DEVELOPING BOARD SPINNER FOR TEACHING VOCABULARY IN THE SECOND YEAR STUDENTS OF MA MA'ARIF 01 BATU SENIOR HIGH SCHOOL

UNDERGRADUATE THESIS

BY
ARDESIA WINANTA
NIM 135110500111015

ENGLISH LANGUAGE EDUCATION PROGRAM
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ARDESIA WINANTA
NIM 135110500111015

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2017

DECLARATION OF AUTHORSHIP

Herewith I,

Name   : Ardesia Winanta

NIM   : 135110500111015

Address   : RT 05/RW 02 Dsn Suruhan, Ds Sirnoboyo, Kec. Pacitan, Kab. Pacitan

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Ardesia Winanta
135110500111015

This is to certify that the undergraduate thesis of Ardesia Winanta has been approved by the supervisor.

Malang, July 27th 2017
Supervisor

Dra. Ismarita Ida Rahmiati, M.Pd
NIP. 19560426 198203 2 001

This is to certify that the undergraduate thesis of Ardesia Winanta has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*.

Dian Novita Dewi, S.Pd, M.Li
NIK. 2016128502042001

Dra. Ismarita Ida Rahmiati, M.Pd
NIP. 19560426 198203 2 001

Acknowledged by,

Head of English Language Education Program

Vice Dean of Academic Affairs

Dr. Esti Junining, M.Pd
NIP. 19720604 200212 2 001

Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001

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Hopefully, this undergraduate thesis can be useful for the readers who have same interest in conducting a study about developing media, for English teachers who teach vocabulary in the second year students of senior high school, for students to motivate in learning English about vocabulary and also for further developer in in order to create the best development product in different model.

Malang, July 27th 2017

The Researcher

ABSTRACT

Winanta, Ardesia. 2017. **Developing Board Spinner for Teaching Vocabulary in the Second Year Students of MA Ma'arif 01 Batu Senior High School**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dra. Ismarita Ida Rahmiati, M.Pd.

Keywords: MA Ma'arif 01 Batu, Teaching Vocabulary, Board Spinner.

As the private school, MA MA'arif 01 Batu Senior High School has to improve the quality of education in order to be able to compete with other schools. However, it was very difficult to reach the goal without any facilities to support the teaching process. That became the major factor that influences the students' failure and less motivation in learning English. Vocabulary as the basic component in learning English should be taught at first to the students in order to master the English comprehension skills. Therefore the researcher conducted this study to develop the media to create joyful learning for teaching vocabulary in this school.

This study used research and development (R&D) design to develop the media up to the final product. In developing the product, the researcher adapted the theory from Borg and Gall's (1983). The researcher took four students from XI IPS 1 as the representation of 10% from 37 students as the total population in the second year grade by applying simple random sampling as the participant to tryout the media. To collect the data, the researcher used the instrument in form of checklist and questionnaire. Then, the data were analyzed and described qualitatively in writing form.

The finding of this study is producing a visual media which is named Board Spinner that can be operated by spinning it. It is added by additional items consisting of 5 envelopes and 64 flashcards. Based on the evaluation of expert validation, the medium was revised by adding some pictures related to the topic to be learned and changed the theme font in the flashcard. Based on the tryout analysis, the researcher changed rule of the game related with the operation of the media to make it easier in using the media as well. After accomplishing all the research procedures, it achieved the final product. Hopefully, it can be applied for teaching vocabulary in this school to create joyful learning.

ABSTRACT

Winanta, Ardesia. 2017. **Pengembangan Board Spinner untuk Mengajarkan Kosa Kata pada Siswa Tahun Kedua di Sekolah Menengah Atas MA Ma'arif 01 Batu.** Program Studi Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dra. Ismarita Ida Rahmiati, M.Pd.

Kata Kunci: MA Ma'arif 01 Batu, Pengajaran Kosa Kata, Board Spinner.

Sebagai sekolah swasta, Sekolah Menengah Atas MA MA'arif 01 Batu harus meningkatkan kualitas pendidikan agar mampu bersaing dengan sekolah-sekolah lain. Namun, hal ini sangat sulit untuk mencapai tujuan tersebut tanpa adanya fasilitas-facilitas untuk mendukung proses pembelajaran. Hal itu menjadi faktor utama yang mempengaruhi kegagalan siswa dan kurangnya motivasi dalam memahami Bahasa Inggris. Kosa kata sebagai komponen dasar dalam mempelajari Bahasa Inggris seharusnya diajarkan terlebih dahulu kepada siswa agar menguasai kemampuan pemahaman Bahasa Inggris. Oleh karena itu, peneliti malakukan penelitian ini untuk mengembangkan media guna menciptakan pembelajaran yang menyenangkan untuk mengajarkan kosa kata di sekolah ini.

Penelitian ini menggunakan desain Research and Development (R&D) untuk mengembangkan media hingga produk akhir. Dalam pengembangan produk, peneliti menyesuaikan teori dari Borg and Gall's (1983). Peneliti mengambil empat siswa dari XI IPS 1 sebagai perwakilan 10% dari 30 siswa sebagai total populasi siswa kelas dua dengan menggunakan sampel acak sederhana sebagai peserta untuk menguji coba media. Untuk mengumpulkan data, peneliti menggunakan instrument dalam bentuk checklist dan kuisioner. Kemudian, data-data tersebut dianalisa dan dijabarkan secara kualitatif dalam bentuk tulisan.

Temuan dari penelitian ini adalah menghasilkan sebuah media visual yang diberi nama Board Spinner yang dapat dijalankan dengan memutarnya. Media ini ditambah dengan beberapa objek tambahan terdiri dari 5 amplop dan 64 flashcard. Berdasarkan pada evaluasi validasi ahli, media ini direvisi untuk lebih menarik dengan menambahkan beberapa gambar terkait dengan topik yang akan dipelajari dan mengganti gaya huruf di dalam flashcard. Berdasarkan pada analisa percobaan, peneliti mengganti aturan media terkait dengan cara kerjanya untuk membuatnya lebih mudah dalam penggunaan media dengan baik. Setelah menyelesaikan seluruh prosedur penelitian, media ini mencapai produk akhir. Dengan harapan, media ini dapat diterapkan untuk mengajarkan kosa kata di sekolah ini guna menciptakan pembelajaran yang menyenangkan.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter is an introduction of the study that explores some points related to the background of the study, limitation of the study, problem of the study, objective of the study, significances of the study, and definition of key terms.

1.1 Background of the Study

As the private school that had been built under responsibility Ministry of Religious Affairs, MA MA'arif 01 Batu had to improve the quality of education in order to be able to join the competition with other schools. Therefore, the teacher must be able to be creative and innovative for enhancing knowledge and motivation of the students. So the good education could attract students to determine MA Ma'arif 01 Batu as the best choice for studying.

Based on the result in the first semester in the academic year of 2016/2017, English as the foreign language was very difficult to be explained to students because it was different with their first language that has been acquired. From all mandatory lessons, the result of students in English was bad especially in the second year students of MA Ma'arif 01 Batu Senior High School. The students had difficulty to understand the new language. This case was very risk because English as mandatory lesson that was included in National Examination.

In teaching and learning process, there were many errors carried out by the students. While conducting a learning process in the second year students of MA MA'arif 01 Batu Senior High School, the English teacher who taught the class give some tasks to measure the students' abilities in reading, writing, listening, and speaking. In fact, there are 20 from 37 students in the second year of MA MA'arif 01 Batu Senior High School reach the minimal criteria of success (KKM "75").

It happened because they had no idea how to learn English easily that influenced their motivation in learning English become lees. The teacher never gave the training practice or role-play to build the interest of the students. They were only given the task that they had to do each meeting. In fact, the students became passive and self-unconfident. The effect was when the teacher explained about English material, they are only with their activity such as cheating with other friends, drawing, even though among of them stood the idea to wash their hand as the reason to leave the English Lesson. They felt bore because the teacher was not able to design the material in a good model.

In addition, the facility that was provided by the school is limited. The electronic media such as computer and LCD, and speaker were limited. On the contrary, those facilities were very important to trigger students' enthusiasm. Based on the case, the researcher must design and determine the appropriate medium to be tested in the second year students of MA MA'arif 01 Batu Senior High School.

There were a lot of ways in designing the material appropriate to be applied in the teaching and learning process especially in English class. One of them was by using media. Harmer (2001) stated that media for teaching aid are used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity. It means that media can help the teacher to explain the material of English trough practice. So the students were enthusiasm to learn the material of English. The researcher should determine the medium by considering the characteristic and grade level of the students, facility that available in the class, curriculum that is applied in the school, and so on. Those steps were very important to be done, in order to reach the goal of the learning process. In addition, those were necessary to deliver the material clearly and the students got the enthusiasm to understand the material as well.

Based on the result of the field note that have been gotten in the preliminary study, the main problem was happen to the students in the second year students of MA MA'arif 01 Batu Senior High School are lack of vocabulary. Vocabulary as the basic ability in learning new language is very important to be learned. Hornby (1995) mentioned that the definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Therefore, the researcher designed and developed the medium that emphasize for teaching vocabulary. Considered from all the factors, the visual medium had been chosen as the best kind of media for teaching the vocabulary to the students namely Board Spinner.

Based on Sahid (2010), teaching media can be grouped into four parts. The first part is visual Media. It is the media which can show information that just can be seen, touched and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, and so on. The second part is audio media. It is the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, and so on. The third part is projected still media. It is the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, and so on. The fourth part is projected motion media. It is the media that need projector to show the information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, and so on.

Board Spinner is the educational medium that can be operated by spinning it which consists of a circle board and be combined by envelopes and flashcards. There are five envelopes which are used as the place for putting the flashcard. All the flashcards are put in each envelope equally. There are two main elements to construct the medium namely picture and color. All the colors are administered on the front of the board, and the envelope. While the pictures are applied in the flashcard as the clue related with the question. Moreover, some pictures are put on the front of the board and the behind of the envelopes. From all those descriptions of the medium, it could be concluded that all the components of the medium can be seen and touched. Therefore, the Board Spinner included of visual media.

The Board Spinner had ever been tested for junior high school before but that Board Spinner was used for explaining the material namely date and time in

the first year of junior high school with different model, and operation. However, the researcher redesigned and developed this medium for teaching vocabulary in senior high school level base on the students' needs with the different operation too. After becoming a final product, it was aimed for teaching particular material especially vocabulary for the second year students of senior high school.

Therefore in developing the medium, the researcher adapted the theory from Borg and Gall (1983). Besides, the researcher adapted the theory from Brewster, Ellis, and Girard (1992) as the guidance in trying out the medium to the students. Those were the main theories are uses by researcher in order to make a good final product.

1.2 Scope and Limitation of the Study

Based on the background of the study and the identification of the problem above, there were some problems related to teaching and learning process. To help those problems, the researcher determined the suitable medium and developed it base on the students' needs. By considering the facility and the characteristic of the students, the researcher made visual media for gamming namely Board Spinner to be tested to the students. The researcher focused the study on the developing of Board Spinner for teaching vocabulary. The researcher limited the material and vocabulary learning based on the syllabus including of verb, adjective expressing reason, contrast and added by noun which were blended in Analytical Exposition text. To get the detail information and how the medium was produced, the researcher limited the participant to tryout the medium from

10% students among the XI IPS 1 of the 37 students as the total population in the second year students of MA Ma'arif 01 Batu Senior High School.

1.3 Problem of the Study

Based on the explanation on the background, this study attempts to answer the question:

How is the Board Spinner developed as medium for teaching vocabulary in the second year students of MA Ma'arif 01 Batu Senior High School?

1.4 Objective of the Study

To explain how the Board Spinner is developed for teaching vocabulary in the second year students of MA Ma'arif 01 Batu Senior High School.

1.5 Significances of the Study

This product of this research was expected to help the teacher for teaching vocabulary in the second year students of Senior High School and gave significant contribution for all readers in general to apply or developed the product that has been developed base on the student needs. Particularly, this study was also expected to be useful for the students, English teachers, and further researchers.

a) For the student: gives motivation and triggers the students' enthusiasm to make the easy way for helping the students in learning English as well especially to improve the students' vocabulary.

b) For the teacher: the research helps the teachers to find out the media that appropriate to be applied in teaching vocabulary.

c) For the further researcher: the study as the innovation that can be developed to a better understanding of improving students' vocabulary and give practical contributions on how to improve students' vocabulary using Board Spinner.

1.6 Definition of Key Terms

1. **Teaching Media**: Harmer (2001) "media for teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity".

2. **Vocabulary**: Hornby (1995) "vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings".

3. **Visual Media**: Sahid (2010) "the media which can show information that just can be seen, touched and read such as picture, photo, graphic, diagram, poster, cartoon, comic, book and so on."

4. **Board Spinner**: the educational medium that can be operated by spinning it which consists of a circle board and be combined by envelopes and flashcards.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some relevant theories which are related to this study. The first sub-chapter discusses about the theoretical framework and the second sub-chapter discusses about the previous studies which are used as the reference in this study.

2.1 Theoretical Framework

The theoretical framework provides a review of some theories related to teaching English as foreign language for senior high school (FLA), teaching vocabulary, Board Spinner Game, and the technique in using game for teaching vocabulary. In this part, the researcher presented some theories related to the research. Following is further discussion of the theories.

2.1.1 Teaching English as Foreign Language for Senior High School (FLA)

Language is an important tool to create communication of the human being to convey the meaning in spoken or written form. According Wibowo (2001) says that language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts.

8

However, almost every country has own language with different pattern even though in Indonesia and English. Second language acquisition stands in contrast to first language acquisition. It was the study of how they learn an additional language after they have acquired their mother tongue. Ellis (1994) stated that term acquisition is the process where language is acquired as a result of natural and largely random exposure to language while the term learning is the process where the exposure is structured through language teaching.

There were many ways to learn the language depending on the characteristic of the learners. This study focused in using medium for teaching the students' vocabulary of English through gaming with the participants in the second year students of MA MA'arif 01 Batu Senior High School. Teaching English to Senior High School students are categorized as teaching English to teenager because their average ages in 17. So it was different from teaching English to adult learners. They had different characteristic in learning new language.

According to Brown (2002), teenagers have special characteristics. First, the operational thought of the teenagers is increasing. It meant that, they are able to solve the problems with logical thinking because in their logical thinking in their brain was increasing rapidly. Second, attention spans of the teenagers are lengthening. That was as a result of intellectual maturation of the teenagers. So, they could distinguish the right action and the useless action by considering the effect off all. Third, the teenagers still

need varieties of sensory input. In this circumstance, teenagers were included in carious period to increase their knowledge by conducting various activities in order to do not easy get bored. Other characteristics of the teenagers were they have a very high ego and self-image and are very sensitive. It could be concluded that teenagers are individually. They did their best to get anything they want. So in this occasion, they competes each other to become the best one. The last characteristics of the teenagers is more and more becoming adult like, so the teachers had to be careful in teaching them. Teenagers were easy to get bored with the lesson compared with adult learners. They needed various actions to get information that are relevant with their world. Therefore, the researcher must think how to deliver the material by gamming appropriate with those characteristics.

In designing educational game, the researcher must consider base on those characteristics above. It was concluded that students need more practice with the variety models that implemented by using instructional media. The researcher must train their logical thinking. So the medium was designed to deliver the material about vocabulary in gamming mode that is included in board game. In this medium, they were some exercises to train their logical thinking whereas gamming model was aimed to attract the enthusiasm of the students in order to make fun in learning the material.

In fact, the enthusiasm and the vocabulary's ability of the students in the second year students of MA Ma'arif 01 Batu senior high school in

English is less. Therefore, in designing the medium, it had to be interactive and emphasized on vocabulary. It was very important to be done, because vocabulary was regarded as the basic ability to learn a new foreign language. According to Ur (1996) vocabulary can be defined roughly as the words teacher teaches in the foreign language. In this period, the logical thinking of the student was developing rapidly. Therefore, the material was designed relevant with the daily life.

The material must be correlated with phenomena that happened in the society. It was very useful to build their critical and logical thinking. It should be delivered joyfully to create a fun moment in learning process. The important part that must to be considered, was when the medium is able to get the enthusiasm of the student, it made the students easy to remember the material especially vocabulary.

2.1.2 Teaching Vocabulary

The teaching of vocabulary is the important way to do. The successes in learning vocabulary mostly depend on the technique that was applied by the teacher to convey the material as well as possible. There a lot of techniques in teaching vocabulary. The technique selection must be adjusted with the students' needs and consider the teaching devices including the material related with syllabus and accessible facility. According to Gairns, et.al (1986), there are several techniques for teaching vocabulary as follow:

1) Mime and Gesture

In this technique, a teacher can use real object or command to explain the meaning of the word. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on as the clue to explain the meaning. In using command, the teacher can give command by pointing the object such as open the window; open your book, look at my eyes, open your mouth and so on.

2) Visual Aids

In this technique, the teacher can use pictures, photographs, flashcards, and blackboard. Those items can be used for teaching vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Those can be used to explain the meaning of vocabulary. So, the meaning of vocabulary can be received easily in the students' mind before they are given the English word.

3) Verbal Explanation

In this technique, the teacher should select and provide vocabulary that will be taught based on the students' level, the kinds of vocabulary and the time allocation. The teacher can explain the synonym, antonym and definition of the words by using his/her own word to elaborate the meaning. The use of this technique is often a quick and efficient way of explaining unknown words.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, guessing meaning from picture, word association and word formation.

Those techniques can be used by the researcher as the reference for teaching vocabulary. Based on those explanations above, the researcher used those techniques as the consideration in developing the medium. Therefore, in the development process, the medium was designed by adjusting those techniques. It was necessary because when it became a final product, the product can be applied easily by the teacher for teaching vocabulary.

2.1.2.1 Vocabulary

Vocabulary is the important component as the basic step to recognize the new foreign language. It has important role that influence the success everyone in learning a new language. So it should be touch from the beginning level. Cameron (2001) stated that vocabulary is one of the language aspects which should be learned. Learning it is important because in order to be able to speak, write, read and listen learners have to know vocabulary first. When learning vocabulary automatically they had to know the meaning of words themselves and could use it in sentences. From the statement above,

learning vocabulary was very important in order to be applied in four skills namely reading, listening, writing, and speaking.

Students that learning vocabulary ought to recognize the meaning to get the information in oral or written. So, there were a lot of techniques to memorize vocabulary. To support in memorizing vocabulary easily, could be used by listing from all the new vocabularies that have been gotten. The Students got new vocabulary by receptive information in reading or listening. While to memorize it, must be trained in form of oral (speaking) or writing as the product. It was in line with Nation (2001), that there are two kinds of vocabulary. They are receptive and productive vocabulary.

a) Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It was used passively in either listening or reading.

So in this study, the researcher designed variable questions from the game. The question was designed in form of puzzle or guessing, and scramble letters in order students could use their logical thinking to answer the question. The researcher allowed the students to check the dictionary when they meet the difficult word. It was aimed that by reading logical question and dictionary, the students got the information that add the new vocabulary from this activity as the receptive vocabulary.

b) Productive vocabulary is utilized actively either in speaking or writing. As the productive vocabulary, the researcher asked the students to list the new vocabularies that have been gotten from the question from the flashcard follow in form of writing. Their answers were listed in form of writing as the result in learning vocabulary to be discussed together.

It was in line with the previous study, since the study success to improve vocabulary mastery by emphasizing in reading and writing skill through game. It could be concluded that there was a good integration between reading and writing for teaching vocabulary. Therefore, the researcher used receptive and productive vocabulary by integrating the skills between reading and writing which were applied in the medium. It was aimed as the best way to teach vocabulary for getting better understanding.

There were other important roles why the researcher determined the writing form as the productive result. Based on the Miles (1982) who state that writing process is easier than speaking process because people who write something have time to think the idea and find out the right words then expressed it into writing. Therefore, for making easy in memorizing the word of the students in basic level, it was better as the productive result be started with writing first. It was also strengthen by Murcia (2001) that writing is the ability to express one's idea in writing for a second or foreign language and to

do so with reasonable coherence and accuracy is a major achievement.

Furthermore, the exercises of the game in form of writing which were combined with vocabulary and grammar become one part to influence each other, so they could not be separated.

In the simple meaning, writing was the best way to learn and memorized new vocabulary. Practicing new words in writing was a perfect way to memorize in their mind and remembered how to use them again. According to Ellis (1986) that each learner uses different strategies to master the complexities of a new grammatical system based on the available knowledge. That why there were some procedures in using medium with some exercises to be answered by the students in writing in order to make easy in memorizing by gaming to increase their knowledge about English as foreign language.

2.1.3 Teaching Media

Teaching is a process in delivering knowledge to learners. It needs hard work and sometimes it makes students frustrated and get bored, so that they lose their attention in following the teaching process. In this case, the used of media in teaching- learning process is needed to attract students' attention and to make teaching- learning activities more interesting. Suleiman (1988) asserted that teaching media is the process to bring information or messages from the information resources/senders

(teachers) to the receivers (students) by using the instructional media to increase the learning outcome.

Besides, the instructional media based on Sugiharto (1994) are the instrument to motivate and stimulate students' interest in language program and to avoid the usage of students' mother tongue. Instructional media can be used in the teaching of English, because they can activate and stimulate the students' interest in studying English, lessen verbalism, and make the acquisition of the result of learning permanent. Moreover, Brown, et.al (1983) had proven that by using the instructional media will activate the students on their learning process, saving the time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making a classroom dynamic, relevant, and attractive.

Since, the instructional media are very useful to be applied in studying English, so this study focused to develop the instructional media for teaching vocabulary. However, sometimes media disturb learning process instead of helping students in learning process. Therefore, the researcher must consider several aspects in developing the medium. According to Avenant (1980), in developing teaching-learning media researcher should take cognizance of the individual characteristics of learners. It was supported by Wright (1989), he mentions some considerations in developing media. First, it should be easy to prepare.

Second, it should be easy to organize in the classroom. Third, it should be interesting to the students and the teachers. Fourth, the language and the way in delivering the material to the students must be authentic and correlated with the daily activity. Fifth, the activity must give rise to a sufficient amount of language in order to justify its conclusion in the language lesson. It meant that in developing media, the researcher must be sure that the media used are very important, good, and suitable for the students' characteristic, class condition and material given. By considering from those aspects, the researcher focused to develop visual media namely Board Spinner for teaching vocabulary in the second year of MA Ma'arif 01 Batu Senior High School.

2.1.4 Board Spinner Game

Based on the preliminary study, the students in the second year of MA Ma'arif 01 Batu Senior High School do not have motivation and less enthusiasm to learn English. Moreover, they had other problem to understand the meaning because their vocabularies were limited. Murcia (2001) stated that media should appeal students' senses and helps them to get process information. Thus, the medium help the teachers to explain the material clearly with fun learning. From those statements the researcher must think how to develop medium to deliver the material especially vocabulary by gamming. So the researcher designed the medium in form

of education game which is included of visual media namely Board Spinner.

There were many kinds of games which can be used in teaching English. Lewis and Bedson (2002) divided games according to their general character and spirit. The first is movement games. It is the game in which children are physically active to trains their motoric system. The second is card games. It is the games during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions. The third is board games. It includes all games which mainly involve moving makers along a path. The fourth is Dice games. It is the games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet. The fifth is drawing games. From this game, players require creativity and sensitivity towards world, players must be able to understand instructions and describe their art. The sixth is guessing games. The aim in these games is to guess the answer of the questions given. The seventh is role-play games. Players can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players. The eighth is team games. Players can belong to other categories but also require cooperative team work. The last is word games. It is kinds of games allow utilizing children's enjoyment with words.

Based on those explanations, the Board Spinner is included in board games. It is because the operation by spinning the board that rotates

roundly. In this game, the researcher added the envelope as the additional item that is combined with the Board Spinner in order to develop the variety model that make more interesting in triggering the enthusiasm of the students. Every envelope has some questions related of vocabulary.

In developing the medium, the researcher must consider the procedure to design it into good model. There are some elements construct the medium to become a good design which are color and picture.

- Picture

Picture is the main element to construct media. According to Hamalik (1980) picture is concrete. It is implied that students are able to see and understand something abstract easily through pictures. In addition, Latuheru (1988) also said that picture can economize teacher's time and energy, and it will also attract students' attention.

Hamalik (1980) said that teacher does not need to speak too much to explain the texts given because it is already clear and understandable. Teacher does not need any other equipment when they can make picture. That was why in this Board Spinner, the researcher combined the picture in form of flashcard as the exercise model which is put in each envelope.

- Color

Color is the main element that is needed when people create media. Furthermore, the variable colors are the main function of media in order can be operated, so the researcher should be careful in selecting the color. Beatty (1981) said that teachers should consider color in teaching any

material to students. Color could help them to create an exciting and enjoyable classroom. It was also evoke a pleasant environment for students to learn the material. When students felt comfortable, they could concentrate themselves to the material being taught. Here are three major contributions of color to any learning situations.

They said several functions may be served by the color selected for use in visual according to Heinich (1982):

a) To the realism (fidelity) at the image by depicting its actual colors.

