

**INCREASING STUDENTS VOCABULARY MASTERY
THROUGH BLUE'S CLUES MOVIE AT THE EIGHTH GRADE
OF SMPN 4 SUNGAI PENUH ACADEMIC YEAR 2020/2021**

A THESIS



BY

SINTIA ARYANTI

NIM : 1610203049

**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2020/2021**

INCREASING STUDENTS VOCABULARY MASTERY
THROUGH BLUE'S CLUES MOVIE AT THE EIGHTH GRADE
OF SMPN 4 SUNGAI PENUH ACADEMIC YEAR 2020/2021

A THESIS

Submitted as Partial Fulfillment of the Requirements for Undergraduate Degree at
English Education Program in Faculty of Education and Teacher Training State
Islamic Institute of Kerinci

SINTIA ARYANTI

NIM : 1610203049

INSTITUT AGAMA ISLAM NEGERI
KERINCI

ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2020/2021

DEDICATION AND MOTTO

Dedication

I dedicated this thesis for,

My beloved mother and father

For their motivation, effort and support for me

And praying for my success in the future

My brother and Sister

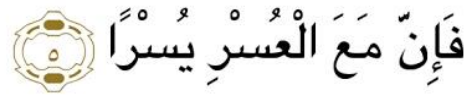
Who always motivated, give me inspiration

And spirit to finish this thesis

My best friends

Who always give their helping and suggestion for me

INSTITUT AGAMA ISLAM NEGERI
KERINCI

MOTTO:

Artinya : Sesungguhnya dibalik kesulitan ada kemudahan.

(QS. Asy-Syarah 5)

Meaning : Lo ! with hardship goeth ease.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ, أَمَّا بَعْدُ

Praise and deep gratitude to Allah SWT for the abundance of grace, and guidance of Him given to the writer that made this thesis can be completed properly. Greetings and salawat may always be devoted to the Prophet Muhammad SAW.

The thesis entitled “**Increasing Students Vocabulary Mastery By Using Blue’s Clues Movie At the Eighth Grade Of SMPN 4 Sungai Penuh Academic Year 2020/2021.** The researcher would like to say thank you profusely for all the help that has been given, either directly or indirectly during the preparation of this final thesis to complete. In particular gratitudes that are due to :

1. Dr. H. Asa'ari, M,Ag as the rector of State Islamic Institute of Kerinci.
2. Dr. Dairabi Kamil , M.Ed as the Dean Faculty of Education and Teacher Training
3. Dr. Rodi Hartono, M.Pd as the first advisor and chairman of the English Department.
5. Musdizal, M.Pd as the second advisor and secretary of the English Department and as the second advisor who was very helpful in completing this thesis.
6. All the lecturers of State Islamic Institute of kerinci who was helpful incompleting this thesis.

As human being, the researcher has limitation to make this thesis perfect. Therefore, any constructive criticism and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching English.

Sungai Penuh,

Researcher,

SINTIA ARYANTI

ABSTRACT

Sintia Aryanti, 2020 : Increasing Students Vocabulary Mastery By Using Blue's

**Clues Movie At the Eighth Grade Of SMPN 4
Sungai Penuh Academic Year 2020/2021**

**Advisors : 1. Dr. Rodi Hartono M.Pd
2. Musdzal , M.Pd**

In English there are four skills that should be mastered, they are : Listening, Speaking, Reading and Writing. Reading is one of some important skill in learning english. But, in reality many students cannot comprehend text well in reading lesson. One of causes in english teacher only used the same technique and media in teaching activity. Based on this phenomenon the researcher tried to used Blue's Clues Movie to teach reading.

The purpose of this research was To know to what extent the Blue's Clues movie applied can increase student vocabulary mastery. There were five problems that could be identified in this research, Student only had limited vocabularies in English language. It made them was hard to understand to English language, Students often forgot the vocabularies that had been learned because they don't use and practice the vocabularies in the class or in daily life, Students did know to pronounce the vocabularies well because they were not given many times to practice them in the class, Students were also easy to forget the vocabulary because they had no ways to remember the vocabularies that had been learned, The technique used by the teacher was not possible to improve students vocabulary.

The population in this research to solve the problems was students of eight grade of SMPN 4 Sungai Penuh, which total number of population is 146 students, consist of 1 class. Design of this research was classroom action research. The classroom action research would be used in this research that is designed by Kemmis and Mc Taggart.

. it was proved from the raising score of the students. by seeing the mean score of each cycle: cycle 1 was 66, cycle 2 was 72, and cycle 3 was 82,5.



ABSTRACT

Sintia Aryanti, 2020 : Increasing Students Vocabulary Mastery By Using Blue's

**Clues Movie At the Eighth Grade Of SMPN 4
Sungai Penuh Academic Year 2020/2021**

**Advisors : 1. Dr. Rodi Hartono M.Pd
2. Musdizal , M.Pd**

Dalam bahasa inggris ada empat keahlian yang harus dikuasai, yaitu : Listening, Speaking, Reading dan Writing. Reading adalah satu dari beberapa keahlian penting yang harus dikuasai dalam belajar bahasa inggris. Tapi, kenyataannya banyak siswa yang tidak bisa memahami teks dengan baik dalam pelajaran membaca. Salah satu sebabnya adalah guru bahasa inggris hanya menggunakan teknik dan media yang sama dalam aktivitas mengajar. Berdasarkan kejadian ini, peneliti mencoba menggunakan strategi menggunakan film Blue's Clues dalam proses mengajar vocabulary. Peneiliti berharap strategy ini bisa membangkitkan ingatan siswa dalam belajar dan mudah untuk memahami teks.

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana penerapan film Blue's Clues dapat meningkatkan penguasaan kosakata siswa. Ada lima masalah yang dapat diidentifikasi dalam penelitian ini, Mahasiswa hanya memiliki keterbatasan kosakata dalam bahasa Inggris. Hal tersebut membuat mereka sulit untuk memahami bahasa inggris, siswa sering lupa dengan kosakata yang telah dipelajari karena mereka tidak menggunakan dan mempraktekkan kosakata tersebut di dalam kelas atau dalam kehidupan sehari-hari, siswa mengetahui cara melafalkan kosakata dengan baik karena belum diberikan berkali-kali untuk mempraktikkannya di kelas, Siswa juga mudah lupa kosakata karena tidak memiliki cara untuk mengingat kosakata yang telah

dipelajari, Teknik yang digunakan guru tidak memungkinkan untuk meningkatkan kosakata siswa.

Desain penelitian ini adalah penelitian tindakan kelas. Penelitian tindakan kelas yang akan digunakan dalam penelitian ini dirancang oleh Kemmis dan Mc Taggart.

Hasil dari analisis data ditemukan bahwa adanya pengaruh peningkatan kosakata siswa dalam bahasa inggris melalui film Blue's Clues. Peneliti menyimpulkan hasil penelitian dapat dilihat dari peningkatan mean skor dari siswa yaitu : cycle 1 dengan mean skor 66, cycle 2 dengan means skor 72, dan cycle 3 dengan mean skor 82.8.



CHAPTER I

INTRODUCTION

A. Background of the problem

Vocabulary is one of the language components that need to be mastered by students. People use vocabulary to express their opinions, ideas, and feelings. When student has a lot of vocabularies, they could express their opinions, ideas, and feelings effectively and the students can communicate well with each other. In context of learning foreign language, vocabulary means a basic knowledge and useful material in the form of words which are always use by learners in learning a certain language. According to Hornby, vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According to Hatch and Brown, vocabulary is a list or set of words or particular language or a list or set of word that individual speakers of language might use.

Thus vocabulary is very important, because by using vocabulary the students can easy to communicate with another people. According to Thornbury “*Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed*”¹. Then vocabulary is one of the language elements that are very important for learning English. Vocabulary is one of important aspects in teaching language. Lyne Cameron stated that “Vocabulary is one of the language aspects which should be learned. Vocabulary is not easy for the

¹ Scott Thornbury, *How to Teach Vocabulary*, London: Longman, 2002, p. 13.

students, because some of students difficult to memorize the vocabulary. According to Wallace “learning vocabulary is not only memorizing the words, it requires the ability to recognize words, recall, pronounce, spell and use them appropriately.” Thus, vocabulary is also difficult to students because many students do not want to memorize the meaning of the word, but the students just read the text and not memorize the word. Sometimes, the students are not brave to express their English, and they are afraid of making mistake when they use English. Vocabulary holds a crucial position and also difficult to master in English learning.

Vocabulary is basic to communication if acquirers do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. It is also very important for the acquisition process.²

From the interview and observation on 6 February 2020 with students and teacher in SMPN 4 Sungai Penuh, the researcher found some of the problems. First, they only had limited vocabularies in English it made them was not interest in English language. Second, they often forgot the vocabularies that had been learned because they did not use and practice the vocabulary in the class or in daily life. Third, they could not pronounce the vocabularies well because they were not given many times to practice them in to the class. Fourth, they were also easy to forget the vocabulary because they

² Stephen D Krashen, *The Natural Approach Language Aquisition In Classroom*. Toronto: Pengamon Press, 1993, p. 11.

had no ways to remember the vocabularies that had been learned. Fifth, it was probably cause of the teacher, the technique used was not possible to improve students vocabulary.

From those problems, the researcher had the good strategy to handle those problems. The researcher used movie to improve student vocabulary, because the researcher thought that this is a good strategy and make students not bored to learn English. The use of movie as one of media which using video it has been used in a common feature in language teaching for many years. In these days, for a publisher to produce a major course book without a video component added in, and teacher frequently enlivens with off air material or tapes produced for language learning. London Holmes stated that “Cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws³. According to Harmer, the use of video in class just listening, with picture. Seeing language in use, cross cultural awareness, the power of creation and motivation. Movie is a learning theory of using the English language in the delivery of content with watching a film, and of methods of learning movie was very satisfactory results more quickly master adults, memorize, understand, read and even know the meaning of each vocabulary is in dialogue in the film. Movie learning is an enjoyable method of learning, because students there when the students can enjoy learning, they usually think about the movies they watch. However, in this study the authors use the body and face movie in

³ London Holmes, *An Introduction to Sociolinguistics*, 1992, United State of America: Longman Group Limited, p. 285.

learning how to improve vocabulary. One of the movies that can be used to teaching vocabulary is **blue's clues movie**. **Blue's clues movie** is the movie has combined concepts from child development and early childhood education with innovative animation and production techniques that helped their viewers learn. The show follows an animated blue-spotted dog named Blue as she leaves a trail of clues/paw prints for the host and the viewers, in order to figure out her plans for the day.

Based on the background of problems above the researcher interested to conduct Collaborative Classroom Action Research (CCAR) on title **INCREASING STUDENTS VOCABULARY MASTERY THROUGH BLUE'S CLUES MOVIE AT THE THE EIGHTH GRADE OF SMPN 4 SUNGAI PENUH ACADEMIC YEAR 2020/2021.**

B. Identification of the problem

Based on the background of the problems above, the researcher found some problems faced by students and teachers on the eighth grade of SMPN 4 Sungai Penuh as the following:

1. Student only had limited vocabularies in English language. It made them was hard to understand to English language.
2. Students often forgot the vocabularies that had been learned because they don't use and practice the vocabularies in the class or in daily life.
3. Students did know to pronounce the vocabularies well because they were not given many times to practice them in the class
4. Students were also easy to forget the vocabulary because they had no ways to remember the vocabularies that had been learned.
5. The technique used by the teacher was not possible to improve students vocabulary.

C. Limitation of the problem

From the identification on the problems above the researcher limited the research and focused on increasing students' vocabulary mastery through blue's clues movie at the the eighth grade of smpn 4 sungai penuh academic year 2020/2021.

D. Research question

Based on the background above, the researcher formulated the research questions as follows:

1. To what extent the Blue's Clues movie which is applied can increase students' vocabulary mastery at the the eighth grade of SMPN 4 Sungai Penuh academic year 2020/2021 ?
2. What factors influence the improvement of vocabulary mastery at the the eighth grade of SMPN 4 Sungai Penuh academic year 2020/2021 ?

E. Purpose of the research

Based on researcher question above the purposes of this research were:

1. To know to what extent the Blue's Clues movie applied can increase student vocabulary mastery at the the eighth grade of SMPN 4 Sungai Penuh academic year 2020/2021
2. What factors can influence the increasing of students vocabulary mastery through Blue's Clues movie at the eighth grade of SMPN 4 Sungai Penuh academic year 2020/2021

F. Significance of the research

There were three benefits of the research :

1. Students : the result of the research are useful for the students as information to know their vocabulary mastery, and they can improve it

because of its importance to be mastered to support the improvement of their English vocabulary skill.

2. Teachers : the result of the research are useful for the teachers as information to know the students' vocabulary ability and it can be used as consideration to improve the teaching quality and the students' vocabulary ability.
3. Researcher : the result of this research are expected to become a reference for other researchers who want to conduct a further research on the similar problems, by using another design , such as Collaboration Classroom Action Research (CCAR) to improve the students' vocabulary ability.
4. Next researcher : this research can support the researcher to enrich the method of vocabulary skills. The researcher know about teaching vocabulary by using cartoon movie " Blue's Clues "

G. Definition of Key Terms

In order to make the same interpretation about terms use in this research, they were defined as follows :

1. Vocabulary : Vocabulary is one of the factors that support the master four language skills.They are listening, speaking, reading, and writing. It is a language component to be learned by students because in vocabulary there are content words which consist of noun, verb, adjective and adverb,that can be used to build up new word so we can get communication well.

According Wallace “vocabulary is the vital aspect of the language”. And then Rivers says that “it would be impossible to learn a language without vocabulary”.

2. Blue’s clues movie : Blues Clues is an educational movie for student which contains education that educates students to mean while learning, in the movie there is one human that is Steve being who will guide the clues that must be found with animated Blues dog, the Blu’es Clues format is actually always the same every episode. The guide will invite the viewers at home to solve a puzzle from Blue, the smart dog. Blue will leave blue footprints on each object that is used as a clue.
3. Location: SMPN 4 sungai penuh is one of Junior High School in Sungai Penuh. located in Sungai penuh, Simpang tiga rawang. And was It was built September 1, 1978 and was operated on September 2, 1978. And there are are 5 class in grade 7, 4 class in grade 8, and 6 class in grade 9. The location is around 2 km from researcher location.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of vocabulary

According to McWhorter vocabulary means the ability to recognize individual words and to associate meaning with the particular combination of letters that form a word⁴. It means that vocabulary contains of recognize word and its meaning as well as its spelling. Others definition who said that vocabulary refers to the meaning of word and not merely its pronunciation⁵. It means that the term vocabulary has at least two aspects: pronunciation and meaning.

