# BIBLIOGRAPHY

Akbar, M. R., Korompot, C. A., & Tahir, M. (2024). *Improving the Vocabulary Mastery of Year Eleven Students Using Mind Mapping Method*. 161–167.

Al Shdaifat, S., Al-Haq, F. A. A., & Al-Jamal, D. (2019). The impact of an E-mind mapping strategy on improving basic stage students’ english vocabulary. *Jordan Journal of Modern Languages and Literatures*, *11*(3), 385–402.

Alahmadi, N. S. (2020). The Effect of the Mind Mapping Strategy on the L2 Vocabulary Learning of Saudi Learners. *Education and Linguistics Research*, *6*(1), 54. https://doi.org/10.5296/elr.v6i1.16425

Albakia, D., Yahrif, M., & Rosmayanti, V. (2023). Improving Students’ Vocabulary Mastery Through Mind Mapping of Eight-Grade Students at SMP Negeri 03 Waesama. *Jurnal Pendidikan, Sosial Dan Humaniora*, *2*, 75–81.

ALQAHTANI, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III*(3), 21–34. https://doi.org/10.20472/te.2015.3.3.002

Arts, G. J., & Soc, H. (2023). *Global Journal of Arts Humanity and Social Sciences ISSN : 2583-2034 The Use of Mind Mapping Technique in Teaching Vocabulary to non-English Major Students at Dong Nai Technology University © Copyright 2023 GSAR Publishers All Rights Reserved Global Journ*. 753–757.

Aziz, A. B. A., & Yamat, H. B. (2016). The use of mind mapping technique in increasing students’ vocabulary list. *Journal of Education and Social Sciences*, *4*, 105–113.

Berne, J. I., & Blachowicz, C. L. Z. (2008). What Reading Teachers Say About Vocabulary Instruction: Voices From the Classroom. *The Reading Teacher*, *62*(4), 314–323. https://doi.org/10.1598/rt.62.4.4

Delatu, & Wowor, K. (2020). *E-Clue Journal of English, Culture, Language, Literature, and Education published by English Education Department Faculty of Languages and Arts, Universitas Negeri Manado, Vol. 8 No. 2, pp. 140-154*. *8*(2), 140–154.

Faradita, A., Education, E., & Program, S. (2020). *the Implementation of Mapping Words Strategy*.

Fikriah, N. (2021). *the Use of Mind Mapping Technique in Teaching English Vocabulary Type At Seventh Grade Students of Smpn 2 Sungai Pandan …*. http://eprints.uniska-bjm.ac.id/5935/%0Ahttp://eprints.uniska-bjm.ac.id/5935/1/Artikel Nor Fikriah-dikonversi.pdf

Fitri, J., Regina, R., & Yuliana, Y. G. S. (2019). ‘Mind Mapping Game’ Using Pictures To Improve Students Vocabulary. *Proceedings International Conference on Teaching and Education (ICoTE)*, *2*(2), 212. https://doi.org/10.26418/icote.v2i2.38230

Hakim, L. (2022). *International Journal of Multicultural and Multireligious Understanding Implementation of Mind Mapping Technique in Teaching Vocabulary*. 73–81.

Herman, Ibrahim, M., & Yahrif, M. (2022). Increasing Students’ Vocabulary Mastery By Using Mind Mapping. *JUrnal Ilmiah Pendidikan Bahasa, Sastra, Dan Matematika*, *8*(June), 15–25.

Hiebert, E. H. M. L. K. (2004). *Teaching and Learning Vocabulary Bringing Research to Practice* (Issue 1).

Le, L. A. T., Le, N. P., Ngo, L. A. T., & Tran, Q. N. T. (2023). The Use of Mind Mapping Technique in Descriptive Writing among Primary School Students. *Journal of Educational and Social Research*, *13*(4), 321–330. https://doi.org/10.36941/jesr-2023-0112

Liu, G. (2016). Application of Mind Mapping Method in College English Vocabulary Teaching. *Open Journal of Modern Linguistics*, *06*(03), 202–206. https://doi.org/10.4236/ojml.2016.63021

Luangkrajang, M. S. (2022). Use of Mind-Mapping in Language Learning: A Cognitive Approach. *Theory and Practice in Language Studies*, *12*(8), 1616–1621. https://doi.org/10.17507/tpls.1208.18

Marunevich, O., Shefieva, E., & Bessarabova, O. (2021). Mind mapping as a tool of teaching English vocabulary at transport university. *E3S Web of Conferences*, *295*. https://doi.org/10.1051/e3sconf/202129505021

Murley, D. (n.d.). *Technology for Everyone . . . \**.

Rahayu, A. P. (2021). *Penggunaan Mind Mapping dari perspektif Tony Buzan dalam Proses Pembelajaran*. *11*(1), 1–14.

Redhana, I. W., Widiastari, K., Samsudin, A., & Irwanto. (2021). Which is more effective, a mind map or a concept map learning strategy? *Cakrawala Pendidikan*, *40*(2), 520–531. https://doi.org/10.21831/cp.v40i2.33031

Rosaria, S. D., Gunantar, D. A., & Ellyawati, H. C. (2019). Improving Students’ Vocabulary and Activeness Using Mind Mapping: A Classroom Action Research of 1st Semester Students of Law Faculty Semarang University. *ETERNAL (English Teaching Journal)*, *10*(2), 71–79. https://doi.org/10.26877/eternal.v10i2.5129

*Ruth Gairns working-with-words-a-guide-to-teaching-and-learning-vocabulary\_nqYETL*. (n.d.).

Samhudi. (2015). the Use of Mind Mapping Technique in Teaching Vocabulary. *Getsempena English Education Journal*, *2*(1), 80–92.

Setiyaningsih, N., Ilmu, P., & Semarang, P. (2009). *PRACTISING MARITIME ENGLISH VOCABULARY AND DEVELOPING ACCURACY THROUGH ‘ THE WALL DICTATION .’* *III*(April), 71–76.