In other words a picture or anything else could show what the object portrayed in naturally like in simple design represent the maturity.

b) To point out similarities and differences and to highlight important cues (emphasis).

It meant that the color selection must be compatible and variable in order to get the better design.

c) To create a particular emotional responses.

It meant that through color must encourage the students' emotion representation the aesthetic of media. So those could attract enthusiasm of the students

Those theories were used by the researcher as the guidance in selecting the color and picture in designing the medium as well as possible. The color is applied for designing the boar and envelope, whereas the picture is combined as the exercise in form of flashcard.

Those items were completed as one part which is called Board Spinner for teaching vocabulary in the second year student senior high school.

2.1.5 The Techniques in Using Game for Teaching Vocabulary

There were several techniques should be kept in mind when conducting the tryout for testing the product in teaching vocabulary to the students in second year of MA MA'arif 01 Batu Senior High School. Some techniques were used by the researcher in using game to apply the medium for teaching vocabulary. Here are some techniques in using game for teaching vocabulary as stated by Brewster, et.al (1992):

a) Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.

In this Technique, the researcher used the Board Spinner as the main object of medium, the envelope as the additional item, and flashcard as the model of exercise.

b) Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. The list of pictures

includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

The researcher gave the picture in the text of essay about the material that should be learned to give illustration to the students about the vocabulary knowledge. The researcher also gave a picture in the flashcard to illustrate the question as one of the exercise model.

c) Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word" good" contrasted with the word "bad". In variable questions, the researcher used the contras word by giving the antonym in some exercise. So the students had to know the opposite of the word to answer the question.

d) Guessing From Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists. This technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This helps them build up their self-confidence so that they can work out the meanings of words when they are on their own.

In this occasion, when the students read the question, it showed explicitly encourage prediction of the meaning of new word. So they ought to use their logical thinking to answer the question. The students could use clues to understanding the meaning of a new word by guessing the answer

from a picture, matching the answer from the box sheet, and arranged the random letters into the related with the question.

e) Translation

In some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language.

In this technique, the researcher allowed the students to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it to help them find the difficult word in translating the question.

f) Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It could be used to present meaning. In other words, this technique helped when any word is difficult to explain visually. At the end of a lesson, the students ought to prepare list of new words that they have been gotten by answering the question. Then, the researcher asked to the students to evaluate the meaning of the new word they have learned.

Those techniques were used by the researcher to guide in trying out the medium to the students in the second year of MA Ma'arif 01 Batu Senior High School. All those procedures were very important to get the

25

accurate information. It was necessary to be done the authentic data, so it could be used as the reference for designing a good final product.

2.2 Previous Studies

In this study, the researcher used several previous studies as the reference. The first study entitled *"Developing Animflation for Teaching Vocabulary Mastery in 8th Grade Students of SMPN 15 Malang*. This research was conducted in the academic year of 2015/2016 by Nurul Hidayah. In line with the description above, there were similarities with this research. The research and development was used in this research because the researcher wanted to develop a medium by looking the problem that happened in the class. There was similar problem with this research that is faced by students especially the students lack of vocabulary. The problem would be used as the reference in developing the media appropriate with the students.

However, in her need analysis, she used interview guide question and questionnaire as the technique of data collection. The participants of her study were the eighth grade students of F class in SMPN 15 Malang. She developed the medium based on the characteristic of the student by considering the facility that was available in the class. Her findings revealed that she developed the medium uses several procedures by adapting theory of expert. As the result, she produced the final product of Animflation in form of softcopy that was presented and packed into CD-ROM. It consists of Macromedia Flash 8 Professional, GOM media file, and flash document with the total size was 3,95 GB.

The second study entitled *"Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in The Academic Year of 2014/2015"* was conducted by Imas Febriyansyah in 2014. In his research there were some similarities related with this research. He used visual media for teaching vocabulary in the level of senior high school by focusing on reading and writing skill.

However, to get the data collection, he used questionnaire and interview. He interviewed the teacher and some students of X IIS 3 class of SMA N 4 Purworejo to support the finding of the field problems. This technique was same with the firs previous study that was conducted by Nurul Hidayah. Nevertheless, in this study he used classroom action research as the research design, so the procedure was different. The research data were taken from X IIS 3 class of SMA N 4 Purworejo which has 28 students.

The purpose of the study was improving the student's vocabulary by using Bingo Game. He used some steps while conducting classroom action research (CAR) to solve the problem that faced by the students. As the result of her study showed that, based on the result of the pre-test, the data showed that the mean of pretest is 64,3. After conducting post-test in Cycle I, the data showed the mean score of the class increased to 77,9. In Cycle II, the result of the students' vocabulary achievement increased become 89,8. It meant that her strategy to improve the students' vocabulary by using Bingo Game is successful.

Based on the two previous studies that have been shared before, it could be concluded that all the problems which are faced by the students are lack of

vocabulary. Those two previous studies used same instrument to find the problem that was faced by students. However, both conducted the research by using different kind of media with the different grade of the students and different research design too. The first previous study focused on developing macromedia for teaching vocabulary in junior high school, whereas the second previous study focused on the implementation visual media for teaching vocabulary in senior high school. Therefore, the researcher conducted the research to develop visual media namely Board Spinner for teaching vocabulary in the second year students of MA Ma'arif 01 Batu Senior High School.

The researcher made another way to find the problem by using the experience in teaching practice to recognize the problem in the class as the preliminary study. In developing the medium, the researcher used Research and Development (R&D) as the research design by adapting the theory of Borg and Gall (1983). Since the second previous study revealed that there were good relation between reading and writing skills in teaching vocabulary. Therefore, in this study, the researcher integrated reading and writing to be applied in the medium for teaching vocabulary. In trying out the medium, the researcher used several principles adapted by Brewster, Ellis, and Girard (1992) as techniques in using game for teaching vocabulary. Those theories were applied by the researcher in order to make a good final product.

CHAPTER III

RESEARCH METHODS

This chapter introduces the method followed throughout the study. It includes model development, procedure of development, and design of product testing. All the explanations are elaborated in the following of sub-chapters.

3.1 Research Design

In this study, the researcher discussed the steps and procedures in developing the Board Spinner as the medium for teaching vocabulary in the second year of senior high school by using some experts' theories. It was needed for developing media in order to make a good final product. According to Borg & Gall (1983) Research and Development is a process which is used to develop and validate educational product in which the finding of the research are used to design new product and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria. Therefore, this research belonged to research and development (R&D) because the objective of the research was to develop the medium up to the final product.

3.2 Model of Development

In this research, the researcher did some procedures to develop the product by adapting from Borg and Gall's (1983) theory. The researcher used

28

this theory because it was the most suitable procedure relevant with the problem of the research.

However, as the time in conducting the research was limited. The target to complete this research was in one semester. Therefore, there were some different techniques related to get the data collection and also some steps in designing the product become the final to be implemented. So, it was an important reason why the researcher adapted this theory to be modified becoming several parts. This adaptation was showed in form of table below. Those adaptation steps were explained clearly as the procedures in developing the medium.

Table 3.1 The Adaptation of Borg and Gall's (1983) Small and Scale R&D Cycle

Borg and Gall's educational research and Development (R&D)	Adapted Borg and Gall's educational research and development (R&D)
Information collection ↓	Preliminary Study ↓
Planning ↓	Planning ↓
Preliminary Version of Product ↓	Developing Product ↓
Product Preliminary Field Test ↓	Expert Validation ↓
Main Product Revision ↓	Revision 1 ↓
Main field Test ↓	Tryout ↓
Operational Product Revision ↓	Final Revision ↓
Operational Product Test ↓	Final Product
Final Product Revision ↓	
Dissemination and Implementation	

3.3 Research Procedures

This is the elaboration every step that was adapted from Borg and Gall's. Those steps are elaborated descriptively as follows:

1) Preliminary Study

The preliminary study was needed to get the accurate data by doing teaching practice. It was very necessary to recognize the characteristic of the students, the facility that available in the school and the class. At last but not least, it must be done to find the problem that happened in the class.

The preliminary study was conducted by the researcher on August 29th up to October 8th 2016 in MA MA'arif 01 Batu Senior High School which is called "Praktik Pengalaman Lapangan" (PPL). To find the problem that happened in the class, the researcher conducted the class observation by using field note as the instrument in collecting the data. It was conducted on Wednesday, 7th September 2016 in XI IPS 2 and Wednesday, 14th September 2016 in XI IPS 1. More information and data were presented as the result of preliminary study in chapter IV which is finding and discussion. From the result of conducting preliminary study, the researcher had the concept in choosing and preparing everything by making the plan.

2) Planning

In planning, the researcher made reflection based on the all data that have been gotten in conducting preliminary study. After looking all the result in

32

preliminary study, the researcher made a plan to develop the medium to be appropriate with the students' characteristic and consider the facilities that available in the class. In planning, the all requirements to construct this medium must be considered as well. Therefore, the researcher must prepare everything that is needed to develop the medium for teaching the vocabulary by looking the teaching devices such as curriculum and syllabus. It was needed in order to make the students more interested and easier to understand about English especially in vocabulary.

The vocabulary selection itself was adjusted based on the syllabus. The researcher took 2.3.1 as the basic competence to emphasized reading skill as receptive vocabulary learning. In addition, the researcher took 2.4.1 as the basic competence to emphasize writing skill as productive vocabulary learning. Based on the basic competence, the kinds of vocabulary consist of verb and adjective expressing reason and contrast. All those kinds of vocabulary were put in the Analytical Exposition Text as the material to be learned by the students

3) Developing Product

After the all preparations had been completed, the next step was developing the product. In this study developing process was organized well because all the elements had been planned. The product was developed and been designed by determining the size of the medium and material to be learned. The last but not least it must easy to be operated in order to produce the quality product. In addition, the researcher must design the format exercise to measure

knowledge of the students about vocabulary and thus must be designed through variety model.

In this research, the researcher used the medium that has been created before to explain the name of date and time in the second year of junior high school. This medium was redesigned and developed for teaching vocabulary in senior high school with the new items and different operation too. The material that was given to the student based on the Standard Competence (SK), and Basic Competence (KD) related with the material in the second semester of the second year grade senior high school. There were some variety item questions to improve their vocabulary which are combined with the medium of Board Spinner.

4) Expert Validation

In this step, before trying out the medium to the students, it must be validated by the expert. The product had been validated by the expert that who has background knowledge, expertise, and experience for validating media. So those made the valuable data and feedback.

The experts used checklists those are given by the researcher for validate the medium. The checklists had been checked to be validated by the supervisor before using by the expert. There were two kinds of checklist which are used by the expert. The first checklist was used by Taufiq Suhartono. S.S as the English teacher who had background knowledge, and experience in teaching English in the second year students of MA Ma'arif 01 Batu Senior High School to validate the content and level difficulty of the medium. To assessing the content on

medium consists of four components namely organization, coverage of material, content of material and vocabulary whereas to assessing the level of difficulty consists of two components namely language use and mechanics.

The second checklist was used by Dr. Sugeng Susilo Adi, M. Hum as the lecturer in English Education Study Program who had background knowledge, expertise, and experience to validate the medium itself related with the attractiveness, effectiveness, and usage. The attractiveness consists of three criteria namely color, shape and texture/element. (In assessing) the effectiveness, there are two criteria namely integration and balance. The last (for assessing) the usage, there is one element namely emphasizing.

5) Revision 1

There were indicators in the checklists as the result of all the assessments that must be determined by the expert whether the medium was ready to be tried out or not. After the medium was ready to be used, the researcher was allowed to implement it to the students in the tryout.

6) Tryout

After the medium was ready to be used, it was implemented among the students in the second year of MA Ma'arif 01 Batu Senior High school. Before conducting tryout, the researcher asked permission from the school, and completed all the requirements which are needed to conduct the tryout in that

school. After completing the requirements and all the preparations were ready, the tryout could be started.

In conducting the tryout, the researcher gave an essay related with the material that is explained as the pre-teaching activity. According to Beck, et.al (2008), the primary consideration for pre-teaching vocabulary should be which words need to be clarified for students so that those words don't get in the way of comprehension. It was necessary to grow the knowledge of the students, so they had been ready in learning the material. Pre-teaching vocabulary facilitated the reading of new text by giving students the meanings of the words before they encounter them. This practice reduced the number of unfamiliar words encountered and facilitated greater comprehension.

Then the researcher did the teaching practice based on the techniques in using game for teaching vocabulary to tryout the medium. During conducting the teaching process, the researcher applied techniques of Brewster, et.al (1992) as the guidance in trying out the medium. While the teaching process, the students were doing some activities through the Board Spinner in learning vocabulary.

The medium provided various questions in form of flashcard about vocabulary which are answered by the students. They must answer it and listed the new vocabularies related with their answer. From each new vocabulary that they had listed, they had to make a sentence which is related with the material in syllabus.

7) Final Revision

While doing tryout, final revision will be done of by giving questionnaire checklist to the students and the teacher as well. From the result of questionnaire checklist, it can be concluded whether the medium was ready to be implemented or not.

Final revision could be done from the content or the component of the medium based on the results of questionnaire checklist. When the results of the questionnaire checklist showed that the letters, organization material, or the grammar was not good enough, the researcher must revise the content of the medium. In addition, in developing the medium when the operation was not appropriate with the students, the researcher must revise the component of medium.

8) Final Product

It was included of the final step. After all the data had been analyzed, the product was developed based on the evaluation from those analyze. The medium was revised when it is needed to produce a good final product. When all the procedures had been completed by the researcher, the product was expected to be used effectively for teaching vocabulary for students in the second grade of MA MA'arif 01 Batu Senior High School. Therefore, the Board Spinner could be patented as the medium for teaching vocabularies in the second year of senior high school that can be implemented by the teacher.

3.4. Testing Design

This study used the Research and Development as the model in conducting the research. The purpose was to develop the medium based on the problem that has been found in the class. In this study, the researcher conducted the testing product to the students who have the problem in vocabulary. This activity included tryout step.

At the end of testing product, the researcher gave the questionnaire checklist as the instrument to collect the data. From the result of questionnaire checklist, the researcher could conclude whether the medium worked well or not to give good contribution to the student for teaching vocabulary during the testing design. The testing design was the best way to measure the usage of medium in order to become a good final product.

3.5 Research Subject and Setting

The first step in sampling was the identification of the target population. Target population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research (Borg, W.R., Gall, M.D. 1989: 216). In the target population, the participants were taken from the second year students of MA MA'arif 01 Batu Senior High School because the researcher had known more about the characteristic of students, the way they learned the material especially in English class and became part of them.

The total number of the second year students of MA MA'arif 01 Batu Senior High School which consisted of two classes namely XI IPS 1 and XI IPS 2. The total populations are 37 students, where 20 students consist of 9 males and 11females in XI IPS 1 and 17 students consist of 7 males and 10 females in IPS 2.

There were some considerations, in determining the second year students of MA Ma'arof 01 Batu as the subject of the study. When conducting the preliminary study, the students in second year of MA MA'arif 01 Batu Senior High School felt challenging when learning English because their vocabularies were limited. Moreover, the students especially in XI IPS 1 were not interested and passive even though they learned material through media in teaching process. As the result, the students of XI IPS 1 who reach the final score above the minimal criteria of success are less than XI IPS 2. Based on those factors, the researcher determined the students of XI IPS 1 as the participants in trying out the medium.

However, as the time accomplishing this research is limited. It must be done in one semester. Therefore, for saving time and getting further data in detail, the researcher took four students from 37 students as the total population in the second year grade in MA Ma'arif 01 Batu to tryout the product. According to Arikunto (2006), the minimum number of participant that could represent the population is 10% of the total population. So, the researcher took 10% from 37 as the population in the second year students of MA Ma'arif 01 Batu randomly. Based on those results above, the selection was emphasized among the students of XI IPS 1 as the participants in trying out the product.

There are some steps in selecting the participant by using simple random sampling based on the Ary, et.al (2010). The first is defining the population that has been determined. The second is listing all members of the population that will be taken. The last is selecting the sample by employing a procedure where sheer chance determines which members on the list are drawn for the sample. Based on those theories, the researcher took four students of XI IPS 1 randomly by using those procedures as the samples of participant.

The research setting referred to the place where the data were collected. In this study, the medium had been tested at MA Ma'arif 01 Batu which is located at Jalan Gondorejo Nomor. 0144, Desa Oro-Oro Ombo, Kecamatan Batu, Kota Batu, Malang, Jawa Timur to collect the data. The reasons behind the selection of this research setting were caused by some aspects. There were many students having the error especially in vocabulary. Moreover, the students were less enthusiastic with learning style that was applied by the English teacher in MA Ma'arif 01 Batu. Last but not least the facilities and all the components available in the school are limited. Therefore, this medium was expected to solve those problems.

3.6 Data collection

In getting the accurate data, the researcher conducted some procedures by preliminary study as the first step. The preliminary study was needed to recognize the students' characteristic, the facility available in the school and to find the problem faced by the students.

In getting the accurate measurement, the researcher used instruments namely checklist and questionnaire checklist. After the checklists had been validated by the supervisor, those instruments are used to collect the data about the checklist of media. It was given by one of the lecturers in English Education Study Program who had background knowledge, expertise, and experience for assessing the medium in form of checklists. The other checklist is checklist of content was given by the English teacher who taught English in the second year students of MA Ma'arif 01 Batu Senior High School. The last instrument is questionnaire given to the students after using the medium.

From all the results of the assessment by the lecturer and teacher, it could be concluded whether the medium was ready to use or not. When the result showed that the medium have not been ready to use, it must be revised based on the result of checklists. Then after the medium was ready to be used, it was tested in tryout among the students of IPS 1 in the second year of MA Ma'arif 01 Batu Senior High School.

The questionnaire was given to all students joining the tryout. They were asked to answer all the questions in the questionnaire checklist related to the usage of the medium by giving the opinion, suggestion, critic or comment based on their answer. The result was used as the consideration in making revision in order to produce a good final product.

41

3.7 Research Instruments

There are two instruments for collecting the data which are checklist and questionnaire checklist. Both were validated by supervisor in order to get reliability and trustworthy then could be used to get the data. The first instrument is checklist. There are two instruments which were used to measure the medium.

1. Checklist for Content

The first checklist was used to measure the content of the medium which consists of two indicators namely the content and level of difficulty to be assessed. The researcher focusing to assessed the medium in the contents which construct it and the level difficulty of medium. In assessing the content and the difficulty of the medium, the researcher used the theory based on Heaton (1988) stated that in assessing the visual media trough writing context, there are several points that should be considered as follow:

a) Organization: all components of the media must be organized well as a one part that is constructing each other.

b) Content: the selection of material should be covered to the curriculum and syllabus which accommodate the learners' needs and match with the learners' characteristic.

c) Vocabulary: vocabulary selection must be variable in order to concern the materials are needed by the learner.

d) Language use: the language use must be composed good flow and correct pattern to construct the idea that trigger the logical thinking of the learners

e) Mechanics: the mechanical of the media must be easy to operate, deliver the material and accommodates the activity in learning.

This instrument was used by the researcher to assess the content of the medium. It was given to Mr. Taufiq Suhartono. S.S as the English teacher who teaches English in the second year students of MA Ma'arif 01 Batu Senior High School to validated the content of medium.

2. Checklist for Media

The second checklist was used to measure the medium itself. It consists of three indicators namely attractiveness, effectiveness, and usage. To get the authentic data for assessing those indicators, the researcher used the theory based on Arsyad (2002). In designing the visual media, there are some principles must be considered which are:

a) Color: color includes the important element of visual media. The color selection can make the media more interesting to be used.

b) Shape: the different and unique shape of the visual media creates attention and desire of the learners.

c) Texture/Element: the characteristic of the material (visual) constructs the media make the particular effect of the media.

d) Integration: integration refers to the relation between all the visual elements which have correlation function each other.

e) Balance: all the elements and materials of the media are symmetric. Those give static or dynamic effect of the visual media which attract the learners' enthusiasm.

43

f) Emphasizing: the utilization of the connection all elements and components of the media such as size, shape, color, and so on. Those must be composed well in order to reach the function of the media.

This instrument was used by the researcher to assess the medium itself. It was given to Dr. Sugeng Susilo Adi, M. Hum as the lecturer in English Education Study Program who had background knowledge, expertise, and experience for validating the medium.

3. Questionnaire Checklist

The last instrument is questionnaire checklist given to the participant or the students who were involving in tryout process. This instrument is adapted from Yonanda Wahyu Hidayah (2016). It consisted of 15 questions which are administered in Bahasa Indonesia. There is an answer sheet at the end of question for giving the opinion, suggestion, critic or comment by the students related with the medium. However, since there were some questions which are not relevant with the medium because those instruments had been applied for assessing product (Comic Strips) which has different operation and usage with this medium (Board Spinner), the questions were modified by the researcher based on the type and usage of the medium to get the accurate assessment.

3.8 Data analysis

All the data in doing the procedures had been collected and those were analyzed by using descriptive qualitative. Creswell (2012), states that one of the characteristics in qualitative was analyzing the data using text. Therefore, in this

44

study, the researcher analyzed all the procedures in developing the media which is adapted from Borg and Gall (1983) by clarifying in form of explanation writing text.

There are several stages in analyzing the data, as follows:

1. Stage of Analysis

The first, the researcher analyzed all the data during conducting preliminary study. It was needed to know the problem that happened in the class and found out the medium to solve it. Moreover, from the information that had been gotten in preliminary study, it could be used as the consideration in choosing the material appropriate to be applied in the medium in planning.

2. Stage of Design

After all the requirements to construct the medium were collected, those were design based on the students' needs. Therefore, those must be validated by the expert before it is tried out to the students. It must be done in other to know whether the medium was ready or not to be implemented to the students.

3. Stage of Development

In this step, the medium was developed through the validation from the expert. There were two kinds of expert validation to be analyzed. The first is checklist for media for validating the criteria of medium. The second was checklist for content for validating the content of the medium. Those expert

validations were needed to be analyzed in order to know whether the product must be revised or not before it was tried out to the students.

4. Stage of Implementation

After the medium was validated by the experts, it must be tryout to the students in order to know whether the product that was develop by the researcher work well or not. The researcher analyzed each the students' result in doing the tryout based on the chronology. The researcher also analyzed the questionnaire that was given to the students at the end of tryout process to know the usage and function of the product from the students' perspective. Those results were used to determine whether it must be revised in the second revision or not.

5. Stage of Evaluation

In this step, the researcher evaluated the medium based on the tryout feedback. By considering the result in tryout, it could be concluded whether this medium had achieved the expected goal or not. When the result showed that any criteria were not appropriate with the students' needs, thus should be revised as the final revision in order to achieve a good final product.

Those explanations were explained in detail and clearly in form of writing text. From all the result, after following all the procedures, the medium was ready to be applied for teaching vocabulary to the students in the second year of MA Ma'arif 01 Batu Senior High School. All those explanations and results were showed specifically in chapter IV which is Research Finding and Discussion.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data result in every stage of in of developing medium up to meet final product. It includes stage of analysis, stage of design, stage of development, stage of implementation and stage of evaluation. All the findings are discussed qualitatively in the following of sub-chapters.

4.1 Stage of Analysis

In this stage, the researcher analyzed the data that had been collected in need analysis. There were two steps of need analysis including preliminary study and planning. The preliminary study was conducted in order to know the problem that happen in the class. After doing the preliminary study, the data was analyzed as the reference to make a plan in selecting the appropriate medium that will be developed. So, in planning the researcher collected all the requirements that were needed to develop the product. The result of analysis was used as the consideration in designing the medium as well.

4.1.1 The Result of Need Analysis

To collect the data that were needed in developing the product, the researcher conducted preliminary study as the need analysis. It was conducted on August 29th up to October 8th 2016 in MA MA'arif 01 Batu Senior High School which is called "Praktik Pengalaman Lapangan"

(PPL). To find the problem that happen in the class, the researcher conducted the class observation on Wednesday, 7th September 2016 and Wednesday, 14th September 2016 by using the field note as the instrument in collecting the data. From the result of preliminary study, the researcher had gotten the data after conducting teaching practice in the second year students of MA Ma'arif 01 Batu as the preliminary study. The second year students of MA Ma'arif 01 Batu consists of two classes namely XI IPS 1 and XI IPS 2. The researcher compared the final score from two classes during conducting the teaching practice. Based on the data, the class of XI IPS 1 had the final score lower than XI IPS 2.

Those cases occurred, when the students did the task. There were a lot of mistakes made in the class. The major factor that influenced the failures' students in doing the task is difficult to understand about the materials. They were not able to catch the meaning in English context, so they didn't know what they must do and find the correct answers. The fact is, from 37 students from all class in the second year of MA MA'arif 01 Batu Senior High School, only 17 students reached the average score on top the minimum criteria of success in doing all the test, whereas 20 students got the average score under minimum criteria of success (KKM "75") whose got the highest average score is 91 and the lowest score is 25. It means that more than a half of the students in the second year of MA MA'arif 01 Batu Senior High School did not able to reach the minimum

criteria of success. It happened because they were lack of vocabularies while doing the task that was given by the teacher.

