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu.</td>
<td>- Samples of memo&lt;br&gt;- Sample of menu&lt;br&gt;- Words and expressions to explain signs and symbols:&lt;br&gt;  - That “P” sign means that you can park here.&lt;br&gt;  - The symbol “Lady” means that the toilet is for women.&lt;br&gt;  - “No smoking” means that you are not allowed to smoke in that area.&lt;br&gt;- Samples of time table and schedule&lt;br&gt;- Degrees of comparison:&lt;br&gt;  - Bus is fast.&lt;br&gt;  - Train is faster than the bus.&lt;br&gt;  - Plane is the fastest of all.&lt;br&gt;  - Travelling by plane is more convenient than travelling by bus.&lt;br&gt;- Pronouns and Reported Speech</td>
<td>- Listening&lt;br&gt;  - Dictation&lt;br&gt;  - Completing memos and menus&lt;br&gt;  - Matching pictures based on signs, symbols, time tables and schedules given.&lt;br&gt;- Speaking&lt;br&gt;  - Pronunciation practice&lt;br&gt;  - Dialogue practice involving memos, menus, signs, symbols, time tables and schedules&lt;br&gt;  - Making sentences using degrees of comparison, pronouns and reported speech.&lt;br&gt;- Writing&lt;br&gt;  - Completing time tables and schedules&lt;br&gt;  - Writing sentences using comparative degree, pronouns and reported speech.&lt;br&gt;  - Composing memos and menus.</td>
<td>- Tes lisan&lt;br&gt;  - Menjawab pertanyaan secara lisan&lt;br&gt;  - Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda.</td>
<td>22</td>
<td>Various kinds of memos and menus, time tables and schedules from different sources Person to Person Practice your English competence</td>
</tr>
<tr>
<td>KOMPETENSI DASAR</td>
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</tbody>
</table>
| 1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus | • Berbagai ungkapan untuk menyatakan pilihan (preferences) digunakan dengan tepat.  
• Ungkapan untuk menyatakan kemampuan (capabilities) digunakan dengan tepat.  
• Berbagai ungkapan untuk menyatakan kemampuan (capabilities) digunakan dengan tepat.  
• Ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat. | • Words and expressions used in expressing preference:  
- I prefer coffee to soft drink at this time of the day.  
- I'd rather stay home over the weekend than go to movies.  
- I like badminton better than volley ball.  
• Conditional sentence type 1:  
- If the weather is nice this morning, we can go to the beach.  
• Words and expressions used to talk about capabilities:  
- Can you swim to cross this river?  
- When I was a child, I could (was able to) climb that tree.  
• Words and expressions used in asking for and giving direction (location):  
- Could you tell me the way to the Zoo, please?  
- Go straight on as far as the junction, then turn left. The Zoo is on your left ... | • Listening  
- Dictation  
- Listening for information: dialogues  
- Listening and completing maps.  
• Speaking  
- Interviewing for one’s preferences and capabilities, asking and giving directions based on maps given.  
- Responding to questions using conditional sentences type 1.  
• Reading  
- Reading for information: passages, dialogues, etc.  
- Identifying skills and capabilities from reading passages.  
- Reading and finding a location on the map  
• Writing  
- Writing sentences expressing preferences and capabilities, directions or locations.  
- Writing sentences using conditional type 1. | | | • Tes lisan  
- Dialog  
- Tentang preference, direction, capabilities, conditional.  
• Tes tertulis  
- Melengkapi dialog  
- Menuliskan arah / petunjuk.  
- Pilihan ganda  
• Person to Person  
• Grammar in Use  
• Maps  
• Get along with English |
<table>
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</thead>
<tbody>
<tr>
<td>1.8 Menuliskan undangan sederhana</td>
<td>Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan</td>
<td>Grammar review: “will”, “could”, “would” and prepositions: in, on at.</td>
<td>Listening – Completing invitations&lt;br&gt;- Listening for information</td>
<td>Test Lisan&lt;br&gt;- Mengundang secara lisan&lt;br&gt;- Dialog</td>
<td>22</td>
<td>– Different kinds of invitations&lt;br&gt;- Get along with English&lt;br&gt;- Practice your English</td>
</tr>
<tr>
<td></td>
<td>Kalimat dirangkai dengan benar untuk membentuk undangan</td>
<td>Samples of invitation (personal invitation).</td>
<td>Speaking – Pronunciation practice&lt;br&gt;- Dialogue practice&lt;br&gt;- Responding to questions dealing with invitations using “yes-no” and “wh-” questions.&lt;br&gt;- Telling about invitations,&lt;br&gt;- Creating dialogues in pairs</td>
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<td></td>
<td>Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar.</td>
<td>Parts of personal invitations.</td>
<td>Reading – Reading for information: invitations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Contents, style, spelling and punctuation.</td>
<td>Writing – Rearranging jumbled sentences to create invitation&lt;br&gt;- Writing personal invitations.</td>
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</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMK Perintis 29 Ungaran
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Asking and Giving Directions and Preferences
Alokasi Waktu : 24 Jam @ 45 Menit (2 Pertemuan)