Sirait, L. J., Pangaribuan, J. J., & Tarigan, K. E. (2020). Teaching Vocabulary Through Mind Mapping Technique To the Eighth Grade Students of Smp Santo Thomas 3 Medan. *Kairos English Language Teaching Journal*, *2*(2), 79–95. https://doi.org/10.54367/kairos.v2i2.726

Tara. (2020). *E-Clue Journal of English, Culture, Language, Literature, and Education published by English Education Department Faculty of Languages and Arts, Universitas Negeri Manado, Vol. 8 No. 2, pp. 140-154*. *8*(2), 140–154.

Untuk, P., Kemampuan, M., Kreatif, B., & Siswa, M. (2014). *Penerapan metode mind mapping (peta pikiran) untuk meningkatkan kemampuan berpikir kreatif matematik siswa smp*. *3*(2), 164–173.

Wafa’ A. Hazaymeh and Moath Khalaf Alomery. (2019). The Effectiveness of Visual Mind Mapping Strategy for Improving English Language. *European Journal of Educational Research*, *8*(4), 999–1011.

Wahid, J. H., & Sudirman, S. (2023). The Effect of Mind Mapping Technique on Students’ Writing Skills. *Journal of Languages and Language Teaching*, *11*(1), 39. https://doi.org/10.33394/jollt.v11i1.6692

Wicaksana, A., & Rachman, T. (2018). 済無No Title No Title No Title. *Angewandte Chemie International Edition, 6(11), 951–952.*, *3*(1), 10–27.

Wu, W., & Zheng, W. (2023). Using Mind Mapping for English Vocabulary Teaching. *English Language Teaching*, *16*(5), 42. https://doi.org/10.5539/elt.v16n5p42

Yugafiati, R., & Priscila, T. (2019). the Use of Mind Map To Improve Students’ Vocabulary. *ELTIN Journal*, *7*(2), 98–105. http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/1395

Yule, G. (2010). The Study of Language (4th edition) - Study Guide. *Cambridge University Press*, *4*, 1–97.

**APPENDICES**

**Appendices 1. Validity of Test Instrument**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question**  **Item** | **r Count (Pearson Correlation)** | **r Table** | **Information** |
|
| Q1 | 0,275 | 0,361. | Invalid |
| Q2 | 0,056 | 0,361. | Invalid |
| Q3 | 0,230 | 0,361. | Invalid |
| Q4 | 0,157 | 0,361. | Invalid |
| Q5 | 0,517 | 0,361. | Valid |
| Q6 | 0,257 | 0,361. | Invalid |
| Q7 | 0,518 | 0,361. | Valid |
| Q8 | 0,246 | 0,361. | Invalid |
| Q9 | 0,734 | 0,361. | Valid |
| Q10 | 0,038 | 0,361. | Invalid |
| Q11 | 0,212 | 0,361. | Invalid |
| Q12 | 0,503 | 0,361. | Valid |
| Q13 | 0,194 | 0,361. | Invalid |
| Q14 | 0,468 | 0,361. | Valid |
| Q15 | 0,222 | 0,361. | Invalid |
| Q16 | 0,666 | 0,361. | Valid |
| Q17 | 0,060 | 0,361. | Invalid |
| Q18 | 0,317 | 0,361. | Invalid |
| Q19 | 0,427 | 0,361. | Valid |
| Q20 | 0,663 | 0,361. | Valid |
| Q21 | 0,713 | 0,361. | Valid |
| Q22 | 0,566 | 0,361. | Valid |
| Q23 | 0,428 | 0,361. | Valid |
| Q24 | 0,519 | 0,361. | Valid |
| Q25 | 0,164 | 0,361. | Invalid |
| Q26 | 0,450 | 0,361. | Valid |
| Q27 | 0,154 | 0,361. | Invalid |
| Q28 | 0,669 | 0,361. | Valid |
| Q29 | 0,045 | 0,361. | Invalid |
| Q30 | 0,567 | 0,361. | Valid |
| Q31 | 0,695 | 0,361. | Valid |
| Q32 | 0,060 | 0,361. | Invalid |
| Q33 | 0,524 | 0,361. | Valid |
| Q34 | 0,519 | 0,361. | Valid |
| Q35 | 0,173 | 0,361. | Invalid |
| Q36 | 0,588 | 0,361. | Valid |
| Q37 | 0,137 | 0,361. | Invalid |
| Q38 | 0,295 | 0,361. | Invalid |
| Q39 | 0,359 | 0,361. | Valid |
| Q40 | 0,669 | 0,361. | Valid |
| Q41 | 0,708 | 0,361. | Valid |
| Q42 | 0,654 | 0,361. | Valid |
| Q43 | 0,754 | 0,361. | Valid |
| Q44 | 0,003 | 0,361. | Invalid |
| Q45 | 0,234 | 0,361. | Invalid |
| Q46 | 0,145 | 0,361. | Invalid |
| Q47 | 0,164 | 0,361. | Invalid |
| Q48 | 0,095 | 0,361. | Invalid |
| Q49 | 0,031 | 0,361. | Invalid |
| Q50 | 0,588 | 0,361. | Valid |

**Appendices 2.** **Test Instrument (Try Out)**

INSTRUMENT OF THE RESEARCH

Choose the correct answer by crossing a, b, c, or d!

1. My children smiled for the ... while I was trying to capture her picture.
2. bike
3. phone
4. camera
5. table
6. My friend borrowed two … from the library.
7. shoes
8. books
9. cup
10. medicine
11. He likes to draw whatever he sees with the ...
12. brush
13. pencil
14. paint
15. paper
16. The great motorbike is only bought by the … people. Because the price is not cheap.
17. brave
18. rich
19. insane
20. nervous
21. I … a laptop. My father bought it for me last month. It is a nice laptop with black color.
22. give
23. sell
24. repair
25. have
26. The pianist play the piano … It make the audience feel enjoy his performance.
27. quickly
28. smoothly
29. accidentally
30. carefully
31. Sha is smart student. She does the English test so ....
32. hardly
33. easily
34. wrongly
35. differently
36. We keep our vegetables in the fridge …. it doesn’t go bad.
37. so that
38. since
39. although
40. while
41. My girlfriend, …. she was sad, was better left alone.
42. with
43. after
44. because
45. when
46. The birds … in the sky.
47. Fly
48. Crawl
49. Swim
50. jump
51. The cat …. on the wall.
52. Ran
53. Flew
54. Swam
55. jumped
56. The car can ran very fast.
57. Drove
58. ran
59. Parked
60. swerved

Read the text below and answer the question!