While conducting the teaching practice, the researcher was given authority to recognize the students by giving some tasks which were individual and group task. From the kinds of individual and group task, individual task was more effective one to be applied for the students. It was happened when they did the task in a group; there is no responsibility shown especially from the male students. They threw their duty to the diligent students while they were chatting with other friends. Therefore, the researcher gave individual task to push their responsibility. As the result, it was more effective, but still it could not trigger their enthusiasm. So the researcher was very difficult to hold the condition of the class.

After teaching and learning practiced, the researcher got some suggestions and ideas from the supervisor teacher to be developed and to be considered for the next meeting. In addition, the researcher also conducted a reflection with the teacher and three up to four students in the second year of MA MA'arif 01 Batu Senior High School. So that was why, the researcher can recognize well what the problems that happened in the class and the characteristic of the students. From those reflections, it was concluded that the researcher must have innovation to use more media. It could help the teacher to explaining the material to the students easily. So, the students were able to learn enthusiastically, they enjoyed the teaching learning activities and they could understand the lesson easily.

However, the facilities that available in the school were limited especially electronic media. There are two LCDs but only one can be used because the other was broken and the school only administered one speaker for all classes. Moreover, there was no computer that can be operated, so that it influenced the low students' ability about IT. Considered those aspects, in the next meeting the researcher made a simple visual medium namely puzzle text. It was aimed to trigger the enthusiasm of the students and help the teacher to hold the class in order to make easier in delivering the material.

In fact, the students of XI IPS 2 were more interesting and active when they learned material through media in teaching process. The result was more students of XI IPS 2 reached the final score above the minimal criteria of success than XI IPS 1. From 17 students of XI IPS 2, 9 of them reach the minimal criteria of success with the highest score 90 and 8 of them failed (the lowest score is 28). Whereas from 20 students of XI IPS 1, only 8 students reach the minimal criteria of success with the highest score 91 and 12 of them failed (the lowest score is 25). It revealed that the usage of technique was very important and must be appropriate with students' needs. Therefore in developing the product, the researcher emphasized the techniques from Gairns, et.al (1986) and Brewster, et.al (1992).

From those comparisons, the result of during the teaching practice showed that the students' motivation and enthusiasm of XI IPS ware lesser

than XI IPS 2. Therefore, the researcher determined 10% of the students in XI IPS 1 based on Arikunto (2006) as the minimum number to represent the participants in trying out the medium to be selected randomly based on the procedure from Ary, et.al (2010). From this preliminary study, the researcher had gotten the complete data which is used to determine the appropriate medium to be developed up to the final product. The final product was expected can be used for teaching vocabulary in the second year students of MA MA'arif 01 Batu Senior High School.

4.1.2 The Result of Planning

After knowing the condition of the school, the students' characteristic, and the problem faced by the students, the researcher had a plan in developing the medium. Considering for those aspects, the researcher had a plan to makes visual media to be developed. Moreover, the background knowledge of the students about IT was low.

There were some procedures in selecting components and elements to construct the medium. The first, the researcher selected the material to be applied in teaching vocabulary based on the syllabus. Then, the researcher chose Board Spinner as the medium for teaching vocabulary because it was easy to operate. To be more interesting, the Board Spinner was added with some items namely envelope and flashcard. The envelope was used for putting the flashcard, while the flashcard was used as the form of question. The last, the researcher determined the skill namely

51

reading and writing to be emphasized in the medium. After determining the all the components and elements construct the medium were developed and combined become one part. The designing of the medium considered the theory from Brown (2002) that teenagers still need varieties of sensory input to create joyful learning.

4.2 Stage of Design

In developing the medium, the researcher used the theories from Avenant (1980) and Wright (1989) as the consideration. The first was determined the material based on the standard competence and basic competence on syllabus. Then, the researcher designed the components and elements that had been determined in planning namely the board, the envelope, and flashcard. Those were designed based on the need analysis. All those components and elements were integrated each other.

4.2.1 Material Selection

The researcher selected the material to be applied in this medium based on the purpose of "Kurikulum Tingkat Satuan Pendidikan" (KTSP) and syllabus. By Considering based on the students' characteristic, Analytical Exposition Text is more appropriate than the others because it belongs to the type of argumentation that elaborates the author's thinking about the phenomenon surrounding function to convince the reader that the presented topic is an important. It was in line with the theory from

52

Brown (2002) that it could trigger the students' logical thinking that increasing rapidly in their age period. Moreover, this material had been taught before in preliminary study, so it was understood well by the students.

The researcher took 2.3 as the standard competence, 2.3.1 as the basic competence based on the syllabus to emphasize reading skill as receptive vocabulary learning. In addition, the researcher took 2.4 as the standard competence, 2.4.1 as the basic competence based on the syllabus to emphasize writing skill as productive vocabulary learning. Those skills selection were considered from Nation's theory (2001).

There were some topics selection to be developed regarding those standard competences and basic competences selection. The topics were selected consist of smoking, television, social media, global warming. Those topics were applied in the medium as the material in teaching vocabulary to the students in the second year of senior high school.

4.2.2 Designing the Board

There were some considerations in designing the board as the medium. It consists of two elements namely color and picture. The color selection selected based on the theory from Heinich (1982). It consists of five main colors namely purple, yellow, red, green, and white. All those colors are applied in the front of the board. Every color presents the different topic related with Analytical Exposition Text to be learned. The

53

purple represents the smoking as the topic, the yellow represents the television as the topic, the red represents social media as the topic, the green represent global warming as the topic, and the white represent the combination all the topics to be learned.

The operation of the board was adjusted from the general character and spirit of the game based on Lewis and Bedson (2002) by spinning the board. Moreover, there were some pictures used in decorating the board. The pictures of the head's and feather's peacock were used as the theme in designing the pointer of board and the background of the board. The peacock's head was applied to decorate the pointer of the board and the peacock's feather was used for decorating the back side of the board as background. The picture was needed because based on the theory from Hamalik (1980) and Latuheru (1988) stated that students get better understanding and enthusiasm in learning material by using picture.

Figure 4.1 Board

4.2.3 Designing the Envelopes

The envelopes were constructed by color as the element. Those are designed based on the main colors of the board. So, those consist of five total envelopes that represent each color of the board. Those envelopes

54

were used to put the flashcards as the exercise model in every color of envelope equally. The purple contains the questions related with the smoking, the yellow contains the questions about television, the red contains the questions related with social media, and the withe contains the question collections of those four topics.

Figure 4.1 Envelopes

4.2.4 Designing the Flashcards

The researcher developed the flashcards in the exercise form. Those were administered in 4 outline color related with the colors on the board and envelopes such as purple, yellow, red, and green. Every outline color in flashcards represented the question as the exercise for vocabulary building based on the topics. In one topic is provided 16 questions in form of flashcard. So there are 64 total of flashcard represents four topic of Analytical Exposition Texts to be learned. Those were administered equally in each envelope based on the color that represents the topic.

Every color of flashcards consists of 16 pieces that are taken 3 of them to fulfill the white envelope. Therefore every envelope (purple, yellow, red, green) consists of 13 flashcards and for the white one consists of 12 flashcards from those collections. The flashcard's exercise was

designed in form of puzzle word and scramble letter. The researcher gave the point as a reward which is put on the top left corner of the flashcard to determine the winner of the game. Moreover, the researcher added the picture in the flashcard as the clue to help the students in answering the question. The picture itself was taken from Google Website and the source of picture was administered in the guided book.

The value points were administered in flashcard as rewards which are used to determine the winner of the game after answering the question. Those points were necessary to motivate the students in doing the game. Those points consist of 25 as the highest point, 20 as the middle point, and 15 as the lowest point. Those were administered in 64 flashcards which are elaborated in detail following as point of 25 consists of 20 pieces, point of 20 consists of 24 pieces, and point of 15 consists of 20 pieces. In behind of flashcards, the researcher used batik as the design to represent the original culture from Indonesia.

Figure 4.3 Flashcards

4.3 Stage of Development

In this stage, this medium that had been designed is developed through validation by the expert before trying out to the students. It had been validated by

56

the experts who had background knowledge, expertise, and experience for assessing the medium and the content. The validation had been done by one of the lecturers in English Education Study Program and validation on content had been done by the English teacher in MA Ma'arif 01 Batu. Those validations were done in order to make it valid and got the valuable data and feedback. So it could be concluded whether the medium has readied to be implemented to the students or not.

4.3.1 The Results of Expert Validation on Board Spinner

The validation on Board Spinner was done by Dr. Sugeng Susilo Adi, M. Hum as the lecturer in English Education Study Program who had background knowledge, expertise, and experience for validating media. It was conducted on May 17th 2017 by using checklist. There are three indicators to validate the medium from the attractiveness, effectiveness, and usage. In validating the attractiveness, there are three criteria namely color, shape and texture/element. In validating the effectiveness, there are two criteria namely integration and balance. The last for validating the usage, consists of one element namely emphasizing.

Firstly, the first indicator was about attractiveness, there are three criteria. The first criterion was about color, it consists of six questions. The validator checked "yes" as the answer for all those questions. He stated that all the color of the envelope is interesting, the color of the picture on the exercise was interesting, the color selection between the board and

envelope was suitable, the font color on the flashcard was clear and could be read, the color combinations at all were appealing, and the background color of the board was synchronous with others.

The second criterion was about shape, it consists of four questions. The validator checked "yes" as the response for three questions. He stated that the shape from whole medium is interesting, the shape of the picture was attractive, the last he stated that the shape of flashcard is attractive and could be read. However, validator checked "no" as the response for one question. He stated that for the shape of every variety question in this medium is unattractive.

The third criterion was about texture or element, it consists of three questions. The validator checked "yes" as the response for all those questions. He stated that the texture/element of the medium is easy to be kept and could be survive in long period, the texture of the medium was easy to be formed, and the element of the medium was easy to be applied.

Secondly, the second indicator was about effectiveness, it consists of two criteria. The first criterion was about integration consists of three questions. The validator checked "yes" as the response for three questions. He stated that the whole sizes of the medium are proportional, the position and size each picture was accurate, and the last he stated that the total question and font size are precise.

The second criterion was about balance, it consists of six question. The validator checked "yes" as the response for five questions. He stated

that arrangement of the picture is accurate, the arrangement each exercise (in form of flashcard) in the envelope was equal, the total envelopes were precise with the colors on the board, the Board Spinner was appropriate with the medium needed by the students, and the letter space from the exercise composing was precise. However, validator checked "no" as the response for the last question. He stated that the font typing in the medium is unclear and not neat.

Thirdly, the last indicator was about usage, there is one criterion. The criterion was about emphasizing, it consists of three questions. The validator checked "yes" as the response for all those questions. He stated that the Board spinner is easy to be operated. He also stated that the Board Spinner can attract the students' interest for operating it, and the last he stated that the purpose from the use of the medium is fulfilled.

Based on those answers of the checklists the validator made the conclusion in every indicator (attractiveness, effectiveness, usage) available at the end sheet of checklist. It consists of both positive side and negative side. The first, for the conclusion of the attractiveness from positive side, he stated that this medium is very attractive to involve the students to be active. However, there was the negative side from this medium should be revised. He stated that it was better when on the board and the envelopes of the medium were given pictures. The second, for the conclusion of the effectiveness from positive side, he stated that this medium is very effective for achieving the learning objective. However,

there was also the negative side from this medium should be revised. He stated that for knowing more the effectiveness of the medium, it should be better to be tried out first in the class. In addition, for theme font of the medium it should be changed more attractive in order not to be Times New Roman because it was too formal. The third, for the conclusion of the last indicator which is usage from positive side, he stated that overall this medium can be used effectively, so there was no any criteria should be revised for the usage of the medium.

4.3.2 The Results of Expert Validation on Content

The validation on the content of Board Spinner was done by Taufiq Suhartono. S.S as the English teacher who had background knowledge, and experience in teaching English in the second year students of MA Ma'arif 01 Batu Senior High School to validate the content on medium including the guided book. Guided book was needed to help the user for better understanding in using the medium as well. It can be seen in appendix 9 on page 141.

It was conducted on May 22nd 2017 by using checklist during the tryout process to validate in detail how was the material applied in field. There are two indicators to validate content of the visual medium namely Board Spinner from content and level of difficulty. In validating the content of the medium, there are four components namely organization, coverage of material, content of material and vocabulary. In validating the

level of difficulty, there are two components namely language use and mechanics.

Firstly, the first indicator was about content, there are four components. The first component of content was about organization, it consists of five criteria. The validator checked "yes" as the response for all those criteria. He stated that the texts and activities of the medium were already appropriate for the materials, the variety model of vocabulary exercises are relevant with the topic, the font and picture size were appropriate and proportional, the topics were suitable for the target learners, and the last he stated that the Board Spinner achieves the objective as a medium for teaching vocabulary.

The second component of content was about coverage of materials, it consists of five criteria. The validator checked "yes" as the response for all those criteria. He stated that the materials accommodate from the demands of the Curriculum KTSP (2006), the coverage of materials was relevant based on syllabus, the coverage of materials applied the vocabulary mastery, the materials accommodated students' learning, style and preferences, and the last he stated that the materials culturally appropriate based on students' characteristics.

The third component of content was about content of materials, it consists of five criteria. The validator checked "yes" as the response for all those criteria. He stated that the content of materials was not offensive in term of racism and sexism, the content of materials was interesting for

target learners, the content of materials was flexible to be used in any situation and condition, each stages of the activities were clear, and the last response he stated that the materials were authentic for target learners.

The fourth component of content was about vocabulary, it consists of three criteria. The validator checked "yes" as the response for all those criteria. He stated that the vocabulary selection was appropriate for learners' needs, the Board Spinner was sufficient in covering the activities related to vocabulary use, and for the last response, he stated that the model of variant vocabularies were suitable with the material.

Secondly, the second indicator was about level of difficulty, here are of two components. The first component of level of difficulty was about language use, it consists of four criteria. The validator checked "yes" as the response for all those criteria. He stated that the language use was relevant to the materials, the language use gave clear and appropriate instruction, the content of materials was grammatically correct, and the last he stated that the vocabulary was suitable for students' level proficiency.

The second component of level of difficulty was about mechanics, it consists of three criteria. The validator checked "yes" as the response for all those criteria. He stated that the mechanicals were appropriate with the materials given, the activities had communicative purpose for target learner, and the last response he stated that the mechanics integrate the knowledge with the target language.

Based on those answers of the checklists the validator made the conclusion in every indicator (content and level of difficulty) available at the end sheet of checklist. It consists of positive side and negative side. The first, for the conclusion of the content from positive side, he stated that the sufficiency of the content was appropriate for target learner. Furthermore, the material was easily to be learned by the students. From the negative side there was no any comment, critic or suggestion that should be revised about the content. The second, for the conclusion for the level of difficulty from positive side, he stated that students learn well during the presentation of the medium. In addition, the development of the medium could be mastered by the students. From the negative side there was no any comment, critic or suggestion that should be revised about the level of difficulty. Therefore, based on this result validation on content there were no any components must be revised. It meant that from the content of the medium was ready to be tried out to the students.

4.3.3 Data Analysis Based on the Expert Validations

By analyzing from all those expert validations result, the researcher got the feedback whether the medium and the content should be revised or not. The main purpose of the revising was to made improvement of the product before testing to the students. Based on the evaluation of the expert validations, those could be concluded that there were some suggestions by the expert especially from the validation on medium.

Based on the result of expert validation on medium, there were little bit criteria of the medium that should be revised. For the criterion of the shape, every form of variety exercise of the medium was unattractive because on the board and the envelope was only administered by the color. There was no any variation on the medium. The suggestion from the expert, it was better when the colors on the board were combined by the picture related with the topic and the picture which was chosen to be applied on the board, it should be applied on the envelope. It proved that the statement from Hamalik (1980) must be considered. Picture was needed to in order to attract the students' enthusiasm and made clear understanding explanation. For the criterion of the balance, the font typing in the medium is unclear, and not neat. The suggestion from the expert, it was better if the theme font should not Times New Roman, because it was too formal.

Based on those evaluations, the researcher revised the design of the board which is correlated with the envelope and revised the typing in the flashcard. For the design of the board, the researcher combined the colors that are administered on the board with some pictures related the topics which were represent by every color. Those pictures were also put in the behind of every envelope. Moreover, in front of side of the envelopes, the researcher gave the word styles which were written the name of every topic related with the color.

For the typing on the flashcard, the researcher changed the font theme from Times New Roman become Comic Sans MS in order to make it clear and interesting. Therefore, the researcher needed to assess the product revision to make it valid and knew whether it is ready to be tried out to the students or not. In assessing the product revision, the researcher conducted the second validation to the expert. It was conducted on May 19th 2017 by using same checklist. The second validation on the medium was done by Dr. Sugeng Susilo Adi, M. Hum.

Firstly, the first indicator was about attractiveness, consists of three criteria. For the first criterion was about color consists of six questions. The validator checked "yes" as the answer for all those questions. The second criterion was about shape, consists of four questions. The validator checked "yes" as the response for all those questions. The third criterion was about texture/element, consists of three questions. The validator checked "yes" as the response for all those questions. Secondly, the second indicator was about effectiveness, consists of two criteria. The first criterion was about integration consists of three questions. The validator checked "yes" as the response for all those questions. The second criterion was about balance, consists of six question. The validator checked "yes" as the response for all those questions. Thirdly, the last indicator was about usage, consists of one criteria. The criterion was about emphasizing consists of three questions. The validator checked "yes" as the response for all those questions.

Based on those answers of the checklists, the validator made the conclusion in every indicator (attractiveness, effectiveness, usage) available at the end sheet of checklist. It consists of positive side and negative side. The first, for the conclusion of the attractiveness from positive side, he stated that this medium is very attractive to motivate the students. It revealed that the theory from Hamalik (1980) and Heinich (1982) had important role to support the picture and color selection to attract and motivate the students. The second, for the conclusion of the effectiveness from positive side, he stated that this medium is very interesting, so did not make the students bored. It in line with the theory from Brown (2002), that the variety model of the medium was appropriate with the students' characteristic to avoid the students from boredom. The third, for the last conclusion of the usage from positive side, he stated that this medium could be used to integrate the skills. Since the previous study revealed that there is a good relation between reading and writing to support the teaching vocabulary, the researcher integrated those skills based on the theory from Nation (2001).

There was no any comment, critic or suggestion from the negative side in every indicator that should be revised about the medium. Based on this result of the validation on content, there were no any components that must be revised. It proved that the theory from Gairns, et.al (1986) support in designing the material. Therefore, after Board Spinner had been revised by the experts, and there was no any problem on it. It meant that the

medium was ready to be tried out to the students. So, the consideration to use the theories from Avenant (1980) and Wright (1989) in designing the medium had significant effect to produce the medium that appropriate with the students' needs.
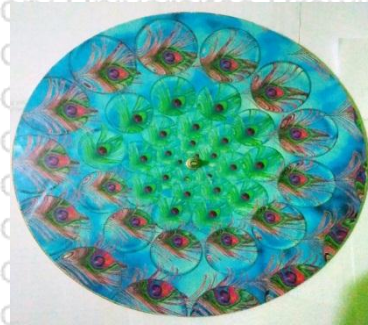
Front Side   **Back Side**

Figure 4.4 Board Revision

Front Side   **Back Side**

Figure 4.5 Envelopes Revision
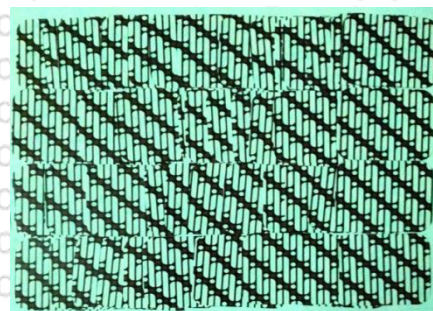
Front Side   **Back Side**

Figure 4.6 Flashcards Revision

67

4.4 Stage of Implementation

In this stage, the researcher implemented the medium to the students. The implementation was needed to tryout the feasibility of the product before patenting and disseminating to public. At the end of tryout process, the researcher gave some questionnaire to analyze the result from the students' perspective. By analyzing the tryout result, it could be whether the medium worked well or not.

4.4.1 Tryout Process

In trying out the medium, the researcher conducted on May 22nd 2017 at 01.00-02.30 P.M in XI IPS 1. It was aimed to know whether the medium can be operated easily by students to help them in learning vocabulary and motivate them in learning the material or not. Therefore, the researcher took the sample by involving among the students in XI IPS 1. The researcher took four of them randomly as the participant in conducting the tryout.

In the opening activity, the researcher told to the students about the purpose of conducting the tryout. During conducted the tryout, the researcher asked the English teacher to validate the medium on content by using the checklist. Then the researcher took the sample consists of four students. They were chosen randomly by mention the absence number. For the students that had been called, they were asked to sit in square, so the tried out process was begun. Those consisted of one male students and three female.

In tryout activity, the researcher asked the students to prepare the equipment which are needed in doing the game. They asked to take a piece of paper, a pen, and English-Indonesian dictionary. Before they played the game, for pre-teaching activity they were given the Analytical Exposition Texts consisting of four topics which are smoking, television, social media, and global warming. They must read every topic and discuss together in order to be able to answer the question of the game. The students were permitted to ask when they met a problem in translation. This activity included the receptive vocabulary aimed at reducing the unfamiliar word that was faced by the students.

After all the topics had been discussed, the researcher announced the rules of the game before the students played the game. It was needed because it gave more information about the rules that must be obeyed and to know the operation of the medium. After students understood well what they should do to operate the medium, the game was started by spinning the board first. Every student was given the chance to spin the board four times alternately. At the end of the section, after all of the students spin the board four times based on the procedure, the researcher collected the point that has been gotten by the students to determine the winner. The player who was able to get the highest total points is inaugurated as the winner.

4.4.2 The Students' Result in the Tryout

a) **Student 1**

The first student is Diah Vidi Erlinda. She is the only female student who was selected in random sample as the participant to tryout the medium. She got the first turn to spin the board. In the first spinning, she took one of the flashcards in the red envelope about social media. The point of flashcard is 20 but she was only able to answer one of two questions. The correct answer is "Human Trafficking" but she only wrote "Human" as the answer. So, she got a half of the point from the question, and at the first turn she got 10 points from the questions.

In the second spinning, she took one of the flashcards in the red envelope about social media. The point of flashcard is 20 and she was able to answer the question by writing "Cyber Bullying" as the correct answer. So, at the second turn she got 20 points from the questions. In the third spinning, she took one of the flashcards in the green envelope about global warming. The point of flashcard is 15 and she was able to answer the question by writing "Faded" as the correct answer. So, at the third turn she got 15 points from the questions. In the fourth spinning, she took one of the flashcards in the red envelope about social media. The point of flashcard is 25 and she was able to answer the questions by writing "Mental" and "Behavior" as the correct answers. So, at the fourth turn she got 25 points from the questions. After turning the board fourth times, she was able to collect 70 points as the total points.

b) Student 2

The second student is Andhi Irawan. He got the second turn to spin the board. In the first spinning, he took one of the flashcards in the purple envelope about smoking. The point of flashcard is 20 but he was only able to answer one of two questions. The correct answers were "Active" and "Lower" but he only wrote "Lower" as the answer. So, he got a half of the point from the question, and at the first turn he got 10 points from the questions.

In the second spinning, he took one of the flashcards in the red envelope about social media. The point of flashcard is 20 and he was able to answer the question by writing "Worry" as the correct answer. So, at the second turn he got 20 points from the question. In the third spinning, he took one of the flashcards in the yellow envelope about television. The point of flashcard is 15 and he was able to answer the questions by writing "Study" and "Waste" as the correct answers. So, at the third turn he got 15 points from the questions. In the fourth, spinning he took one of the flashcards in the green envelope about global warming. The point of flashcard is 15 and he was able to answer the question by writing "Plant" as the correct answer. So, at the fourth turn he got 15 points from the question. After turning the board fourth times, he was able to collect 60 points as the total points.

c) Student 3

The third student is Muhammad Abdul Aziz. He got the third turn to spin the board. In the first spinning, he took one of the flashcards in the green envelope about global warming. The point of flashcard is 25 and he was able to answer all the questions by writing "Temperature" and "Hotter" as the correct answers. So, at the first turn he got 25 points from the questions. In the second, spinning he took one of the flashcards in the green envelope about global warming. The point of flashcard is 20 and he was able to answer the question by writing "Carbon Dioxide" as the correct answer.

So, at the second turn he got 20 points from the questions. In the third, spinning he took one of the flashcards in the purple envelope about smoking. The point of flashcard is 15 and he was able to answer the question by writing "Lung Cancer" as the correct answer. So, at the third turn he got 15 points from the question. In the fourth, spinning he took one of the flashcards in the green envelope about global warming. The point of flashcard is 20 and he was able to answer all the questions by writing "Vehicle" and "Fuel" as the correct answers. So, at the fourth turn he got 20 points from the questions. After turning the board fourth times, he was able to collect 80 points as the total points.

d) Student 4

The fourth student is Rizky Efendi. He got the last turn to spin the board. In the first spinning, he took one of the flashcards in the purple

envelope about smoking. The point of flashcard is 15 and he was able to answer the question by writing "Smoky Room" as the correct answer. So, at the first turn he got 15 points from the question.