A. Standar Kompetensi
   - 1. Berkomunikasi dengan bahasa Inggris setara Level Novice.

B. Kompetensi Dasar
   - 1.7. Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.

C. Indicator
   - Memahami ungkapan untuk meminta dan memberi arah dan lokasi (Directions) digunakan dengan tepat.
   - Memahami ungkapan untuk menunjukan pilihan (Preferences) digunakan dengan tepat.
   - Mengidentifikasi vocabulary dalam teks asking and giving directions and preferences
   - Menjawab pertanyaan sesuai dengan asking and giving directions and preferences

D. Tujuan Pembelajaran
Pada akhir pelajaran siswa diharapkan dapat :
   - Memahami ungkapan untuk meminta dan memberi arah dan lokasi (Directions) digunakan dengan tepat.
   - Memahami ungkapan untuk menunjukan pilihan (Preferences) digunakan dengan tepat.
   - Mengidentifikasi kata-kata dalam teks asking and giving directions and preferences
Menjawab soal sesuai dengan teks *asking and giving directions and preferences* dengan baik dan benar

E. Pendekatan dan Metode Pembelajaran

- Pendekatan : Kontekstual
- Metode : *Make a match, Question and answer*

F. Materi Pembelajaran

- Terlampir

G. Langkah-Langkah Pembelajaran

- **Kegiatan awal**
  - Guru memberi salam dan berdoa bersama
  - Guru Mengecek kehadiran siswa
  - Guru menjelaskan pentingnya materi yang akan dipelajari
  - Siswa mengerjakan pre test

- **Kegiatan inti melalui Eksplorasi, Elaborasi dan Konfirmasi**
  - Guru melakukan tanya jawab tentang materi
  - Guru meminta siswa mengamati materi yang akan disampaikan
  - Guru menjelaskan dan memberi contoh ungkapan-ungkapan dalam meminta dan memberi arah dan lokasi secara tepat
  - Guru menjelaskan kepada siswa secara structural tentang kata-kata atau ungkapan untuk menunjukan pilihan
  - Guru Memberikan kesempatan bertanya kepada siswa tentang materi di atas
  - Guru memberikan text tentang asking and giving direction and preferences
  - Siswa mencoba menghafal kosakata dalam text dengan menggunakan make a match method
  - Guru memberikan kesempatan pada siswa untuk menanyakan kesulitan selama proses belajar
  - Guru memberi soal post test untuk siswa
Kegiatan Akhir

- Guru bersama siswa menyimpulkan materi yang telah dipelajari
- Salam penutup

H. Sumber Belajar

✓ Buku Pendamping Bahasa Inggris Untuk SMK Semester Genap kelas X
✓ Buku Get Along kelas X
✓ Kamus bahasa inggris

I. Penilaian

Written test;

Soal:

Read the text, then answer the questions

How can I get to the Post office?

I have a special rule for traveling: never carry a map. I prefer to ask for directions. Sometimes I get lost, but usually have a good time. I can practice my new language, meet new people, and learn new customs. And I find out that there is some different “style” of directions every time I ask. For example, when I ask how I can get to the post office.

In Japan, most streets don’t have names, so people use landmarks for their directions. For example, Japanese will say to travellers, “Go straight down to the corner. Turn left at the big hotel and go pass the fruit market. The post office is across from the bus stop.” While in Kansas or in the countryside of the American Midwest where the land is flat, people will say, “Go north two miles. Turn east, and then go for another mile. “people in Greece don’t even try to give directions because tourist seldom understand Greek language. Greeks often say, “Follow me,” Then they will lead you through the streets of the city to the post office.

One thing that will help you everywhere like in Japan, the United Stated, Greece, or any other places is gestures. Probably you might not understand a person’s body language. He or she will usually turn and then point in the correct direction. Go in that direction and you will probably find the post offices.

A. Fill in the blank based on the text above!

1. Where the writer will go?.............................
2. In Japan, most streets don’t have names, so people use ………….. for their directions.