According to Ur, Vocabulary is the words that are taught in foreign language⁶. The new item of vocabulary may be more than a single word. It is a line with Purwanto, who state that vocabulary is one of the subjects taught when student are learning a language.

According to Nunan, Vocabulary is more than lists of target language words⁷. Society uses more word that unlimited to communicate with other, so rich vocabulary is the great choice in uses language. and then vocabulary is a mixture of native words and words

⁴ McWhorter, Kathleen T. college reading and study skills. P.311

⁵ from Elliot, Kratoch will, Little field, and Travels 1999:384

⁶ Penny ur, A course in English language teaching. 1996: 60

⁷ David Nunan, second language teaching and learning. 1999:384

⁷ Lyne Cameron. 2001. Teaching Language to Young Learners. New York: Cambridge

borrowed from about fifty other language⁸. This idea is supported by Laurie states that vocabulary is about words where they come from, how they change, how they relate to each other and how we use them to view the world.

As the learner especially for the beginner, vocabulary is to learn. Vocabulary as the core of language proficiency should be learned by the students. If the students have much vocabulary, they will be easy to learn the other components of English⁹. Thus, the students will be easy to learn other component and four skills because they have many vocabularies. Furthermore, vocabulary is a list or collection of words arranged in alphabetical order and explained dictionary or lexicon, either of whole language, a single work or author, a branch of science, or the like a word book¹⁰. Moreover, vocabulary is a group of words there is owned by one language and give meaning when we use that language¹¹.

Based on explanation above, Vocabulary is an important language component that should be mastered by students, because by using vocabulary the students can be easy to communicate with other people, and make a communication well and rich vocabulary is the great choice in uses language, without vocabulary the students cannot communicate with other or the students cannot ask or answer someones' questions.

⁸Bromberg, Murray. 1988, *Vocabulary Success*, Barron's Educational Series.

⁹Astya in Cahyono and Kusumaningrum 2011:129

¹⁰Baurer, Laurie. 1988, *Vocabulary*, Routledge

¹¹Suyanto, K.E Kasihani, 2007. English for young Learners. Jakarta: Bumi Aksara: 43.

a. Aspect of Vocabulary

Some aspect that the learner should be mastered at the teacher should be taught in order to help the learners in mastering vocabulary there are namely :

1) Form : Pronunciation and spelling

The learners has to know what a word sounds like (it pronunciation) and what it looks like (spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspect are accurately presented and learned.

2) Grammar

The grammar of a new item will need to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences, it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (think, though), and we might note if it is transitive or intransitive.

Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice), or draw learners attention to the fact

that is has no plural at all (advise, information).¹² We may present verb from that follows them (want to enjoying), or adjectives or verbs with their following preposition (responsible for, remind someone of).

3) Meaning relationship

How the meaning of one items relates to the meaning others can also be usefull in teaching. These are various such relationship: here are some of the main ones.

- a) Synonyms : items that mean the same, or nearly the same, for example, bright, clever smart may serve as synonym of inteligent.
- b) Antonym : items that mean the opposite, for example, rich is an antonym of poor.
- c) Translation : the process of translating words or text from one language in to another.

Therefore, three aspects of vocabulary should be mastered by students in order to improve their vocabulary mastery.

¹² Penny Ur, 1998, a course language teaching: practice and theory, cambridge: cambridge university press, P.60

b. Kinds of vocabulary

According to Thornbury, there are two kinds of vocabulary, such as¹³:

1) Grammatical Words (Function Words)

Grammatical Words (Function Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence or specify the attitude or mood of the speaker.

2) Content Words (Lexical Words)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

Therefore, grammatical words and content words are important in learning vocabulary.

c. Vocabulary mastery

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately.

¹³ David Nunan. Language Teaching Methodology. Prentice Hall International. 1998 : 117.

According to Collier when a student mastered the fundamental grammatical pattern of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need. It is obvious that vocabulary is very important in learning a language especially English, because the English vocabulary is extremely large and varies as well.

According to Burton without a large vocabulary, it is impossible to use English language precisely and vividly. It means mastery is the ability to use one of knowledge.

Mastery is complete knowledge or great skill. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

d. The importance Vocabulary

Vocabulary is very important to learn. Vocabulary is one of language components has important role in learning English. Vocabulary is a basic and a foundation to learn English. In David Nunan's book, Hocket argued that vocabulary is the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication¹⁴. According

¹⁴ David Nunan. Language Teaching Methodology. Prentice Hall International. 1998:117.

David Wilkins in Norbert's book, he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".¹⁵ It means that if someone has little grammar, he still can convey something, but if he hasn't vocabulary, he can't convey anything. It shows that how vocabulary important for the students in mastering English.

e. Teaching Vocabulary

Teaching vocabulary would be less effective if the teacher can not match the technique. A good technique could make the students interested in learning vocabulary and easier to remind the meaning. Regarding to the five ways of teaching vocabulary above, the researcher interested in two ways that is teaching vocabulary through creativity and through context clues technique that can be assumed as an interactive technique to teach vocabulary and are relevant with those ways proposed by Kustaryo. Furthermore, teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques

¹⁵ Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010: 3.

There are five ways of teaching vocabulary as explained below¹⁶.

1) Teaching vocabulary through creativity

The teacher should allow many choices to the students, as they want to learn. The teacher can be make such techniques which enables the students to be creative in producing vocabulary, such as, game, movie, picture, drama, and so on.

2) Teaching vocabulary through context clues

The teacher uses a context clue of the surrounding the context such as by giving synonym, antonym, etc. for example: “She never comes late”; late=unpuctual ; late >< on time. In short, teaching vocabulary through context clues means a teaching process where the students and the teacher should find the “clues” of the word that will be came before or after the word

3) Teaching vocabulary through guessing

The teacher can encourage the students to guess first and then consult have a good rationale. The teacher can give example by pronouncing a sentence, then the students guess the word that teacher means. For example: The teacher can draw five pictures on the board. Teacher then pronounces the word and asks one of the students to point out one of the picture of cat or lion pronounced as (kæt) or (,lî-ən), students think relevant to the word pronounced by the teacher. So, it can be said that teaching

¹⁶ Sukirah Kustaryo. Reading Techniques For College And Students 1988:24

vocabulary through guessing is the teaching process where the students should guess first, then consult to the dictionary to get the right answer.

4) Teaching vocabulary through definition

The teacher guides the students to define the meaning of the word and to arrange the word in to correct sentence, for example: a dancer is a person who dances.

5) Teaching vocabulary through derivation

Derevation is the process of forming a new word on the basis existing word, e.g. happiness in form of suffix and unhappy in form of prefix from the root word happy. Teaching vocabulary through derivation involves nouns, verbs, adjectives, and adverbs. For example, the use of word “learn” in the sentence “The students learn English twice every week”. Then, the word “learn” can be added suffix –er to be a noun such as in sentence “Every English learner should have a dictionary to be guide for studying”. Thus, teaching vocabulary through derivation is a teaching process where the students and the teacher can develop one word which has its meaning becomes more than one word and have different meaning.

Teaching vocabulary would be less effective if the teacher can not match the technique. A good technique could make the students interested in learning vocabulary and easier to remind

the meaning. Regarding to the five ways of teaching vocabulary above, the researcher interested in two ways that is teaching vocabulary through creativity and through context clues technique that can be assumed as an interactive technique to teach vocabulary and are relevant with those ways proposed by Kustardjo. Furthermore, teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of technique.

2. Media

a. Definition of media

Media means 'waisal' (middle) or 'waisilah' (intermediately), because its connect one side to other¹⁷. That statement means media as thing for connect teacher and student to get material. Through media teacher will easy to deliver the material that also easy understand to the student. Sometimes communication well like choosing the appropriate media.

The general media means that ability to record, save, conserve, reconstruct, and transport even or object. The prior purpose of media is improving the instructional communication process, so it will be achieve the purpose what the teacher want.

¹⁷ Munadi.2008.media pembelajaran sebuah pendekatan baru. Jakarta bangung persoda pers.p.6

b. Analyzing Based on Media

1) Instructional media as source of learning

When the instructional media can replace the teacher position, so that function of the instructional media is as learning source. It is effective because student more enthusiasm and understand.

2) Semantic function

In general, symbols as representative something in certain area. Student sometime more interest with colorful symbol or eye catching symbol, for exanole “tigerpicture” use the society in Bandung as braveness symbol. So the teacher is not to difficult to explain the materials. Like the teacher show the oicture then student can imagine what the teacher explain.

3) Manipulative function

Manipulative function are for over coming the limitation of time and the limitation people sense. Instructional media can show the difficult object or even to show in the classroom, like disaster even, born or etc.

3. Concept of Movie

a. Definition of Movie

According to Harmer movie is one of the visual aids that show picture with sound coming out through stereo soundstate that

movie can be used as a visual aid in the teaching and learning process¹⁸. But movies or films can also be used to teach people about history, science, human behavior and any other subjects. According to Mery some films combine entertainment with instruction, make the learning process more enjoyable. In all this forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation¹⁹.

In this study, the researcher uses movie as media of teaching English vocabulary. Meanwhile, according to Azhar movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive²⁰. An opinion movie given by Jesse states that movie is a photographic record of an artistic performance, but not an art form in it's own right.

b. Types of Movie

According to Harmer, there are three basic types of video or movie. They are off air programs, real world and language learning movies²¹

¹⁸Jeremi Harmer The Practice of English language 2001 : 282

¹⁹ Poulson. Cartoon Film. Available at www.cwrl.utexas.edu/poulson accessed in January, 2010, p.1

²⁰ Jesse. The Best American Science Writing 2007

²¹ Budiarti, Linda. The Influence of Movie Towards The Students' Creation in Writing. Cirebon: IAIN Syekh Nurjati, 2004.

1) Off air programs

The programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for a range of activities including prediction, cross cultural awareness, teaching language, or as spurs for the students' own creativity.

2) Real-world movie

There is no reason why we and our students should not use separately published videotape material such as feature films, exercise "manuals", wildlife documentaries or comedy provided since there are no copyright restrictions for doing this.

3) Language learning movie

The main advantage of specially made movies is that they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal students' topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well. The danger of language learning movies,

however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

The type of movie will be used in this research is language learning movie related to the topic of the students' material at the eighth grade student. By using this movie the students can understand the vocabulary (both the oral form and the written form) easily and interesting.

5. Teaching Vocabulary Through Movie

Teaching Vocabulary through of the Movie Teaching English as the foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the successful learning process including learning vocabulary. The use of media such as movies give positive effect to improve the students vocabulary and more easy to understand the lesson.

The media could help students be interested to the material and motivated the students in teaching learning process. Movie is one of instrument to communicate between teacher and student become effective so the student not bore about the lesson. As known that vocabulary is one of component which has to be mastered and

acquired in learning new language. According to Harmer there are many reasons why video can be a special, extra dimension to the learning experience:

a. Seeing language in use.

Students not only can hear the language but also they can see it. By watching video, students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions.

b. Cross culture awareness.

Video can help students who want to see westerns culture by watching it in their classroom. It is especially when they want to know how their body language are when they are inviting someone out, or how American speaks to waiters. Video is also a great value in giving students a chance to see all of cultures from other countries. In order that, by using video students can see the culture.

c. The power of creation

Students suddenly get some considerable power when they use video camera. They can make video that could be unforgettable moment by them. It can be good media because they can remember all of vocabulary inside of the video they made and it can enrich their vocabulary mastery. The task of video making can make students creative.

6. The advantages of movie

The advantages of using movie in teaching and learning process are²²:

- a) Movie is very good in describing a process, if necessary by using a “slow motion”.
- b) Each student can learn something from the movie, from the clever one or less intelligent.
- c) Movies can take a child from one country to another country and from one period to another period.
- d) Movie can be repeated if necessary to add clarity.

7. Disadvantages of Using Movie.

The disadvantages of using movie in teaching and learning process are²³:

- 1) English movie generally is expensive and cost a lot of time.
- 2) When the movie showed, the pictures will keep changing making all students are not able follow the information given through the movie.

²² Nasution, M. N. Manajemen MUtu Terpadu (Total Quality Management). Edisi keduaBogor : penerbit Ghalia Indonesi 2005: 104

²² Jesse. The Best American Science Writing 2007

²² Budiarti, Linda. The Influence of Movie Towards The Students' Creation in Writing. Cirebon: IAIN Syekh Nurjati, 2004.

8. The procedure of teaching vocabulary through Blue's clues movie

Blues Clues is an educational movie for student which contains education that educates students to mean while learning, in the movie there is one human that is Steve being who will guide the clues that must be found with animated Blues dog, the Blu'es Clues format is actually always the same every episode. The guide will invite the viewers at home to solve a puzzle from Blue, the smart dog. Blue will leave blue footprints on each object that is used as a clue. Steve's job is to find where the clues are and draw them in a book called the "Notebook". Then when three clues were collected, steve returned to living room and sat in the "Thinking Chair" to guess Blue's clue piece.

1) Pre activity

- a) Teacher start the lesson by greeting and prayed together with the students and then check attendance
- b) Teacher gave motivation to the students about learning vocabulary mastery by using Blue;s Clues Movie
- c) Teacher starts the class and talks about general thing
- d) Give some questions to the students about the material that will be

2. Whilst activity

- a) Teacher informed to the students about the describing people, animals and things that will be showed in movie.

- b) The teacher played the Blue's Clues Movie to the students and ask they to pay attention to the movie
- c) Teacher and the students discuss about the movie
- d) Teacher explain about the lesson and explain about the movie.
- e) Teacher divides students into some groups students. The teacher divided the group by asking them to count one to four. Students with the same number will be in the same group.
- f) Teacher asks the students to pay more attention to the character that they get and take note any important information of the movies
- g) Teacher plays the movie one more time
- h) Teacher explains the task and asks the students to do the task in their own group.