In the second spinning, he took one of the flashcards in the green envelope about global warming. The point of flashcard is 25 and he was able to answer all the questions by writing "Transportation" and "Pollution" as the correct answers. So, at the second turn he got 25 points from the questions. In the third spinning, he took one of the flashcards in the red envelope about social media. The point of flashcard is 25 and he was able to answer all the questions by writing "Social" and "teenager" as the correct answers. So, at the third turn he got 25 points from the questions. In the fourth spinning, he took one of the flashcards in the yellow envelope about television. The point of flashcard is 20 and he was able to answer all the questions by writing "Actor" and "Cloth" as the correct answers. So, at the fourth turn he got 20 points from the questions. After turning the board fourth times, he was able to collect 85 points as the total points.

After all of the students finished to spin the board four times based on the procedure, the researcher collected the total point that has been gotten by those students to determine the winner. Based on those results, the lowest point is 60 and the highest point is 85. So, the winner is Rizky Efendi as the student who had been able to collect 85 points as the highest total point.

Table 4.1 Students' Result in the Tryout

No	Student's Name	Sequence	Flashcard Point	Student's Answer	Point Collection
1	Diah Vidi .E	1st	20	"Human"	10
		2nd	20	"Cyber bullying"	20
		3rd	15	"Faded"	15
		4th	25	"Mental" and "Behavior"	25
		Total points collection			**70**
2	Andhi Irawan	1st	20	"Lowest"	15
		2nd	20	"Worry"	20
		3rd	15	"Study" and "Waste"	15
		4th	15	"Plant"	15
		Total points collection			**60**
3	M. Abdul Aziz	1st	25	"Temperature" and "Hotter"	20
		2nd	20	"Carbon dioxide"	20
		3rd	15	"Lung cancer"	15
		4th	20	"Vehicle" and "Fuel"	20
		Total points collection			**80**
4	Rizky Efendy	1st	15	"Smoky room"	15
		2nd	25	"Transportation" & "Pollution"	25
		3rd	25	"Social" and "Teenager"	25
		4th	20	"Actor" and "Cloth"	20
		Total points collection			**85**

4.4.3 The Result of the Questionnaire

a) Students 1

The first questionnaire was given to Diah Vidi Erlinda. As the result, for the first question was about learning English using this medium. She crossed "yes" as the response for the question. She stated that she prefer learning English by using this medium. The second question was about the picture of the medium. She crossed "no" as the response for the question. She stated that the picture that administered in the Board Spinner was unattractive. The third question was about the typing of the medium. She crossed "yes" as the response for the question. She stated that the typing of the medium was interesting and clear.

The fourth question was about the laying of picture and typing in the medium. She crossed "yes" as the response for the question. She stated that the laying of picture and typing in the Board Spinner were precise and interesting. The fifth question was about the all visualizations view of the medium. She crossed "no" as the response for the question. She did not like the all visualizations view of the Board Spinner. The sixth question was about the procedural in operating the medium. She crossed "yes" as the response for the question. She stated that the procedural in operating the Board Spinner was easy to be followed. The seventh question was about the parts of the medium. She crossed "yes" as the response for the question. She stated that the every part of Board Spinner was easy to be used. The eighth question was about the material in this medium. She

crossed "no" as the response for the question. She stated that the material in this medium was difficult to be understood. The ninth question was about the motivation and enthusiasm in learning English by using Board Spinner. She crossed "yes" as the response for the question. She was motivated and get the enthusiasm in learning English by using Board Spinner.

The tenth question was about language in the medium. She crossed "yes" as the response for the question. She stated that language which is used in Board Spinner easy to be understood. The eleventh question was about the effectiveness in learning English about vocabulary using this medium. She crossed "yes" as the response for the question. She stated that Board Spinner can help her to learn English in vocabulary mastery. The twelfth question was about the effectiveness of writing in learning English by using Board Spinner. She crossed "yes" as the response for the question. She stated that Board spinner can improve her writing skill through the vocabulary that had been gotten. The thirteenth question was about the purpose of this medium in conveying the material. She crossed "no" as the response for the question. She stated that Board Spinner does not convey all the materials. The fourteenth question was about the level of difficulty in this medium. She crossed "no" as the response for the question. She stated that the level of difficulty in Board Spinner was not suitable with her capability. The fifteenth question was about the attractiveness in learning English using this medium. She crossed "yes" as

the response for the question. She really liked learn English using this medium.

At the end of the questionnaire, there was an answer sheet for giving the opinion, suggestion, critic or comment from the students' perspective about the medium related with their answers in questionnaire. He gave the suggestion about the medium. He stated that it will be better when the picture of the medium using anime or cartoon. Furthermore, the all exercises were easier if all material were administered in the text.

b) Student 2

The second questionnaire was given to Andhi Irawan. As the result, for the first question was about learning English using this medium. He crossed "yes" as the response for the question. He stated that he prefer learning English by using this medium. The second question was about the picture of the medium. He crossed "yes" as the response for the question. He stated that the picture that administered in the Board Spinner was attractive. The third question was about the typing of the medium. He crossed "yes" as the response for the question. He stated that the typing of the medium was interesting and clear.

The fourth question was about the laying of picture and typing in the medium. He crossed "yes" as the response for the question. He stated that the laying of picture and typing in the Board Spinner were precise and interesting. The fifth question was about the all visualizations view of the medium. He crossed "yes" as the response for the question. He liked the

all visualizations view of the Board Spinner. The sixth question was about the procedural in operating the medium. He crossed "yes" as the response for the question. He stated that the procedural in operating the Board Spinner was easy to be followed. The seventh question was about the parts of the medium. He crossed "yes" as the response for the question. He stated that the every part of Board Spinner was easy to be used. The eighth question was about the material in this medium. He crossed "no" as the response for the question. He stated that the material in this medium was difficult to be understood. The ninth question was about the motivation and enthusiasm in learning English by using Board Spinner. He crossed "yes" as the response for the question. He was motivated and get the enthusiasm in learning English by using Board Spinner.

The tenth question was about language in the medium. He crossed "no" as the response for the question. He stated that language which is used in Board Spinner difficult to be understood. The eleventh question was about the effectiveness in learning English about vocabulary using this medium. He crossed "yes" as the response for the question. He stated that Board Spinner can help him to learn English in vocabulary mastery. The twelfth question was about the effectiveness of writing in learning English by using Board Spinner. He crossed "yes" as the response for the question. He stated that Board spinner can improve his writing skill through the vocabulary that had been gotten. The thirteenth question was about the purpose of this medium in conveying the material. He crossed

"yes" as the response for the question. He stated that Board Spinner convey all the materials. The fourteenth question was about the level of difficulty in this medium. He crossed "no" as the response for the question. He stated that the level of difficulty in Board Spinner was not suitable with his capability. The fifteenth question was about the attractiveness in learning English using this medium. He crossed "yes" as the response for the question. He really liked learn English using this medium.

At the end of the questionnaire, there was an answer sheet for giving the opinion, suggestion, critic or comment from the students' perspective about the medium related with their answers in questionnaire. He gave the opinion and suggestion about the medium. He stated that the medium was interesting and could be played at home but using Indonesian Language with the funny picture. Unfortunately, he disliked and low capability about English.

c) Student 3

The third questionnaire was given to Muhammad Abdul Aziz. As the result, for the first question was about learning English using this medium. He crossed "yes" as the response for the question. He stated that he prefer learning English by using this medium. The second question was about the picture of the media. He crossed "yes" as the response for the question. He stated that the picture that administered in the Board Spinner was attractive. The third question was about the typing of the medium. He

crossed "yes" as the response for the question. He stated that the typing of the medium was interesting and clear.

The fourth question was about the laying of picture and typing in the medium. He crossed "no" as the response for the question. He stated that the laying of picture and typing in the Board Spinner were not precise and interesting. The fifth question was about the all visualizations view of the medium. He crossed "yes" as the response for the question. He liked the all visualizations view of the Board Spinner. The sixth question was about the procedural in operating the medium. He crossed "yes" as the response for the question. He stated that the procedural in operating the Board Spinner was easy to be followed. The seventh question was about the parts of the medium. He crossed "yes" as the response for the question. He stated that the every part of Board Spinner was easy to be used. The eighth question was about the material in this medium. He crossed "yes" as the response for the question. He stated that the material in this medium was easy to be understood. The ninth question was about the motivation and enthusiasm in learning English by using Board Spinner. He crossed "yes" as the response for the question. He was motivated and get the enthusiasm in learning English by using Board Spinner.

The tenth question was about language in the medium. He crossed "yes" as the response for the question. He stated that language which is used in Board Spinner easy to be understood. The eleventh question was about the effectiveness in learning English about vocabulary using this

medium. He crossed "yes" as the response for the question. He stated that Board Spinner can help him to learn English in vocabulary mastery. The twelfth question was about the effectiveness of writing in learning English by using Board Spinner. He crossed "no" as the response for the question. He stated that Board spinner cannot improve his writing skill through the vocabulary that had been gotten. The thirteenth question was about the purpose of this medium in conveying the material. He crossed "yes" as the response for the question. He stated that Board Spinner convey all the materials. The fourteenth question was about the level of difficulty in this medium. He crossed "yes" as the response for the question. He stated that the level of difficulty in Board Spinner was suitable with his capability. The fifteenth question was about the attractiveness in learning English using this medium. He crossed "yes" as the response for the question. He really liked learn English using this medium.

At the end of the questionnaire, there was an answer sheet for giving the opinion, suggestion, critic or comment from the students' perspective about the medium related with their answers in questionnaire. He gave the opinion about the medium that it was interesting because he did not feel bored in learning English using this medium.

d) **Student 4**

The fourth questionnaire was given to Rizky Efendi. As the result, for the first question was about learning English using this medium. He crossed "yes" as the response for the question. He stated that he prefer

learning English by using this medium. The second question was about the picture of the medium. He crossed "yes" as the response for the question. He stated that the picture that administered in the Board Spinner was attractive. The third question was about the typing of the medium. He crossed "yes" as the response for the question. He stated that the typing of the medium was interesting and clear.

The fourth question was about the laying of picture and typing in the medium. He crossed "yes" as the response for the question. He stated that the laying of picture and typing in the Board Spinner were precise and interesting. The fifth question was about the all visualizations view of the medium. He crossed "yes" as the response for the question. He liked the all visualizations view of the Board Spinner. The sixth question was about the procedural in operating the medium. He crossed "yes" as the response for the question. He stated that the procedural in operating the Board Spinner was easy to be followed. The seventh question was about the parts of the medium. He crossed "yes" as the response for the question. He stated that the every part of Board Spinner was easy to be used. The eighth question was about the material in this medium. He crossed "yes" as the response for the question. He stated that the material in this medium was easy to be understood. The ninth question was about the motivation and enthusiasm in learning English by using Board Spinner. He crossed "yes" as the response for the question. He was motivated and got the enthusiasm in learning English by using Board Spinner.

The tenth question was about language in the medium. He crossed "no" as the response for the question. He stated that language which is used in Board Spinner difficult to be understood. The eleventh question was about the effectiveness in learning English about vocabulary using this medium. He crossed "yes" as the response for the question. He stated that Board Spinner can help him to learn English in vocabulary mastery. The twelfth question was about the effectiveness of writing in learning English by using Board Spinner. He crossed "yes" as the response for the question. He stated that Board spinner can improve his writing skill through the vocabulary that had been gotten. The thirteenth question was about the purpose of this medium in conveying the material. He crossed "yes" as the response for the question. He stated that Board Spinner convey all the materials. The fourteenth question was about the level of difficulty in this medium. He crossed "yes" as the response for the question. He stated that the level of difficulty in Board Spinner was suitable with his capability. The fifteenth question was about the attractiveness in learning English using this medium. He crossed "yes" as the response for the question. He liked learn English using this medium.

At the end of the questionnaire, there was an answer sheet for giving the opinion, suggestion, critic or comment from the students' perspective about the medium related with their answers in questionnaire. He gave the opinion about the medium. He stated that the learning style of English by using this medium is unique.

Table 4.2 Result of the Questionnaire

No	Criteria	Total Students' Response	
		Yes	No
1	Learning English using this medium	4	-
2	The picture of the medium	3	1
3	The typing of the medium	4	-
4	The laying of picture and typing in the medium	3	-
5	The all visualizations view of the medium	3	1
6	The procedural in operating the medium	4	-
7	The operation of the parts in the medium	4	-
8	The material in this medium	2	2
9	The motivation and enthusiasm in learning English by using Board Spinner	4	-
10	The language in this medium	3	1
11	The effectiveness in learning English about vocabulary using this medium	4	-
12	the effectiveness of writing in learning English by using Board Spinner	4	-
13	The purpose of this medium in conveying the material	3	1
14	The level of difficulty in this medium	2	2
15	The attractiveness in learning English using this medium	4	-

4.5 Stage of Evaluation

In this stage, the researcher evaluated the medium based on the tryout feedback. By considering the procedure during the tryout and analyzing the result of students' perspective about the medium from the questionnaire, it could be concluded whether this medium has achieved the expected goal or not. When during the tried out process there was a problem with the medium and the result of questionnaire showed that a lot of negative response, it should be revised in order to achieve a good final product.

4.5.1 Evaluation Based on the Tryout Feedback

Based on the procedure by looking the student's result and questionnaire during the tryout, the medium could be operated well without any problem. For the design of the medium overall was so good, most of the students really liked it and they were motivated and get enthusiasm in learning English using this medium. For the content of the medium, all the students who tried out the medium can learn English well in vocabulary. It could be seen when students doing the exercise in the game, they were able to answer questions correctly.

However, most of the students were beyond the duration that has been decides to find the vocabulary in answering the question. Most of them spent more than two minutes to answer the question. They stated that the material in this medium was difficult to be understood. By considering the result of the students in tryout, it was not revised anymore because

they had done it well. It was just needed to revise the time duration from two minutes become three minutes. Moreover, before starting the game, the students should be given explanation more about the material that will be learned through this medium and the procedure in doing the game. Therefore, the usage of guided book was needed in order to make easier in understanding the material and using the medium as well.

From this evaluation, it proved that the implementation of the technique from Brewster, et.al (1992) in the tryout process was appropriate with the students although it still needed a little adjustment with the students' ability. Besides, it revealed that the integration skills between reading and writing from the Nation's theory (2001) were compatible for teaching vocabulary to the students.

4.5.2 Final Product

After going through and completing all development processes, those produced the final product. It consists of a circle board that can be operated by spinning it which is combined by some additional items such as envelope and flashcard. It is constructed by two main elements namely picture and color. There are five envelopes which are used as the place for putting the flashcard and there are sixty-four flashcards used as the form of question for teaching vocabulary by using Analytical Exposition Text as the material. All those flashcards are put in each envelope equally.

There are several pictures and colors as the main elements in designing the medium. In designing the board, the head and feather of peacock picture are used as the theme. The peacock's head is applied to decorate the pointer of the board and the peacock's feather is used for decorating in the back side of the board as background. While the other main element is color, it consists of five main colors namely white, green, yellow, red, and purple. All of those colors are administered on the front of the board, and the envelope. Every color presents the different topic related with Analytical Exposition Text. The pictures are applied in the flashcard as the clue related with the question. Moreover, some pictures relevant with the topic are put on the front of the board and behind of the envelopes.

It proved that the implementation of the theory from Arikunto (2006) in determining the number of participant and the theory from Ary, et.al (2010) in selecting the participant in tryout process were effective to get the accurate data. Last but not least, the implementation of the theory from Borg and Gall's (1983) gave significant contribution in producing a good final product. Hopefully the product can be used to give the contribution for teaching vocabulary especially in the second year students of senior high school.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion about the product. The conclusion presents the summarizing of the result in developing process up to the final product, while the suggestion presents the recommendation for the use, dissemination and also development.

5.1 Conclusion

This study was conducted to develop the Board Spinner as media for teaching vocabulary in the second year students of MA Ma'arif 01 Batu Senior High School by adapted the theory from Borg and Gall (1983). In order to become a good product, the researcher accomplished all those procedures that have been adapted from this theory.

As the result, the media could be operated well without any problem. The students could learn vocabulary as well using the product. For the design of the media overall was so good, most of them really liked it and they were motivated in learning English using this product. It meant that the media had become the final product and ready to be applied in the class.

From the results in discussion, all of those theories from Hamalik (1980) and Heinich (1982) gave significant contribution in determining component and element to construct the media. Furthermore, all the development processes had been done well. It meant that adapting the theory from Borg and Gall's (1983) had

produced a good product for teaching vocabulary that was named Board Spinner. It could be used to give contribution for teaching vocabulary especially in the second year students of senior high school by integrating reading and writing skill.

5.2 Suggestion

After concluding all the result in developing process up to the final product, there are some suggestions from the researcher. Hopefully those suggestions can give significant contribution for the use of the product especially for the students, teacher, and further researcher. The researcher also gives suggestion for better distribution of the product that includes dissemination of the product, and suggestion for further development product.

5.2.1 Suggestion for the Users

For the students, this product gives motivation and triggers the students' enthusiasm. It is the innovation in order to find out the easy way for helping the students in learning English as well especially to improve the students' vocabulary. It can make the students understand well about the meaning of word about Analytical Exposition as material which is explained by using this product. In addition, the product is able to make joyful learning because it can be played by using variation items. Therefore, this product is able to overcome the students' boredom in learning English.

For the teacher, this product can help the teachers to find out the media that appropriate with the students' needs to be applied in teaching vocabulary. It is also can facilitate the teacher in teaching vocabulary by using Analytical Exposition text. This product also gives the contribution in training students' logical thinking from the exercise model of vocabulary. The researcher suggests the teacher to use a guided book in order to make it easier in understanding the material and using the media as well. At last but not least, it can be used by the teacher as the best media to make the students active in the learning process.

For the further researcher, the product can be used as the innovation that can be developed to a better understanding of improving students' vocabulary. It also gives practical contributions on how to improve students' vocabulary using Board Spinner. This product can be used as the reference for getting the data and information in other to make other product using same procedure. Moreover, for the further researcher that has the interest in making the product about vocabulary mastery, this product can be developed based on the students' needs and characteristic with more variant activity model and exercise.

5.2.2 Suggestion for Dissemination

After becoming the final product, the product hopefully can be applied for teaching vocabulary in the second year students of senior high school widely. Moreover, it should be distributed as the innovation that

can be used by the teachers and help students in learning vocabulary. However, before the distribution of the product, it should be given the copyright in order to make the legality of the product to avoid from the plagiarism.

In this globalization era, the development of technology is increase rapidly. So, it makes the distribution of the product can be done in some ways. It is better if the product packed in form of CD includes of the tutorial about the product. Furthermore, to make the quick distribution, it can be done by online to offer the product published in education website.

5.2.3 Further Development Product

For the further development of the product, it can be developed for the different grade by using different material. The variation picture and color can be developed based on the needs. The material can be change related with the different competence that will be learned based on syllabus. The product also can be applied for integrating skill. Therefore, it is better to be developed for training more than one skill. When the developer wants to develop the product with the different variation or material, the developer should connect the requirements that are changed or added with all the procedure of development in order to create a good development product in different model.

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91

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APPENDICES

Appendix 1. Filed Notes (Class Observation)

Field Note (Class Observation)

Date   : Wednesday, 7th September 2016

Time : 08.30-10.00 AM

Class : XI IPS 2

	Uraian Kegiatan
Kegiatan Pembuka	Guru memberi salam kepada siawa:"Good morning everybody, how are you today?" dan siswa merespon "good morning sir, I am fine and you?" kemudian guru merespon "I am fine too, thank you". Lalu guru meminta ketua kelas untuk memimpin doa. Setelah berdoa, guru memeriksa kehadiran siswa, namun berapa siswa tidak hadir dalam pembelajaran tanpa keterangan. Kemudian guru membuka wawasan siswa dengan tanya jawab mengenai fenomena/permasalahan yang sering terjadi di kehidupan sehari-hari. Banyak siswa yang menyebutkan beberapa contoh fenomena seperti gempa bumi, kebakaran hutan, korupsi dan lain- lain namun dalam bahasa Indonesia. Selanjutnya guru menyampaikan materi yang akan dibahas pada pertemuan ini, serta tujuan dan manfaat pembelajarannya dengan memanfaatkan fasilitas seadanya yang terdapat di kelas seperti papan tulis dan penggaris.
Kegiatan Inti	Guru menjelaskan unsur-unsur (definition, function, generic structure, language feature) yang terkandung dalam Analytical Exposition Text, tetapi banyak siswa yang kurang memperhatihan dan tidak mengerti mengenai materi yang disampaikan oleh guru. Kemudian guru menguji pemahaman membaca siswa melalui sesi tanya jawab. Sebagian besar siswa masih belum mengerti dengan materi yang disampaikan. Kemudian guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 4-5 orang untuk membaca suatu peristiwa dalam sebuah teks Analytical Exposition. Lalu guru memberikan tugas kepada setiap kelompok untuk untuk membuat Analytical Exposition Text dengan menentukan fenomena yang terjadi di lingkungan sekitar untuk dikembangkan secara tertulis. Guru memberikan waktu selama 45 menit kepada siswa untuk mengembangkan ide mereka kedalam bahasa Indonesia. Setelah siswa selesai menulis cerita dalam bahasa Indonesia, guru menugaskan siswa untuk menerjemahkannya kedalam bahasa Inggris dan harus dikumpulkan pada pertemuan selanjutnya.

96

Kegiatan Penutup	Guru menyampaikan kesimpulan tentang keseluruhan materi pembelajaran yang telah disampaikan. Kemudian peserta didik melakukan refleksi terkait dengan kegiatan pembelajaran yang sudah dipelajari. Kebanyakan dari siswa mengemukakan masalah yang mereka alami adalah cara pembelajaran yang kurang menarik dan cenderung membosankan. Sehingga mereka kesulitan untuk memahami dan materi yang disampaikan. Siswa berharap ada penerapan metode pembelajaran yang menarik untuk menghilangkan rasa jenuh. Lalu guru menyampaikan rencana kegiatan pembelajaran yang akan disampaikan pada pertemuan berikutnya. Selanjutnya guru meminta ketua kelas untuk memimpin doa sebagai penutup kegiatan pembelajaran.

*Catatan: Guru disini adalah peneliti/observer yang melakukan praktik mengajar untuk mengamati permasalahan yang terjadi di dalam kelas.

Field Note (Class Observation)

Date : Wednesday, September 14th 2016

Time : 01.00-02.30 PM

Class : XI IPS 1

	Uraian Kegiatan
Kegiatan Pembuka	Guru memberi salam kepada siawa:"Good afternoon students, how are you today?" dan siswa merespon "good afternoon sir, I am fine and you?" kemudian guru merespon "I am fine too, thank you". Lalu guru meminta ketua kelas untuk memimpin doa. Setelah berdoa, guru memeriksa kehadiran siswa. Kemudian guru menanyakan tentang pekerjaan rumah yang telah diberikan guru pada pertemuan sebelumnya kepada siswa. Banyak siswa yang belum menyelesaikan tugas tersebut. Untuk itu guru membahas meteri pada pertemuan sebelumnya agar siswa mengerti bagaimana cara mengerjakannya. Fasilitas pembelajaran di kelas sangat terbatas, tidak ada speaker, LCD, maupun komputer, sehingga guru hanya memanfaatkan fasilitas syang tersedia di kelas seperti papan tulis.
Kegiatan Inti	Guru menjelaskan unsur-unsur (definition, function, generic structure, language feature) yang terkandung dalam Analytical Exposition Text menggunakan LCD sebagai media penunjang pembelajaran. Banyak siswa yang kurang memperhatihan dan kurang tertarik karena media ini sudah sering digunakan saat pembelajaran. Kemudian guru menguji pemahaman membaca siswa melalui puzzle text. Siswa bertugas untuk mengidentifikasi urutan kejadian dalam teks Analytical Exposition dan menentukan struktur generiknya secara berkelompok. Namun, banyak siswa tidak bekerja dan melemparkan tanggung jawab mereka kepada siswa lain sehingga kondisi kelas menjadi gaduh serta penyelesaian tugas melebihi dari waktu yang telah ditentukan. Setelah selesai mengidentifikasi urutan teks, siswa membuat kesimpulan sesuai dengan teks yang telah mereka baca dengan struktur kalimat yang baik dan benar secara tertulis dan individu. Kebanyakan siswa belum bisa mengembangkan ide mereka kedalam bahasa Inggris sehingga mereka hanya menuliskan beberapa kalimat yang dipadukan dengan Bahasa Indonesia.

98

Kegiatan Penutup	Guru menyampaikan kesimpulan tentang keseluruhan materi pembelajaran yang telah disampaikan. Kemudian peserta didik melakukan refleksi terkait dengan kegiatan pembelajaran yang sudah dipelajari. Kebanyakan dari siswa mengemukakan masalah yang mereka alami adalah minimnya kosa kata bahasa Inggris yang dikuasai sehingga mereka kesulitan untuk mengemukakan ide kedalam bahasa Inggris. Sehingga siswa berharap ada penggunaan media yang baru dan menarik dengan menggunakannya yang unik untuk mempelajari kosa kata bahasa Inggris lebih mudah. Lalu guru menyampaikan rencana kegiatan pembelajaran yang akan disampaikan pada pertemuan berikutnya. Selanjutnya guru meminta ketua kelas untuk memimpin doa sebagai penutup kegiatan pembelajaran.