The white tiger is a type of feline subspecies of the Bengal tiger. It has almost no orange pigmentation. It is for this reason that its fur is white and from there it derives its name. Despite the black stripes it maintains its pigmentation.

Regarding their size, these tigers are usually slightly larger than the orange tigers. Due to this condition (lack of pigmentation), white tigers have been classified as exotic animals and are a source of great tourist attraction.

1. The white tiger is a type of feline subspecies of the Bengal tiger

What is the closest meaning of the underlined word?

1. kind
2. size
3. nice
4. character
5. Regarding their size, these tigers are usually slightly larger than the orange tigers.

What is the closest meaning of the underlined word?

1. little
2. extensively
3. considerably
4. a bit
5. The students … hard for the exam.
6. sleep
7. play
8. study
9. work
10. She … go to the party with me.
11. does
12. walk
13. likes
14. with
15. They … to the park together.
16. go
17. want
18. will
19. went
20. My children … in the park.
21. work
22. study
23. sleep
24. play
25. She is singing a song …
26. faithfully
27. carefully
28. diligently
29. beautifully
30. The cat ran … across the big room.
31. well
32. stupidly
33. quickly
34. humbly
35. Yesterday, I saw someone … a watch, it was very good and made her look different from usual.
36. wearing
37. using
38. seeing
39. taking
40. I … the sunny California weather.
41. enjoy
42. make
43. have
44. know
45. After finding it, without thinking twice, I immediately bought it, even though it was a little expensive.

The synoym of the underlined word is …

1. now
2. clearly
3. instantly
4. though
5. It is a receptor that converts energy. Although the lamp is commonly known as a unified object, the truth is that it can be divided into two parts: on one side is the luminary (which is the device that serves as a support) and the proper lamp which is the device that produces the light (bulb).

What is the closest meaning of the word commonly?

1. basically
2. generally
3. usually
4. mostly
5. The yellow school bus picked up the … in the morning.
6. children
7. teacher
8. parent
9. driver
10. I … tripped on my own feet.
11. fortunately
12. accidentally
13. luckily
14. confirmly
15. The summer bell rang … as the children cheered.
16. slowly
17. loudly
18. actively
19. neatly
20. She picked up the red ball as … as she could.
21. low
22. fast
23. quiet
24. doubtful
25. She knew the answer and raised her … quietly.
26. head
27. hand
28. body
29. foot
30. I … Nunu regularly, three times a day. He likes most food I give to him, such as salty dried fish, raw and cooked fish and meat, or even chicken and fish bone. He only drinks freshwater as I never give milk to him.
31. feed
32. bath
33. treat
34. teach
35. I like one singer from Indonesia, Tulus. Tulus is a singer who is unique and liked by many people. He has a fairly fat body and has a distinctive voice. So Tulus is very distinguishable from other Indonesian singers. Apart from being a singer, Tulus is also a songwriter.

Tulus’s body is …

1. tiny
2. slim
3. large
4. fat
5. Her hair is long and ...
6. furry
7. short
8. curly
9. thick
10. My bunny has four little cute … and he likes to jump to my bed.
11. nose
12. ear
13. feet
14. tail
15. Now, Morty is three months old and he can … even higher than the first day I took him home.
16. drink
17. smile
18. make
19. jump
20. I have a panda doll. It is my favourite one. It was my birthday present last year. It is a big panda doll with white and black color. It has cute face and very soft.

What is the synonym of "cute"?

1. lovely
2. calm
3. eminent
4. illusive
5. Now, Morty is three months old and he can jump even higher than the first day I took him home.

The antonym of "higher" is . . . .

1. long
2. wide
3. tall
4. large
5. This is one of the largest of the insect tribe. It is met with in different countries, and of various sizes, from two or three inches to nearly a foot in length: it somewhat resembles a lobster, and casts its skin, as the lobster does its shell.

The antonym of "largest" is . . . .

1. smallest
2. farthest
3. easiest
4. longest
5. Karin has black wavy hair, but she dyed it brown. She is 169 cm tall and has long legs. Her skin is tanned because she likes to travel. She also has nice facial features. Her face is small, with round eyes and a pointed nose.

The antonym of "small" is . . . .

1. thin
2. large
3. mild
4. pure
5. The book is a novel which titled The Story of An Idiot.

The antonym of “idiot” is . . . .

1. weird
2. lazy
3. sloppy
4. genius
5. The picture of that cover is a young man in a black jacket walking through the bridge.

The antonym of “young” is . . . .

1. large
2. old
3. antique
4. little
5. At the back of the cover is actually the short summary of that book, but I changed it by sticking the picture of a monkey on it.

The antonym of “back” is . . . .

1. front
2. corner
3. side
4. next
5. It’s great to be able to get television with the best quality.

The antonym of “best” is . . . .

1. better
2. short
3. worst
4. cheap
5. I have a panda doll. It is my favourite one. It was my birthday present last year. It is a big panda doll with white and black color. It has cute face and very soft.

The antonym of “soft” is . . . .

1. spasious
2. light
3. hard
4. active
5. I have a favourite mug. My mother gave it to me on my birthday last month. It is a white mug with my name written on it. And under my name is written the date of my birthday.

The antonym of “white” is . . . .

1. black
2. cool
3. sweet
4. harm
5. It has a handle so I can use it to drink hot milk safely. I use it everyday. Whatever I drink, I will use it. I really like my mug. I do not let other people using it.

The antonym of “hot” is . . . .

1. warm
2. strong
3. fresh
4. cool
5. Today, the prize for the competition is a motorbike. Whoever wins must be very lucky because, getting the number one quality vehicle, it’s so fuel-efficient, everyone admits it.

The antonym of “win” is . . . .

1. lose
2. hopefully
3. fail
4. pioneer
5. This car is only sold in limited quantities, more precisely 20 units worldwide.

The antonym of “limited” is . . . .

1. finite
2. unlimited
3. maximal
4. liberal
5. I wear hijab every day and I like it so much but something about this one is just different and it feels so special. I like the design and also the material that it is made of, it is very comfortable to put on.

The antonym of “different” is . . . .