3. People in Greece don’t even try to give directions because tourist ……………

B. Translate into Indonesia!

1. Direction : ………………… 7. corner : …………………
2. Practice : ………………… 8. follow : …………………
4. Landmark : ………………… 10. through : …………………
5. Turn left : ………………… 11. understand : …………………
6. Across from : ………………… 12. point : …………………

C. Find the synonym

D. Find the antonym

1. Learn = ………………… 1. New >>
2. Seldom = ………………… 2. Correct >>
3. Probably = ………………… 3. Different >>

E. Fill in the following words into the right function!

Carry good often map

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>
Pedoman Penilaian

Jumlah soal x 4

Benar semua = 25 x 4 = 100

Mengetahui,

Guru Mata Pelajaran

Ungaran, 12 Mei 2016

Researcher

Laily Nurindah sari
A. Asking directions

Excuse me, could you tell me how to get to…?
the bus station
Excuse me. Is there a supermarket near here?
Excuse me, do you know where the … is?
post office
How do I get to (the)…?
I’m sorry, I don’t knowPardon me, I’m lost, how do I get to
the ( … museum)?
sorry, I’m not from around here
Can you give me directions to (the)…?
I’m looking for … (this address)

Where I can find the nearest….?
Are we on the right road for…? Brighton

Is this the right way for…? Police station
Can you tell me how to get to the drugstore?
What are the best/ quickest/easiest/ way to get to (the)…?
Do you have a map?
Can you show me on the map?

B. Giving directions

it’s this way
it’s that way
At the traffic lights, take the first left and go straight on. It’s on the left.
you’re going the wrong way
you’re going in the wrong direction
Go back the way you came
take this road
go down there
Turn back/ go back
take the first on the left
take the second on the right
turn right at the crossroads
Go straight on (until you come to…)
continue straight ahead for about a mile (one mile is approximately 1.6 kilometers)
Go under/ over the bridge
continue past the fire station
Follow the signs to …
you’ll pass a supermarket on your left
The … is beside/in front of/next to…the….
keep going for another …
hundred yards (about 91 meters)
two hundred meters
half mile (about 800 meters)
Kilometer
Keep going straight ahead
it’ll be …
on your left
on your right
straight ahead of you

C. Preferences

1) Fungsi Sosial :
   Menyatakan pilihan yang di inginkan dan yang tidak diinginkan.

2) Structure teks
   • Preference used: Like…… better than
   • Preference used: Prefer…… To
   • Preference used: Would rather…. Than
   • To express preference, we can use these sentences:
     • I like Blue color better than black
     • I prefer red color to blue.
     • I would rather study now than letter.

3) Unsur kebahasaan
   “like + nouns/ (verb+ing) + better than+noun/(ver+ing)”
   “Prefer + nouns + to + nouns”
   “Would rather + Verb1 tanpa to + than + Verb1 tanpa to”
RENCANA PELAKSANAAN PEMBELAJARAN

SatuanPendidikan : SMK Perintis 29 Ungaran
Mata Pelajaran : Bahasa Inggris
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   • Memahami ungkapan untuk meminta dan memberi arah dan lokasi (Directions) digunakan dengan tepat.
   • Memahami ungkapan untuk menunjukan pilihan (Preferences) digunakan dengan tepat.
   • Mengidentifikasi vocabulary dalam teks asking and giving directions and preferences
   • Menjawab pertanyaan sesuai dengan asking and giving directions and preferences

D. Tujuan Pembelajaran
   Pada akhir pelajaran siswa diharapkan dapat :
   • Memahami ungkapan untuk meminta dan memberi arah dan lokasi (Directions) digunakan dengan tepat.
   • Memahami ungkapan untuk menunjukan pilihan (Preferences) digunakan dengan tepat.
   • Mengidentifikasi kata-kata dalam teks asking and giving directions and preferences
Menjawab soal sesuai dengan teks *asking and giving directions and preferences* dengan baik dan benar

**E. Pendekatan dan Metode Pembelajaran**
- **Pendekatan**: Kontekstual
- **Metode**: *Make a match, Question and answer*

**F. Materi Pembelajaran**
- Terlampir

**G. Langkah-Langkah Pembelajaran**

- **Kegiatan awal**
  - Guru memberi salam dan berdoa bersama
  - Guru Mengecek kehadiran siswa
  - Guru menjelaskan pentingnya materi yang akan dipelajari
  - Siswa mengerjakan pre test

- **Kegiatan inti melalui Eksplorasi, Elaborasi dan Konfirmasi**
  - Guru bersama siswa mereview pelajaran terdahulu
  - Guru memberi contoh dialog yang berkaitan dengan materi
  - Siswa membaca dialog yang telah diberikan guru
  - Guru bersama siswa mendiskusikan word function yang ada dalam dialog tersebut.
  - Guru memberikan contoh text tentang *asking and giving directions and preferences*
  - Siswa mencoba menghafal kosakata dalam text dengan menggunakan make a match method
  - Guru memberikan kesempatan pada siswa untuk menanyakan kesulitan selama proses belajar
  - Guru memberi soal post test untuk siswa

- **Kegiatan Akhir**
  - Guru bersama siswa menyimpulkan materi yang telah dipelajari
  - Salam penutup
H. Sumber Belajar

✓ Buku Pendamping Bahasa Inggris Untuk SMK Semester Genap kelas X
✓ Buku Get Along kelas X
✓ Kamus bahasa inggris

I. Penilaian

Written test;

Soal:

Read the text, and then answer the questions

Dear Martha,

Finally, I’m here, in a new city, in a new life. However, I feel a little homesick being far from my hometown. Well, this is what I have decided.