3. Post activity

- a) Teacher evaluates the students' performance.
- b) Teacher ask the difficulties of students about learning vocabulary by using Blue's Clues Movie.
- c) Teacher gave the conclusion to the students
- d) Teacher closes the class²⁴

²⁴ Pujasih, Titi 2007. *Teaching names of object using a cartoon movie entiled "Dora the Explorer" for six grade student of elementary school.*

B. Review of related findings

There were many relevant studies that have been conducted. One of them is a research conducted by Prima Adya Mukti “Improving student vocabulary mastery by using cartoon films at seventh grade at SMP Negeri 1 Grogol sukoharjo in academic year 2010/2011”. There was a significant improvement of students’ vocabulary mastery after being taught by using movie. It was proved by the mean and also the gain in pretest and posttest. It meant that there was significant improvement of students’ vocabulary mastery after being taught by using movie. So, teaching vocabulary through movie as media of instruction is appropriate and effective to be used in improving students’ vocabulary mastery.

The second thesis by Uswatun Hasanah “the effectiveness of English cartoon movie toward vocabulary score at the seventh graders of MTS Muslimat nu Palangka raya”. The result of data analysis showed that vocabulary score which gained by students before and after conducting treatment, there are significantly different, it can be seen from the following fact. First, the result of t-test using manual calculation shows that the calculation value observed is greater than table = $1.99 < 3.5408684 > 2.64$. Second, the result of t-test using SPSS 18.0 calculation found the value t observed is higher than table = $1.99 < 3.201 > 2.64$. This indicates that the alternative hypothesis stating that there is significant effect of cartoon movie toward vocabulary score is accepted. Meanwhile, the null hypothesis stating that there is no significant effect of cartoon movie toward vocabulary score is

rejected. It implicates that if the students taught using cartoon movie, their score would be higher than without using cartoon movie.

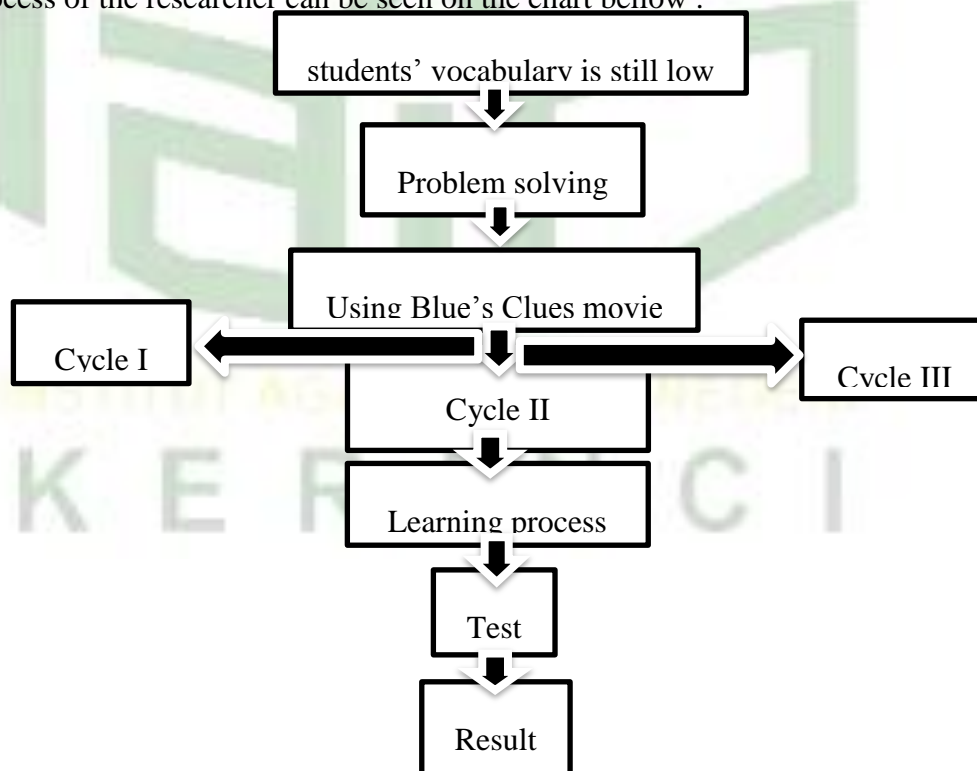
The third thesis by Prima Ardiya Mukti “ Improving student vocabulary mastery using Cartoon films a Classroom Action Research at the seven grade in SMP Negeri 1 Grogol in the academic year 2010/2011. The student improvement on vocabulary mastery was revealed from the difference of the students mean score before and after the actions. Before the actions the students mean score 5.04. after the researcher did the action to the students the students mean score improve to 8.53. this improvement was confirmed by the following indicator. The student could pronounce the word correctly. The quantity of the students who can pronounce certain word correctly increased. Next, the student were able to memorize the meaning of word. They can easily memorize the meaning of the vocabulary when answering researcher’s question related to the previous lesson about the meaning of word /object and were able to complete the task about meaning of words. Moreover, the student were able to use vocabulary. It was shown by student’s works o exercise in their worksheet which contained only fewer mistakes in making sentences or in another exercise in using vocabulary words.

But, in this thesis the researcher did the research about INCREASING STUDENTS VOCABULARY MASTERY THROUGH BLUE’S CLUES MOVIE AT THE EIGH GRADE OF SMPN 4 SUNGAI PENUH ACADEMIC YEAR 2020/2021. The researcher used Collaboration Classroom Action Research (CCAR) to know what extent and factor improving students’

vocabulary by using Blue's Clues movie. The researcher used three cycle in this research. The each meeting was three meeting, so nine meeting for three cycle of this research. The researcher collected Grade the eighth students of SMPN 4 Sungai penuh as participant of the research.

C. Conceptual framework

This schema was describe about research process by using action research. It has three cycle of this research, which the each cycle had three meeting. The researcher used the good technique to improve students' vocabulary, by using Movie. One of the movie was Blue's clues movie. The process of the researcher can be seen on the chart bellow :



The research design was collaborative classroom action research. It means the aim of this research is to increase students vocabulary mastery through blue's clues movie.

Before doing the research, the researcher did observation in SMPN 4 Sungai Penuh to know the difficulties of students in learning English. And then the researcher chose the sample of class before doing the research. The researcher did three cycles, each cycles consists of four meetings. And after that the researcher doing the learning process or teach the students about the subject material. And after learning process the researcher did some test to know the students understand about the material. And finally, the researcher analyzed the data to know whether Blue's Clues movie strategy can improve the students' vocabulary mastery.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of The Research

Design of this research was classroom action research. The classroom action research would be used in this research that is designed by Kemmis and Mc Taggart. According Kemmis and Taggart, an action research occurs through a dynamic and complements processes which consist of four serial steps; those are planning, acting, observing and reflecting.²⁵

According to Burn, action research is the application of the fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving collaboration and cooperation of researchers, practioners and laymen.²⁶. Burn also suggests four characteristics of action research. First, action research is contextual, small scale, and localized as it identifies and investigates problems within a spesific situation. Second, it is aimed at bringi ng about change and improvement in practice. Third, it provides collaborative work among the teams of colleagues, practioners and researcher. Fourth, it is based on the collection of information or date evaluate the changes in practice.

Action research is a research about something that happened in the society or target community, and the result was received by that society. The main characteristic in action research is participation and collaboration between the researcher and the member of that target community. In this case,

²⁵ Kemmis, S & Mc.Taggart, R, *The Action Research Reader*, (Geelong, Victoria: Deakin University Press, 1988, p.32,

²⁶Burn, *An Action Research*, (Londong, Oxford University Press, 1999), p.30,

the target population was the the eighth grade students of SMPN 4 Sungai penuh, academic year 2020/2021. The researcher conducted the research about Increasing students vocabulary mastery through Blue's Clues movie at the eighth grade of SMPN 4 Sungai Penuh academic year 2020/2021.

B. Setting of the Research

This Classroom Action Research was conducted in SMPN 4 Sungai Penuh academic year 2020/2021. This school located at Simpang Tiga, Hamparan Rawang district, Sungai Penuh city..

C. Population and Sample

1. Population

According to Sugiono, pupilation is defined as all members of any well defined class of people, event or objects²⁷. It means that population in the whole subjects that will be researched in this research. The population in this research was students of eight grade of SMPN 4 Sungai Penuh, which total number of population is 146 students, consist of 1 class.

2. Sample

The samle of this research is one class the subject of this study in the eighth grade of SMPN 4 Sungai Penuh in the academic year 2020/2021. The classroom of VII B, there are 32 students. The situation of VII B was comfortable enough to study it has good lighting. expect that because the students' vocabulary are still low so the participants of this

²⁷ Jack R. Fraenkael, *How to de Desain and Evaluate research in Education*, (New York: McGraw-Hill 7 th ed, 2009), p. 105

research is the eighth grade student of SMPN 4 Sungai Penuh in academic year 2020/2021.

D. Instruments

1. Qualitative Data

a. Field note

The researcher used field note to finding and improvement during action step in each cycle. The guideline of the field note encompassed of observation towards the students.

- 1) Some note for students' activities
- 2) Some note for the teachers' way in teaching activities.

Example of field note :

| Field Note | |
|--------------|--------------|
| Cycle | : |
| Meeting | : |
| Date | : |
| Researcher | _____ |
| | _____ |
| Collaborator | _____ |
| | _____ |
| | Collaborator |
| | |

b. Observation

Observation checklist In this classroom, the objects of observation students' activity in learning vocabulary. The observation was carry out three time. It was cycle I, II and III. The researcher used the checklist observation to make it more systematic. Gay stated, checklists are the simplest of the devices. Consist of prepared list of items. The prexence or absence of the item maybe indicate by checking "Yes or No" or the type or number of items may be indicate by interesting the appropriate word or number.

2. Quantitative Data

The researcher gave the test for students. Test was used in this research focused in teaching vocabulary for students SMPN 4 Sungai penuh that appropriate with the curriculum. To know the student's ability, the researcher needed test. According to Gay, test is a means of measuring the knowledge, skill, feeling, intelegence, or aptitude of an individual or group. Therefore, test produces numerical score that get from the students and it will be as representative how much student understand the materials received from teacher.

a. Interview

Interview was a questions and answer activity which was done by the researcher that we asked to the English teacher and the student to collect instrument about the student and teaching learning process. The interview was conducted by interviewing some of the students and also the teacher. Based on the interview, it was found that the teacher had a problem of teaching vocabulary because some of students had low vocabulary mastery and some of them were not interested to study vocabulary.

b. Test

The data of quantitative of this research was vocabulary test. The researcher would test the students to measure their ability in order to see the improvement. The form was vocabulary test. In this test students would answer the question that's given by the researcher.

c. Validity

The criteria of good test are validity and reliable, that one of characteristic of test validity of content validity. Validity is the extent to which inferences made from assessment result are appropriate, meaningful and useful in terms of the purpose of the assessment or a test is valid measure what it purpose to measure.²⁸

There are common types of validity :

²⁸H. Douglas Brown, 2003, *Language Assessment Principle and Classroom Practice*, (Sanfransisco State University, P.22

1) Face validity

The validity of the sentence structure of the items must be clear so that students do not explore the problem.

2) Construct validity

Validity is that tests the nature that does not appear on a Sperson's personality. And this can require a questioner.

3) Content validity

Validity is testing students in accordance with the content that has been taught.

The researcher used face validity, construct validity, and content validity determine validity of the test based on material the subject where the material is stated in syllabus. Validity has the pleasure with format and content, the items deputizing aspect to be measured.

To know the validity of instrument the researcher used formula correlation product moment of person.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

r_{xy} = Correlation coefficient between X and Y (x = X - X and y = Y - Y)

$\sum xy$ = sum of multiple between x and y

x^2 = the quadrate of x

y^2 = the quadrate of y ²⁹

d. Difficulty Index of Items

To analyze of every item, the researcher used difficulty index in every item where the formula as follow:

$$P = \frac{B}{JS}$$

Where:

P: items difficulties

B: sum of students who answer correctly

JS: sum of students who follow the test

Concerning how to give interpretation on numeral of difficulty index, the researcher uses the following scale.

| | |
|------------------|------------------|
| IK = 0,00 | : Very difficult |
| 0,00 < IK ≤ 0,30 | : Difficult |
| 0,30 < IK ≤ 0,70 | : Average |
| 0,70 < IK ≤ 1,00 | : Easy |
| IK 1,00 | : Very Easy |

Therefore, if the most items that given to the students are in the very difficult scale, it means those items can not be used to the students. In the other hand, if the most item that given to the student are in the difficult, average, easy scale, it means the items

²⁹Suharsimi Arikunto, 2005, *Dasar-dasar Evaluasi Pendidikan (edisi revisi)*, Jakarta: PT.Bumi Aksara, P.70

can be used to test the students. But, if the most items that given to the students are in the very easy scale, it means the items cannot be used for testing the students' vocabulary mastery.

e. Discrimination Power

After the researcher got the difficulty index, the researcher looked for discriminator power. The discriminating power of test items is to differentials between students who achieve poorly of the lower group. The following formula was used the identify the discrimination power.

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Where :

D : items discrimination

B_A : number of up group members who has correct answer

B_B : number of down group members who has correct answer

J_A : number of up group members

J_B : number of down group members

Concerning how to interpret discrimination power. The researcher uses a formula. The formula would be used to classify as follows:

The clarification :

DP = 0,00 : Very bad

0,00 < DP ≤ 0,20 : Bad

$0,20 < DP \leq 0,40$: Enough

$0,40 < DP \leq 0,70$: Good

$0,70 < DP \leq 1,00$: Very Good

From the clarification above, it can be concluded from the first test to the last test, the students must improve their score from very bad criteria to very good criteria.

f. Reliability

According to Harris, reliability of test refers to the statistic of test scores or it measures consistently. It is the same with Gay ideas that, reliability is degree to which a test consistently measure whatever it measured.³⁰ She also says “a valid test always reliable test not a reliable not always valid.” In this case is test measure what it is supposed to be measures, it will be reliable. The reliable of instrument is if the instrument uses some time to measure the same object, will have the same result.³¹ To measure of reliability, the researcher used the alpa formula to analyze the result and get the reliability of the test. The formula as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Where:

³³ L.R. Gay, *Educational Research Third Edition*, (New York: Meril Publisher Company, 1987), p.135.

³⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: CV. Alfabeta, 2009), p.173

r_{11} = test reliability

n = number of question items

p = subject proportion who has correct answer on each question items

q = subject proportion who hasn't correct answer on each questions items

s^2 = standard deviation

$\sum pq$ = total multiplication p and q

Table 1

The table reliability test criteria

| Reliability test | Criteria |
|-------------------------|-----------------|
| 0,80 – 1,00 | very high |
| 0,60 – 0,80 | High |
| 0,40 – 0,60 | Enough |
| 0,20 – 0,40 | Low |
| 0,00 – 0,20 | very low |

From the table above it can be seen that if the result of reliability test is 0,80-1,00 it means the criteria is very high, if the result of reliability test is 0,60-0,80 it means the criteria is high, if the result of reliability test is 0,40-0,60 it means the criteria is enough, if the result of reliability test is 0,20- 0,40 it means

the criteria is low, if the result of reliability test is 0,00-0.2ss0 it means the criteria is very low.

E. Technique of Analyzing Data

1. Qualitative Data

Qualitative data based on the observation and field note data. The researcher analyzed this data by:

a. Data Managing

Data managing are some data by on the observation and interview. The researcher managed these data to improve or analyze the problem in the field

b. Reading and Memoring

After managing these data, the researcher read and understood some data to analyze. So, it can be true data of the research.

c. Describing

In this step, the researcher drawing or describe about result of the research by data founded in the field. In the description of the data, the researcher added some explanation about result of the research.

d. Interpreting

The last step, the researcher interpreted result of the research.

The research gave some explanation about result of the test in

final project. It is call thesis. The researcher gave much explanation, so reader could understand about this research.

2. Quantitative Data

The researcher chose some formula for analyze students' result in test.

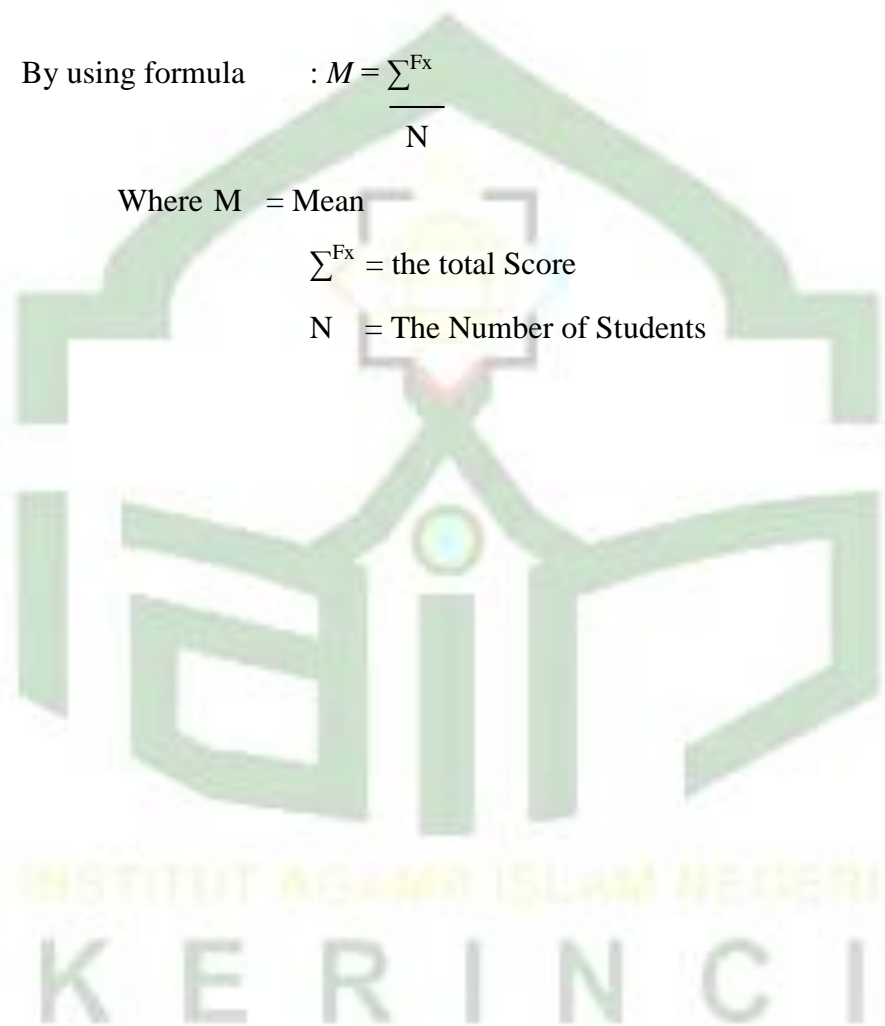
The researcher conducted formula bellow:

By using formula
$$: M = \frac{\sum^{Fx}}{N}$$

Where M = Mean

\sum^{Fx} = the total Score

N = The Number of Students



CHAPTER IV

RESEARCH FINDINGS

A. Findings

1. Improvement of the Students Vocabulary Mastery

The researcher divided this research in to three cycle. Each cycle consist on four stages. There were planning, action, observation and reflection. Each cycle was done in four meeting. In the end cycle the researcher gave test to the students to get the data of students. In the first cycle, media movie can improved the students vocabulary mastery. But in the first meeting, must student still did not understand and confuse about media Blue's Clues movie. They did not paying attention to the researcher. To solve this problem, the researcher gave motivation to the students. In the next meeting in the first cycle, there was changing in the students vocabulary mastery. They looked more understand about Blues Clues movie, pay more attention to researcher, and they have active in learning vocabulary.

In the cycle two and three, there was improvement of students vocabulary mastery most of them got good score.

Table 2.
Mean score cycle 1, 2, and 3

| Cycle 1 | Cycle 2 | Cycle 3 |
|---------|---------|---------|
| 66 | 72 | 82,5 |

2. Description of data analysis

The first cycle the researcher conducted 4 meeting in each cycle. On meeting 1, 2, and 3, the researcher have created lesson plan that contains all activities which taken by the researcher and students during the research. And for meeting 4 used by researcher to take the test of implementation of previous meeting.

a. Cycle 1

1) Planning

Before conducted the research, the researcher began discuss about with the collaborator what should be done in the classroom. Then the researcher created the lesson plan about the implementation of Blue's Clues Movie in the classroom and prepared instruments checklist and field note as a guide to know the improvement of students in vocabulary mastery by using Blue's Clues Movie during the research.

2) Acting

a) Meeting 1

On the first meeting in cycle one, the researcher explain about what is vocabulary and ask the students what they know about vocabulary in their own words. In this meeting the researcher introduce media Blue's Clues Movie to the students and explain how it implemented in the classroom.

(1) Opening

The researcher greeted the students and checked the student attendance. The researcher introduce herself to the students. The researcher gave a motivation to students about learning English vocabulary.

(2) Main activity

The researcher gave some guide questions to the students about character in some cartoon movie, and how they look like. She ask the students orally some students participated actively in this brainstorming section. Then the researcher ask the student about how far they know about Blue's Clues movie. Then the researcher explain about Blue's Clues movie to the students and played the movie. They were co excited to the movie with the humor in the movie. After that the researcher asked the students "how does Blue looks like" "how is he?" then they answered "*lucu, anjingnya warna biru miss*" "*dia aktif.*"

After that the researcher distributed the worksheets and ask students to pay attention to their worksheet. The researcher explained the meaning of those word in Indonesian and gave example of how pronounce them.

However the students not understood the meaning of some words.

(3) Closing

The researcher close the lesson, and gave they motivation to learning more actively in the class and don't feel so ashamed to ask the researcher about some material that they did understand.

b) Meeting 2

In the second meeting, the beginning of meeting the researcher focused on teaching and learning vocabulary by using Blue's Clues Movie. The researcher start from explain the material that will be learn. And then gave the paper to each the students to contents the words in English and the meaning of its words.

(1) Opening

The researcher start the lesson by greeting the students and checking the students attendance. The researcher ask the students to pray together before the lesson begun. Then she reviewed lesson of the last meeting. and ask what they don't understand before.

(2) Main activity

The researcher ask the students about Blue's Clues Movie that they had been watching before then ask the

student to pay attention to the movie. During watching the movie the researcher explain the meaning inside of the movie to the students. And hen the students actively ask the researcher about the movie and what they don't understood in the movie.

(3) Closing

The researcher close the meeting by ask the students about difficulties in learning vocabulary mastery and then explain about the movie and gave they motivation to more focus in the movie. The researcher ended the meeting by prayed with the students and said goodbye.

c) Meeting 3

In this meeting learning vocabulary by using Blue's Clues Movie continue. The researcher keep control the students when media Blue's Clues Movie implemented.

(1) Opening

The researcher started the lesson by greeting the student and check the attendance of the students. and then ask one of the students to lead a prayed before the lesson then reviewed the lesson of the last meeting.

Teacher gave motivation to the students about the lesson that was be learn.

(2) Main activity

The students gave explanation about the material and make a conclusions together with the students by asking and answer what they don't understand in meeting before the researcher make they more relax by explain about Blue's Clues Movie and how to get more focus when we want to learn vocabulary with movie.

(3) Closing

The researcher closing the lesson by saying goodbye to the students.

d) Meeting 4

In the end of this meeting the researcher made conclusion about the material and prepared the students to face the test. After the students did a test the researcher check the main score of the students was not good/ weak.

2) Observing

Observing is an important in classroom action research, because it can help the researcher again better understanding about the research and know the students ability to analyze and interpret the materials which also can be used to improve their vocabulary mastery when the researcher implemented media Blues Clue's Movie in teaching vocabulary.

To get data in this study, the researcher has note at all of students activity that have occurred in the classroom during the research . this activity was helped by the collaborator. The researcher did observation to get qualitative data to know the students activities during learning process in vocabulary by using media Blues Clue's Movie. The researcher did thus activity to know the students activity in vocabulary mastery at the eight grade B of SMPN 4 Sungai Penuh.

3) Reflection

In teaching vocabulary mastery by using Blue's Clues Movie the researcher found some problem in cycle one. In cycle one some students get bad score, they hesitated to answer the test which gave by the researcher. From this data researcher conclude that the students score was enough satisfaction but some of the students should to revised their score for the cycle so that be expected result of this research can be reach.

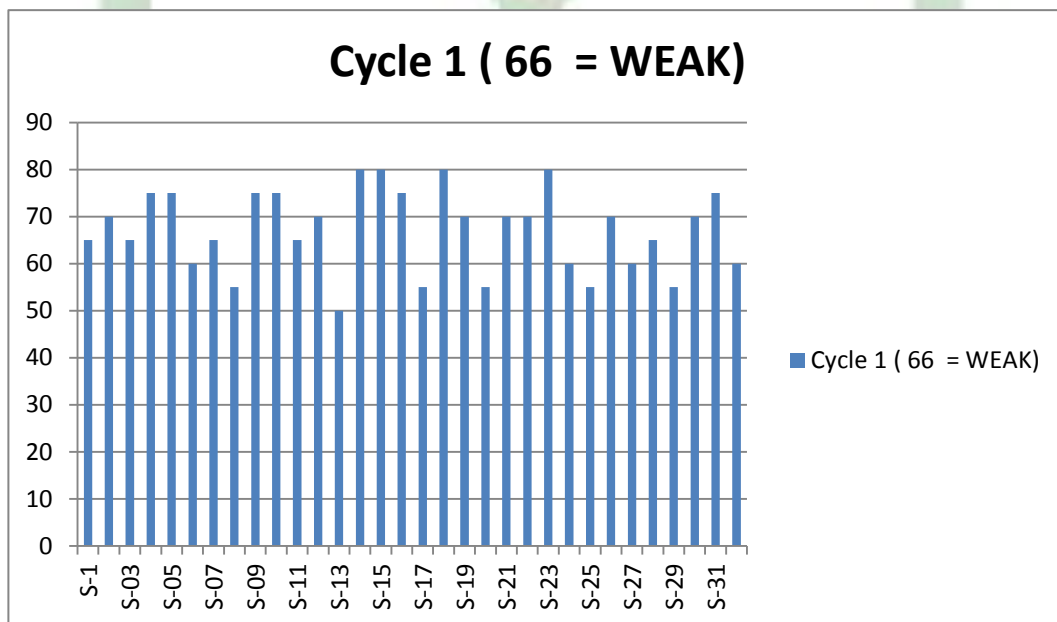
To overcome the problem that occurred in the first meeting the researcher revised all of the lack of teaching vocabulary that was done by researcher. The researcher consults to the collaborator and found solution about it. The solution by following :

- The researcher gave more motivation to the students

- The researcher manage the classroom affectively
- The researcher did the teaching vocabulary effectively.

In the cycle 1, the researcher found the difficulties of the students about learning vocabulary. And in this cycle the researcher start the meeting to make they understand about the topic or the movie by explain slowly to the students. In cycle 1, the researcher gave a test to the students to see students vocabulary mastery. The students score is **66 (WEAK)**.

It can be seen below :



4) Cycle 2

In this cycle the researcher carried out revised plan based on cycle one.

1) Planning

In this cycle, collaborators still observe and noted the teachers and students activities in teaching and learning process. The researcher always consult with collaborator if found the problem. The researcher repaired mistake that came from previous meeting. The problem which found by the researcher and collaborator. First the students lack attention to the researcher and less motivation to learn English especially in learning vocabulary. Second the students had difficulties in remembering the words. To solve this problem the researcher must give more attention to the students and controlling the students activities when teaching and learning process.

2) Acting

- Meeting 1

In cycle 2 the researcher checking the improvement of students vocabulary mastery in cycle one. After that teaching

and learning process was began. The researcher gave a piece of the paper to each of the students to find the meaning of the words that they got and match in the material of teaching and learning process. While implementing Blue's Clues Movie, teacher always control the students to find pair of their word which their friend which gave the teacher.

(1) Opening

The researcher greeted the students, prayed together with the students and checked the students attendance. Then the researcher gave motivation to the student about the lesson in this meeting and gave some example in their daily life or another.

(2) Main activity

The researcher explain about the material that had been explain in last meeting before. And then the researcher explain about the lesson in this meeting.