1. well
2. tight
3. great
4. similar
5. Today, all students wear school shoes with the same brand. Indeed, the quality is good, when worn it is very comfortable even, used for sports, going to the beach, or other casual events

The antonym of “comfortable” is . . . .

1. upset
2. cozy
3. poor
4. miserable
5. What is the closest meaning of the underlined word below?

The bedroom is my favorite room. The wall color is blue, which is my favorite color. it’s one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.

1. prefer
2. beloved
3. valuable
4. worth

**Appendices 3. Pre-test and Post-test Experiment class (IX B)**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Name | Pre Test | Post Test |
| 1 | Agung Jaya Sampurna | 64 | 70 |
| 2 | Ainun Mukaromah | 68 | 76 |
| 3 | Andika Prasetyo R | 50 | 68 |
| 4 | Anggi Syifani | 42 | 64 |
| 5 | Ardita Ayu Septiani | 76 | 80 |
| 6 | Asifa Ramadani | 44 | 68 |
| 7 | Aurel Dwi O | 64 | 74 |
| 8 | Cyintiya Ika Dinasih | 52 | 72 |
| 9 | Dika Nurul A | 64 | 76 |
| 10 | Diki Riyadi | 56 | 64 |
| 11 | Erviani Nurhidayah | 72 | 76 |
| 12 | Fadli Ardiansyah | 56 | 68 |
| 13 | Fakhri Ramadhani | 42 | 64 |
| 14 | Fauziyyah Humaidah | 48 | 62 |
| 15 | Fiqih Amanda P | 52 | 54 |
| 16 | Hafizah Salsabilla | 54 | 68 |
| 17 | Ika Amel Nurhayati | 66 | 72 |
| 18 | Intan Sekar Putri L | 46 | 58 |
| 19 | Khania Putri Saudilah | 54 | 70 |
| 20 | Khoirun Nas | 52 | 74 |
| 21 | Ma’ruh Rahmanto | 56 | 64 |
| 22 | Maulana Erlangga | 54 | 60 |
| 23 | Mifta Iqbal Murtadho | 66 | 70 |
| 24 | Moh. Fadli Ekya F | 72 | 80 |
| 25 | Muh. Ahnaf Haerulloh | 62 | 68 |
| 26 | Muhammad Fadan H | 56 | 60 |
| 27 | Muhammad Fikri A | 72 | 78 |
| 28 | Nadia Putri Anindita | 54 | 76 |
| 29 | Najwa Azzahrawaani | 56 | 72 |
| 30 | Naza Athila Syafa | 50 | 68 |

**Appendices 4. Pre-test and Post-test Control class (IX J)**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Name | Pre Test | Post Test |
| 1 | Aditya Trisandi W | 50 | 62 |
| 2 | Alif Sfafa’at Fatullah | 54 | 68 |
| 3 | Andini Dwi Oktavia | 42 | 60 |
| 4 | Anindya Tri Mudiaty | 52 | 56 |
| 5 | Ati Atul Ikmah | 48 | 52 |
| 6 | Azril Andika Saputra | 52 | 58 |
| 7 | Dhiya Atha Rabbani | 56 | 62 |
| 8 | Fachri Aufa Ghani | 50 | 58 |
| 9 | Faiq Alfaiz Pratama | 48 | 52 |
| 10 | Farel Faizal Mahya | 60 | 76 |
| 11 | Fauzi Akbar Rifaldi | 54 | 68 |
| 12 | Favian Dwi M | 56 | 60 |
| 13 | Labib Mubarok | 42 | 64 |
| 14 | Moh. Zidan Faiz M | 48 | 66 |
| 15 | Muhammad Arkan F | 58 | 62 |
| 16 | Muhammad Nizan | 56 | 68 |
| 17 | Muhammad Wendi A | 48 | 58 |
| 18 | Nayla Kamila | 64 | 68 |
| 19 | Nifa Anggraeni | 44 | 64 |
| 20 | Nurohman Adi S | 46 | 52 |
| 21 | Puji Astuti | 48 | 60 |
| 22 | Randista Andriano | 56 | 66 |
| 23 | Retno Asih Rokhma | 46 | 58 |
| 24 | Rifa Aulia Ramadhani | 54 | 66 |
| 25 | Satria Aji Purnomo | 48 | 64 |
| 26 | Shelfi Oktaviana | 52 | 66 |
| 27 | Siti Nurhayati | 54 | 62 |
| 28 | Syafa Maulidya | 52 | 64 |
| 29 | Tuti Amalia | 64 | 72 |
| 30 | Zabrina Dwi Arimbi | 50 | 56 |

**Appendices 5. Test Instrument (Pre-test)**

**INSTRUMENT OF THE RESEARCH**

Choose the correct answer by crossing a, b, c, or d!

1. I … a laptop. My father bought it for me last month. It is a nice laptop with black color.

a. give

b. sell

c. repair

d. have

1. Sha is smart student. She does the English test so ....

a. hardly

b. easily

c. wrongly

d. differently

1. My girlfriend, …. she was sad, was better left alone.

a. with

b. after

c. because

d. when

1. The car can …. very fast.

a. drove

b. ran

c. parked

d. swerved

1. Regarding their size, these tigers are usually slightly larger than the orange tigers.

What is the closest meaning of the underlined word?

a. little

b. extensively

c. considerably

d. a bit

1. She … go to the party with me.

a. does

b. walk

c. likes

d. with

1. She is singing a song …

a. faithfully

b. carefully

c. diligently

d. beautifully

1. The cat ran … across the big room.

a. well

b. stupidly

c. quickly

d. humbly

1. Yesterday, I saw someone … a watch, it was very good and made her look different from usual.

a. wearing

b. using

c. seeing

d. taking

1. I … the sunny California weather.

a. enjoy

b. make

c. have

d. know

1. After finding it, without thinking twice, I immediately bought it, even though it was a little expensive.

The synonym of the underlined word is …

a. now

b. clearly

c. instantly

d. though

1. It is a receptor that converts energy. Although the lamp is commonly known as a unified object, the truth is that it can be divided into two parts: on one side is the luminary (which is the device that serves as a support) and the proper lamp which is the device that produces the light (bulb).