*Catatan: Guru disini adalah peneliti/observer yang melakukan praktik mengajar untuk mengamati permasalahan yang terjadi di dalam kelas

Appendix 2. Students' Final Score in the First Semester

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH 01 MA'ARIF BATU
(MA'ARIF NU SENIOR HIGH SCHOOL)
NISM: 131235790001
Jl. GONDOREJO ORO-ORO OMBO KOTA BATU (0341)5025031.

DAFTAR NILAI UTS GANJIL
KELAS XI IPS-1
TAHUN AJARAN 2016/ 2017

MATA PELAJARAN : Bahasa Inggris
KKM   : 75

NO	NO.IND UK	NAMA	L/P	KOGNITIF								PSIKOMOTOR			AFEKTIF	Deskripsi
				NILAI UH			NILAI TUGAS			UTS	NA	NILAI PSIKOMOTOR				
				UH 1	UH 2	RATA2	T1	T2	RATA2			P1	P2	RATA2		
1	0286	Alfandi Susilo Aji	L	90	-	45	75	77	76	74	65	65	76	71	76	Tidak Tuntas
2	0285	Andhi Irawan	L	95	70	83	90	83	87	72	81	85	90	88	90	Tuntas
3	0287	Andre Styawan	L	60	-	30	90	78	84	60	58	78	80	79	80	Tidak Tuntas
4	0289	Betari Iga Mawarni	P	90	-	45	90	80	85	70	67	80	81	81	81	Tidak Tuntas
5	0290	Diah Vidi Erlinda	P	100	80	90	90	95	93	91	91	90	93	92	95	Tuntas
6	0291	Dias Anggun sasmito	P	95	80	88	90	86	88	85	87	85	80	83	90	Tuntas
7	0292	Dwi Silvia Mardiani	P	80	80	80	90	85	88	64	77	88	90	89	90	Tuntas
8	0294	Ferdi Firmansyah	L	-	-	-	90	76	83	66	50	68	77	73	76	Tidak Tuntas
9	0295	Hilda Permatasari	P	95	80	88	75	77	76	54	73	82	78	75	82	Tidak Tuntas
10	0296	Ifa Dwi Kristanti	P	90	90	90	90	87	89	75	85	72	85	84	83	Tuntas
11	0299	Ira Ifatul Khasanah	P	90	-	45	75	87	81	73	66	82	80	81	81	Tidak Tuntas
12	0326	Ludvi Hibadurrosa	P	60	85	73	90	-	45	77	65	82	80	83	83	Tidak Tunas
13	0304	Muhammad Abdul Azis	L	100	90	95	90	80	85	82	87	90	87	89	95	Tuntas
14	0306	Muhammad Unfrel	L	-	-	-	75	76	76	83	53	75	67	71	76	Tidak Tuntas
15	0309	Riko Ronaldo	L	90	-	45	90	78	84	76	68	80	79	80	80	Tidak Tuntas
16	0325	Risky Efendi	L	85	-	43	90	76	83	76	67	78	80	79	78	Tidak Tuntas
17	0312	Rossa Widya Citra Dewi	P	95	80	88	75	90	83	76	82	83	87	85	87	Tuntas
18		Sommil Dwi Hariono	L	-	-	-	-	76	38	73	37	63	67	65	75	Tidak Tuntas
19		Umu Latifa	P	-	-	-	-	-	-	76	25	65	72	69	81	Tidak Tuntas
20	0320	Yuliana Tri lestari	P	95	80	88	90	90	90	78	85	80	87	84	83	Tuntas

99

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH 01 MA'ARIF BATU
(MA'ARIF NU SENIOR HIGH SCHOOL)
NISM: 131235790001

Jl. GONDOREJO ORO-ORO OMBO KOTA BATU (0341)5025031.

DAFTAR NILAI UTS GANJIL
KELAS XI IPS-2
TAHUN AJARAN 2016/ 2017

MATA PELAJARAN : Bahasa Inggris

KKM   : 75

NO	NO.IND UK	NAMA	L/P	KOGNITIF								PSIKOMOTOR			AFEK TIF	DESKRIPSI
				NILAI UH			NILAI TUGAS			UTS	NA	NILAI PSIKOMOTOR				
				UH 1	UH 2	RATA2	T1	T2	RATA2			P1	P2	RATA2		
1	0283	Abdi Wahyu	L	-	-	-	95	81	88	34	**41**	77	68	73	78	Tidak Tuntas
2	0285	Aldina Fitri Wahyudi	P	100	78	89	90	95	93	77	**86**	90	87	89	89	Tuntas
3	0288	Anita Firnia Wulandari	P	100	65	83	90	79	85	43	**70**	80	81	81	81	Tidak Tuntas
4	0297	Intan Kumalasari	P	80	85	83	90	80	85	68	**79**	80	83	82	82	Tuntas
5	0298	Luluk Wijayanti	P	90	87	89	85	90	88	85	**87**	90	92	91	91	Tuntas
6	0299	Maida Ayu Wasfita	P	60	85	73	90	86	88	65	**75**	85	82	84	84	Tuntas
7	0300	Mayang Dwi Cahyani	P	65	30	48	90	83	87	44	**60**	80	83	82	82	Tidak Tuntas
8	0302	Mochammad Shah Nuramin	L	45	-	23	85	-	43	28	**31**	76	75	76	76	Tidak Tuntas
9	0303	Muchamad Hariya Fitrah	L	35	-	18	90	-	45	34	**32**	76	76	76	76	Tidak Tunsas
10		Meri Andra Yanti	P	95	75	85	95	80	88	59	**77**	80	85	83	83	Tuntas
11	0307	Nurfika Wulandari	P	100	65	83	90	83	87	68	**79**	82	85	84	84	Tuntas
12	0308	Rian Adam Faturrohman	L	30	-	15	85	-	43	27	**28**	76	75	76	76	Tidak Tuntas
13	0310	Riky Prasetyo Efendi	L	70	-	35	95	78	87	24	**49**	75	75	75	76	Tidak Tuntas
14	0311	Rizky Rahmat Dani	L	80	97	89	90	95	93	86	**89**	90	87	89	95	Tuntas
15	0314	Selvi Surya Ningayu	P	90	80	85	85	90	88	77	**83**	90	90	90	87	Tuntas
16	0318	Sri Handayani	P	90	87	89	95	93	94	87	**90**	87	90	89	95	Tuntas
17	0319	Sumardi	L	75	35	55	90	88	89	59	**68**	82	80	81	82	Tidak Tuntas

Catatan : Untuk deskripsi berisi tentang ketuntasan tiap KD dan kendala yang dihadapi siswa.(WAJIB DIISI)

NILAI TERKAKHIR DIKUMPULKAN TGL 15 Oktober 2016 DI WALI KELAS MASING-MASING.

Mengetahui:

Waka Kurikulum Madrasah Aliyah 01 Ma'arif Batu

Guru Bidang Studi

Suwito,S.Pd.

Taufiq Suhartono. S.S

Appendix 3. Syllabus of Senior High School

Nama Sekolah : MA 01 MA'ARIF
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI (Sebelas) / Ganjil
Jenis Teks : Teks Transaksional dan Interpersonal

SILABUS

Standar Kompetensi	Kompetensi Dasar	Materi Pokok & Uraian	Pengalaman Belajar	Indikator Pencapaian	Penilaian	Alokasi Waktu	Sumber Bahan / Alat	Karakter
(1)	(2)	(3)	(4)	(5)	(6)	7	(8)	(9)
CHAPTER I Mendengarkan 1.1 Memahami makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari	1.1.1 Merespon makna dalam percakapan transaksional (to get things done) dan inter-personal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidu-pan sehari-hari dan melibatkan tindak tutur, menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas	The expressions of: - stating satisfaction and dissatisfaction - stating agreement and disagreement - asking for and giving opinion - stating pleasure and displeasure - advising - reminding - giving permission	**SIKLUS LISAN** A. **Building Knowledge of Field (BKOF)** *Pertemuan 1* - Siswa berinteraksi dengan guru untuk membahas (shared knowledge) yang diarahkan pada pembelajaran wacana transaksional dan interpersonal. - Siswa diberi penjelasan tentang kosa kata, tata bahasan dan ungkapan-ungkapan transaksional dan interpersonal yang akan dibahas. - Siswa mengamati pola kalimat dan ungkapan-ungkapan yang diberikan di dialog. - Siswa menjawab pertanyaan berdasarkan gambar dan pengetahuan mereka sendiri *Pertemuan 2* - Siswa menjawab pertanyaan berdasarkan gambar dan pengetahuan mereka sendiri	- Mengidentifikasi makna kata - Menemukan pokok pikiran - Menemukan informasi rinci tersirat dan tersurat - Mengidentifikasi makna tindak tutur menyatakan puas dan tidak puas - Merespon tindak tutur menyatakan puas dan tidak puas - Mengidentifikasi makna tindak tutur menyatakan setuju dan tidak setuju - Merespon tindak tutur menyatakan setuju dan tidak setuju - Mengidentifikasi makna tindak tutur menyatakan meminta dan memberi pendapat - Merespon tindak tutur menyatakan meminta dan memberi pendapat - Mengidentifikasi makna tindak tutur menyatakan senang dan tidak senang - Merespon tindak tutur menyatakan senang dan tidak senang	Tugas Tugas	4x45 mnt (4 JP)	Look Ahead An English Course 2 Buku Access to English Competence 2A Sumber lain yang relevan Idem	• *Cermat* • *Menunjukkan sikap percaya diri* • *Santun* • *Berpikir logis, kritis, kreatif* • *Berkomunikasi dan berinteraksi secara efektif dan santun* • *Menunjukkan keterampilan berbahasa secara benar baik secara lisan dan tulisan.*

(1)	(2)	(3)	(4)	(5)	(6)	7	(8)	(9)
Berbicara 1.2 Mengungkapkan makna dan percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	1.2.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur, menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas, menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan *relief, pain,* dan *pleasure.*		**B. Modelling of Text (MOT)** - Siswa melengkapi teks dengan kata yang benar berdasarkan teks lisan - Siswa menjawab pertanyaan berdasarkan teks - Siswa menjawab pertanyaan berdasarkan teks dialog **C. Joint Construction of Text (JCOT)** *Pertemuan 3* - Siswa melengkapi dialog dengan kata atau ungkapan yang benar berdasarkan teks dialog lisan - Siswa menjawab pertanyaan berdasarkan teks dialog - Siswa melengkapi dialog dengan kata/ungkapan yang benar - Siswa menyusun kalimat menjadi dialog yang benar **D. Independent Construction of Text (ICOT)** *Pertemuan 4* - Secara berkelompok siswa meminta pendapat pada temannya tentang masalah-masalah dalam daftar - Secara berpasangan siswa membuat dialog menyatakan senang, tidak senang, puas dan tidak puas berdasarkan situasi yang diberikan *Pertemuan 5* - Secara berpasangan siswa membuat dialog menyatakan meminta dan memberi pendapat, setuju dan tidak setuju berdasarkan situasi yang diberikan - Secara berpasangan siswa membuat dialog menyatakan memberi nasehat, mengingatkan dan memberi ijin berdasarkan situasi yang diberikan	- Mengidentifikasi makna tindak tutur menyatakan menasehati - Merespon tindak tutur menyatakan menasehati - Mengidentifikasi makna tindak tutur menyatakan mengingatkan - Merespon tindak tutur menyatakan mengingatkan - Mengidentifikasi makna tindak tutur menyatakan memberi ijin - Merespon tindak tutur menyatakan memberi ijin	Tugas Unjuk kerja Performance	4x45 mnt (4JP)	Idem Idem Idem	
					Jumlah	8 JP		

SILABUS

Nama Sekolah : MA 01 MA'ARIF
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI (Sebelas) / Ganjil
Jenis Teks : Teks Transaksional dan Interpersonal

Standar Kompetensi	Kompetensi Dasar	Materi Pokok & Uraian	Pengalaman Belajar	Indikator Pencapaian	Penilaian	Alokasi Waktu	Sumber Bahan / Alat	Karakter
(1)	(2)	(3)	(4)	(5)	(6)	7	(8)	(9)
CHAPTER 2 **Mendengarkan** 2.1 Memahami makna dalam teks monolog berbentuk analytical exposition dalam konteks kehidupan sehari-hari	2.1.1 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: analytical exposition.	- Teks monolog berbentuk "Analytical Exposition" - Kosa kaya yang berhubungan dengan wacana - Grammar : - Conjunction expressing reason and contrast	**SIKLUS LISAN** **A. Building Knowledge of Field (BKOF)** *Pertemuan 6* - Siswa berinteraksi dengan guru untuk membahas (shared knowledge) yang diarahkan pada pembelajaran teks analytical exposition. - Siswa diberi penjelasan tentang kosa kata dan tata bahasa yang berhubungan dengan pemahaman teks analytical exposition. - Siswa memahami kosa kata yang berhubungan dengan teks dengan melakukan meparaphrasing - Siswa mengidentifikasi penggunaan conjunction expressing reason and contrast dengan melakukan identifikasi, melengkapi kalimat, dan menggabung kalimat *Pertemuan 7* - Siswa berkomentar tentang gambar berdasarkan pengetahuan mereka sendiri - Siswa menjawab pertanyaan berdasarkan gambar dan pengetahun mereka sendirI - Siswa melengkapi teks dengan memilih kata-kata yang benar yang tersedia berdasarkan teks lisan *Pertemuan 8* - Siswa menjawab pertanyaan berdasarkan teks melalui membaca cermat - Siswa menyatakan benar/salah berdasarkan teks	**Mendengar** - Mengidentifikasi makna kata - Menemukan pokok pikiran/main idea - Menemukan informasi tertentu - Menemukan informasi rind tersurat dan tersirat - Mengidentifikasi urutan isi teks analytical exposition - Mengidentifikasi struktur generic dari teks analytical exposition - Mengidentifikasi penggunaan conjunction expressing reason and contrast	Tugas	4x45 mnt (4 JP)	Look Ahead An English Course 2 Buku Access to English Competence 2A Penerbit : Sansekerta Inti Media Sumber lain relevan	
Berbicara 2.2 Mengungkapkan makna dalam teks monolog yang berbentuk analytical exposition dalam konteks kehidupan sehari-hari.	2.2.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: analytical exposition.			**Berbicara** - Mengidentifikasi makna kata - Menemukan pokok pikiran/main idea - Menemukan informasi tertentu - Menemukan informasi rinci tersurat dan tersirat - Mengidentifikasi urutan isi teks analytical exposition - Mengidentifikasi struktur generik dari teks analytical exposition - Melakukan monolog berbentuk analytical exposition	Tugas Kuis	8x45 mnt (4 JP)	Idem Idem	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			- Siswa menentukan pernyataan yang diberikan menguntungkan/ merugikan - Siswa memilih jawaban yang benar berdasarkan teks **B. Modelling of the Text (MOT)** *Pertemuan 9* - Siswa mengklasifikasi struktur generic dari sebuah teks dengan menulisnya pada tabel - Siswa menjawab pertanyaan berdasarkan teks		Tugas		Idem	
			- Siswa mengklasifikasi struktur generic dari sebuah teks dengan menulisnya pada tabel *Pertemuan 10* - Siswa menjawab pertanyaan berdasarkan teks - Siswa menjawab pertanyaan berdasarkan teks - Secara berkelompok siswa mengklasifikasi struktur generik dari sebuah teks dengan menulisnya pada tabel		Unjuk kerja		Idem	
			C. Joint Construction of the Text (JCOT) *Pertemuan 11* - Secara berkelompok siswa mengklasifikasi struktur generik dari paragraf acak dengan menulisnya pada tabel - Secara berpasangan siswa mendemonstrasikan dialog di depan kelas - Secara perseorangan siswa mengklasifikasi struktur generik dari dialog dengan menulisnya pada tabel		Performance		Idem	
			D. Independent Construction of The text (ICOT) *Pertemuan 12* - Dengan mendengar cermat pada teks siswa mengklasifikasi struktur generik dari teks lisan - Secara berkelompok siswa membuat draft teks analytical exposition berdasarkan data yang diberikan - Secara perseorangan siswa membuat teks analytical exposition lengkap berdasarkan draft yang sudah dibuat. - Siswa mempresentasikan hasil kerjanya di depan kelas.		Unjuk kerja		Idem	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Membaca 2.3 Memahami makna teks tulis esei berbentuk analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan **Menulis** 2.4 Mengungkapkan makna dalam teks tulis monolog/esei yang berbentuk analytical exposition secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	2.3.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: analytical exposition. 2.4.1 Mengungkapkan makna langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*	- Teks monolog berbentuk "Analytical Exposition" - Kosa kaya yang berhubungan dengan wacana - Grammar: - Verb and adjective expressing reason and contrast	**SIKLUS TULIS** **A. Building Knowledge of Field (BKOF)** *Pertemuan 13* - Siswa membaca teks analytical exposition setelah diberi contoh oleh guru **B. Modelling of the Text (MOT)** - Siswa menjawab pertanyaan berdasarkan teks **C. Joint Construction of The Text (JCOT)** *Pertemuan 14* - Secara individu siswa membuat draft jawaban kosakata analytical expostion berdasarkan pertanyaan dan topik yang telah mereka pilih sendiri - mempresentasikan hasil diskusinya di depan kelas **D. Independent Construction of the Text (ICOT)** *Pertemuan 15* - Siswa menjawab pertanyaan berdasarkan gambar dan pengetahuan mereka sendiri - Siswa mengisi rumpang dengan memilih jawaban yang benar - Siswa mempresentasikan hasil kerjanya di depan kelas	**Membaca** - Mengidentifikasi makna kata - Menemukan pokok pikiran atau main idea - Menemukan informasi ter-tentu - Menemukan informasi rinci tersurat dan tersirat - Mengidentifikasi urutan isi teks analytical exposition - Mengidentifikasi struktur generik dari teks analytical exposition - Mengidentifikasi penggunaan Verb and adjective expres-sing reason and contrast dalam kalimat - Mengidentifikasi tujuan komunikatif clad teks yang dibaca **Menulis** - Menghasilkan teks berbentuk analytical exposition	Tugas Unjuk kerja Performance	4x45 mnt (4 JP) 4x40 mnt (4 JP)	Idem Idem Idem	
				Jumlah		20 JP		

SILABUS

Nama Sekolah : MA 01 MA'ARIF
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI (Sebelas) / Ganjil
Jenis Teks : Teks Report

Standar Kmpetensi	Kornpetansi Dasar	Materi Pokok & Uraian	Pengalaman Belajar	Indikator Pencapaian	Penilaian	Alokasi Waktu	Sumber Bahan / Alat	Karakter
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
CHAPTER 3 Mendengarkan 3.1 Memahami makna dalam teks monolog berbentuk report dalam kenteks kehidupan sehari-hari	3.1.1 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report	- Teks monolog berbentuk "Report" - Kosa kaya yang berhubungan dengan wacana - Grammar: - Adjective clause - Active and passive voice	**SIKLUS LISAN** **A. Building Knowledge of Field (BKOF)** *Pertemuan 16* - Siswa berinteraksi dengan guru untuk membahas (shared knowledge) yang diarahkan pada pembelajaran teks report - Siswa diberi penjelasan tentang kata & tata bahasa berhubungan dengan pemahaman teks report. - Siswa memahami kosa kata yang berhubungan dengan teks dengan melakukan meparaphrasing - Siswa mengidentifikasi penggunaan adjective clause dengan melakukan penggabungan kalimat, melengkapi kalimat dan memilih jawaban yang benar. *Pertemuan 17* - Siswa mengidentifikasi penggunaan active and passive voice dengan melakukan pengubahan kalimat - Siswa menjawab pertanyaan berdasarkan gambar dan pengetahuan mereka sendiri - Siswa melengkapi paragraf dengan kata-kata yang benar berdasarkan teks lisan - Siswa menjawab pertanyaan berdasarkan teks **B. Modelling of the Text (MOT)** *Pertemuan 18* - Siswa menjawab pertanyaan berdasarkan teks - Secara berpasangan siswa mendemonstrasikan dialog di depan kelas	**Mendengar** - Mengidentifikasi makna kata - Menemukan pokok pikiran/ main idea - Menemukan informasi tertentu - Menemukan informasi rinci tersurat dan tersirat - Mengidentifikasi urutan isi teks report - Mengidentifikasi struktur generik dari teks report - Mengidentifikasi penggunaan adjective clause dalam kalimat - Mengidentifikasi penggunaan active dan passive voice dalam kalimat **Berbicara** - Niengidentifikasi makna kata - Menemukan pokok pikiran/main idea - Menemukan informasi tertentu - Menemukan informasi rinci tersurat dan tersirat - Mengidentifikasi urutan isi teks report - Mengidentifikasi struktur generik dari teks report - Melakukan monolog berbentuk report	Tugas	4x45 mnt (4 JP)	Look Ahead An English Course 2 Buku Access to English Competence 2A Penerbit : Sansekerta Inti Media Sumber lain Yang relevan	• *Cermat* • *Menunjukkan sikap percaya diri* • *Santun* • *Berpikir logis, kritis, kreatif* • *Berkomunika si dan berinteraksi secara efektif dan santun* • *Menunjukkan keterampilan berbahasa secara benar.*
Berbicara 3.2 Mengungkapkan makna dalam teks monolog yang berbentuk report dalam konteks kehidupan sehari-hari.	3.2.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report				Tugas	4x45 mnt (4 JP)	Idem	
					Performance		Idem	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Membaca
3.3 Memahami makna teks tulis esei berbentuk report dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
	3.3.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: report	- Teks monolog berbentuk "Report"
		- Kosa kaya yang berhubungan dengan wacana
		- Grammar:
		  - Adjective clause
		  - Active and passive voice
			C. Joint Construction of the Text (JCOT)
			- Siswa menjawab pertanyaan berdasarkan teks (hal.38-39)
			- Siswa mengisi rumpang dengan kata-kata yang benar dengan bantuan huruf awal berdasarkan teks lisan
			Pertemuan 19
			- Siswa menjawab pertanyaan berdasarkan wacana
			D. Independent Construction of The text (ICOT)
			- Secara berketompok siswa membuat teks report sendiri berdasarkan contoh dialog dan teks yang ada.
			- Perwakilan kelompok mempresentasikan hasil diskusi di depan kelas
				Membaca
				- Mengidentifikasi makna kata
				- Menemukan pokok pikiran/main idea
				- Menemukan informasi tertentu
				- Menemukan informasi rinci tersurat dan tersirat
				- Mengidentifikasi urutan isi teks report
				- Mengidentifikasi struktur generik dari teks report
				- Mengidentifikasi penggu-naan Adjective Clause dalam kalimat
				- Mengidentifikasi tujuan komunikatif dari teks yang dibaca
					Tugas
					
					Tugas
						4x45 mnt (4 JP)	Idem
							
							Idem
								• *Cermat*
								• *Menunjukkan sikap percaya diri*
								• *Santun*
								• *Berpikir logis, kritis, kreatif*
								• *Berkomunikasi dan berinteraksi secara efektif dan santun*
								• *Menunjukkan keterampilan berbahasa secara benar.*

Menulis 3.4 Mengungkapkan makna dalam teks tulis monolog/esei yang berbentuk report secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari	3.4.1 Mengungkapkan makna langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk report	- Menulis dengan menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tanda tulisa dengan akurat dan benar	**SIKLUS TULIS** **A. Building Knowledge of Field (BKOF)** *Pertemuan 20* - Siswa menjawab pertanyaan berdasarkan gambar dan pengetahuan mereka sendiri **B. Modelling of the Text (MOT)** - Siswa mengisi rumpang dengan memilih jawaban yang benar - Siswa membaca teks dengan lantang setelah diberi contoh oleh guru *Pertemuan 21* - Siswa menjawab pertanyaan berdasarkan teks **C. Joint Construction of The Text (JCOT)** - Siswa membaca teks dengan lantang setelah diberi contoh oleh guru - Siswa menjawab pertanyaan berdasarkan teks **D. Independent Construction of the Text (ICOT)** *Pertemuan 22* - Secara perseorangan siswa membuat teks analytical expostion lengkap berdasarkan draft yang sudah dibuat - Siswa mempresentasikan hasil kerjanya di depan kelas	**Menulis** - Menghasilkan teks berbentuk report	Tugas Unjuk kerja	6x45 mnt (6 JP)	Idem Idem	
					Jumlah	18 JP		

SILABUS

Nama Sekolah : **MA 01 MA'ARIF BATU**
Mata Pelajaran : **BAHASA INGGRIS**
Kelas/Semester : **XI (Sebelas) / Ganjil**
Jenis Teks : **Teks Narrative**