Martha, I have a new job here. I work in quite a big store. I help customers find the book they want and display the new best-seller books. I usually work from 9 a.m. to 5 p.m., Monday to Friday, but sometimes I work on weekends, too. Well, this is not my preference, but what can I do?

I like my job. You know how I love reading books, don’t you? My free time is very important to me. On my day off, I always get up late. I eat my breakfast at 8 a.m. and spend almost all afternoon by reading a lot of books. Sometimes I read magazines and newspaper. I also read fiction books. Sometimes I read magazines and newspapers. I also read fiction books. I prefer fiction to non-fiction. I like reading novels better than political books. The story is usually light and entertaining. When I feel stressed, I’d rather read comics than novels.

In the evening, I hang out with my new friend, Huda. We usually go for dinner. We prefer eating out to cooking at my boarding house. Well, I guess I have to go. Huda is picking me up and now he is waiting.

A. Fill in the blank based on the text above!

1. Where does Angela actually prefer to live? .........................
2. What does she do at her job? ..................


B. Translate into Indonesia!

1. Homesick: ........ 7. Spend : ........
2. Decide :......... 8. Hang out : ....

C. Find the synonym                  D. Find the antonym

1. Little = ............. 1. Far >= ...........
2. Prefer = .............. 2. Correct >= ...........
3. Guess = .............. 3. Big >= ............

E. Fill in the following words into the right function!

<table>
<thead>
<tr>
<th>Afternoon</th>
<th>store</th>
<th>work</th>
<th>new</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
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Benar semua = 25 x 4 = 100

Mengetahui,

Guru Mata Pelajaran

Nontin, M.Pd.

Ungaran, 12 Mei 2016

Researcher

Laily Nurindah sari
**Lampiran**

**Wally:** Excuse me, could you tell me how to get to the city hospital?

**Sally:** Sure, the hospital is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.

**Wally:** Go south two blocks to the stop light.

**Sally:** Correct, then, turn left and goes three more blocks, until you come to the end of the road. A park will be in front of you.

**Wally:** Turn left and goes for three blocks to the park.

**Sally:** Right, then turn right again and go seven blocks, to Lipton Avenue.

**Wally:** Turn right and go seven blocks to Lipton Avenue.

**Sally:** Next, turn left on Lipton Avenue and go two blocks. The hospital is on your left, across from the baseball stadium.

**Wally:** OK, let me see if I’ve got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turns right and…

**Sally:** No, turn left on Lipton Avenue.

**Wally:** OK, turn left on Lipton Avenue, the hospital is two blocks down, on my left.

**Sally:** You got it.

**Wally:** Thanks.
Pre Test

Name : .........................

Class : .......................

Read the following passage!

Mr. Harun is out of his town. He wants to go to the public library but he doesn’t know how to get there. He stops a man in the main street.

Mr. Harun : Excuse me, could you tell me where the public library is?
Man : I’m afraid, I don’t know where it.
Mr. Harun : I see. Well, thank you anyway.
Man : Sorry, I couldn’t help.

Then he metts a policeman and asks him the direction.

Mr. Harun : Excuse me, could you help me?
Policeman : Yes?
Mr. Harun : Could you tell me how to get to the public library?
Policeman : Public library? Turn left at the T-junction, you will see a one way sing. Go along the road and stop before the traffic light. It’s on the left side.
Mr. Harun : Let me repeat your direction. Turn left and go along the one way road. I have to stop before the traffic light. It’s on my left. Is that right?
Policeman : Yes, that’s right.
Mr. Harun : Is it far from here?
Policeman : No, it’s quite near. It’s just 15 minutes walking.
Mr. Harun : Thank you very much.
Policeman : Not at all. But I am afraid, you have to hurry. It closes at three p.m.
Mr. Harun : Are you sure? Well, you are right. I have to hurry. Thank you for your help.
Policeman : you’re welcome.

A. Answer these questions based on the text!
   1. Who gives the direction to the public library to Mr. Harun?
   2. Mention the direction to the public library!
   3. Is the public library far?
   4. Can Mr. Harun go to the public library on foot?
   5. What does the policeman suggest to Mr. Harun?