What is the closest meaning of the word “commonly”?

a. basically

b. generally

c. usually

d. mostly

1. I … tripped on my own feet.

a. fortunately

b. accidentally

c. luckily

d. confirmly

1. She picked up the red ball as … as she could.

a. low

b. fast

c. quiet

d. doubtful

1. I … Nunu regularly, three times a day. He likes most food I give to him, such as salty dried fish, raw and cooked fish and meat, or even chicken and fish bone. He only drinks freshwater as I never give milk to him.

a. feed

b. bath

c. treat

d. teach

1. I like one singer from Indonesia, Tulus. Tulus is a singer who is unique and liked by many people. He has a fairly fat body and has a distinctive voice. So Tulus is very distinguishable from other Indonesian singers. Apart from being a singer, Tulus is also a songwriter.

Tulus’s body is …

a. tiny

b. slim

c. large

d. fat

1. My bunny has four little cute … and he likes to jump to my bed.

a. nose

b. ear

c. feet

d. tail

1. Now, Morty is three months old and he can … even higher than the first day I took him home.

a. drink

b. smile

c. make

d. jump

1. Now, Morty is three months old and he can jump even higher than the first day I took him home.

The antonym of "higher" is . . . .

a. long

b. wide

c. tall

d. large

1. The book is a novel which titled The Story of An Idiot.

The antonym of “idiot” is . . . .

a. weird

b. lazy

c. sloppy

d. genius

1. The picture of that cover is a young man in a black jacket walking through the bridge.

The antonym of “young” is . . . .

a. large

b. old

c. antique

d. little

1. At the back of the cover is actually the short summary of that book, but I changed it by sticking the picture of a monkey on it.

The antonym of “back” is . . . .

a. front

b. corner

c. side

d. next

1. It’s great to be able to get television with the best quality.

The antonym of “best” is . . . .

a. better

b. short

c. worst

d. cheap

1. I have a panda doll. It is my favourite one. It was my birthday present last year. It is a big panda doll with white and black color. It has cute face and very soft.

The antonym of “soft” is . . . .

a. spasious

b. light

c. hard

d. active

1. What is the closest meaning of the underlined word below?

The bedroom is my favorite room. The wall color is blue, which is my favorite color. it’s one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.

a. prefer

b. beloved

c. valuable

d. worth

**Appendices 6. Test Instrument (Post-test)**

**INSTRUMENT OF THE RESEARCH**

Choose the correct answer by crossing a, b, c, or d!

1. I have a panda doll. It is my favourite one. It was my birthday present last year. It is a big panda doll with white and black color. It has cute face and very soft.

The antonym of “soft” is ....

a. spasious

b. light

c. hard

d. active

1. I … Nunu regularly, three times a day. He likes most food I give to him, such as salty dried fish, raw and cooked fish and meat, or even chicken and fish bone. He only drinks freshwater as I never give milk to him.

a. feed

b. bath

c. treat

d. teach

1. She … go to the party with me.

a. does

b. walk

c. likes

d. with

1. Sha is smart student. She does the English test so ....

a. hardly

b. easily

c. wrongly

d. differently

1. Yesterday, I saw someone … a watch, it was very good and made her look different from usual.

a. wearing

b. using

c. seeing

d. taking

1. After finding it, without thinking twice, I immediately bought it, even though it was a little expensive.

The synoym of the underlined word is …

a. now

b. clearly

c. instantly

d. though

1. My bunny has four little cute … and he likes to jump to my bed.

a. nose

b. ear

c. feet

d. tail

1. Now, Morty is three months old and he can jump even higher than the first day I took him home.

The antonym of "higher" is ....

a. long

b. wide

c. tall

d. large

1. Now, Morty is three months old and he can … even higher than the first day I took him home.

a. drink

b. smile

c. make

d. jump

1. The book is a novel which titled The Story of An Idiot.

The antonym of “idiot” is ....

a. weird

b. lazy

c. sloppy

d. genius

1. I … tripped on my own feet.

a. fortunately

b. accidentally

c. luckily

d. confirmly

1. I … a laptop. My father bought it for me last month. It is a nice laptop with black color.

a. give

b. sell

c. repair

d. have

1. The cat run … across the big room.

a. well

b. stupidly

c. quickly

d. humbly

1. She picked up the red ball as … as she could.

a. low

b. fast

c. quiet

d. doubtful

1. It’s great to be able to get television with the best quality.

The antonym of “best” is ....

a. better

b. short

c. worst

d. cheap

1. I … the sunny California weather.

a. enjoy

b. make

c. have

d. know

1. I like one singer from Indonesia, Tulus. Tulus is a singer who is unique and liked by many people. He has a fairly fat body and has a distinctive voice. So Tulus is very distinguishable from other Indonesian singers. Apart from being a singer, Tulus is also a songwriter.

Tulus’s body is …

a. tiny

b. slim

c. large

d. fat

1. At the back of the cover is actually the short summary of that book, but I changed it by sticking the picture of a monkey on it.

The antonym of “back” is ....

a. front

b. corner

c. side

d. next

1. The picture of that cover is a young man in a black jacket walking through the bridge.

The antonym of “young” is ....

a. large

b. old

c. antique

d. little

1. It’s great to be able to get television with the best quality.

The antonym of “best” is ....

a. better

b. short

c. worst

d. cheap

1. My girlfriend, …. she was sad, was better left alone.

a. with

b. after

c. because

d. when

1. She is singing a song …

a. faithfully

b. carefully

c. diligently

d. beautifully

1. The car can …. very fast.

a. drove

b. ran

c. parked

d. swerved

1. It is a receptor that converts energy. Although the lamp is commonly known as a unified object, the truth is that it can be divided into two parts: on one side is the luminary (which is the device that serves as a support) and the proper lamp which is the device that produces the light (bulb).