Standar Kmpetensi	Kornpetansi Dasar	Materi Pokok & Uraian	Pengalaman Belajar	Indikator Pencapaian	Penilaian	Alokasi Waktu	Sumber Bahan / Alat	Karakter
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
CHAPTER 4 **Mendengarkan** 4.1 Memahami makna dalam teks monolog bentuk narrative dalam konteks kehidupan sehari-hari	4.1.1 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancer dan bercerima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative	- Teks monolog berbentuk "Narrative" - Kosa kaya yang ber hubungan dengan wacana ragam bahasa - Grammar: - Simple past tense - Past continuous tense - Direct and indirect speech	**SIKLUS LISAN** **A. Building Knowledge of Field (BKOF)** *Pertemuan 23* - Siswa berinteraksi dengan guru untuk membahas (shared knowledge) yang diarahkan pada pembelajaran teks narrative. - Siswa diberi penjelasan tentang kosa kata & tata bahasa yang berhubungan dengan pemahaman teks narrative. - Siswa mengidentifikasi penggunaan simple past tense dan past continuous tense dengan melakukan pengubahan kata untuk melengkapi kalimat - Siswa mengidentifikasi penggunaan direct and indirect speech dengan melakukan pengubahan kalimat dan memilih jawaban *Pertemuan 24* - Siswa menjawab pertanyaan berdasarkan pengetahuan mereka sendiri - Siswa membaca teks dengan lantang setelah diberi contoh oleh guru - Siswa menjawab pertanyaan berdasarkan teks	**Mendengar** - Mengidentifikasi makna kata - Menemukan pokok pikiran/main idea - Menemukan informasi tertentu - Menemukan informasi rinci tersurat dan tersirat - Mengidentifikasi urutan isi teks narrative - Mengidentifikasi struktur generik dari teks narrative - Mengidentifikasi penggunaan simple past tense - Mengidentfikasi penggu-naan past continuous tense - Mengidentifikasi penggu-naan direct and indirect speech	Tugas Tugas	4x45 mnt (4 JP)	Look Ahead An English Course 2 Buku Access to English Competence 2A Penerbit : Sansekerta Inti Media Sumber lain yang relevan Idem	• *Cermat* • *Menunjukkan sikap percaya diri* • *Santun* • *Berpikir logis, kritis, kreatif* • *Berkomunika si dan berinteraksi secara efektif dan santun* • *Menunjukkan keterampilan berbahasa secara benar.*
Berbicara 4.2 Mengungkapkan makna dalam teks monolog yang bertuk narrative dalam konteks kehidupan sehari-hari.	4.2.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative		**B. Modelling of the Text (MOT)** *Pertemuan 25* - Siswa mengisi rumpang dengan memilih jawaban yang benar berdasarkan teks lisan - Dengan membaca cermat siswa menjawab pertanyaan berdasarkan teks - Siswa membaca teks dengan lantang setelah diberi contoh oleh guru - Siswa menjawab pertanyaan berdasarkan teks	**Berbicara** - Mengidentifikasi makna kata - Menemukan pokok pikiran/main idea - Menemukan informasi ter-tentu - Menemukan informasi rinci tersurat dan tersirat - Mengidentifikasi urutan isi teks narrative - Mengidentifikasi struktur generik dari teks narrative - Melakukan monolog ber-bentuk analytical narrative	Tugas	6x45 mnt (6 JP)	Idem	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			Pertemuan 26 - Siswa mengklasifikasi struktur generic dari teks dengan menulisnya pada table **C. Joint Construction of the Text (JCOT)** - Dengan mendegar cermat siswa menjawab pertanyaan berdasarkan teks lisan - Secara berkelompok siswa menyusun paragraf ke dalam urutan yang benar **D. Independent Construction of The text (ICOT)** *Pertemuan 27* - Siswa mengganti kata-kata yang salah dengan yang benar berdasarkan teks lisan - Siswa menulis kembali teks yang didengar dengan kata-kata sendiri - Siswa mempresentasikan hasil kerjanya di depan kelas - Siswa menjawab pertanyaan berdasarkan teks		Unjuk Kerja Performance		Idem Idem	

Membaca
4.3 Memahami makna teks tulis esei berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
 	
Menulis
4.4 Mengungkapkan makna dalam teks tulis monotog/esei yang berbentuk narrative secara akurat, lancar dan berterirna dalam konteks kehidupan sehari-hari
	4.3.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbertuk: narrative
	
	4.4.1 Mengungkapkan makna langkah retorika dalam esei dengan menggunakan ragam bahasa tuiis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative
		- Teks monolog berbentuk "Narrative"
		- Kosa kaya yang berhubungan dengan wacana
		- Grammar:
		  - Simple past tense
		  - Past continuous tense
		  - Direct and indirect speech
			SIKLUS TULIS
			A. Building Knowledge of Field (BKOF)
			Pertemuan 28
			- Siswa membaca teks dengan lantang setelah diberi contoh oleh guru
			- Siswa menjawab pertanyaan berdasarkan teks
			B. Modelling of the Text (MOT)
			- Dengan membaca cermat siswa menjawab pertanyaan berdasarkan teks
			C. Joint Construction of The Text (JCOT)
			- Siswa membaca teks dengan lantang setelah diberi contoh oleh guru
			Pertemuan 29
			- Siswa menjawab pertanyaan berdasarkan teks
			D. Independent Construction of the Text (ICOT)
			- Secara perseorangan siswa membuat draft teks narrative berdasarkan gambar
			- Siswa membuat teks narrative lengkap berdasarkan draft yang sudah dibuat
				Membaca
				- Mengidentifikasi makna kata
				- Menemukan pokok pikiran/main idea
				- Menemukan informasi tertentu
				- Menemukan informasi rinci tersurat dan tersirat
				- Mengidentifikasi urutan isi teks narrative
				- Mengidentifikasi struktur generik dari teks narrative
				- Mengidentifikasi tujuan komunikatif dari teks yang dibaca
				
				Menulis
				- Menghasilkan teks berbentuk narrative
					Tugas
					
					Unjuk kerja
						4x40 mnt (4 JP)
						
						4x45 mnt (4 JP)
							Idem
							
							Idem	

					Jumlah	18 JP		

SILABUS

Nama sekolah : **Madrasah Aliyah Ma'arif Batu**
Mata Pelajaran : **Bahasa Inggris**
Kelas : **XI**
Semester : **II (Genap)**

Standar Kompetensi	Kompetensi Dasar	Pengembangan Kompetensi	Indikator Keberhasilan	Materi Pembelajaran	Strategi Pembelajaran	Alokasi Waktu (Menit)	Penilaian	Sumbe/ Bahan/ Alat
Mendengarkan 5.1 Memahami makna dalam teks functional pendek dalam konteks kehidupan sehari-hari	5.1.1 Merespon makna secara akurat, lancar dan berterima dalam teks functional pendek sederhana (misalnya pengumuman, iklan, brosur dan lowongan kerja) resmi dan tak resmi dalam konteks kehidupan sehari-hari	*Stressing on listening accuracy*	- Menganalisis topic dari teks functional yang didengar - Mengidentifikasi informasi tertentu dari teks functional pendek - Menemukan informasi rinci tersurat dan tersirat - Mengidentifikasi tujuan teks functional	Teks fungsional berbentuk: -announcement -advertisement -brochure -job vacancy	Problem Solving dan STAD	5 x 45 mnt	Tes Tulis Paragraph Rumpang	Internet Buku Paket Kelas XI
Berbicara 5.2 Mengungkapkan makna dalam teks functional pendek dalam konteks kehidupan sehari-hari	5.2.1 Mengungkapkan makna dalam teks functional pendek sederhana (misalnya pengumuman, iklan, brosur dan lowongan kerja) resmi dan tak resmi dalam konteks kehidupan sehari-hari	*Stressing on pronunciation,in tonation and accuracy*	- Mengidentifikasi makna kata - Mengidentifikasi topic dari teks functional yang didengar - Mengidentifikasi informasi tertentu dari teks functional pendek - Menemukan informasi rinci tersurat dan tersirat - Mengidentifikasi tujuan teks functional - Menggunakan bahasa lisan dalam menyampaikan teks functional	Teks fungsional berbentuk: -announcement -advertisement -brochure -job vacancy	Lecturing Group Discussion	5 x 45 mnt	Presentasi iklan, brosur, pengumuman, dll	
Membaca 5.3 Memahami makna dalam teks functional pendek dalam konteks kehidupan sehari-hari	5.3.1 Merespon makna secara akurat, lancar dan berterima dalam teks functional pendek sederhana (misalnya pengumuman, iklan, brosur dan lowongan kerja) resmi dan tak resmi dalam konteks kehidupan sehari-hari	*Stressing on pronunciation,in tonation and accuracy*	- Mengidentifikasi makna kata - Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar - Merespon berbagai teks berbentuk functional - Mengidentifikasi topic dari teks yang dibaca	Teks fungsional berbentuk: -announcement -advertisement -brochure -job vacancy	STAD dan JIGSAW	5 x 45 mnt	Tes tulis pilihan ganda Tes Membaca	

Menulis 5.4 Mengungkapkan makna dalam teks functional pendek dalam konteks kehidupan sehari-hari	5.4.1 Mengungkapkan makna dalam teks functional pendek sederhana (misalnya pengumuman, iklan, brosur dan lowongan kerja) resmi dan tak resmi dalam konteks kehidupan sehari-hari	*Stressing on grammar, content, organization*	- Menggunakan tata bahasa, kosakata, tanda baca, ejaan, tata tulis dengan akurat - Menulis gagasan utama - Mengelaborasi gagasan utama - Membuat draftn merevisi, menyunting - Menghasilkan teks functional pendek	Teks fungsional berbentuk: -announcement -advertisement -brochure -job vacancy	Lecturing Class discussion	5 x 45 mnt	Tagihan individu	
Mendengarkan 6.1 Memahami makna dalam teks monolog berbentuk *spoof* dalam kontek kehidupan sehari-hari	6.1.1 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : *spoof*	*Stressing on listening accuracy*	- Mengidentifikasi makna kata - Menemukan pokok pikiran /main idea - Menemukan informasi tertentu - Menemukan informasi rinci tersurat dan tersurat - Mengidentifikasi struktur generic dari teks *spoof* - Mengidentifikasi penggunaan simple, compound and complex sentence dalam kalimat - Mengidentifikasi penggunaan conditional sentence	~ Teks monolog berbentuk "*spoof*" - Expression of love/like and sadness ~ Grammar : - Simple, compound and complex sentence - Conditional Sentence	Problem Solving dan STAD	5 x 45 mnt	Tes Tulis paragraph rumpang	
Berbicara 6.2.1 Mengungkapkan makna dalam teks monolog denganmengguna kan ragam bahasa lisan secara akurat lancar dan berterima dalamkehidupan sehari-hari dalam bentuk teks berbentuk: *spoof*	6.2.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat lancar dan berterima dalam kehidupan sehari-hari dalam bentuk teks berbentuk: *spoof*	*Stressing on pronunciation,in tonation and accuracy*	- Mengidentifikasi makna kata - Menemukan pokok pikiran /main idea - Menemukan informasi tertentu - Menemukan informasi rinci tersurat dan tersurat - Mengidentifikasi struktur generic dari teks *spoof* - Melakukan monolog berbentuk *spoof* -	Lecturing Group Discussion	5 x 45 mnt	Presentasi	
Membaca 6.3 Memahami makna teks tulis esei berbentuk *spoof* dalam kontek\kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	6.3.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : *spoof*	*Stressing on pronunciation,in tonation and accuracy*	- Mengidentifikasi makna kata - Menemukan pokok pikiran/ main idea - Menemukan informasi rinci tersurat dan tersurat - Mengidentifikasi urutan isi teks *spoof* - Mengidentifikasi struktur generic dari teks *spoof* - Mengidentifikasi penggunaan simple, compound and complex sentence dalam kalimat - Mengidentifikasi penggunaan conditional sentence - Mengidentifikasi tujuan komunikatif dari teks yang dibaca	~ Teks monolog berbentuk "*spoof*" ~ Kosa kata yang berhubungan dengan wacana ~ Language Focus - Expression of love/like and sadness ~ Grammar : - Simple, compound and complex sentence - Conditional sentence	STAD dan JIGSAW	5 x 45 mnt	Tes tulis pilihan ganda	

Menulis 6.4 Mengungkapkan makna dalam teks tulis monolog/esei yang berbentuk *spoof* secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari	6..4.1 Mengungkapkan makna langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *spoof*	*Stressing on grammar, content, organization*	Menghasilkan teks berbentuk *spoof*		Lecturing Class discussion	5 x 45 mnt	Tulisan dalam bentuk spoof	
Mendengarkan 7.1 Memahami makna dalam teks monolog berbentuk *hortatory exposition* dalam konteks kehidupan sehari-hari	7.1.1 Merespon makna dalam menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition*	*Stressing on listening accuracy*	- Mengidentifikasi makna kata - Menemukan pokok pikiran /main idea - Menemukan informasi tertentu - Menemukan informasi rinci tersurat dan tersurat - Mengidentifikasi struktur generic dari teks *hortatory exposition* - Mengidentifikasi penggunaan modal perfect dalam kalimat - Mengidentifikasi penggunaan noun clause dalam kalimat	~ Teks monolog berbentuk "*hortatory exposition*" ~ Kosa kata yang berhubungan dengan wacana ~ Language Focus - Expression of anger and annoyance ~ Grammar : -Modal perfect -Noun clause	Problem Solving dan STAD	7 x 45 mnt	Tes tulis paragrap rumpang	
Berbicara 7.2 Mengungkapkan makna dalam teks monolog yang berbentuk *hortatory exposition* dalam konteks kehidupan sehari-hari	7.2.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat lancar dan berterima dalam kehidupan sehari-hari dalam bentuk teks berbentuk: *hortatory exposition*	*Stressing on pronunciation,in tonation and accuracy*	- Mengidentifikasi makna kata - Menemukan pokok pikiran /main idea - Menemukan informasi tertentu - Menemukan informasi rinci tersurat dan tersurat - Mengidentifikasi struktur generic dari teks *hortatory exposition* - Melakukan monolog berbentuk *hortatory exposition*		Lecturing Group Discussion	7 x 45 mnt	Presentasi	
Membaca 7.3 Memahami makna teks tulis esei berbentuk *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	7.3.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : *hortatory exposition*	*Stressing on pronunciation,in tonation and accuracy*	- Mengidentifikasi makna kata - Menemukan pokok pikiran/ main idea - Menemukan informasi rinci tersurat dan tersurat - Mengidentifikasi urutan isi teks *hortatory exposition* - Mengidentifikasi struktur generic dari teks *hortatory exposition* - Mengidentifikasi penggunaan modal perfect dalam kalimat - Mengidentifikasi penggunaan noun clause dalam kalimat - Mengidentifikasi tujuan komunikatif dari teks yang dibaca	~ Teks monolog berbentuk "*hortatory exposition*" ~ Kosa kata yang berhubungan dengan wacana ~ Language Focus - Expression of anger and annoyance ~ Grammar : -Modal perfect -Noun clause	STAD dan JIGSAW	7 x 45 mnt	Tes tulis pilihan ganda	

Menulis 7.4 Mengungkap-kan makna da- lam teks tulis monolog / eseiyang berbentuk *hortatory exposition* secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari	7.4.1 Mengungkapkan makna langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *hortatory exposition*	*Stressing on grammar, content, organization*	Menghasilkan teks berbentuk *hortatory exposition*		Lecturing Class discussion	7 x 45 mnt	Tulisan hortatory exposition	
Jumlah Jam Pelajaran Dalam Satu semester							**68 Jam Pelajaran**	

Mengetahui,
Kepala MA Ma'arif Batu

Arif Setiawan, S.TP

Guru Bahasa Inggris

Taufiq Suhartono, SS

Appendix 4. The Result of Expert Validation on Board Spinner

Surat Permohonan Validasi

Kepada Yth.

Dr. Sugeng Susilo Adi, M. Hum

Dosen Program Studi Pendidikan Bahasa Inggris

Universitas Brawijaya

Di tempat

Dengan Hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Ardesia Winanta

NIM : 13511050011015

Program Studi : Pendidikan Bahasa Inggris

Dengan ini mengajukan permohonan untuk melakukan expert validation kepada Dosen yang telah dipilih.

Demikian surat permohonan ini saya buat, atas perhatiannya saya ucapkan terima kasih.

Hormat saya,

Ardesia Winanta

115

116

LEMBAR VALIDASI AHLI MEDIA

Judul Penelitian : Developing Board Spinner for Teaching Vocabulary in The Second Year Students of MA Ma'arif 01 Batu Senior High School

Peneliti : Ardesia Winanta

Nama Validator : Dr. Sugeng Susilo Adi, M. Hum

Instruuksi:

1. Lembar validasi ini dimaksudkan untuk mendapatkan informasi dari Bapak/Ibu sebagai Ahli Media tentang kualitas media pembelajaran Board Spinner yang sedang dikembangkan peneliti.

2. Pendapat, saran, penilaian dan kritik yang membangun dari Bapak/Ibu sebagai Ahli Media akan sangat bermanfaat untuk perbaikan dan peningkatan kualitas produk ini.

Sehubungan dengan hal tersebut, mohon kiranya Bapak/Ibu dapat memberikan tanda "√" untuk setiap pendapat Bapak/Ibu pada kolom di bawah.

No	Indikator	Komponen	Kriteria	Jawaban	
				Ya	Tidak
1.	Kemenarikan	Warna	a. Apakah keseluruhan warna amplop menarik?	√	
			b. Apakah warna gambar soal latihan menarik?	√	
			c. Apakah pemilihan warna papan dengan warna amplop sesuai?	√	
			d. Apakah warna flashcard jelas dan dapat dibaca?	√	
			e. Apakah kombinasi warna keseluruhan menarik?	√	
			f. Apakah warna background		

				pada papan sudah sinkron dengan isinya?	✓	
			Bentuk	a. Apakah bentuk dari keseluruhan media menarik?	✓	
				b. Apakah setiap bentuk variasi soal di media ini menarik?		✓
				c. Apakah bentuk gambar menarik?	✓	
				d. Apakah bentuk flashcard menarik dan mudah dibaca?	✓	
			Tekstur/Bahan	a. Apakah bahan media ini mudah disimpan dan dapat bertahan dalam jangka waktu tertentu?	✓	
				b. Apakah tekstur media ini mudah dibentuk dan mudah dibawa?	✓	
				c. Apakan bahan media ini aman untuk digunakan?	✓	
2.	Efektifitas	Keterpaduan		a. Apakah ukuran keseluruhan media proporsional?	✓	
				b. Apakah posisi dan ukuran gambar tepat?	✓	
				c. Apakah jumlah soal dan ukuran tulisan tepat?	✓	

		Keseimbangan	a. Apakah penataan gambar tepat?	✓	
			b. Apakah penataan bagian soal setiap amplop tepat?	✓	
			c. Apakah jumlah amplop sudah sesuai warna papan?	✓	
			d. Apakah Board Spinner sesuai dengan media yang dibutuhkan siswa?	✓	
			e. Apakah jarak huruf dari penulisan soal dalam media ini tepat?	✓	
			f. Apakah pengetikan dari tulisan dalam media ini jelas dan rapi?		✓
3.	Kegunaan	Penekanan (Utilization)	a. Apakah media Board Spinner ini mudah digunakan?	✓	
			b. Apakah media ini dapat menarik perhatian siswa untuk menggunakannya?	✓	
			c. Apakah tujuan penggunaan media Board Spinner ini tersampaikan?	✓	

119

Ringkasan		
	Positif	Negatif
Kemenarikan	Sangat menarik untuk melibatkan aktif siswa	Pada amplop media agar diberi gambar, untuk lebih menarik
Efektifitas	Sangat efektif untuk mencapai tujuan pembelajaran	- agar diuji cobakan terlebih dahulu dalam kelas - Font pada media agar tidak Times New Roman 2
Kegunaan	dapat digunah dengan efektif	✓

Malang, 17 Mei 2017

Validator

Dr. Sugeng Susilo Adi, M. Hum
NIP: 19680521 200801 1 004

Appendix 5. The Revision of Expert Validation on Board Spinner

LEMBAR VALIDASI AHLI MEDIA

Judul Penelitian : Developing Board Spinner for Teaching Vocabulary in The Second Year Students of MA Ma'arif 01 Batu Senior High School

Peneliti : Ardesia Winanta

Nama Validator : Dr. Sugeng Susilo Adi, M. Hum

Instruuksi:

1. Lembar validasi ini dimaksudkan untuk mendapatkan informasi dari Bapak/Ibu sebagai Ahli Media tentang kualitas media pembelajaran Board Spinner yang sedang dikembangkan peneliti.

2. Pendapat, saran, penilaian dan kritik yang membangun dari Bapak/Ibu sebagai Ahli Media akan sangat bermanfaat untuk perbaikan dan peningkatan kualitas produk ini.

Sehubungan dengan hal tersebut, mohon kiranya Bapak/Ibu dapat memberikan tanda "√" untuk setiap pendapat Bapak/Ibu pada kolom di bawah.

No	Indikator	Kriteria	Pertanyaan	Jawaban	
				Ya	Tidak
1.	Kemenarikan	Warna	a. Apakah keseluruhan warna amplop menarik?	√	
			b. Apakah warna gambar soal latihan menarik?	√	
			c. Apakah pemilihan warna papan dengan warna amplop sesuai?	√	
			d. Apakah warna tulisan flashcard jelas dan dapat dibaca?	√	
			e. Apakah kombinasi warna keseluruhan menarik?	√	

121

			f. Apakah warna background pada papan sudah sinkron secara keseluruhan?	✓	
		Bentuk	a. Apakah bentuk dari keseluruhan media menarik?	✓	
			b. Apakah setiap bentuk variasi soal di media ini menarik?	✓	
			c. Apakah bentuk gambar menarik?	✓	
			d. Apakah bentuk flashcard menarik dan mudah dibaca?	✓	
		Tekstur/Bahan	a. Apakah bahan media ini mudah disimpan dan dapat bertahan dalam jangka waktu tertentu?	✓	
			b. Apakah tekstur media ini mudah dibentuk dan mudah dibawa?	✓	
			c. Apakan bahan media ini aman untuk digunakan?	✓	
2.	Efektifitas	Keterpaduan	a. Apakah ukuran keseluruhan media proporsional?	✓	
			b. Apakah posisi dan ukuran gambar tepat?	✓	
			c. Apakah jumlah soal dan ukuran tulisan tepat?	✓	

		Keseimbangan	a. Apakah penataan gambar tepat?	√	
			b. Apakah penataan bagian soal setiap amplop tepat?	√	
			c. Apakah jumlah amplop sudah sesuai warna papan?	√	
			d. Apakah Board Spinner sesuai dengan media yang dibutuhkan siswa?	√	
			e. Apakah jarak huruf dari penulisan soal dalam media ini tepat?	√	
			f. Apakah pengetikan dari tulisan dalam media ini jelas dan rapi?	√	
3.	Kegunaan	Penekanan (Utilization)	a. Apakah media Board Spinner ini mudah digunakan?	√	
			b. Apakah media ini dapat menarik perhatian siswa untuk menggunakannya?	√	
			c. Apakah tujuan penggunaan media Board Spinner ini tersampaikan?	√	

Ringkasan		
	Positif	Negatif
Kemenarikan	Sangat menarik, memotivasi siswa	—
Efektifitas	Tidak membuat siswa bosan	—
Kegunaan	Bisa dipergunakan untuk integrated skills	—

Malang, 19 Mei 2017

Validator

Dr. Sugeng Susilo Adi, M. Hum
NIP: 19680521 200801 1 004

EXPERT VALIDATION CHECKLIST FOR CONTENT

Research Title   : Developing Board Spinner for Teaching Vocabulary in
The Second Year Students of MA Ma'arif 01 Batu Senior
High School

Researcher   : Ardesia Winanta

Name of Validator : Taufiq Suhartono. S.S

Instruction

      The following checklist in designed for evaluating the Board Spinner as media that aimed for teaching vocabulary in the second year students of MA Ma'arif 01 Batu Senior High School. Please give checklist mark (√) under the "Yes" or "No" column. Please also give your comment and suggestion to improve the product.