B. Translate into Indonesia!
   1. Traffic light : ....................
   2. Know : ............................
   3. Hurry : ............................
   4. Sign : ............................
   5. Direction : ........................
   6. Turn left : ........................
C. Find the synonym
1. know = ............
2. right = ............
3. road = ............

D. Find the antonym!
1. Near >> ............
2. Stop >> ............
3. close >> ............

D. Fill in the following words into the right function!

<table>
<thead>
<tr>
<th>Tell</th>
<th>hurry</th>
<th>library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Verb</td>
<td>Adverb</td>
</tr>
<tr>
<td>1. .................</td>
<td>2.................</td>
<td>3.................</td>
</tr>
</tbody>
</table>
How can I get to the Post office?

I have a special rule for traveling, never carry a map. I prefer to ask for directions. Sometimes I get lost, but usually have a good time. I can practice my new language, meet new people, and learn new customs. And I find out that there is some different “style” of directions every time I ask. For example, when I asked how I can get to the post office.

In Japan, most streets don’t have names, so people use landmarks for their directions. For example, Japanese will say to travellers, “Go straight down to the corner. Turn left at the big hotel and go past the fruit market. The post office is across from the bus stop.” While in Kansas or in the country side of the American Midwest where the land is flat, people will say, “Go north two miles. Turn east, and then go for another mile.” People in Greece don’t even try to give directions because tourist seldom understand Greek language. Greeks often say, “Follow me,” Then they will lead you through the streets of the city to the post office.

One thing that will help you everywhere like in Japan, the United States, Greece, or any other places is gestures. Probably you might not understand a person’s body language. He or she will usually turn and then point in the correct direction. Go in that direction and you will probably find the post offices.

A. Fill in the blank based on the text above!

1. Where the writer will go? ......................

2. In Japan, most streets don’t have names, so people use ...................... for their directions.

3. People in Greece don’t even try to give directions because tourist ......................

B. Translate into Indonesia!


5. Turn left  : ......................  11. Understand: ......................

C. Find the synonym
   1. Learn = ................
   2. Seldom = ................
   3. Probably = ................

D. Find the antonym
   1. New ><................
   2. Correct ><................
   3. Different ><................

E. Fill in the following words into the right function!

<table>
<thead>
<tr>
<th>Carry</th>
<th>Good</th>
<th>Often</th>
<th>Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Verb</td>
<td>Adjective</td>
<td>Adverb</td>
</tr>
<tr>
<td>1. .................</td>
<td>2.............</td>
<td>3.........</td>
<td>4.............</td>
</tr>
</tbody>
</table>
Pre Test

Key answers.

A. 1. Policeman
   2. Turn left at the T-junction, you will see a one way sing. Go along the road and stop before the traffic light. It’s on the left side.
   3. No, it’s not
   4. Yes, he can
   5. Policeman suggest to Mr.Harun to walk

B.  
   1. Rambu-rambu lalu lintas
   2. Tahu/paham
   3. Tergesa-gesa
   4. Tanda/rambu-rambu
   5. Arah
   6. Belok kiri

C. 1. Understand/see
   2. True
   3. Street/way

D. 1. Far
   2. Start
   3. Open

E.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Verb</td>
<td>Adverb</td>
</tr>
<tr>
<td>1. Library</td>
<td>2. Tell</td>
<td>3. Hurry</td>
</tr>
</tbody>
</table>

Post Test

Key answers.
B. 1. Post office  
2. Landmark  
3. Seldom understand Greek language

b.
1. Arah  
2. Berlatih  
3. Gaya  
4. Penunjuk  
5. Belok kiri  
6. Berseberangan  
7. Pojok/ujung  
8. Mengikuti  
9. Gerak/isyarat  
10. Melewati/melalui  
11. Mengerti/memahami  
12. Menunjukkan

c. 1. Study  
2. Rare  
1. Perhaps

d. 1. Old  
2. False/wrong/fault  
3. Same/similar

E. | Noun | Verb | Adjective | Adverb |
---|------|------|----------|-------|
Pre Test

Name : ................................
Class : ................................

Read the text, and then answer the questions

Mr. Adam has two children. They are Lucy and Darren. Both of them are senior high school students. They have their own hobbies.

Lucy is a nice girl. She has a lot of activities after school. She likes swimming and going to the cinema with her friends. She likes action movies better than dramas. She is also interested in photography. She usually brings her camera everywhere and takes lots of pictures.

Darren loves sport and music. He plays basketball and football but now he prefers playing basketball. He loves pop music and plays music instrument. He would rather play guitar than play other instrument. He usually has music performance with his friends on Saturday.

A. Identify these statements based on the text above. Write (T) if the statement is true and write (F) if the statement is false.