What is the closest meaning of the word “commonly”?

a. basically

b. generally

c. usually

d. mostly

1. What is the closest meaning of the underlined word below?

The bedroom is my favorite room. The wall color is blue, which is my favorite color. it’s one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.

a. prefer

b. beloved

c. valuable

d. worth

**Appendices 7. Syllabus**

**Syllabus**

Satuan Pendidikan : SMP/MTs

Kelas : IX (sembilan)

Kompetensi Inti  :

KI 1 – KI 2: Menghargai dan menghayati  ajaran agama yang dianutnya. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Kompetensi Dasar | Materi Pembelajaran | *Kegiatan Pembelajaran* | Penilaian |
| 3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, sesuai dengan konteks penggunaannya.  4.13  Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | Teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya  *Fungsi sosial*  Menyatakan secara obyektif, terfokus pada hasilnya atau bendanya, bukan pelakunya.  *Struktur teks*  *Our school was built almost 50 years afo, but it is still strong and very beautiful. In Indonesia, oil palm trees are grown along the Sumatra island. English is taught in every school. The monument is visited by hundreds of people every day.,* dan semacamnya.  *Unsur kebahasaan*   1. Tata bahasa: passive voice, simple present tense, simple past tense 2. Kata *by* 3. Kosa kata: benda-benda yang terkait dengan pembelajaran di SMP dan kehidupan siswa sebagai remaja 4. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal 5. Ucapan, tekanan kata, intonasi, 6. Ejaan dan tanda baca 7. Tulisan tangan.   *Topik*  Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan siswa SMP, dengan memberikan keteladanan tentang perilaku perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab. | Mengamati   * Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. * Mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.   Menanya  Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika menyebutkan pelakunya, dsb.  Mengumpulkan Informasi   * Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dalam konteks yang benar, dalam bahasa Inggris dari film, kaset, buku teks, dsb. * Menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam konteks yang benar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. * Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam konteks yang benar. * Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur.   Menalar/Mengasosiasi   * Membandingkan ungkapan menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya yang telah dikumpulkan dari berbagai sumber tersebut di atas. * Membandingkan ungkapan menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya yang telah dipelajari  tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. * Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.   Mengomunikasikan   * Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. * Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. * Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | * Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya. * Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya. * Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. * Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya. * Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. * Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. * Penilaian diri:   Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, termasuk kemudahan dan kesulitannya.  Pengetahuan:   * Tes tertulishuan:   Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya.  Keterampilan:   * Unjuk kerja   Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya.   * Observasi:   (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)  Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, ketika muncul kesempatan, di dalam dan di luar kelas. |

**Appendices 8. Lesson Plan**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Sekolah : SMP N 2 Kramat

Kelas/Semester : IX / 2

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Descriptive Text

Alokasi Waktu : 4 x 2JP (4x meeting)

1. **KOMPETENSI INTI**
2. **KI-1 dan KI-2:** Menghargai dan menghayati ajaran agama yang dianutnya. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. **KI 3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. **KI 4:** Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
5. **KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI**

|  |  |
| --- | --- |
| **Kompetensi Dasar** | **Indicator Pencapaian kompetensi** |
| 3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, sesuai dengan konteks penggunaannya.  4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | 3.13.1. Membedakan fungsi sosial dan struktur teks dari text deskripsi sesuai dengan konteks penggunaannya  3.13.2. Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks  3.13.3. Menganalisis struktur teks dan unsur kebahasaan dari teks deskripsi sesuai dengan konteks penggunaannya |

1. **TUJUAN PEMBELAJARAN**
2. Dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks deskriptif dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya sesuai dengan konteks penggunaannya dengan teliti.
3. Mampu menemukan fungsi sosial, struktur teks, dan unsur kebahasaan,secara benar dan sesuai dengan konteksnya
4. Mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan sebuah surat pribadi sesuai dengan konteks penggunaannya
5. **MATERI PEMBELAJARAAN**

Descriptive text adalah sebuah teks yang menjelaskan tentang sesuatu. Misalnya, mendeskripsikan orang, binatang atau suatu benda, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Descriptive text juga bertujuan untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

**Struktur dari Descriptive Text**.

1. **Identification**  
   Bagian identification berisi pembuka dan gambaran umum tentang suatu topik. Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan. supaya para pembaca atau pendengar tidak salah mengerti. Pada bagian introduction juga harus menyebutkan alasan kenapa penulis memilih tempat itu untuk di ceritakan.
2. **Description**  
   Pada bagian description berisi seluruh ciri-ciri umum sampai khusus atau sifat-sifat yang terdapat dalam benda, orang, atau binatang yang sedang kamu jelaskan. Misalnya ketika kita menceritakan tentang suatu tempat, kita bisa memulai dari keseluruhan ciri dari sebuah tempat tersebut seperti bagaimana pemandangannya, bangunannya, Cuacanya, dan lain lain, kemudian merujuk ke detail yang khusus yang melengkapi penjelasan umum sebelumnya.

**Ciri-Ciri Descriptive Text**

* Menggunakan [Simple Present Tense](http://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-exercise-bahasa-inggris-simple-present-tense.html). Tenses ini digunakan karena dalam descriptive text kita akan menjelaskan suatu fakta atau kebenaran yang terdapat dalam suatu hal atau orang.
* Menggunakan banyak kata [Adjective](http://www.jagoanbahasainggris.com/2017/04/pengertian-adjectives-kata-sifat-dan-soal-latihannya-kelas-7-smp.html). Kata [Adjective](http://www.jagoanbahasainggris.com/2017/04/pengertian-adjectives-kata-sifat-dan-soal-latihannya-kelas-7-smp.html) digunakan karena dalam descriptive text kita akan menjelaskan sifat - sifat dari suatu benda, manusia, atau binatang.
* Kita akan sering menjumpai banyak kata "is" atau relating verb (kata kerja penghubung) dalam descriptive text. karena 'is' itu berarti 'adalah' yang mengarahkan pada penjelasan benda,orang atau binatang yang sedang kita jelaskan.
* Descriptive text hanya fokus menjelaskan pada satu objek.