No.	Indicator	Component	Criteria	Answer	
				Yes	No
1.	Content	Organization	Texts and activities of the media already appropriate for the materials	√	
			The variety model of vocabulary exercises are relevant with the topic	√	
			The font and picture size are appropriate and proportional	√	
			The topics are suitable for the target learners	√	
			The Board Spinner achieves	√	

125
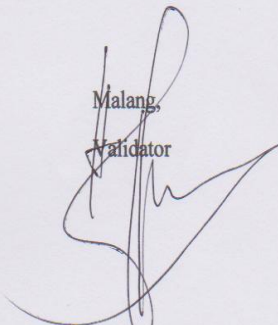
			the objective as media for teaching vocabulary		
		Coverage of materials	The materials accommodate from the demands of the Curriculum KTSP (2006)	✓	
			The coverage of materials is relevant based on syllabus	✓	
			The coverage of materials applies the vocabulary mastery	✓	
			The materials accommodate students' learning, style and preferences	✓	
			The materials culturally appropriate based on students' characteristics	✓	
		Content of materials	The content of materials is not offensive in term of racism and sexism	✓	
			The content of materials is interesting for target learners	✓	
			The content of materials is flexible to be used in any situation and condition	✓	
			Each stages of the activities are clear	✓	
			The materials are authentic for target learners	✓	
		Vocabulary	Selection of vocabulary is		

126

				✓	
			appropriate for learners' needs	✓	
			The Board Spinner is sufficient in covering the activities related to vocabulary used	✓	
			The model of variant vocabularies are suitable with the material	✓	
2.	Level of difficulty	Language Use	The Language use is relevant to the materials	✓	
			The Language use gives clear and appropriate instruction	✓	
			The content of materials is grammatically correct	✓	
			The vocabulary is suitable for students' level proficiency	✓	
		Mechanics	The Mechanicals are appropriate with the materials given	✓	
			The activities have communicative purpose for target learner	✓	
			The mechanics integrate the knowledge with the target language	✓	

General Comments		
	Positive	Negative
Content	The sufficiency of the content is appropriate for target learner. The material is easily learnt.	
Level of Difficulty	Students learn well during the presentation. The development of media can be mastered by the students.	

Malang,

Validator

Taufiq Suhartono. S.S

Appendix 7. The Sample of Student's Result in Tryout

No.

Date :

RIZKY EFENDI

1 The k-o-s-m-y _O_ M of smoking is very risky for our
   health smoky room   15

2 you can still use public _R_ _ _ _ O_ T_ _l _ _
   to reduce the n-to-t-op-u-l Transportation
   pollution   25

3 The users of c-o-s-a-l-i media are dominated by
   _E_ _ _ _ _ _R social teenager   25

4 many children tend to follow their favorite c-a-t-or
   and imitate them by wearing same _ _ O_ _
   actor cloth   20

85

Words cut more than swords   VISION

128

Appendix 8. The Result of Questionnaire

(Students 1)

KUESIONER SISWA (TRYOUT)

Nama   : Vidi

Kelas   : XI IPS 1

Nomor Absen : 5

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pernyataan dengan memberikn tanda silang (X) pada jawaban yang kalian inginkan.
2. Jawablah pertanyaan sesuai dengan hati nurani, hasil dari kuesioner tidak akan mempengaruhi nilai Bahasa Inggris kalian.

Pertanyaan:

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media?

    a. Ya   b. Tidak

2. Apakah gambar-gambar yang ditampilkan dalam media Board Spinner menarik?

    b. Ya   b. Tidak

3. Apakah tulisan yang ditampilkan dalam media ini menarik dan jelas untuk dibaca?

    a. Ya   b. Tidak

4. Apakah peletakan gambar dan tulisan dalam media Board Spinner ini menarik?

    a. Ya   b. Tidak

129

5. Apakah kamu menyukai keseluruhan tampilan dari media Board Spinner ini?

    a. Ya   b. Tidak

6. Apakah alur dan tata cara media Board Spinner ini mudah untuk diikuti?

    a. Ya   b. Tidak

7. Apakah semua bagian-bagian Board Spinner ini mudah digunakan?

    a. Ya   b. Tidak

8. Apakah materi dalam media Board Spinner ini mudah dipahami?

    a. Ya   b. Tidak

9. Apakan dengan media Board Spinner ini dapat menumbuhkan motivasi dan antusiasme kalian dalam mempelajari bahasa Inggris?

    a. Ya   b. Tidak

10. Apakah bahasa dalam media Board Spinner ini mudah untuk dipahami?

    a. Ya   b. Tidak

11. Apakah media Board Spinner ini dapat membantu kalian mempelajari bahasa Inggris dalam menemukan/menambah kosa-kata baru?

    a. Ya   b. Tidak

12. Apakah keseluruhan media Board Spinner ini meningkatkan kemampuan menulis bahasa Inggris kalian melalui kosa-kata yang kalian temukan?

    a. Ya   b. Tidak

13. Apakan semua materi dapat tersampaikan melalui media Board Spinner ini?

    a. Ya   b. Tidak

14. Apakah tingkat kesulitan materi yang disampaikan oleh media ini sesuai dengan kemampuan anda?

a. Ya   b. Tidak

15. Apakah kalian merasa senang belajar bahasa Inggris dengan menggunakan media Board Spinner ini?

a. Ya   b. Tidak

➤ Berikan opini, saran, kritik atau komentar anda mengenai media ini:

- Gambarya lebih bagus jika menggunakan anime / cartoon.
- Soal lebih mudah jika ada dlm bacaan.

132

(Students 2)

KUESIONER SISWA (TRYOUT)

Nama   : Andhi wawa

Kelas   : XI -IPS

Nomor Absen : 2

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pernyataan dengan memberikn tanda silang (X) pada jawaban yang kalian inginkan.
2. Jawablah pertanyaan sesuai dengan hati nurani, hasil dari kuesioner tidak akan mempengaruhi nilai Bahasa Inggris kalian.

Pertanyaan:

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media?

   a. Ya   b. Tidak

2. Apakah gambar-gambar yang ditampilkan dalam media Board Spinner menarik?

   b. Ya   b. Tidak

3. Apakah tulisan yang ditampilkan dalam media ini menarik dan jelas untuk dibaca?

   a. Ya   b. Tidak

4. Apakah peletakan gambar dan tulisan dalam media Board Spinner ini menarik?

   a. Ya   b. Tidak

5. Apakah kamu menyukai keseluruhan tampilan dari media Board Spinner ini?

    a. Ya   b. Tidak

6. Apakah alur dan tata cara media Board Spinner ini mudah untuk diikuti?

    a. Ya   b. Tidak

7. Apakah semua bagian-bagian Board Spinner ini mudah digunakan?

    a. Ya   b. Tidak

8. Apakah materi dalam media Board Spinner ini mudah dipahami?

    a. Ya   b. Tidak

9. Apakan dengan media Board Spinner ini dapat menumbuhkan motivasi dan antusiasme kalian dalam mempelajari bahasa Inggris?

    a. Ya   b. Tidak

10. Apakah bahasa dalam media Board Spinner ini mudah untuk dipahami?

    a. Ya   b. Tidak

11. Apakah media Board Spinner ini dapat membantu kalian mempelajari bahasa Inggris dalam menemukan/menambah kosa-kata baru?

    a. Ya   b. Tidak

12. Apakah keseluruhan media Board Spinner ini meningkatkan kemampuan menulis bahasa Inggris kalian melalui kosa-kata yang kalian temukan?

    a. Ya   b. Tidak

13. Apakan semua materi dapat tersampaikan melalui media Board Spinner ini?

    a. Ya   b. Tidak

14. Apakah tingkat kesulitan materi yang disampaikan oleh media ini sesuai dengan kemampuan anda?

    a. Ya   b. Tidak

15. Apakah kalian merasa senang belajar bahasa Inggris dengan menggunakan media Board Spinner ini?

    a. Ya   b. Tidak

➢ Berikan opini, saran, kritik atau komentar anda mengenai media ini:

Menarik bisa dicoba di rumah tetapi memakai bahasa indonesia dan memakai gambar yang lucu

sejujurnya saya tidak suka dan tidak mengerti bahasa inggris

135

(Student 3)

KUESIONER SISWA (TRYOUT)

Nama : Muhammad Abdul Aziz

Kelas : XI - ips 2

Nomor Absen : 13

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pernyataan dengan memberikn tanda silang (X) pada jawaban yang kalian inginkan.
2. Jawablah pertanyaan sesuai dengan hati nurani, hasil dari kuesioner tidak akan mempengaruhi nilai Bahasa Inggris kalian.

Pertanyaan:

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media?

   X Ya   b. Tidak

2. Apakah gambar-gambar yang ditampilkan dalam media Board Spinner menarik?

   X Ya   b. Tidak

3. Apakah tulisan yang ditampilkan dalam media ini menarik dan jelas untuk dibaca?

   X Ya   b. Tidak

4. Apakah peletakan gambar dan tulisan dalam media Board Spinner ini menarik?

   a. Ya   X Tidak

136

5. Apakah kamu menyukai keseluruhan tampilan dari media Board Spinner ini?

    a. Ya   b. Tidak

6. Apakah alur dan tata cara media Board Spinner ini mudah untuk diikuti?

    a. Ya   b. Tidak

7. Apakah semua bagian-bagian Board Spinner ini mudah digunakan?

    a. Ya   b. Tidak

8. Apakah materi dalam media Board Spinner ini mudah dipahami?

    a. Ya   b. Tidak

9. Apakan dengan media Board Spinner ini dapat menumbuhkan motivasi dan antusiasme kalian dalam mempelajari bahasa Inggris?

    a. Ya   b. Tidak

10. Apakah bahasa dalam media Board Spinner ini mudah untuk dipahami?

    a. Ya   b. Tidak

11. Apakah media Board Spinner ini dapat membantu kalian mempelajari bahasa Inggris dalam menemukan/menambah kosa-kata baru?

    a. Ya   b. Tidak

12. Apakah keseluruhan media Board Spinner ini meningkatkan kemampuan menulis bahasa Inggris kalian melalui kosa-kata yang kalian temukan?

    a. Ya   b. Tidak

13. Apakan semua materi dapat tersampaikan melalui media Board Spinner ini?

    a. Ya   b. Tidak

137

14. Apakah tingkat kesulitan materi yang disampaikan oleh media ini sesuai dengan kemampuan anda?

a. Ya   b. Tidak

15. Apakah kalian merasa senang belajar bahasa Inggris dengan menggunakan media Board Spinner ini?

a. Ya   b. Tidak

➤ Berikan opini, saran, kritik atau komentar anda mengenai media ini:

Media ini menarik karena tidak membuat bosan

138

(Student 4)

KUESIONER SISWA (TRYOUT)

Nama   : Rizky Efendi

Kelas   : XI-IPSi

Nomor Absen : 16

Petunjuk

1. Pilihlah jawaban yang sesuai dengan pernyataan dengan memberikn tanda silang (X) pada jawaban yang kalian inginkan.
2. Jawablah pertanyaan sesuai dengan hati nurani, hasil dari kuesioner tidak akan mempengaruhi nilai Bahasa Inggris kalian.

Pertanyaan:

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media?

   a. Ya ✗   b. Tidak

2. Apakah gambar-gambar yang ditampilkan dalam media Board Spinner menarik?

   a. Ya ✗   b. Tidak

3. Apakah tulisan yang ditampilkan dalam media ini menarik dan jelas untuk dibaca?

   a. Ya ✗   b. Tidak

4. Apakah peletakan gambar dan tulisan dalam media Board Spinner ini menarik?

   a. Ya ✗   b. Tidak

5. Apakah kamu menyukai keseluruhan tampilan dari media Board Spinner ini?

   a. Ya   b. Tidak

6. Apakah alur dan tata cara media Board Spinner ini mudah untuk diikuti?

   a. Ya   b. Tidak

7. Apakah semua bagian-bagian Board Spinner ini mudah digunakan?

   a. Ya   b. Tidak

8. Apakah materi dalam media Board Spinner ini mudah dipahami?

   a. Ya   b. Tidak

9. Apakan dengan media Board Spinner ini dapat menumbuhkan motivasi dan antusiasme kalian dalam mempelajari bahasa Inggris?

   a. Ya   b. Tidak

10. Apakah bahasa dalam media Board Spinner ini mudah untuk dipahami?

    a. Ya   b. Tidak

11. Apakah media Board Spinner ini dapat membantu kalian mempelajari bahasa Inggris dalam menemukan/menambah kosa-kata baru?

    a. Ya   b. Tidak

12. Apakah keseluruhan media Board Spinner ini meningkatkan kemampuan menulis bahasa Inggris kalian melalui kosa-kata yang kalian temukan?

    a. Ya   b. Tidak

13. Apakan semua materi dapat tersampaikan melalui media Board Spinner ini?

    a. Ya   b. Tidak

14. Apakah tingkat kesulitan materi yang disampaikan oleh media ini sesuai dengan kemampuan anda?

    a. Ya   b. Tidak

15. Apakah kalian merasa senang belajar bahasa Inggris dengan menggunakan media Board Spinner ini?

    a. Ya   b. Tidak

➤ Berikan opini, saran, kritik atau komentar anda mengenai media ini:

menarik karena unik cara pembelajarannya

Appendix 9. Guided Book of Board Spinner

For Teacher

VISUAL MEDIA

BOARD SPINNER

Analytical Exposition Text

TOPICS

SMOKING

TELEVISION

SOCIAL MEDIA

GLOBAL WARMING

By:

Ardesia Winanta

Fakultas Ilmu Budaya

UNIVERSITAS BRAWIJAYA

Product Description

Board Spinner belongs to visual media for teaching vocabulary especially in the second year students of senior high school. It consists of a circle board can be operated by spinning it which is combined by some additional items such as envelope and flashcard. It is constructed by two main elements namely picture and color. There are five envelopes which are used as the place for putting the flashcard and there are sixty-four flashcards are used as the form of question for teaching vocabulary by using analytical exposition text as the material. All those flashcards are put in each envelope equally.

There are several pictures and colors as the main element in designing the media. In designing the board, the head and feather of peacock picture are used as the theme. The peacock's head is applied to decorate the pointer of the board and the peacock's feather is used for decorating in the back side of the board as background. While the other main element is color, it consists of five main colors namely white, green, yellow, red, and purple. All those colors are administered on the front of the board, and the envelope. Every color presents the different topic related with analytical exposition text. While the pictures are applied in the flashcard as the clue related with the question. Moreover, some pictures relevant with the topic are put on the front of the board and in behind of the envelopes. The further details of the media are showed in next page.

1

Deskripsi Produk

Board Spinner termasuk kedalam jenis visual media untuk mengajarkan kosa kata khususnya kelas dua sekolah menengah atas. Media ini terdiri dari papan lingkaran dapat dioperasikan dengan memutarnya yang dikombinasikan dengan beberapa objek tambahan seperti amplop dan flashcard (kartu). Media ini dibangun dengan dua unsur utama yaitu gambar dan warna. Ada lima amplop yang digunakan sebagai tempat untuk meletakkan flashcard dan ada enampuluh empat flashcard digunakan sebagai bentuk dari pertanyaan untuk mengajarkan kosakata dengan menggunakan teks analytical exposition sebagai materinya. Semua flashcard tersebut diletakkan didalan setiap amplop secara merata.

Ada beberapa gambar dan warna sebagai unsur utama dalam mendesain media ini. Didalam pendesainan papan, kepala dan bulu merak digunakan sebagai temanya. Kepala merak diterapkan untuk mendekorasi pointer (penunjuk) papan dan bulu merak digunakan untu mendekorasi bagian belakang papan sebagai latar belakang. Sementara unsur utama yang lain adalah warna, yang terdiri dari lima warna utama yaitu putih, hijau, kuning, merah, dan ungu. Semua warna tersebut diterapkan pada bagian depan papan dan amplop. Setiap warna mempresentasikan topik yang berbeda terkait denkan teks analytical exposition. Sementara gambar gambar-gambarnya diterapkan di dalam flashcard sebagai petunkuk sesuai dengan pertanyaannya. Selain itu, beberapa gambar terkait dengan topik diletakkan di depan papan dan di belakang amplop. Detail yang lebih rinci dari media ini ditampilkan di halaman selanjutnya.

PREPARATION (PERSIAPAN)

➢ Take pen or pencil and a piece of paper

(Ambil bolpoin atau pensil dan selembar kertas)
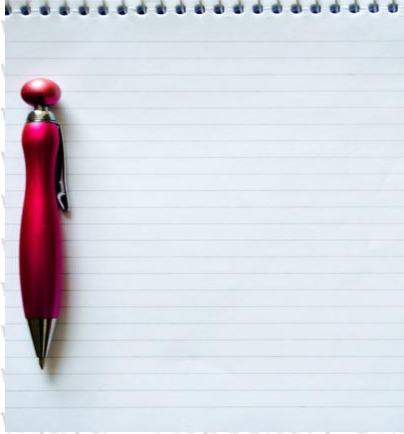
➢ Prepare English–Indonesian dictionary

(Siapkan kamus Bahasa Inggris–Indonesia)
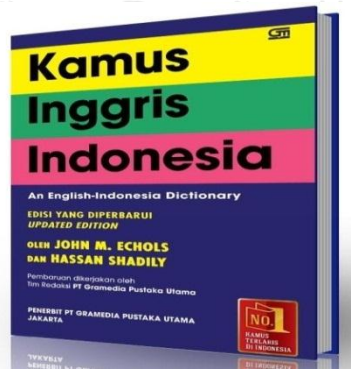
➢ Read each topics of analytical exposition texts for answering the question

(Baca setiap topik pada teks analytical exposition untuk menjawab pertanyaan)

3
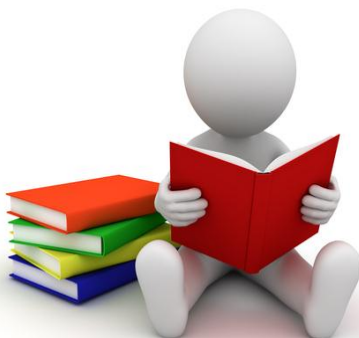
PICTURES OF THE MEDIA (GAMBAR MEDIA)

Board (Papan)

Front Side (Bagian Depan)

Back Side (Bagian Belakang)

Envelope (Amplop)

Front Side (Bagian Depan)

Back Side (Bagian Belakang)

Flashcard (Kartu)

Front Side (Bagian Depan)
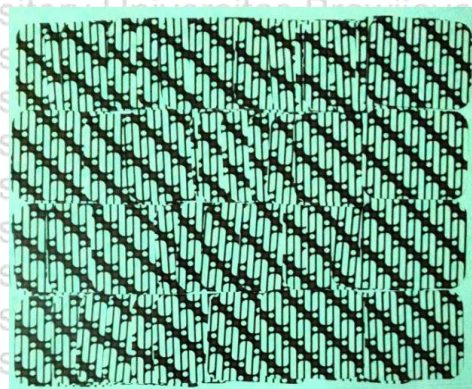
Back Side (Bagian Belakang)

4

Analytical Exposition

Membaca

2.3 Memahami makna teks tulis esei berbentuk analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis

2.4 Mengungkapkan makna dalam teks tulis monolog/esei yang berbentuk analytical exposition secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

Kompetensi Dasar

2.3.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: analytical exposition.

2.4.1 Mengungkapkan makna langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk analytical exposition

Procedures and Rules of the Game
(Tata Cara dan Aturan Permainan)

➢ This game can be played minimal 2 participants and maximal 5 participants and be guided by one referee.

(Permainan ini dapat dimainkan minimal 2 orang dan maksimal 5 orang dan dipandu oleh satu wasit)

➢ All the players are given the chance to spin the board clockwise four times alternately.

(Semua pemain diberi kesempatan untuk memutar papan searah jarum jam sebayak empat kali secara bergantian)
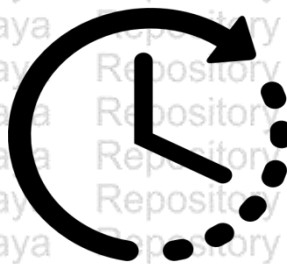
➢ When the board stops spinning, players take one of the colorful envelopes related with the color on the board that is pointed by pointer.

(Ketika papan sudah berhenti berputar, pemain mengambil salah satu amplop berwarna sesuai dengan warna pada papan yang ditunjukkan oleh jarum)

➢ Players take one of the flashcard in the envelope randomly and put it on the table.

(Pemain mengambil salah satu flashcard yang terdapat di dalam amplop secara acak dan ditaruh diatas meja)
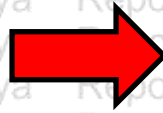
➢ Players are not permitted to open the flashcard before all the players get the turn to spin the board.

(Pemain tidak diijinkan membuka flashcard sebelum semua pemain mendapat giliran memutar papan)

➢ After all the players finishing spin the board, all the players can open the flashcard that has been token to answer the question available in it to get the point from the question.

(Setelah semua pemain selesai memutar papan, semua pemain dapat membuka flascard yang telah diambil untuk menjawab pertayaan di dalamya untuk mendapatkan poin dari petanyaan tersebut)
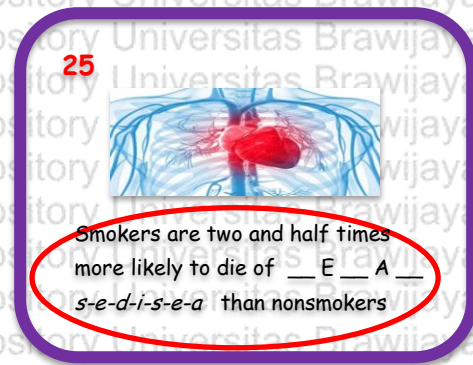
➢ Every question has different point related with the level difficulty of each question.

(Setiap pertanyaan mempunyai poin yang berbeda sesuai dengan bobot pertanyaan masing-masing)

7

25

Most teens have smart *n-o-h-e-p* where they are on social media ___ ___ T ___ ___ ___ K

20

r-e-p-h-y C ___ ___ N ___ ___ ___ ___ N in social media could be bad for teenagers.

15

By using social people can interact and ___ O ___ ___ U ___ ___ ___ ___ T ___ each other

➢ Players are only given the time in three minutes to answer the question from the flashcard.
(Pemain hanya diberi waktu tiga menit untuk menjawab pertanyaan dari flashcard)

➢ Players are permitted open dictionary to help in translating the question.
(Pemain diperbolehkan membuka kamus untuk membantu mengartikan pertanyaan)

➢ Every player writes the list of answer in a piece of paper and states their answer related with question from flashcard one by one to determine the point that is gotten.
(Setiap pemain menulis daftar jawaban di selembar kertas dan mengemukakan jawaban sesuai pertannyaan dari flashcard satu persatu untuk menentukan poin yang didapat)

8

➢ The next to be continued second spinning and etcetera up to four times.

(Kemudian untuk dilanjutkan pemutaran ke-2 dan seterusnya sampai 4 kali)
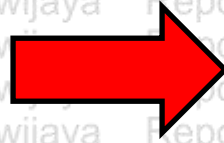
➢ After finishing fourth spinning, referee collects and calculates the total points which are gotten by each player.

(Setelah selesai pemutaran ke-4, wasit mengumpulkan dan menghitung jumlah poin yang didapat oleh masing-masing pemain)
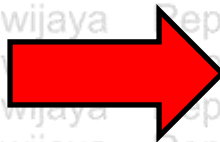
➢ If there are players who have equal total point after fourth spinning, thus referee give one more chance to the player for doing once spinning to determine the winner.

(Apabila ada pemain yang memiliki total poin yang sama setelah pemutaran ke-4, maka wasit memberikan kesempatan kepada pemain untuk melakukan 1 kali pemutaran untuk menentukan pemenangnya)

➢ If there is a player breaking the rules, so the referee has authority to disqualify the player.

(Apabila ada pemain yang melanggar aturan, maka wasit berhak mendiskualifikasi pemain tersebut)

9

> The player who gets the highest total points is inaugurated as the winner.

(Pemain yang berhasil mendapat jumlah poin tertinggi dinobatkan sebagai pemenang)

10

ANALYTICAL EXPOSITION TEXTS

Smoking Is Dangerous for Us

Before we are going to smoke, it is better to look at the facts. In one cigarette contain four thousand dangerous chemicals endanger for health. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accident. Nearly a quarter of smokers die because of diseases caused by smoking.

The first problem is ninety percent of lung cancer is caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a nonsmoker. If we smoke twenty cigarettes a day, the risk is nineteen times greater. Ninety five percent of people who suffer of throat cancer are people who are smoking. Smokers are two and half times more likely to die of heart disease than nonsmokers.

At last but not least, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, nonsmoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

I think smoking is really good for tobacco company because it does make much money from smoking habit. Smoking, however is not good for health both the smokers themselves and everybody else.

- Adapted from: *http://freeenglishcourse.info/is-smoking-good-for-us-example-of-analytical-exposition/*

Television Program Is Bad for Children

Television plays very important role in our lives, and it is also main source of entertainment. As the TV is used in our daily life, it broadcasts many live events and news which educate us in many ways. But, sometimes children watch those programs on TV which should not meant to be viewed by child's age group and have many negative impacts on their lives.

The first think, I believe that many children who watch TV for long hours, have many negative impacts on their health such as they may weak their eye-sight at young age. In fact, these children should spend most of their time playing and studying, which would give them better result later and keep them healthy as well. If these children keep wasting their precious time watching TV for long hours instead studying, it may affect their school result.

Second reason, many children tend to follow their favorite actor or actress and imitate them by wearing same cloth, following same attitude and try to speak same language. This becomes worse when they watch action movie and perform same actions at home, which might injure them or change their behavior toward other people.

In my opinion, television indeed can be a media to entertain and to educate children something. However, programs in TV are not designed for children only, they also include some programs for adult. Watching TV too much could make children following some clothes, attitudes, and language which may be bad for them. Too much watching TV also will weaken children eyes. Thus, watching TV too much is bad for children.