1. (...........) Lucy and her brother love movies.
2. (...........) Lucy prefers dramas to action movies.
3. (...........) Lucy loves taking pictures.
4. (...........) Darren would rather play basketball than play football.
5. (...........) Darren likes playing guitar better than playing piano.

B. Translate into Indonesia!

1. Nice :.....................
2. Cinema :....................
3. Interest :.....................
4. Prefer :.....................
5. Usually :.....................
6. Performance:.....................

C. Find the synonym

1. Like =.....................
2. Football =.....................
3. Now =.....................
D. Find the antonym
2. Nice ➥ < ............
3. After ➥ < ............

E. Fill in the following words into the right function!

<table>
<thead>
<tr>
<th>Bring</th>
<th>camera</th>
<th>nice</th>
<th>everywhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Verb</td>
<td>Adjective</td>
<td>Adverb</td>
</tr>
<tr>
<td>1. ..................</td>
<td>2. ............</td>
<td>3. ..........</td>
<td>4. ............</td>
</tr>
</tbody>
</table>

Post Test

Name/Number:

Read the text, and then answer the questions

Dear Martha,

Finally, I’m here, in a new city, in a new life. However, I feel a little homesick being far from my hometown. Well, this is what I have decided.

Martha, I have a new job here. I work in quite a big store. I help customers find the book they want and display the new best-seller books. I usually work from 9 a.m. to 5 p.m., Monday to Friday, but sometimes I work on weekends, too. Well, this is not my preference, but what can I do?

I like my job. You know how I love reading books, don’t you? My free time is very important to me. On my day off, I always get up late. I eat my breakfast at 8 a.m. and spend almost all afternoon by reading a lot of books. Sometimes I read magazines and newspaper. I also read fiction books. Sometimes I read magazines and newspapers. I also read fiction books. I prefer fiction to non-fiction. I like reading novels better than political books. The story is usually light and entertaining. When I feel stressed, I’d rather read comics than novels.

In the evening, I hang out with my new friend, Huda. We usually go for dinner. We prefer eating out to cooking at my boarding house. Well, I guess I have to go. Huda is picking me up and now he is waiting.

A. Fill in the blank based on the text above!
1. Where does Angela actually prefer to live? .....................
2. What does she do at her job? .....................
3. Which one does she prefer, fiction or non-fiction book? She prefer .....................book.
B. Translate into Indonesia!

1. Homesick: ........  7. Spend : ........
2. Decide :.........  8. Hang out : .......

C. Find the synonym

4. Little = .............. 1. Far >=< ............
5. Prefer = ............. 2. Correct >=< ...........
6. Guess=.............. 3. Big >= < ............

D. Find the antonym


E. Fill in the following words into the right function!

<table>
<thead>
<tr>
<th>Afternoon</th>
<th>store</th>
<th>work</th>
<th>new</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Verb</td>
<td>Adjective</td>
<td>Adverb</td>
</tr>
</tbody>
</table>

Pre Test

Key answers.

A. 1. F
   2. F
   3. T
   4. T
   5. T

B.  
   1. Baik/cantik
   2. Bioskop
   3. Tertarik
   4. Lebih suka
   5. Biasanya
   6. Penampilan
C. 1. Love/interest  
2. Soccer  
3. Present  
D. 1. Bad/naughty  
2. Before  
E. | Noun | Verb | Adjective | Adverb |
   |------|------|-----------|-------|
Post Test

Key answers.

A. 1. She prefes live in her hometown
   2. She helps customers find the book they want and display the new best-seller books
   3. Fiction book

B.
   1. Rindu tempat asal/rumah
   2. Memutuskan
   3. Pengunjung/pelanggan
   4. Pameran
   5. kesukaan
   6. Penting
   7. Menghabiskan
   8. Bermain
   9. Hampir
   10. Merasa
   11. Kos
   12. Menjemput

C. 1. Less/small
   2. Better
   3. mengira

D. 1. Near
   2. wrong
   3. small

E.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>store</td>
<td>work</td>
<td>new</td>
<td>Afternoon</td>
</tr>
</tbody>
</table>

Observation Sheet
Read the following passage!

Harun is out of his town. He wants to go to the public library but he doesn't know how to get there. He asks a man in the main street.

Harun: Excuse me, could you tell me where the public library is?

Man: I'm afraid, I don't know where it is.

Harun: I see. Well, thank you anyway.

Man: Sorry, I couldn't help.

In the met a policeman and asks him the direction.

Harun: Excuse me, could you help me?

Policeman: Yes?

Harun: Could you tell me how to get to the public library?

Policeman: Public library? Turn left at the T-junction, you will see a one way sign. Go along the road and stop before the traffic light. It's on the left side.

Harun: Let me repeat your direction. Turn left and go along the one way road. I have to stop before the traffic light. It's on my left. Is that right?

Policeman: Yes, that's right.