The researcher played Blue's Clues Movie with different episode. In the film there was Blue gave a clues in the movie so the researcher ask the students gave their attention more to the movie. After showing the film the researcher ask the students to do task in the worksheet in

which they had to write the name of the activity or what they find in the movie

After that the researcher explain about Blues Clue's Move that had been played to the students and answer the worksheet together with the students. the researcher helped the student guess the meaning of the words in Indonesian and the students answered actively that they had found in the movie.

(3) Closing

After finished question and answer with the students, the researcher ask the difficulties of the students about learning vocabulary. Then, the researcher close the meeting by saying goodbye to the students

- Meeting 2

In meeting 2, the researcher ask the students vocabulary in the previous materials. Then, the researcher continue to explain about the topic which will be learn. Teaching and learning process the researcher always controlling the students when media Blue's Clues Movie was implemented in the classroom.

(1) Opening

The researcher greeting the students and prayed together with the students before the lesson and check attendance

of the students. the students look enthusiastic to begin the lesson. They sad “It’s any new episode of film miss” then the researcher prepare the laptop and open the Blue’s Clues Movie. The researcher gave they feedback about the lesson that had been learn before and gave example more.

(2) Main activity

The researcher explain about the lesson to the students. the researcher include the students in to some group and ask them to pay attention to the Blues Clues Movie and during the movie was played the researcher explained about what discuss in the movie and controlled the student attention. And see that the Blue’s Clues Movie was implemented. After that the researcher ask the students about what they did find in the movie by their group and make a list or label . And then some group got correct vocabulary in the movie. The researcher ask the students to find the meaning of the words that they had found in the movie. Bell is ringing the time of the lesson is over, and the researcher decide to continue the lesson in the next meeting.

(3) Closing

The researcher close the lesson and say goodbye to the students

- Meeting 3

(1) Opening

The researcher opening the lesson by greeting the student and check attendance of the student. Then, the student gave a motivation to the students to keep active on the lesson.

(2) Main activity

The researcher ask the student about their lesson before and there are some work that not be done before because bell is ringed. Then the researcher continue the work of the student and ask each group what did they found in the movie some person in each group is active to answered the researcher and they had read the worksheet and find the meaning of those word. The researcher keep controlling the students by walking around in the class.

Then, the researcher explain more about the material in this meeting to the student to make they understand about the material. The researcher and student make a conclusions together about the topic of those meeting.

(3) Closing

The researcher gave motivation to the students and say goodbye.

- Meeting 4

In the end of meeting cycle 2 the researcher keep controlling the students and gave them motivation to prepare themselves to faced to the test.

3) Observing

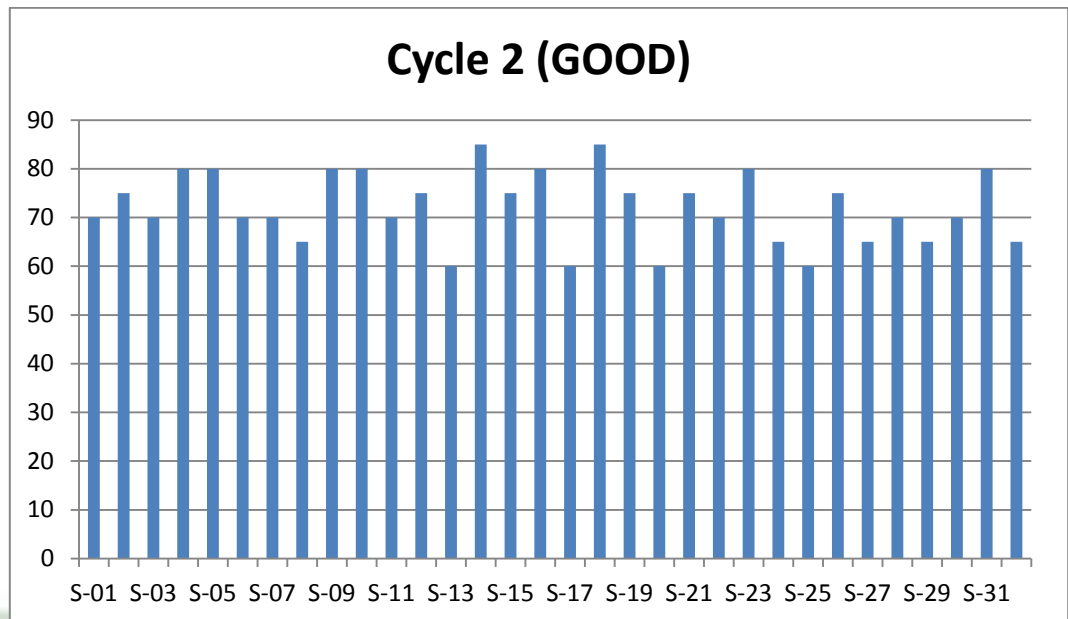
In second cycle, the researcher action was observed by collaborator. The collaborator observed the process of teaching and learning, the aspect of teaching technique, action and attitude through observation guide and field notes. And for the students activity during the research was observed by using checklist prepared by the teacher.

4) Reflection

In teaching vocabulary mastery by using Blue's Clues Movie the researcher found the students need more motivation and more relax to watch the movie when teaching vocabulary mastery.

The students score was improve **72 (GOOD)**.

The score can be seen below :



5) Cycle 3

This cycle is the end cycle of this research the researcher carried out plan based on cycle 1 and 2.

1) Planning

In this cycle collaborator still observe and note the teacher and students activities in teaching and learning process. The researcher always consulted the problem with collaborator if found the problem.

2) Acting

- Meeting 1

(1) Opening

The researcher greeting the students, prayed together with the students and check attendance of the students. the students look enthusiastic to begin the lesson. They sad “It’s any new episode of film miss” then the researcher prepare the laptop and open the Blue’s Clues Movie. Then the researcher conclude the students in some groups.

(2) Main activity

In this cycle the researcher checking the improvement of students vocabulary mastery in cycle 2. After that, teaching and learning process was began. The teacher gave a piece of paper to each students in the group they have to find the meaning of the word in Blue’s Clues Movie then write it in the paper. The student look more enthusiastic and most of them is look active ask the researcher about what they find in the movie. And then the researcher explain about Blues Clues Movie that had been watch by the students. after that the researcher ask each group to read what they find in the movie and ask the other

group to write what they did not find in the movie meanwhile the other group find it.

(3) Closing

Bell is ringing, time to discuss what the students had found in the movie is not enough. So the researcher gave a home work to the students to find the meaning of the words. The researcher close the lesson by saying goodbye to the students.

- Meeting 2

(1) Opening

The researcher greeting the students and check attendance of the students. the students look enthusiastic to begin the lesson.

(2) Main activity

In meeting 2 the students ask students vocabulary in the previous material. Then the researcher continued to explain about the topic which will be learn. In teaching and learning process the researcher always controlling the class when media Blue's Clues Movie was implemented in the classroom. In this meeting the researcher explained about pronunciation to the students.

(3) Closing

The researcher closing the lesson by saying goodbye to the students

- Meeting 3

(1) Opening

The researcher greeting the students and check attendance of the students. the students look enthusiastic to begin the lesson.

(2) Main activity

In this meeting the researcher controlling the students, by walking around the class and helped them by asking the material has explain by researcher before. Most of the students active and enthusiastic follow the lesson. Then the researcher explain about the material to the student. And make a conclusions about Blue's Clues movie and how Blue's Clues Movie can make their vocabulary increase.

(3) Closing

The researcher close the lesson by saying goodbye to the students.

- Meeting 4

In the end of meeting in cycle 3 the researcher gave a test to the students.

3) Observing

In the end cycle, the researcher action was observed by the collaborator. The collaborator observed the process of teaching learning, action, and attitude through observation guide and field note. And for the students activity during the research was observed by using checklist prepared by the teacher

In this cycle the student was enthusiastic to follow of the activity.

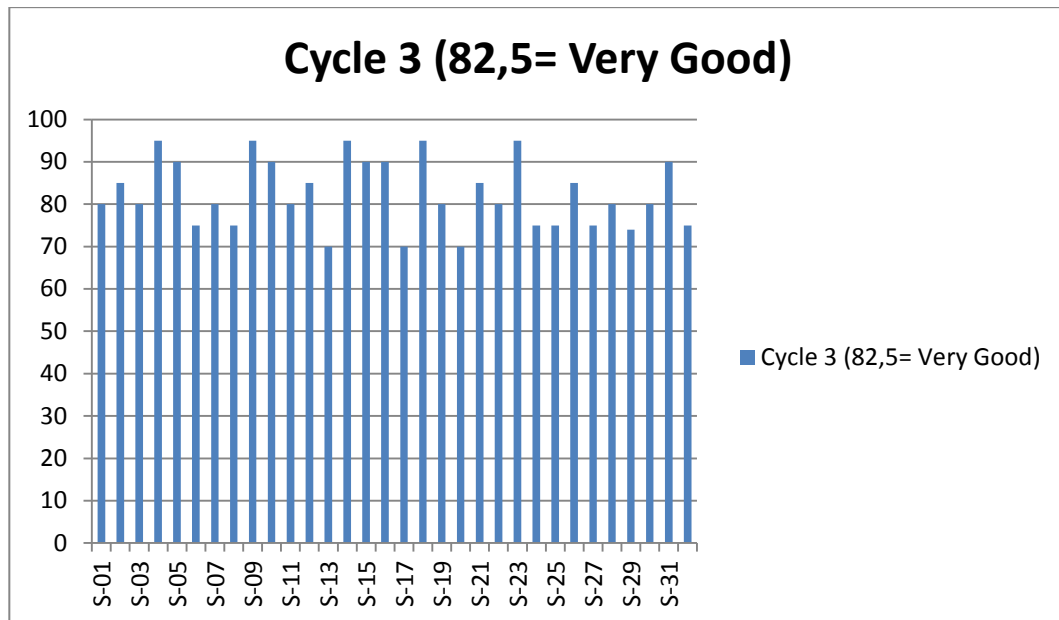
4) Reflecting

Based on collaborator and researcher it could be concluded that the using of media Blue's Clues movie increasing of students mean score. Beside that using media Blue's Clues Movie can make student felt enjoy not bored in teaching and learning process. The vocabulary test result when shown to support the data of the observation and field notes. Therer was as improvement on student ability in vocabulary mastery by using Blue's Clues Movie from cycle 1, 2, 3.

In this cycle the researcher still use Blue's Clues Movie to improve students vocabulary. And the researcher gave motivation to the students and make the students felt happy during the teaching

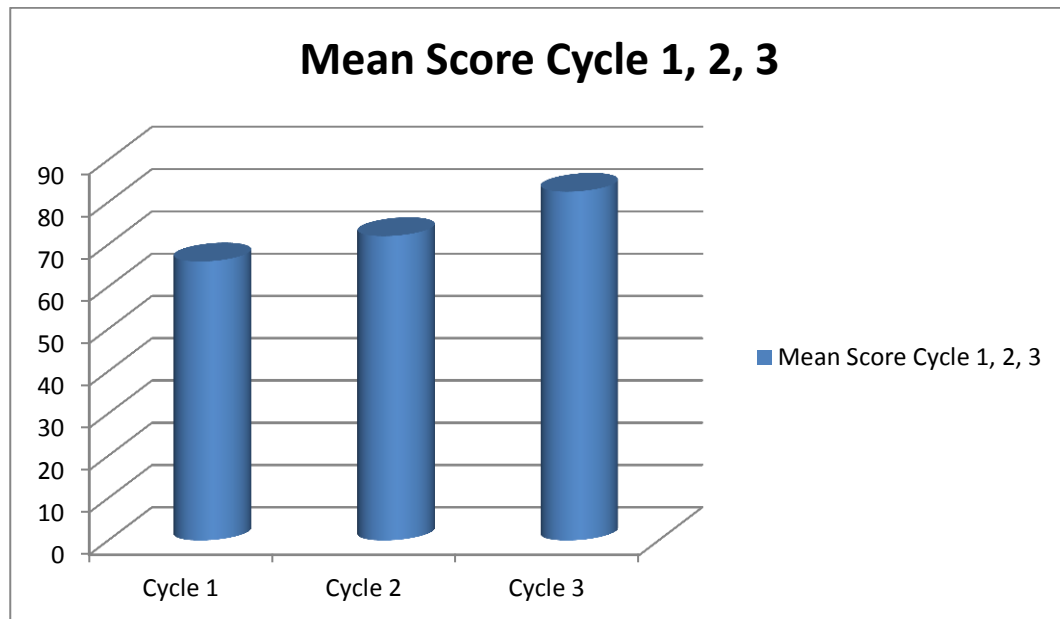
vocabulary mastery. Cycle 3 was the last cycle and for the last meeting the researcher did a test to see students' scores. And the score was improved **82,5 (VERY GOOD)**.

The score can be seen below.



From the explanation above the researcher was found the significant students' score between cycle 1, 2, and 3. The researcher got mean score of the students can be seen below.

INSTITUT AGAMA ISLAM NEGERI
KERINCI



3. The factor influence the change of students vocabulary mastery at grade VII B SMPN 4 Sungai Penuh

all the factors to changed of students vocabulary mastery that is student attention and enthusiastic to follow the lesson, next, good response from the students when media Blue's Clues Movie implemented.

- a. Students attention and enthusiastic to follow the lesson
- b. Good response from the students when media Blue's Clues Movie implemented.
- c. The motivation by the researcher and the teacher as collaborator.

4. Component of learning effective.

In implementation of teaching learning process, competence of effective learning are closely relate with the data result of students learning achievement. And researcher found the factors that influenced the improvement students vocabulary.

a. Objective / Goal

Defines the goal that is expectation to be achieved from the implementation of the activity. In this research the researcher goals is improving students vocabulary mastery by using Blue's Clues Movie

b. Teaching material

Teaching material are substance it will be presented in the procedure learning process. If there is no teaching materials, teaching and learning will not be realized. Students interest and would be following the teaching learning process due to by materials that be given.

This research gave the materials that useful for students. The selection of teaching material, researcher consulted with collaboration to selected materials in order to suit students necessary and can be interesting of the process learning English. Especially vocabulary mastery.