1. **METODE PEMBELAJARAAN**

* Pendekatan Scientific
* Mind Mapping

1. **Media pembelajaran**

* Sumber : Buku Bahasa Inggris for SMP
* Media : Proyektor dan Laptop
* Alat : Whiteboard and Marker

1. **KEGIATAN PEMEBELAJARAN**
2. **Pertemuan ke 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Kegiatan** | **Guru** | **Siswa** | **Alokasi** |
| **Awal** | * Guru memberi salam * Guru dan siswa berdoa * Guru mengecek kehadiran siswa * Guru memberi apresiasi dengan sebuah cerita dan pertanyaan | * Siswa memberi salam * Siswa dan guru berdoa * Siswa mendengarkan dengan baik * Siswa menjawab pertanyaan dari guru | **10 menit** |
| **Inti** | **Observing**   * Guru menjelaskan strategy Mind Mapping * Guru memberikan contoh Mind Mapping melalui PPT * Guru menjelaskan materi descriptive   **Questening**   * Guru membimbing siswa untuk bertanya mengenai materi   **Collecting Information**   * Guru memberikan uraian lebih tentang materi * guru membimbing siswa dalam memahami materi   **Associating**   * guru memberikan soal materi belajar * guru meminta siswa untuk mengerjakan soal latihan   **Communicating**   * guru meminta siswa untuk menukarkan pekerjaannya dengan siswa yang lain | **Observing**   * Siswa mendengrkan apa yang dojelaskan oleh guru * Siswa mengamati yang dicontohkan * Siswa mendengarkan dengan baik   **Questening**   * Siswa menanyakan hal yang terkait materi   **Collecting information**   * Siswa mendengarkan dengan baik * Siswa memperhatikan dengan baik * Siswa memperhatikan dengan baik   **Associating**   * Siswa menulis soal materi * Siswa mendengarkan dengan baik dari arahan guru   **Communicating**   * Siswa menukarkan pekerjaannya dengan teman yang lain * Siswa memeriksa pekerjaan temannya | **40 menit** |
| **Akhir** | * Guru meminta siswa menyimpulkan apa saja yang telah dipelajari * Guru dan siswa berdoa sebelum meninggalkan kelas * Guru dan siswa mengucapkan salam perpisahan | * Siswa menyimpulkan apa saja yang telah dipelajari pada hari ini * Siswa berdoa sebelum meninggalkan kelas * Siswa mengucapkan salam perpisahan | **10 menit** |

1. **Pertemuan ke 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Kegiatan** | **Guru** | **Siswa** | **Alokasi** |
| **Awal** | * Guru memberi salam * Guru dan siswa berdoa * Guru mengecek kehadiran siswa * Guru memberi apresiasi denga sebuah cerita dan pertanyaan | * Siswa memberi salam * Siswa dan guru berdoa * Siswa mendengarkan dengan baik * Siswa menjawa pertanyaan dari guru | **10 menit** |
| **Inti** | **Observing**   * Guru memberikan materi teks deskripsi dengan PPT * Guru membimbing siswa untuk mengucapkan kalimat dalam teks deskripsi tersebut   **Quetioning**   * Guru membimbing siswa untuk bertanya mengenai materi   **Collecting information**   * Guru memberikan tugas yang ada di modul * Guru membimbing siswa dalam memahami dan mengerjakan soal   **Associating**   * Guru meminta siswa untuk menganalisis teks deskripsi yang ada di modul   **Communication**   * Guru meminta siswa untuk memeriksa pekerjaannya Bersama sama * Guru memperhatian analisis yang sudah ditulis oleh siswa | **Observing**   * Siswa mengmati dengan baik * Siswa berlatih mengucapkan kata yang dalam teks tersebut   **Questioning**   * Siswa menanyaka hal yang terkait materi   **Collecting information**   * Siswa mengerjakan tugas yang diberikan oleh guru * Siswa memperhatikan dengan baik   **Associating**   * Siswa menganalisis sesuai arahan dari guru   **Communication**   * Siswa memeriksa pekerjaan secara bersama sama * Siswa memperhatikan dengan baik | **40 menit** |
| **Akhir** | * Guru meminta siswa menyimpulkan apa saja yang telah dipelajari * Guru dan siswa berdoa sebelum meninggalkan kelas * Guru dan siswa mengucapkan salam perpisahan | * Siswa menyimpulkan apa saja yang telah dipelajari pada hari ini * Siswa berdoa sebelum meninggalkan kelas * Siswa mengucapkan salam perpisahan | **10 menit** |

1. **Pertemuan ke 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Kegiatan** | **Guru** | **Siswa** | **Alokasi** |
| **Awal** | * Guru memberi salam * Guru dan siswa berdoa * Guru mengeecek kehadiran siswa * Guru memberi apresiasi denga sebuah cerita dan pertanyaan | * Siswa memberi salam * Siswa dan guru berdoa * Siswa mendengarkan dengan baik * Siswa menjawa pertanyaan dari guru | **10 menit** |
| **Inti** | **Observing**   * Guru memberikan contoh mind mapping yang ada di teks deskripsi di modul * Guru membimbing siswa untuk mengucapkan kata yang ada dimodul * Guru mengulang penjelasan mengenai langkah langkah penerapan mind mapping   **Questening**   * Guru membimbing siswa untuk bertanya mengenai strategy mind mapping   **Collecting Information**   * Guru memberikan uraian lebih tentang strategy mind mapping * guru membimbing siswa dalam memahami langkah langkahnya.   **Associating**   * guru memberikan kata yang akan dijabarkan mengunakan strategy mind mapping * guru meminta siswa untuk mengerjakannya secara mandiri   **Communicating**   * Guru meminta siswa untuk mengumpulkan pekerjaannya | **Observing**   * Siswa mengamati dengan baik * Siswa berlatih mengucapkan kata yang ada di modul * Siswa mendengarkan dengan baik   **Questening**   * Siswa menanyakan hal yang terkait strategy tersebut   **Collecting information**   * Siswa mendengarkan dengan baik * Siswa memperhatikan dengan baik   **Associating**   * Siswa mendengarkan dengan baik dari arahan guru   **Communicating**   * Siswa mengumpuokan pekerjaannya ke pada guru | **40 menit** |
| **Akhir** | * Guru meminta siswa menyimpulkan apa saja yang telah dipelajari * Guru dana siswa berdoa sebelum meninggalkan kelas * Guru dan siswa mengucapkan salam perpisahan | * Siswa menyimpulkan apa saja yang telah dipelajari pada hari ini * Siswa berdoa sebelum meninggalkan kelas * Siswa mengucapkan salam perpisahan | **10 menit** |