Harun: Is it far from here?

Policeman: No, it's quite near. It's just 15 minutes walking.

Harun: Thank you very much.

Policeman: Not at all. But I am afraid, you have to hurry. It closes at three p.m.

Harun: Are you sure? Well, you are right. I have to hurry. Thank you for your help.

Policeman: You're welcome.

Answer these questions based on the text!

Who gives the direction to the public library to Mr. Harun? **policeman**

Mention the direction to the public library! **Turn left at the T-junction**

Is the public library far? **No, it is near**

Can Mr. Harun go to the public library on foot? **Yes, he can**

What does the policeman suggest to Mr. Harun?

Translate into Indonesia!

Traffic light: **pedom an lalu lintas**

Know: **tahu**

Hurry: **cepat**

Sign: **tanda**

Direction: **arah**

Turn left: **tulang kiri**

Find the synonym:

**know** = ..............

**right** = ..............

**road** = ..............

D. Find the antonym!

1. Near **×** ..............

2. Stop **×** ..............

3. Close **×** ..............

Fill in the following words into the right function!

Tell **hurry**

library

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How can I get to the post office?

I have a special rule for traveling, never carry a map. I prefer to ask for directions. Sometimes I get lost, but usually have a good time. I can practice my new language, meet new people, meet new people, and turn new customs. And I find out that there is some different "style" of every direction I ask. For example, when I ask how I can get to the post office.

In Japan, most streets don't have names, so people use landmarks for their directions. For example, Japanese will say to travelers, "Go straight down to the corner. Turn left at the big hotel and go pass the fruit market. The post office is across from the bus stop." While in Kansas or in the country side of the American Midwest, where the land is flat, people will say, "Go north two miles. Turn east, and then go for another mile." People in Greece don't even try to give directions because tourists seldom understand Greek language. Greeks often say, "Follow me." Then they will lead you through the streets of the city to the post office.

One thing that will help you everywhere like in Japan, the United States, Greece, or any other places: gestures. Probably you might not understand a person's body language. He or she will usually turn and point in the correct direction. Go in that direction and you will probably find the post offices.

Fill in the blank based on the text above!

1. Where the writer will go? The...to the...office

2. In Japan, most streets don't have names, so people use...for their directions.

People in Greece don't even try to give directions because tourists...understand...language.

Translate into Indonesia!

1. Direction = Jalan
2. Practice = Latihan
3. Style = Gaya
4. Landmark = Tutup Kiri
5. Turn left = Tetapkan ke kiri
6. Across from = Mulaari Permumu

Find the synonym

1. Learn = Enterprising
2. Seldom = Sometimes
3. Probably = Only

D. Find the antonym

1. New = Long
2. Correct = Wrong
3. Different = Same

Fill in the following words into the right function!

<table>
<thead>
<tr>
<th>Carry</th>
<th>Good</th>
<th>Often</th>
<th>Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map</td>
<td>2....Carry</td>
<td>3....Good</td>
<td>4....often</td>
</tr>
</tbody>
</table>
Pre Test

Name: Etika Sari
Class: X Atunomy

Read the text, and then answer the questions

Mr. Adam has two children. They are Lucy and Darren. Both of them are senior high school students. They have their own hobbies.

Lucy is a nice girl. She has a lot of activities after school. She likes swimming and going to the cinema with her friends. She likes action movies better than dramas. She is also interested in photography. She usually brings her camera everywhere and takes lots of pictures.

Darren loves sport and music. He plays basketball and football but now he prefers playing basketball. He loves pop music and plays music instrument. He would rather play guitar than play other instrument. He usually has music performance with his friends on Saturday.

A. Identify these statements based on the text above. Write (T) if the statement is true and write (F) if the statement is false.

1. (T/F) Lucy and her brother love movies.
2. (T/F) Lucy prefers dramas to action movies.
3. (T/F) Lucy loves taking pictures.
4. (T/F) Darren would rather play basketball than play football.
5. (T/F) Darren likes playing guitar better than playing piano.

B. Translate into Indonesia!

Nice
Cinema
Interest
Prefer
Usually
Performance

Bola
Gedung bioskop
Pesrmanan
Lebih suka
Bisasanya
Pertunjukan

C. Find the synonym

Like =
Football =
Now =

D. Find the antonym

Nice =
After =

1. Fill in the following words into the right function!

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera</td>
<td>nice</td>
<td>Bring</td>
<td>everywhere</td>
</tr>
</tbody>
</table>
Dear Martha,

Finally, I’m here, in a new city, in a new life. However, I feel a little homesick being far from my hometown. Well, this is what I have decided.

Martha, I have a new job here. I work in quite a big store. I help customers find the book they want and display the new best-seller books. I usually work from 9 a.m. to 5 p.m., Monday to Friday, but sometimes I work on weekends, too. Well, this is not my preference, but what can I do?