The researcher use observation sheet and field note to get more explanation about the improvement of students vocabulary mastery by using Blue's Clues Movie on learning process. The researcher found more information about the students condition in the classroom by using observation and field note that collected by the collaborator. And the result was the student motivation improved where the most of students who previously looked passive and not eager to be more active in the class.

c. Classroom activity

Students most pay attention of teachers explanation well and not make a noisy atmosphere in the classroom. All these activity must be followed by the students to increase their motivation to learning vocabulary.

To overcome the problem that faced by the students, teacher should find a good technique. Technique is the way for achieve the goals set. Teacher will not be able to carry out his duties if he do not mastery any method/ techniques teaching that is formulated and advanced by psychologist and education in implementation of this research, the researcher applied note taking technique in teaching and learning process.

1) Classroom management

The researcher gave a fair attitude for all the students. So that students do not feel isolated. Furth more it can generate confidence and motivated students

The teaching process showed classroom condition that the students were highly vocabulary when the teacher performed some script to be repeated and learned. At the students who more active during the teaching learning process. Vocabulary is the one of important factors that determining the success of failure of foreign language learning

Classroom management is intended to create a conducive learning environment for the students order to reach the learning objectives effectively and efficiently.

2) Teaching and learning activity

Researcher organized the classroom appropriate with the plan have been made. Then the researcher implemented the process of teaching learning by using media Blue's Clues movie . it was used to increase students vocabulary mastery.

3) Method/ techniques

To overcome the problem that faced by student's teacher should find technique. Technique is the way for achieve the goals set. To continued, teacher will not be able to carry out his duties if he do not mastering the method/ techniques teaching

that is formulated and advanced by psychologist and education in implementation of this research, the researcher applied note taking note taking in teaching and learning process.

B. Discussion

In discussion, the researcher would explain the factors that cause improvement of students vocabulary mastery. The approach that used was easy to understand by the students. The researcher finding improvement to the students vocabulary mastery by using Blue's Clues Movie.

After conducting this research, the result of the students vocabulary mastery was improved. When Blue's Clues Movie was implemented in the class. There were some improvement from students motivation and participation. Student seem happy and pay good attention to the material.

From the result in each cycle it can be conclude that Blue's clues Movie could improve students vocabulary mastery. Teaching vocabulary using Blue's Clues movie is easier remembering the word during teaching and meeting process. They became active and happy learning than before.

K E R I N C I

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents conclusions and suggestions of the action research conducted in the eighth grade students of SMPN 4 Sungai Penuh about improving students' vocabulary mastery by using Blue's Clues movie.

A. Conclusion

1. The extent Blue's Clues movie could improve students' vocabulary mastery

After the researcher has carried out the action research by using Blue's Clues movie to improve students' vocabulary mastery, the researcher found that there was improvement in the students' vocabulary mastery. The implementation of Blue's Clues movie in teaching vocabulary can improve the students' vocabulary mastery.

Based on the findings, the students' improvement in vocabulary mastery was revealed from the difference in the students' mean score after the action. The researcher concludes that the students' vocabulary mastery was improved through Blue's Clues movie, as proven by the increase in the students' scores.

table 3.
mean score students

| Cycle 1 | Cycle 2 | Cycle 3 |
|---------|---------|---------|
| 66 | 72 | 82,5 |

Besides the Blue's Clues movie improve the classroom situation during teaching and learning process. Having been taught in using cartoon films, the students showed the great interest to be actively involved in teaching learning process in the classroom they were eager to join all activities and did their entire work. They look happy, convenient, quiet, and relax because the humor in the movie. The movie gave new atmosphere in teaching and learning process.

2. The factors influence the improvement of students vocabulary mastery by using Blue's Clues movie

a). Objective / Goal

Defines the goal that is expectation to be achieved from the implementation of the activity. In this research the researcher goals is improving students vocabulary mastery by using Blue's Clues Movie

b). Teaching material

Teaching material are substance it will be presented in the procedure learning process. If there is no teaching materials, teaching and learning will not be realized. Students interest and would be following the teaching learning process due to by materials that be given.

This research gave the materials that useful for students. The selection of teaching material, researcher consulted with collaboration to selected materials in order to suit students necessary and can be interesting of the process learning English. Especially vocabulary mastery.

The researcher use observation sheet and field note to get more explanation about the improvement of students vocabulary mastery by using Blue's Clues Movie on learning process. The researcher found more information about the students condition in the classroom by using observation and field note that collected by the collaborator. And the result was the student motivation improved where the most of students who previously looked passive and not eager to be more active in the class.

c). Classroom activity

Students most pay attention of teachers explanation well and not make a noisy atmosphere in the classroom. All these activity must be followed by the students to increase their motivation to learning vocabulary.

To overcome the problem that faced by the students, teacher should find a good technique. Technique is the way for achieve the goals set. Teacher will not be able to carry out his

duties if he do not mastery any method/ techniques teaching that is formulated and advanced by psychologist and education in implementation of this research, the researcher applied note taking technique in teaching and learning process.

d).Classroom management

The researcher gave a fair attitude for all the students. So that students do not feel isolated. Furth more it can generate confidence and motivated students

The teaching process showed classroom condition that the students were highly vocabulary when the teacher performed some script to be repeated and learned. At the students who more active during the teaching learning process. Vocabulary is the one of important factors that determining the success of failure of foreign language learning

Classroom management is intended to create a conducive learning environment for the students order to reach the learning objectives effectively and efficiently.

B. Suggestion

The suggestion related to this researcher for those who are closely related to use of Blue's Clues movie in English teaching and learning. The researcher hopes that the suggestions will be useful.

1. To the Teacher

The English teacher should have to be able to make the students feel comfortable and relax in teaching and learning process. So that the students will be happy to the class and being active. The teacher need to be provide various teaching media supporting the teaching learning activity.

The next important point is selecting appropriate teaching media, because, selecting the right media in learning process is one of good strategy to make students understand English.

2. To the students

The student should have high motivation from themselves to be successful in studying English. Blues Clues movie is one of the technique use to develop the students vocabulary. The students should watch and listen to the movie played in the class attentively, by doing so, they can gain so many English vocabulary as well as, the way to spell and pronounced them.

3. To the readers

The result of this study can be used as input by the other readers who want to make the study about teaching vocabulary as reference

BIBLIOGRAPHY

- Arikunto, Suharmisi, (2007). *Prosedur penelitian : suatu pendekatan praktik*.
 Jakarta : Rineka indah
- Azhar Susanto, (2005) *Sistem Informasi Manajemen*, Penerbit Ghalia Indonesia
- Burn. (1999). *An Action Research*. Londong, *Oxford University Press*
- Brown, D.H 1964. *Principles of language learning and teaching . news jersey : prentice - Inc*
- Bromberg, Murray. (1988), *Vocabulary Seccess, Barron's Educational Series*.
- Baurer, Laurie. (1988), *Vocabulary, Routledge*
- Budiarti, Linda.(2001) *The Influence of Movie Towards The Students' Creation in Cambridge University Press,*
Classroom.Toronto(1993): Pengamon Press
- David Nunan,(1999:384) *second langiage teaching and learning*.
- David Nunan. (1998) *Language Teaching Methodology*.Prentice Hall International: 117
- Dinova, Dini Marta. (2014). *Teaching English vocabulary at one of state elementary school in Jambi City*.
- Gay, L. R . (1992). *Education research competencies for analysis and application (7thed) : practice Hall*.
- Jesse. (2007) *The Best American Science Writing*
- Jeremi Harmer. (2001) *The Practice of English language*
- Kemmis, S & Mc.Taggart, R. (1988). *The Action Research Reader*. (Geelong, Victoria: Deakin University Press
- Lyne Cameron. (2001). *Teaching Language to Young Learners*. New York: Stephen D Krashen, *The Natural Approach Language Aquisition*.
- L.R. Gay, (1987) *Educational Research Third Edition*, (New York: Meril Publisher Company
- Magoo, Tory. Nd. *Cartoon movie as teaching media*. From <http://www.answer.com/topic/animation>.

Munadi. (2008) .media pembelajaran sebuah pendekatan baru. Jakarta baung persoda pers

McWhorter, Kathleen T. college reading and study skills

Norbert Schmitt. (2019). Researching Vocabulary: A Vocabulary Research Manual, University of Nottingham: Palgrave Macmillan.

Sugiyono, (2009) Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D Bandung: CV. Alfabeta

Nunand, D. (1991) research language learning. USA : Cambridge University press.

Suyanto, K.E Kasihani, (2007). English for young Learners. Jakarta: Bumi Aksara

Sardiman A.M (2008). Interaksi motivasi belajar mengajar. Jakarta rajawali pers.

Sadjana. (2002). Metode statistic, Bandung : alfabeta

Suharsimi Arikunto, (2005), Dasar-dasar Evaluasi Pendidikan (edisi revisi), Jakarta: PT.Bumi Aksara

Sugiyono, (2009) Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D, Bandung: CV. Alfabeta

Uno, Hamzah B. (2008). Teory motivasi & pengukurannya . Jakarta : bumi aksara

Scott Thornbury, (2002) How to Teach Vocabulary, London: Longman

Suyanto, K.E Kasihani, (2007). English for young Learners. Jakarta: Bumi Aksara

Poulson. (2010) Cartoon Film. Available at www.cwrl.utexas.edu/poulson accessed in January

Penny Ur, (1998), a course language teaching: practice and theory, cambridge: cambridge university press

The name of studets SMPN 4 Sungai Penuh at the eighth grade of Class B

| No | Name | Gender | Students code |
|-----------|-------------------------|---------------|----------------------|
| 1 | ADITYA | L | S-01 |
| 2 | AHMAD FAIZAL | L | S-02 |
| 3 | ALMOVIZAL SULAstra | L | S-03 |
| 4 | ANATASHIA PUTRI | P | S-04 |
| 5 | AULIA NUR SAKILA | P | S-05 |
| 6 | AZRAN MULYANTO | P | S-06 |
| 7 | DETA MULYANA | L | S-07 |
| 8 | FADIL YOKA SAPUTRA | L | S-08 |
| 9 | FARHAN NUGRAHA | L | S-09 |
| 10 | GEBy MUTIA JULIANTI | P | S-10 |
| 11 | GIEO PADLI JAMIL | L | S-11 |
| 12 | HAIKAL RIAN SAPUTRA | L | S-12 |
| 13 | HILAL PATHONI | L | S-13 |
| 14 | KASIH DEa UTAMI. I.L | P | S-14 |
| 15 | KLARA SAFIRA | P | S-15 |
| 16 | LARA ANANTAMA | P | S-16 |
| 17 | M. FAJAR ZOVA DINATA | L | S-17 |
| 18 | MADINA MUNAWAROH | P | S-18 |
| 19 | MUHAMMMAD ARIES RIVALDI | L | S-19 |
| 20 | MUHAMMAD EFAREL GINTARA | L | S-20 |

| | | | |
|----|----------------------|---|------|
| 21 | MULYANA NOVITA | P | S-21 |
| 22 | NOVALDO REZKI ADHA | L | S-22 |
| 23 | PUTRI SEPTIA UTAMA | P | S-23 |
| 24 | RAHMAT FARHAN | L | S-24 |
| 24 | RAHMAT NABIL | L | S-25 |
| 26 | RESA FAZIRA | P | S-26 |
| 27 | ROVID | L | S-27 |
| 28 | SUSANTI | P | S-28 |
| 29 | TESSY RAMADTIKA | P | S-29 |
| 30 | TITIN RISDANI | P | S-30 |
| 31 | WIWIN LIDYANTI | P | S-31 |
| 32 | M. NADINO PERLIANDES | L | S-32 |

FEMALE :15

MALE : 17

TOTAL : 32

Appendix 2

Test Item Of Try Out

Nama Sekolah : SMPN 11 Sungai Penuh

Nama Siswa :

Kelas/ Semester : VIII

Choose either a, b, c, or d for the correct answer you may be choosing (x) or circling (O) the right answer!

(berilah tanda silang (x) atau lingkaran (O) pada salah satu huruf a, b, c, atau d sebagai jawaban yang kamu anggap benar).

1. “.... This will support you to write more articles.”

The underlined word is closest in meaning with

- a. Make
- b. Disturb
- c. Suggest
- d. Motivate

2. . “.....very luxurious and modern.”

The underlined word has similar meaning with.....

- a. Bad fashion
- b. New born
- c. Past time
- d. Up-to-date\

3. “....one of the most enigmatic ancient sites.

The underlined word has similar meaning with....

- a. Ugly
- b. New
- c. Old
- d. Recent

4. He is a fast runner. The antonym of the underlined word is...

- a. Quick
- b. Slow
- c. Energetic
- d. Calm

5. Do you think I am stupid?

The antonym of the underlined word is...

- a. Dumb
- b. Intelligent
- c. Brilliant
- d. Fast

6. "He is Tall" The antonym of the underlined word is...

- a. Short
- b. Big
- c. Huge
- d. Long

7. He has a big House. The similar meaning of the underlined words is...

- a. Small
- b. Tiny
- c. Large
- d. Great

8. I require three big boxes. The opposite meaning of the underlined word is...

- a. Need
- b. Threw
- c. Found
- d. Got

9. The music is loud. The opposite meaning of the underlined word is...

- a. Soft c. Pleasant
b. Blaring d. Catchy

10. I require three big boxes. The opposite meaning of the underlined word is...

- a. Need c. Found
b. Threw d. Got

11. , an incredible thing happened. The underlined word has similar in meaning with.

- a. Untouchable
b. Unbelievable
c. Common
d. Usual

Find the meaning of each word below...

- | | |
|-----------------|----------------------|
| 12. Chair | a. Kursi |
| 13. White Board | b. Meja Tulis |
| 14. Desk | c. Meja |
| 15. Table | d. Pensil |
| 16. Pencils | e. Jam Dinding |
| 17. Ruler | f. Penggaris |
| 18. Paper | g. Kertas |
| 19. Book | h. Buku |
| | i. Papan Tulis Putih |

20. Wall Clock

Complete the missing letters!