**d. Pertemuan ke 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **Kegiatan** | **Guru** | **Siswa** | **Alokasi** |
| **Awal** | * Guru memberi salam * Guru dan siswa berdoa * Guru mengecek kehadiran siswa * Guru memberi apresiasi dengan sebuah cerita dan pertanyaan | * Siswa memberi salam * Siswa dan guru berdoa * Siswa mendengarkan dengan baik * Siswa menjawa pertanyaan dari guru | **10 menit** |
| **Inti** | **Observing**   * Guru memberikan tugas mengenai mind mapping * Guru memberikan folio kepada siswa   **Questening**   * Guru membimbing siswa untuk bertanya mengenai topik yang akan diterapkan dalam strategi mind mapping ini   **Collecting Information**   * guru membimbing siswa dalam mengerjakan tugasnya   **Associating**   * guru meminta siswa untuk metakan part of speech * guru meminta siswa untuk mengerjakan tugas dengan kelompok maksimal 4 anggota * guru membentuk grup belajar dikelas   **Communicating**   * guru meminta siswa untuk mengoreksi pekerjaannya secara bersama sama * guru meminta siswa untuk mengumpulkan pekerjaannya | **Observing**   * Siswa mengikuti arahan dari guru dengan baik   **Questening**   * Siswa menanyakan hal yang terkait topik tersebut   **Collecting information**   * Siswa memperhatikan dengan baik   **Associating**  Siswa mengikuti dengan baik arahan guru   * Siswa membentuk grup belajar   **Communicating**   * Siswa menukarkan pekerjaannya denga teman yang lain * Siswa memeriksa pekerjaannya * Siswa mengumpuokan pekerjaannya ke pada guru | **40 menit** |
| **Akhir** | * Guru meminta siswa menyimpulkan apa saja yang telah dipelajari * Guru dana siswa berdoa sebelum meninggalkan kelas * Guru dan siswa mengucapkan salam perpisahan | * Siswa menyimpulkan apa saja yang telah dipelajari pada hari ini * Siswa berdoa sebelum meninggalkan kelas * Siswa mengucapkan salam perpisahan | **10 menit** |

1. **PENILAIAN PEMEBELAJARAN**
2. Teknik : Test tulis
3. Media : Short essay
4. Intrument : Read again the expressions that are used in making *Descriptive Text*, then answer the question by analyzing the text.

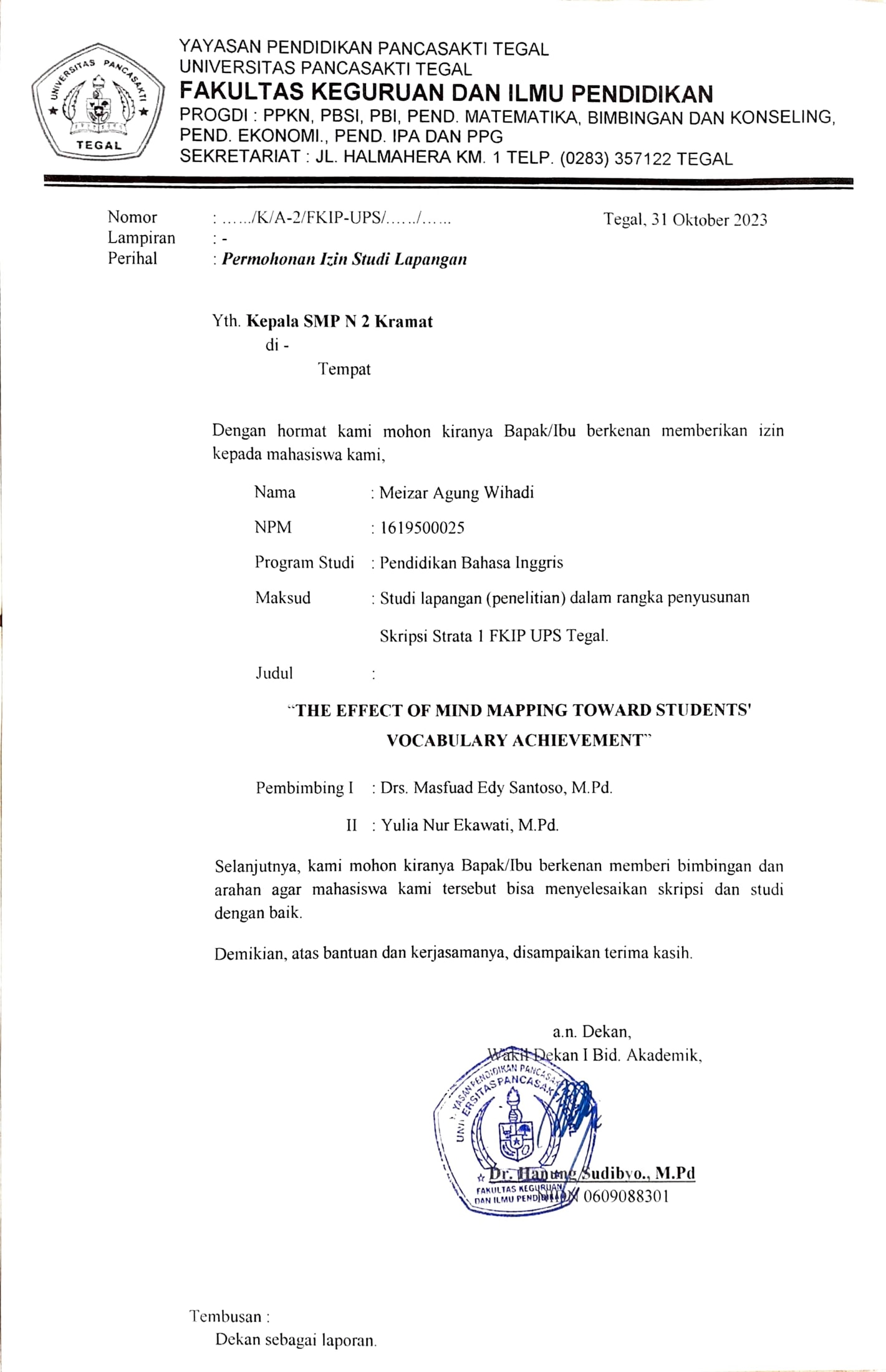
Mengetahui,

Guru Mapel Penulis

Fira Tri Hastuti, S.Pd. Meizar Agung Wihadi

NIP. 197512182007012009 NPM 1619500025

**Appendices 9.** **Research Permit**



**Appendices 10.** **Research Completion Information**



**Appendices 11.** **Documentation**