I like my job. You know how I love reading books, don’t you? My free time is very important to me. On my day off, I always get up late. I eat my breakfast at 8 a.m. and spend almost all afternoon by reading a lot of books. Sometimes I read magazines and newspaper. I also read fiction books. Sometimes I read magazines and newspapers. I also read fiction books. I prefer fiction to non-fiction. I like reading novels better than political books. The story is usually light and entertaining. When I feel stressed, I’d rather read comics than novels.

In the evening, I hang out with my new friend, Huda. We usually go for dinner. We prefer eating out to cooking at my boarding house. Well, I guess I have to go. Huda is picking me up and now he is waiting.

Fill in the blank based on the text above!
1. Where does Angela actually prefer to live? In her town.
2. What does she do at her job? She helps customers find the book they want and display the new best-seller books.
3. Which one does she prefer, fiction or non-fiction book? She prefers fiction books.

Translate into Indonesia!
1. Homesick
2. Decide
3. Customer
4. Display
5. Preference
6. Important
7. Spend
8. Hang out
9. Almost
10. Feel
11. Boarding house
12. Pick up

Find the synonym
1. Little = small
2. Prefer = like
3. Guess = think

D. Find the antonym
1. Far = near
2. Correct = wrong
3. Big = small

Fill in the following words into the right function!
<table>
<thead>
<tr>
<th>Afternoon</th>
<th>store</th>
<th>work</th>
<th>new</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Verb</td>
<td>Adjective</td>
<td>Adverb</td>
</tr>
<tr>
<td>work</td>
<td>store</td>
<td>new</td>
<td>afternoon</td>
</tr>
<tr>
<td>No</td>
<td>The aspect being observed</td>
<td>Cycle 1</td>
<td>Cycle 2</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>Do students look interested and enthusiastic in learning vocabulary by using make a match technique?</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Do all students understand how to play the technique?</td>
<td>×</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Do all students involve actively in learning vocabulary by using make a match technique?</td>
<td>×</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Is scattergories make a match technique can motivate the students to increase their vocabulary?</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Is make a match technique can improve vocabulary of the students?</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>No</td>
<td>Date</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Thursday, May 12(^{th}) 2016</td>
<td>Some students talk to the others when the teacher give explanation. the teacher explained about the material. They also&lt;br&gt;The students still confuse when forget the words and the meaning easily.&lt;br&gt;They lack of vocabulary.&lt;br&gt;Students do not enthusias follow the lesson because English is on the end schedule.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saturday, May 14(^{th}) 2016</td>
<td>Students still confused to play make a match technique.&lt;br&gt;The students understand about material. They have bravery to answer the question. They also remember the words and meaning the words.&lt;br&gt;The students can pronounce most of word correctly.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Thursday, May 19(^{th}) 2016</td>
<td>Most students have problem in vocabulary meaning so they felt difficult in answering the question from the text.&lt;br&gt;The students do not have confidence to speak up in the class. Actually, they have opinion and they want to speak up there.&lt;br&gt;The students cannot pronounce the words correctly.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saturday, May 21(^{th}) 2016</td>
<td>Students understand about the material. Most of students have braveness to speak up their</td>
<td></td>
</tr>
<tr>
<td></td>
<td>opinion in the class. They are interesting in playing make a match technique. Students are active follow the lesson. Make a match technique is challenging for them. Some students have to go to practice independences’ day parade and scout.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp. (0281) 12 1706 Fax 12 143 1 Salatiga 50741
Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor : Stt.24/K-1/PP.00.9/I-1.3.101/2013
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
      Pembimbing Skripsi

Yth. Ari Setiawan, M.M.

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Sauda a ditunjuk sebagai
Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : Laily Nurindah Sari
NIM : 11309104
Jurusan : Tarbiyah
Judul Skripsi :

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH SPELLING
RACE GAME: (A CLASSROOM ACTION RESEARCH OF THE SECOND YEAR
STUDENTS' IN SMK PERINTIS 29 UNGARAN IN THE ACADEMIC YEAR OF
2013/2014)

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

[Signature]

Dr. Rahmat Hariyadi, M.Pd.
NIP. 196701121992031005

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporannya)
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**CATATAN:**
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

**PEMBIMING**

As. Setiawan, S.pd., M.M
DAFTAR SKK

Nama : Lally Nurindah Sari  
Jurusan/Prodi : TBI  
Nim : 113 09 104  
Dosen Penimbang : Ari Setiawan, M.M

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Salatiga, 19 Agustus 2016
Mengetahui,
Wakil Dekan Bidang
Kerjasama

Achmad Maimun, M.Ag
NIP. 29700510199803 1 003