21. P_NC_L

22. B_OK

23. E_A_ER

24. CH_IR

25. R_L_Rss



Appendix 4

Difficulty index

$$P1 = \frac{16}{20} = 0.80 \text{ (Easy)}$$

$$= 0.65 \text{ (Easy)}$$

$$P14 = \frac{13}{20}$$

$$P2 = \frac{8}{20} = 0.40 \text{ (Average)}$$

$$P15 = \frac{10}{20} = 0,50 \text{ (Average)}$$

$$P3 = \frac{15}{20} = 0.75 \text{ (Easy)}$$

$$= 0.60 \text{ (Average)}$$

$$P16 = \frac{12}{20}$$

$$P4 = \frac{14}{20} = 0.70 \text{ (Average)}$$

$$= 0.60 \text{ (Average)}$$

$$P17 = \frac{16}{20}$$

$$P5 = \frac{14}{20} = 0.70 \text{ (Average)}$$

$$= 0.70 \text{ (Average)}$$

$$P18 = \frac{14}{20}$$

$$P6 = \frac{12}{20} = 0.60 \text{ (Average)}$$

$$P19 = \frac{9}{20} = 0.45 \text{ (Average)}$$

$$P7 = \frac{11}{20} = 0.55 \text{ (Average)}$$

$$P20 = \frac{12}{20} = 0.60 \text{ (Average)}$$

$$P8 = \frac{14}{20} = 0.70 \text{ (Average)}$$

$$= 0.60 \text{ (Average)}$$

$$P21 = \frac{12}{20}$$

$$P9 = \frac{15}{20} = 0.75 \text{ (Easy)}$$

$$P22 = \frac{6}{20} = 0.30 \text{ (difficult)}$$

$$P10 = \frac{10}{20} = 0.50 \text{ (Average)}$$

$$= 0.40 \text{ (difficult)}$$

$$P23 = \frac{8}{20}$$

$$P11 = \frac{15}{20} = 0.75 \text{ (Easy)}$$

$$= 0.45 \text{ (difficult)}$$

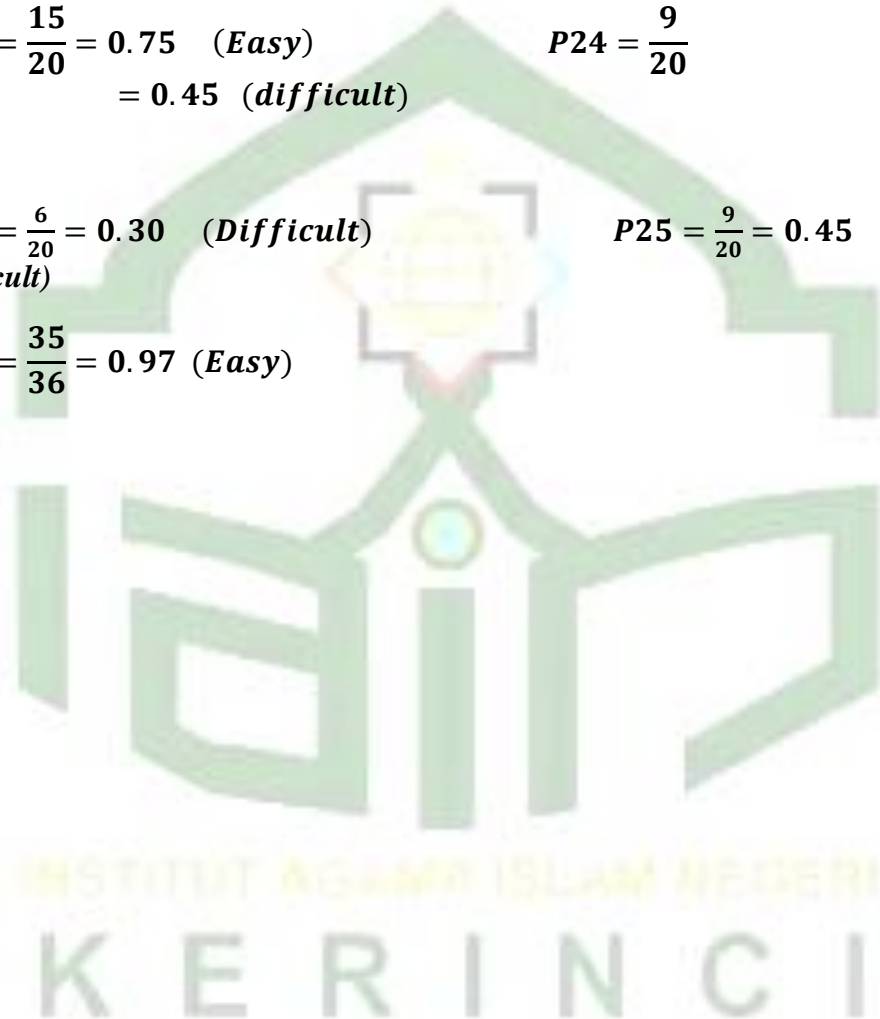
$$P24 = \frac{9}{20}$$

$$P12 = \frac{6}{20} = 0.30 \text{ (Difficult)}$$

$$\text{(difficult)}$$

$$P25 = \frac{9}{20} = 0.45$$

$$P13 = \frac{35}{36} = 0.97 \text{ (Easy)}$$

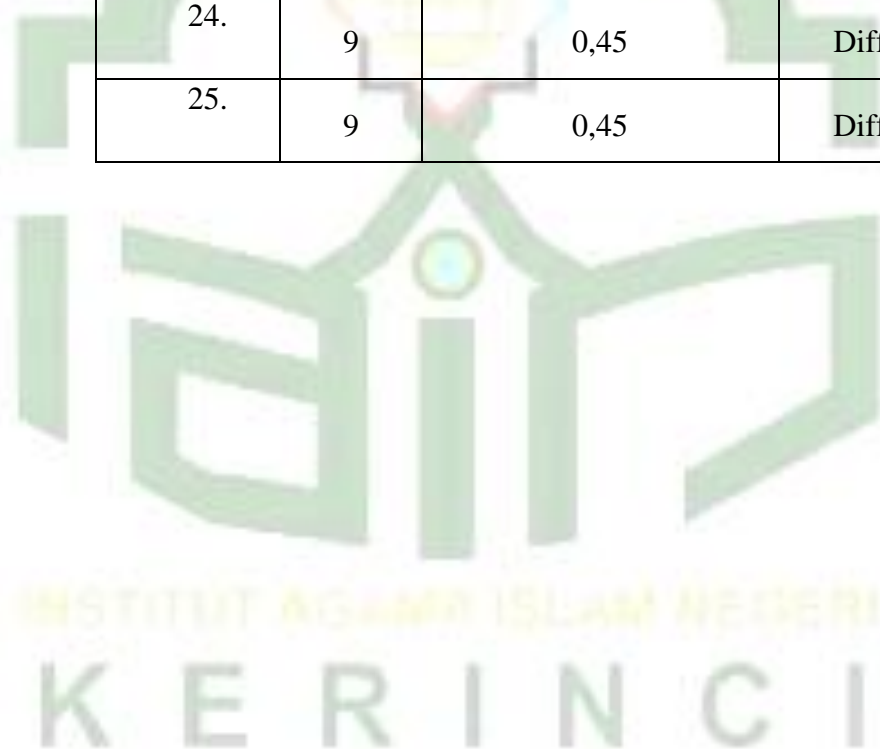


Difficulty index of item

(Try Out)

| Item Number | B | Difficulty Power Index | Decision |
|-------------|----|------------------------|-----------|
| 1. | 16 | 0,80 | Easy |
| 2. | 8 | 0,40 | Average |
| 3. | 15 | 0,75 | Easy |
| 4. | 14 | 0,70 | Average |
| 5. | 14 | 0,70 | Average |
| 6. | 12 | 0,60 | Average |
| 7. | 11 | 0,55 | Average |
| 8. | 14 | 0,70 | Average |
| 9. | 15 | 0,75 | Easy |
| 10. | 10 | 0,50 | Average |
| 11. | 15 | 0,75 | Easy |
| 12. | 13 | 0,65 | Easy |
| 13. | 6 | 0,30 | Difficult |
| 14. | 13 | 0,65 | Easy |
| 15. | 10 | 0,50 | Average |
| 16. | 12 | 0,60 | Average |

| | | | |
|-----|----|------|-----------|
| 17. | 12 | 0,60 | Average |
| 18. | 14 | 0,70 | Average |
| 19. | 9 | 0,45 | Average |
| 20. | 12 | 0,60 | Average |
| 21. | 12 | 0,60 | Average |
| 22. | 6 | 0,30 | Difficult |
| 23. | 8 | 0,40 | Difficult |
| 24. | 9 | 0,45 | Difficult |
| 25. | 9 | 0,45 | Difficult |



Mean Score Cycle 1

By using formula : $M = \frac{\sum^{Fx}}{N}$

Where M = Mean

\sum^{Fx} = the total Score

N = The Number of Students

| No | Students Code | Students Score |
|----|---------------|----------------|
| 1 | S-01 | 65 |
| 2 | S-02 | 70 |
| 3 | S-03 | 65 |
| 4 | S-04 | 75 |
| 5 | S-05 | 75 |
| 6 | S-06 | 60 |
| 7 | S-07 | 65 |
| 8 | S-08 | 55 |
| 9 | S-09 | 75 |
| 10 | S-10 | 75 |
| 11 | S-11 | 65 |
| 12 | S-12 | 70 |
| 13 | S-13 | 50 |
| 14 | S-14 | 80 |
| 15 | S-15 | 80 |
| 16 | S-16 | 75 |

| | | |
|-------------------|------|--------------|
| 17 | S-17 | 55 |
| 18 | S-18 | 80 |
| 19 | S-19 | 70 |
| 20 | S-20 | 55 |
| 21 | S-21 | 70 |
| 22 | S-22 | 70 |
| 23 | S-23 | 80 |
| 24 | S-24 | 60 |
| 25 | S-25 | 55 |
| 26 | S-26 | 70 |
| 27 | S-27 | 60 |
| 28 | S-28 | 65 |
| 29 | S-29 | 55 |
| 30 | S-30 | 70 |
| 31 | S-31 | 75 |
| 32 | S-32 | 60 |
| TOTAL | | 2.110 |
| MEAN SCORE | | 66 |

*Appendix 11***Test Item Cycle II**

Nama Sekolah : SMP Negeri 4 Kota Sungai Penuh

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII B

Jumlah Soal : 20

Bentuk Soal : Pilihan Ganda

(berilah tanda silang (x) atau lingkaran (o) salah satu huruf a,b,c atau d sebagai jawaban yang kamu anggap benar.

1. “please find the attached schedule of the test”
The underlined word has similar meaning with...
 - a. Regulation
 - b. Board
 - c. Timetable
 - d. Time
2. This seem like clean hotel
The underlined word has opposite meaning with
 - a. dumb
 - b. Bainly
 - c. Idiotic
 - d. Wise
3. that seem **expensive**
the bold types has opposite meaning with...
 - a. overprice
 - b. great
 - c. wealthy
 - d. inexpensive
4. “he offered her some of the most tender”

The antonym of the underlined word is..

- a. gentle
- b. tough
- c. rough
- d. Hard

5. “ it’s also way to track the patients”

The underlined word has the same meaning with

- a. To follow
- b. To pursue
- c. To capture
- d. To apprehend

6. “... and will unveil those once they have been set”

The underlined word mean..

- a. Introduce
- b. Inform
- c. Cover
- d. Open

7. “... very luxurious and modern”

The underlined words has similar meaning with

- a. Bad fashion
- b. New born
- c. Past time
- d. Up-to-date

8. “...which depicted the destruction of Spanish town,

The underlined words has the same meaning with..

- a. Draw
- b. Describe
- c. Painted
- d. Presented

9. “...lightly beat the eggs..”

The underlined word means...

- a. Crack
- b. Mix

- c. Fry
- d. Cook
- e.

10. "... makes a tasty treat"

The underlined word could be best replace with..

- a. Decorated
- b. Delicious
- c. Hot
- d. Salty

Choose the right word translate !

11. "ayah saya seorang tentara"

- a. Police
- b. Nurse
- c. Security
- d. Army

12. "my teacher is a singer"

- a. Guru
- b. Penyanyi
- c. Penari
- d. Pelari

13. "saya mempunyai tas baru berwarna pink"

- a. Biru
- b. Putih
- c. Merah muda
- d. Merah

14. "pinggang cindy sangat lentur saat menari balet"

- a. tongue
- b. stomach
- c. waist
- d. forehead

15. "rian sangatb menyikai paha ayam saat makan di restoran"

- a. Thigh

- b. Tongue
- c. Foot
- d. Waist

16. A man who plays guitar called ?

- a. Vocalist
- b. Guitarist
- c. Pianist
- d. Drummer

17. Coca cola, the, milk. They are called

- a. Vegetables
- b. Fruits
- c. Drinks
- d. Food

18. Apple, orange, melon, and ,mango,

They are called

- a. Vegetables
- b. Fruits
- c. Drinks
- d. Food

19. "... please step forward..."

The underlined word mean..

- a. Come to the front
- b. Move back
- c. One step to the left
- d. Stand in line

20. "I was struggling to go out..."

The underlined word has the same meaning with..

- a. Scarping
- b. Trying
- c. Crying
- d. Jumpng

Appendix 13

Mean Score Cycle 2

By using formula $M = \frac{\sum^{Fx}}{N}$

Where M = Mean

\sum^{Fx} = the total Score

N = The Number of Students

| No | Students Code | Students Score |
|----|---------------|----------------|
| 1 | S-01 | 70 |
| 2 | S-02 | 75 |
| 3 | S-03 | 70 |
| 4 | S-04 | 80 |
| 5 | S-05 | 80 |
| 6 | S-06 | 70 |
| 7 | S-07 | 70 |
| 8 | S-08 | 65 |
| 9 | S-09 | 80 |
| 10 | S-10 | 80 |
| 11 | S-11 | 70 |
| 12 | S-12 | 75 |
| 13 | S-13 | 60 |
| 14 | S-14 | 85 |

| | | |
|-------------------|------|--------------|
| 15 | S-15 | 75 |
| 16 | S-16 | 80 |
| 17 | S-17 | 60 |
| 18 | S-18 | 85 |
| 19 | S-19 | 75 |
| 20 | S-20 | 60 |
| 21 | S-21 | 75 |
| 22 | S-22 | 70 |
| 23 | S-23 | 80 |
| 24 | S-24 | 65 |
| 25 | S-25 | 60 |
| 26 | S-26 | 75 |
| 27 | S-27 | 65 |
| 28 | S-28 | 70 |
| 29 | S-29 | 65 |
| 30 | S-30 | 70 |
| 31 | S-31 | 80 |
| 32 | S-32 | 65 |
| TOTAL | | 2.305 |
| MEAN SCORE | | 72 |

Appendix 14**Test Item Cycle III**

Nama Sekolah : SMP Negeri 4 Kota Sungai Penuh

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII B

Jumlah Soal : 20

1. "They enjoyed they two weeks tour... "
The underlined word has the same meaning with..
 - a. Got bored with
 - b. Got pleasure from
 - c. Became addicted to
 - d. Became amazed at

2. "let's build a birdfeeder and create a birdbath.."
The synonym of underlined word is..
 - a. Take
 - b. Make
 - c. Bring
 - d. Borrow

3. "... no more lumps."
The underlined word has similar meaning to..
 - a. Circles
 - b. Chunks
 - c. Flours
 - d. Cubes

4. "...to secure the moss..."
The synonym of underlined word is..
 - a. Loosen
 - b. Take
 - c. Give
 - d. Fasten

5. “monkey swing from branch to branch...”