- Adapted from: *http://www.belajarbahasainggris.us/2016/02/contoh-analytical-exposition-text-tv-is.html*

Social Media Is Bad for Teenagers

Social media sites, such as Facebook, Twitter, Instagram, and many others have become modern life, particularly for teenagers. Most teens now have smart phone where they are on social media network all throughout the day. They are constantly texting, tweeting, and uploading photo via Snapchat and Instagram. However, hyper connection in social media could be bad for them.

The first impact is social media has allowed them to take their life online from the time they wake up till they back to sleep to connect in social media. This is harmful because of the alarming trend of social media crime such as cyber bullying. Bullying has now moved from not only being in the school and on the bus, but online. The people bullying them simply continue their bullying via social media and chat in form of black message. It is also can trigger the crime activity such as human trafficking.

Another impact social media on teens is being more comfortable online doing things that they should be more sensitive to doing. A separate study by the National Citizen Service found that, teens talk less rather than talking to each other and seek comfort on social media when they are worried. The survey also suggests that girl is likely to experience stress more often than boy an average of twice a week.

In my opinion, social media such as Facebook, Twitter, Instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, as it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers' health both their mental and behavior.

- Adapted from: *http://www.belajarbahasainggris.us/2016/02/contoh-analytical-exposition-text_3.html*

14

Global Warming Is Our Responsibility

Global warming is a process of rising the average temperature of the atmosphere. The increasing temperature causes the earth where we inhabit feels hotter. It is probably caused by the increasing of the greenhouse gases concentration as the result of human activity and the global warming itself. It makes the sea level is increase rapidly because the melting process of glacier. Many animals die and plantations are faded because lack of water. When the Jungle is damage, it cannot absorb water and makes flood destroy everything.

There are several ways that we can do to help our earth from the global warming. First, don't cut the trees carelessly which is known as illegal logging. Trees is the biggest producer of O2 (oxygen) in the world. If we only have few trees, CO2 gas (carbon dioxide) can make the earth getting hotter.

Second, reduce the use of private. The use of private vehicle will cause the waste of fuel. We all know that every fuel cell vehicle emit deadly gas of oil in form of CO2 and CO. Now, you can still use public transportation to reduce the pollution and use your private vehicles when you really need it.

The last way is plant trees on the free lots of your house. Use your free lots of your house to plant various trees and plants. You can plant other ornamental tree or plant with green leaf which are potential to produce oxygen.

I think global warming is our responsibility. It can be a big problem if we don't take decision immediately. Furthermore from now we can help to solve this problem by doing several ways to prevent and slow down the process of global warming.

- Adapted from: *http://www.caramudahbelajarbahasainggris.net/2015/03/contoh-analytical-exposition-text-about-global-warming.html*

Flashcard Questions (Kartu Pertanyaan)

20

One of dangerous __ H __ __ __ __ __ A __ is founded in cigarette that endanger for health

20

50 thousand people __ __ E every year in Britain as direct result of __ __ O __ I __ __

15

The victims of smoking are seven times as many as die in road __ C __ I __ __ N__

15

The first problem is ninety percent of n-u-g-l __ A __ __ E__ is caused by smoking

15

Ninety five percent of people who suffer T __ __ __ __ A __ c-r-e-n-a-c are caused by smoking

25

m-o-k-e-s twenty cigarettes a day, the risk is greater. The similarity of underline word is __ __ G __ __ R

25

Smokers are two and half times more likely to die of __ E __ R __ s-e-d-i-s-e-a than nonsmokers

25

__ H __ __ __ __ __ N of smoker are more likely to develop c-r-o-n-h-i-b-i-t-s

16

15

The *k-o-s-m-y* __ O __ M of smoking is very risky for our health

25

Tobacco *m-a-n-y-c-o-p* does make much __ O __ __ Y from smoking habit.

20

The Smoke of cigarette endanger the health of __ __ S __ I __ __ *k-o-s-m-e-r*

20

There is a *c-o-t-i-n-i-n-e* substance can addict the smoker

20

Smoking for children is risky and more likely to develop *a-n-i-m-e-p-o-n-u*

25

Smoke a *t-e-t-r-a-g-e-c-i* is very <u>dangerous</u> for health. Similarity of underline word is H __ __ M __ __ L

15

There are thousand dangerous chemicals contain in __ O __ __ C __ __

20

The risk of nonsmoker is <u>higher</u> than __ C __ __ V __ smoker. The opposite of underline word is *w-e-l-o-r*

17

15

Children should <u>spend</u> most of their time to __ T __ __ Y. The synonym of underline word is *t-a-s-w-e*

25

Watching TV for long hours <u>affect</u> the __ __ H __ O __ result. Similarity underline word is *e-n-c-l-u-e-n-i-f*

20

Many children tend to follow their favorite *c-a-t-o-r* and imitate them by wearing same __ __ O __ __

20

It becomes <u>worse</u> when they watch *c-i-t-o-n-a* movie. The opposite of underline word is B __ __ T __ __

15

TV is used in our daily life, it broadcasts many live events and __ __ W __

15

This is one of the good children TV programs for *u-n-i-t-e-c-o-d-a*

15

Children perform same actions at home, which might __ __ J __ R __ them

20

Television can change children's *h-e-r-b-i-o-v-a* toward other people

18

20

This television program is good to
c-e-t-a-h _ _ _ _ _ H _ _ _ A _ _ _ C
for children

15

Children can following same
_ _ T _ _ _ _ U _ _ E and try to
speak same language from TV

25

_ _ _ _ _ V _ S _ _ _ _ as
the main source of _ _ T _ _
_ _ _ N _ _ _ _ T

15

We can L _ _ _ A _   many things
from this TV program

25

Many television programs broadcast
action _ O _ I _ such as r-a-w

20

TV are not designed for children
only, but they also include some
programs for d-u-l-a-t

25

Children who _ A _ C _ TV for
long hours have negative impact. The
opposite underline word is t-h-r-o-s

25

Watching TV for long hours can weak
the _ _ E sight. The antonym of
underline word is S_ _ O_ _

25

Social media *t-e-s-i* such as __ __ C __ __ O __ __ has become modern life

25

The users of *c-o-s-a-l-i* media are dominated by __ E __ __ __ __ __ __ R

25

Most teens have smart *n-o-h-e-p* where they are on social media __ __ T __ __ __ K

20

They are constantly texting and uploading __ __ O __ __ via *m-a-r-g-i-s-t-a-n*

20

r-e-p-h-y C __ __ __ N __ __ __ __ __ __ N in social media could be bad for teenagers.

20

Connected in social media is harmful because of alarming trend crime such as *r-y-b-e-c* B __ __ L __ __ __ G

15

Bullying has now moved from not only being in the school and on the bus, but O __ __ __ __ N __

25

Many bullying activity via social media and __H __ T in form of black *s-e-a-g-e-m-s*

15

Teens T __ L __ *s-e-l-s* rather than talking to each other and seek comfort on social media

15

The survey also suggests that *r-i-g-l* is likely to experience stress more often than __ O __

15

SOCIAL MEDIA

Social media makes easier to C __ __ N __ __ T everyone around the *b-e-g-o-l*

15

By using social people can interact and __ O __ __ U __ __ __ __ T __ each other

20

Social media is used for bullying, risk them of anxiety. The synonym underline word is W __ __ __ Y

20

Girls are easy to get stress for bullying in social media. Synonym of underline word is *s-e-r-p-e-n-d-o-s-i*

25

Social media are dangerous for teenagers' health both *m-a-l-t-e-n* and __ __H __ __ __ O __

20

Many crime activities via social media such as *m-u-n-a-h* T __ __ F __ __ __ C __ __ __ __ G

21

25
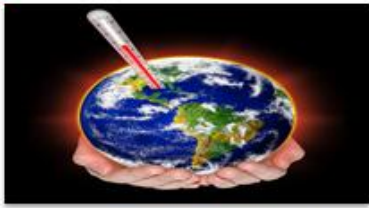
b-l-a-g-o-l __ __ R __ __ __ __ G is a process of rising average temperature of the __ __ M __ S __ __ __ R __

25

The increasing p-r-e-t-e-m-a-t-u-r-e make the earth where we inhabit feels __ __ T __ __ R

25
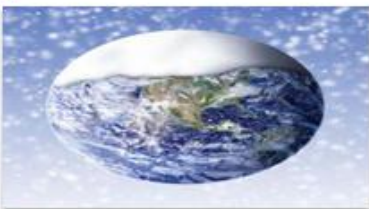
Global warming makes the h-e-a-r-t feel hotter. The opposite of underline word is C __ __ __ __ R

20
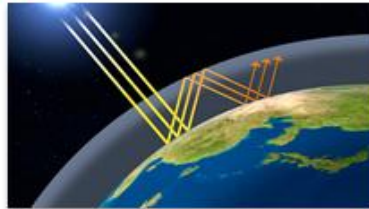
It is caused by the increasing of the __ __ __ E __ __ H __ __ S __ gases concentration

25

Dangerous activity such as cutting __ __ E __ carelessly is known as g-l-a-l-l-i-e L __ G __ __ __ __ G

20

The use of private h-e-v-l-i-c-e will cause the waste of F __ E __

20

Tree is the **biggest** producer of g-e-n-o-x-y in the world. Antonym of the bold word is __ M __ __ __ L __ __ __ T

20

Without trees, b-a-r-c-o-n D __ __ X __ __ __ can make the earth getting hotter

22

15

Every fuel cell vehicle emit deadly *s-a-g* of *l-i-o* in form of CO2

25

You can still use public __ R __ __ __ __ __ O __ T __ __ I __ __ to reduce the *n-i-l-o-t-o-p-u-l*

15

The last way is __ __ A __ __ trees on the free lots of your house

20

You can plant *n-o-r-m-a-l-t-e-n-a* tree or plants with green __ E __ F

15

There is an __ __ I __ __ __ L die because the effect of global warming

15

The plantations are F __ __ E __ because lack of water.

15

l-u-n-g-j-e is damage, it cannot absorb water and makes __ __ O __ D destroy everything

20

It makes the __ E __ level is increase because the melting process of G __ __ C __ __ R

23

Flashcard Answer Keys (Kunci Jawaban Kartu)

20

One of dangerous CHEMICAL is founded in cigarette that endanger for health

20

50 thousand people DIE every year in Britain as direct result of SMOKING

15

The victims of smoking are seven times as many as die in road ACCIDENT

15

The first problem is ninety percent of *lung* CANCER is caused by smoking

15

Ninety five percent of people who suffer THROAT *cancer* are caused by smoking

25

Smoke twenty cigarettes a day, the risk is greater. The similarity of underline word is BIGGER

25

Smokers are two and half times more likely to die of HEART *disease* than nonsmokers

25

CHILDREN of smoker are more likely to develop *bronchitis*

24

15

The *smoky* ROOM of smoking is very risky for our health

25

Tobacco *company* does make much MONEY from smoking habit.

20

The Smoke of cigarette endanger the health of PASSIVE *smoker*

20

There is a *nicotine* substance can addict the smoker

20

Smoking for children is risky and more likely to develop

pneumonia

25

Smoke a *cigarette* is very <u>dangerous</u> for health. Similarity of underline word is HARMFUL

15

There are thousand dangerous chemicals contain in TOBACCO

20

The risk of nonsmoker is <u>higher</u> than ACTIVE smoker. The opposite of underline word is *lower*

20

Children should <u>spend</u> most of their time to STUDY. The synonym of underline word is *waste*

25

Watching TV for long hours <u>affect</u> the SCHOOL result. Similarity underline word is *influence*

20

Many children tend to follow their favorite *actor* and imitate them by wearing same CLOTH

20

It becomes <u>worse</u> when they watch *action* movie. The opposite of underline word is BETTER

15

TV is used in our daily life, it broadcasts many live events and NEWS

15

This is one of the good children TV programs for *education*

15

Children perform same actions at home, which might INJURE them

20

Television can change children's *behavior* toward other people

26

20

This television program is good to *teach* MATHEMATIC for children

25

Many television programs broadcast action MOVIE such as *war*

15

Children can following same ATTITUDE and try to speak same language from TV

20

TV are not designed for children only, but they also include some programs for *adult*

25

TELEVISION as the main source of ENTERTAINMENT

25

Children who WATCH TV for long hours has negative impact. The opposite underline word is *short*

15

We can LEARN many things from this TV program

25

Watching TV for long hours can weak the EYE sight. The antonym of underline word is STRONG

27

25

Social media *site* such as FACEBOOK has become modern life

25

The users of *social* media are dominated by TEENAGER

25

Most teens have smart *phone* where they are on social media NETWORK

20

They are constantly texting and uploading PHOTO via *instagram*

20

Hyper CONNECTION in social media could be bad for teenagers.

20

Connected in social media is harmful because of alarming trend crime such as *cyber* BULLYING

15

Bullying has now moved from not only being in the school and on the bus. but ONLINE

25

Many bullying activity via social media and CHAT in form of black *message*

15

Teens TALK *less* rather than talking to each other and seek comfort on social media

15

The survey also suggests that *girl* is likely to experience stress more often than BOY

15

Social media makes easier to CONNECT everyone around the *globe*

15

By using social people can interact and COMMUNICATE each other

20

Social media is used for bullying, risk them of anxiety. The synonym underline word is WORRY

20

Girls are easy to get stress for bullying in social media. Synonym of underline word is *depression*

25

Social media are dangerous for teenagers' health both *mental* and BEHAVIOR

20

Many crime activities via social media such as *human* TRAFFICKING

25

Global WARMING is a process of rising average temperature of the ATMOSPHERE

25

The increasing *temperature* make the earth where we inhabit feels HOTTER

25

Global warming makes the *earth* feel <u>hotter</u>. The opposite of underline word is COLDER

20

It is caused by the increasing of the GREENHOUSE gases concentration

25

Dangerous activity such as cutting TREE carelessly is known *illegal* LOGGING

20

The use of private *vehicle* will cause the waste of FUEL

20

Tree is the **biggest** producer of *oxygen* in the world. Synonym of the bold word is SMALLEST

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Without trees, *carbon* DIOXIDE can make the earth getting hotter

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Every fuel cell vehicle emit deadly *gas* of *oil* in form of CO2

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You can still use public TRANSPORTATION to reduce the *pollution*

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The last way is PLANT trees on the free lots of your house

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You can plant *ornamental* tree or plants with green LEAF

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There is an ANIMAL die because the effect of global warming

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The plantations are FADED because lack of water.

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JUNGLE is damage, it cannot absorb water and makes FLOOD destroy everything

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It makes the SEA level is increase because the melting process of GLACIER

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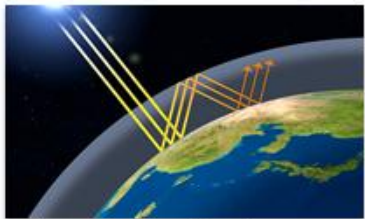
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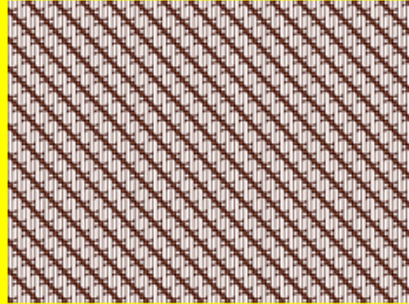
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Illustration Picture

https://www.google.co.id/search?q=no+open+card&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjaw5vl-onUAhVIv48KHUEeCbQQ_AUICigB&biw=1366&bih=662#tbm=isch&q=please+open+&imgrc=zPt-4655-XjkGM:

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Illustration Picture

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Illustration Picture

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Illustration Picture

https://b-due.com/category/passion-and-purpose/

Illustration Picture

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Illustration Picture

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Illustration Picture

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Illustration Picture

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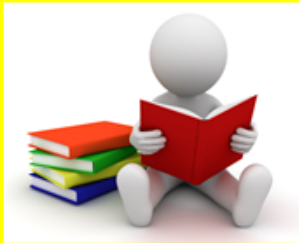
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imation&imgdii=IPT59GpYf4zN1M:&imgrc
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43

Glossary (Glosarium)

Chemical	: zat kimia		Teach	: mengajar
Die	: meninggal		Mathematic	: matematika
Smoking	: merokok		Movie	: film/sinema
Accident	: kecelakaan		War	: perang
Lung cancer	: kanker paru-paru		Attitude	: sikap
Smoke	: merokok		Adult	: dewasa
Bigger	: lebih besar		Television	: televise
Heart disease	: penyakit jantung		Entertainment	: hiburan
Children	: anak-anak		Watch	: menonton
Cigarette	: rokok		Short	: pendek/singkat
Harmful	: membahayakan		Learn	: mempelajari
Tobacco	: tembakau		Eye	: mata
Active smoker	: perokok aktif		Strong	: kuat
Lower	: lebih rendah		Site	: situs
Study	: belajar		Facebook	: Facebook
Waste	: menghabiskan/ memboroskan		Social media	: sosial media
School	: sekolah		Teenager	: remaja
Influence	: mempengaruhi		Phone	: telepon
Actor	: actor/pemain		Network	: jaringan
Better	: lebih baik		Photo	: foto
News	: berita		Instagram	: instagram
Education	: pendidikan		Hyper	: berlebihan
Injure	: melukai/menyakiti		Connection	: koneksi
Behavior	: perilaku		Cyber	: berhubungan dengan internet

44

Bullying	: penganiayaan	Earth	: bumi
Online	: hubungan (internet)	Colder	: lebih dingin
Chat	: mengobrol	Greenhouse	: rumah kaca
Message	: pesan	Tree	: pohon
Talk less	: kurang berbicara (pendiam)	Illegal logging	: penebangan liar
Girl	: perempuan	Vehicle	: kendaraan
Boy	: laki-laki	Fuel	: bahan bakar
Connect	: menghubungkan	Oxygen	: oksigen
Globe	: bumi	Smallest	: paling kecil
Communicate	: mengkomunikasikan	Carbon dioxide	: karbon dioksida
Worry	: khawatir	Gas	: gas
Depression	: depresi	Oil	: minyak (oli)
Mental	: mental	Transportation	: transportasi
Behavior	: tingkah laku	Pollution	: polusi
Human	: manusia	Plant	: menanam
Trafficking	: perdagangan	Ornamental	: hiasan
Global warming	: pemanasan global	Leaf	: daun
Atmosphere	: lapisan udara	Jungle	: hutan
Temperature	: suhu	Flood	: banjir
Hotter	: lebih panas	Sea	: laut
		Glacier	: gletser

Developer's Profile (Profil Pengembang)

Nama : Ardesia Winanta

NIM : 135110500111015

Program Studi : S1 Pendidikan Bahasa Inggris

Tempat dan Tanggal Lahir : Pacitan, 12 Desember 1994

Alamat Asli : RT 05/RW 02 Dsn Suruhan, Ds Sirnoboyo, Kec. Pacitan,

Kab. Pacitan

Nomor Telepon : -

Nomor Ponsel : 087758121020

Alamat Email : ardesiawinanta@yahoo.co.id

Pendidikan : SDN Sirnoboyo II (2001 – 2007)

SMP Negeri 1 Pacitan (2007 – 2010)

SMA Negeri 1 Pacitan (2010 – 2013)

Universitas Brawijaya Malang (2013 – sekarang)

Appendix 10. Documentation

DOCUMENTATION

Pre-teaching activity: students reading the texts

Student spins the board

Student takes a flashcard from the envelope

Appendix 11. The Research Permission Letter

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

2 6 APR 2017

Nomor   : 0938 /UN10.F12/PN/2017
Lampiran   : 1 (satu) lembar
Hal   : Permohonan Ijin Penelitian

Yth. Kepala MA Ma'arif 01
Jalan Gondorejo Nomor 1044, Desa Oro-oro Ombo
Kota Batu, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

nama   : Ardesia Winanta
NIM   : 135110500111015
semester   : VIII (Delapan)
program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

DEVELOPING BOARD SPINNER FOR TEACHING VOCABULARY IN THE SECOND YEAR STUDENTS OF MA MA'ARIF 01 BATU SENIOR HIGH SCHOOL

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,

Prof. Ir. Ratya Anindita, MS., Ph.D
NIP 196109081986011001

189

Appendix 12. Declaration of Research Letter

Surat Pernyataan

Yang bertandatangan di bawah ini,

nama : Ardesia Winanta
NIM : 135110500111015
semester : VIII (Delapan)
program studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

DEVELOPING BOARD SPINNER FOR TEACHING VOCABULARY IN THE SECOND YEAR STUDENTS OF MA MA'ARIF 01 BATU SENIOR HIGH SCHOOL

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

21 April 2017
Yang membuat pernyataan,

Ardesia Winanta
135110500111015

LEMBAGA PENDIDIKAN MA'ARIF NU KOTA BATU

MADRASAH ALIYAH 01 MA'ARIF BATU

(MA'ARIF SENIOR HIGH SCHOOL)

Terakreditasi B

email: ma.maarif.batu@gmail.com

NISM: 131235790001   NPSN: 20580037

Jl. Raya Gondorejo No. 1044 Oro Oro Ombo Kec. Batu, Kota Batu Telp (0341) 5025031

SURAT KETERANGAN

Nomor : 099 / MA.M/A-2.B-4 / 2017

Yang bertanda tangan dibawah ini Kepala Sekolah MA 01 Ma'arif Batu menerangkan bahwa :

nama	: Ardesia Winanta
NIM	: 135110500111015
semester	: VIII(Delapan)
program studi	: S1 Pendidikan Bahasa Inggris

Nama tersebut di atas telah melaksanakan penelitian untuk skripsi. Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.
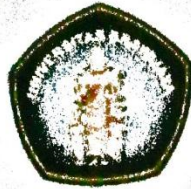
Batu, 9 Juni 2017

Kepala Madrasah

ARIF SETIAWAN, S.TP

Appendix 13. Berita Acara Bimbingan Skripsi

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145 Indonesia
Telp. (0341) 575875   Fax. (0341) 575822
E-mail: fib_ub@ub.ac.id   http://www.fib.ub.ac.id

Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama   : Ardesia Winanta

2. NIM   : 135110500111015

3. Program studi   : Pendidikan Bahasa Inggris

4. Topik Skripsi   : Pendidikan

5. Judul Skripsi   : Developing Board Spinner for Teaching Vocabulary in the Second Year Students of MA Ma'rif 01 Batu Senior High School

6. Tanggal Mengajukan   : 16 Maret 2017

7. Tanggal Selesai Revisi   : 25 Juli 2017

8. Nama Pembimbing   : Dra. Ismarita Ida Rahmiati, M.Pd

9. Keterangan Konsultasi   :

No	Tanggal	Materi	Pembimbing	Paraf
1	16 Maret 2017	Konsultasi Judul	Dra. Ismarita Ida Rahmiati, M.Pd	
2	5 April 2017	Konsultasi Bab I, II & III	Dra. Ismarita Ida Rahmiati, M.Pd	
3	12 April 2017	Konsultasi Instrumen (Checklist)	Dra. Ismarita Ida Rahmiati, M.Pd	
4	19 April 2017	Revisi Bab I, II & III	Dra. Ismarita Ida Rahmiati, M.Pd	
5	27 April 2017	ACC Seminar Proposal	Dra. Ismarita Ida Rahmiati, M.Pd	

193

6	5 Mei 2017	Pelaksanaan Seminar Proposal	Dra. Ismarita Ida Rahmiati, M.Pd	
7	12 Mei 2017	Revisi Bab I, II & III	Dra. Ismarita Ida Rahmiati, M.Pd	
8	18 Mei 2017	Konsultasi Media (Board Spinner)	Dra. Ismarita Ida Rahmiati, M.Pd	
9	29 Mei 2017	Konsultasi Bab IV dan V	Dra. Ismarita Ida Rahmiati, M.Pd	
10	8 Juni 2017	ACC Seminar Hasil	Dra. Ismarita Ida Rahmiati, M.Pd	
11	20 Juni 2017	Pelaksanaan Seminar Hasil	Dra. Ismarita Ida Rahmiati, M.Pd	
12	26 Juni 2017	Revisi Bab IV dan V	Dra. Ismarita Ida Rahmiati, M.Pd	
13	5 Juli 2017	Konsultasi Bab I, II, III, IV & V	Dra. Ismarita Ida Rahmiati, M.Pd	
14	12 Juli 2017	ACC Ujian Skripsi	Dra. Ismarita Ida Rahmiati, M.Pd	
15	17 Juli 2017	Pelaksanaan Ujian Skripsi	Dra. Ismarita Ida Rahmiati, M.Pd	
16	21 Juli 2017	Revisi Bab I, II, III, IV & V	Dra. Ismarita Ida Rahmiati, M.Pd	
17	25 Juli 2017	ACC Jilid	Dra. Ismarita Ida Rahmiati, M.Pd	

10. Telah dievaluasi dan diuji dengan nilai:

A

Mengetahui,
Pembantu Dekan I

Dosen Pembimbing

Syariful Muttaqin, M.A
NIP. 19751101 200312 1 001

Dra. Ismarita Ida Rahmiati, M.Pd
NIP. 19560426 198203 2 001