The underlined words means

- a. Slither
- b. Glide
- c. Move a little
- d. Move backward and forward

6. “they capture most of the sun...”

The synonym of the underlined word is

- a. Take
- b. Give
- c. Throw
- d. Lend

7. “Chicken stock”

The synonym of the underlined word is...

- a. Supply
- b. Goods
- c. Cheese
- d. Broth

8. The meaning of word **popular** is..

- a. Infamous
- b. Dirty
- c. Unpopular
- d. Crowded

9. “she looks so **beautiful**”

The antonym of the bold types is...

- a. Nice
- b. Dirty
- c. Clean
- d. Pretty

10. The words *cat* and *dog* refers to..

- a. Food
- b. Feelings
- c. Animal

d. Jewelry

11. He offered her some of the most **tender**.

The antonym of the bold type is

- a. Gentle
- b. Though
- c. Rough
- d. Strong

12. What is the antonym of the word “enter”...

- a. Came
- b. Change
- c. Exit
- d. Happen

13. He is a diligent boy.

The antonym of under word is

- a. Stupid
- b. Crazy
- c. Smart
- d. Clever

14. “a theater is a place where people entertain the audience.”

The synonym of underlined word is...

- a. Amuse
- b. Influence
- c. Watch
- d. Present

15. “I do not want to live in this **filthy** colony”.

The antonym of the bold types is...

- a. Nice
- b. Dirty
- c. Clean
- d. Pretty

16. The word *bear*, *monkey*, *cow* and *horse* refers to..

- a. Vegetables

- b. Plant
- c. Feelings
- d. Animal

17. The word *nose, head, ear, and foot* refers to..

- a. Part of body
- b. Plant
- c. Pets
- d. Activities

18. The meaning of permanent is...

- a. Shortly die
- b. Grow only for a short time
- c. Can grow in certain area
- d. Long lasting

19. The meaning of struggling is...

- a. Scraping
- b. Trying
- c. Crying
- d. Jumping

20. The meaning of secure is..

- a. Loosen
- b. Take
- c. Give
- d. Fasten

*Appendix 16***Mean Score Cycle 3**

By using formula $: M = \frac{\sum^{Fx}}{N}$

Where M = Mean

\sum^{Fx} = the total Score

N = The Number of Students

| No | Students Code | Students Score |
|----|---------------|----------------|
| 1 | S-01 | 80 |
| 2 | S-02 | 85 |
| 3 | S-03 | 80 |
| 4 | S-04 | 95 |
| 5 | S-05 | 90 |
| 6 | S-06 | 75 |
| 7 | S-07 | 80 |
| 8 | S-08 | 75 |
| 9 | S-09 | 95 |
| 10 | S-10 | 90 |
| 11 | S-11 | 80 |
| 12 | S-12 | 85 |

| | | |
|-------------------|------|--------------|
| 13 | S-13 | 70 |
| 14 | S-14 | 95 |
| 15 | S-15 | 90 |
| 16 | S-16 | 90 |
| 17 | S-17 | 17 |
| 18 | S-18 | 95 |
| 19 | S-19 | 80 |
| 20 | S-20 | 70 |
| 21 | S-21 | 85 |
| 22 | S-22 | 80 |
| 23 | S-23 | 95 |
| 24 | S-24 | 75 |
| 25 | S-25 | 75 |
| 26 | S-26 | 85 |
| 27 | S-27 | 75 |
| 28 | S-28 | 80 |
| 29 | S-29 | 74 |
| 30 | S-30 | 80 |
| 31 | S-31 | 31 |
| 32 | S-32 | 75 |
| TOTAL | | 2.640 |
| MEAN SCORE | | 82,5 |

*Appendix 37***LESSON PLAN****“CYCLE 1”**

| | |
|-------------------------|---------------------------------------|
| Sekolah | : SMPN 4 Sungai Penuh |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : VIII B (CCAR) |
| Materi Pokok | : Reading |
| Sub Materi | : Vocabulary |
| Alokasi Waktu | : 8 x 40 menit (4 x pertemuan) |

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memberi pengetahuan (factual, konseptual, dan predural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan mengaji dalam renah kongkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat)

dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator.

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dan kemampuan untuk meningkatkan vocabulary dari synonym, antonym dan translation dengan struktur teks yang benar dan sesuai dengan strategi yang akan diterapkan.
 - a. Siswa dapat merespon kata dalam teks lisan dan tulis untuk pemaparan jati diri
 - b. Siswa mampu mengungkapkan kata dalam teks lisan dan tulis untuk pemaparan jati diri dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari.
2. Dominasi guru dalam proses pembelajaran berkurang.
3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun(deligence), tanggungjawab (responsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary

C. MATERI PEMBELAJARAN

1. Synonym

2. Antonym

“Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda. “

D. METODE PEMBELAJARAN

Blue's Clues Movie

Film blue's clues

E. MEDIA DAN SUMBER PEMBELAJARAN

1. Media :

Papan tulis, spidol, infokus, laptop, dan media pembelajaran lain yang relevan.

2. Sumber pembelajaran :

Sumber pembelajaran yang relevan (media cetak dan elektronik).

F. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan I

| Langkah pembelajaran | Deskripsi | Alokasi waktu |
|-----------------------------|------------------|----------------------|
| | | |

| | | |
|----------------------|--|----------|
| Kegiatan pendahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. ▪ Guru menyampaikan cakupan materi. | 10 menit |
| Kegiatan inti | <ul style="list-style-type: none"> ▪ Peserta didik diberi motivasi, rangsangan, dan perhatian terhadap topik yang akan dibahas. ▪ Peserta didik mengamati penjelasan guru mengenai topik yang akan dibahas. ▪ Guru menjelaskan tentang blue's clues movie kepada siswa ▪ Guru meminta siswa untuk menonton dan memahami blue's clues movie ▪ Guru menjelaskan tentang synonym. ▪ Guru berdiskusi dengan siswa tentang film yang telah ditayangkan ▪ Guru menjelaskan tentang pelajaran yang belum siswa pahami ▪ Guru menjelaskan contoh kalimat/ benda kemudian mengajarkan siswa | |

| | | |
|------------------|--|----------|
| | bagaimana cara penyebutannya. | 70 menit |
| Kegiatan Penutup | <ul style="list-style-type: none"> ▪ Menanyakan manfaat pelajaran yang baru diselesaikan ▪ Guru mengevaluasi siswa dengan Menanyakan kesulitan dalam aktivitas belajar ▪ Menyimpulkan hasil pembelajaran ▪ Guru memberikan penjelasan sedikit tentang materi yang akan dipelajari selanjutnya. ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | 10 menit |

Pertemuan II

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|---|---------------|
| Kegiatan Penahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan | |

| | | |
|---------------|---|----------|
| | <p>balik terhadap pelajaran yang telah dipelajari sebelumnya.</p> <ul style="list-style-type: none"> ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. | 10 Menit |
| Kegiatan Inti | <ul style="list-style-type: none"> ▪ Peserta didik diberi motivasi, rangsangan, dan perhatian terhadap topik yang akan dibahas. ▪ Peserta didik mengamati penjelasan guru mengenai topik yang akan dibahas. ▪ Guru menanyakan kepada peserta didik tentang materi/ film yang di tayangkan sebelumnya ▪ Guru menjelaskan tentang blue's clues movie kepada siswa ▪ Guru meminta siswa untuk menonton dan memahami blue's clues movie ▪ Guru meminta siswa untuk mengamati film . ▪ Guru menjelaskan tentang antonym. ▪ Peserta didik mengamati guru menjelaskan tentang materi pelajaran yang sedang dilaksanakan. ▪ Peserta didik diminta untuk menjelaskan/ membacakan apa saja kata-kata yang mereka temui setelah menonton film Blue's Clues Movie ▪ Peserta didik diminta untuk membuat antonym | |

| | | |
|----------------|--|----------|
| | <p>teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda. Peserta didik mendengarkan guru melafalkan ungkapan-ungkapan tersebut (Guru dapat membacanya beberapa kali).</p> <ul style="list-style-type: none"> ▪ Guru memberikan kesempatan secara luas kepada peserta didik bertanya mengenai materi. | |
| Penutup | <ul style="list-style-type: none"> ▪ Menanyakan kesulitan dalam aktivitas belajar ▪ Menyimpulkan hasil pembelajaran ▪ Guru memberikan penjelasan sedikit tentang materi yang akan dipelajari selanjutnya. ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | 10 menit |

Pertemuan III

| Langkah | Deskripsi | Alokasi Waktu |
|---------|-----------|---------------|
|---------|-----------|---------------|

| Pembelajaran | | |
|----------------------|---|----------|
| Kegiatan Pendahuluan | <p>Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya.</p> <ul style="list-style-type: none"> ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan balik terhadap pelajaran yang telah dipelajari sebelumnya. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. ▪ Guru menyampaikan cakupan materi. | 10 menit |
| Kegiatan Inti | <ul style="list-style-type: none"> ▪ Peserta didik diberi motivasi, rangsangan, dan perhatian terhadap topik yang akan dibahas. ▪ Peserta didik mengamati penjelasan guru mengenai topik yang akan dibahas. ▪ Guru menjelaskan tentang blue's clues movie kepada siswa ▪ Guru menjelaskan tentang pelajaran yang akan dibahas. ▪ Guru menjelaskan tentang synonym dan antonym ▪ Guru dan peserta didik berdiskusi tentang | |

| | | |
|----------------|---|----------|
| | <p>pelajaran yang telah di selesaikan di pertemuan sebelumnya.</p> <ul style="list-style-type: none"> ▪ Peserta didik dan guru berdiskusi serta tanya jawab tentang apa yang peserta didik belum mngerti di pelajaran sebelumnya ▪ Guru memberikan kesempatan secara luas kepada peserta didik bertanya mengenai materi.. | |
| Penutup | <ul style="list-style-type: none"> ▪ Menanyakan kesulitan dalam aktivitas belajar ▪ Menyimpulkan hasil pembelajaran ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | 10 menit |

Pertemuan IV

| Langkah | Kegiatan Inti | Alokasi |
|---------|---------------|---------|
|---------|---------------|---------|

| Pembelajaran | | waktu |
|----------------------|--|----------|
| Kegiatan Penahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan balik terhadap pelajaran yang telah dipelajari sebelumnya. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. | 10 Menit |
| Kegiatan Inti | <ul style="list-style-type: none"> ▪ Guru menanyakan tentang perkembangan vocabulary siswa berdasarkan materi yang telah di pelajari sebelumnya. ▪ Siswa diberi beberapa tes untuk diselesaikan dan tes tersebut berupa soal pilihan ganda. | |
| Penutup | <ul style="list-style-type: none"> ▪ Menanyakan manfaat pembelajaran yang baru diselesaikan. ▪ Menanyakan kesulitan dalam melakukan aktivitas belajar. ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri | |

| | | |
|--|--|--|
| | <p>pelajaran.</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan salam. | |
|--|--|--|

G. Penilaian

1. Kinerja/ praktik

- Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary .
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

2. Observasi

Tujuan penelitian ini adalah untuk memberikan feedback. Target penelitian:

- Mengidentifikasi kosakata
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran dalam setiap tahap pembelajaran.
- Menunjukkan rasa tanggung jawab, peduli, kerja sama dan damai dalam menggunakan fungsi komunikasi.

Rubic Penilaian

| ASPEK | KRITERIA | SKOR | JUMLAH VOCABULAY | SKOR PEROLEHAN |
|---------------------|----------------------------|-------------|-----------------------------|---------------------------|
| Isi | Sangat sesuai | 3 | | |
| | Sesuai | 2 | | |
| | Kurang Sesuai | 1 | | |
| Struktur teks | Benar dan tepat | 3 | | |
| | Benar tapi kurang tepat | 2 | | |
| | Krang tapi tepat | 1 | | |
| Unsur kebahasaan | Sangat tepat | 3 | | |
| | Tepat | 2 | | |
| | Kurang tepat | 1 | | |
| Total skor | | | | |

*Appendix 38***LESSON PLAN****“CYCLE 2”**

| | |
|-------------------------|---------------------------------------|
| Sekolah | : SMPN 4 Sungai Penuh |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : VIII B (CCAR) |
| Materi Pokok | : Reading |
| Sub Materi | : Vocabulary |
| Alokasi Waktu | : 8 x 40 menit (4 x pertemuan) |

H. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memberi pengetahuan (factual, konseptual, dan predural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan mengaji dalam renah kongkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat)

dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/ teori.

I. Kompetensi Dasar dan Indikator.

6. Peserta didik dapat meningkatkan keterampilan, pemahaman, dan kemampuan untuk meningkatkan vocabulary dari synonym, antonym dan translation dengan struktur teks yang benar dan sesuai dengan strategi yang akan diterapkan.
 - c. Siswa dapat merespon kata dalam teks lisan dan tulis
 - d. Siswa mampu mengungkapkan kata dalam teks lisan dan tulis dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari.
7. Dominasi guru dalam proses pembelajaran berkurang.
8. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun(deligence), tanggungjawab (responsibility) dan berani (courage).
9. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
10. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary

J. MATERI PEMBELAJARAN

“Teks tulis label nama (*label*) dan daftar barang (*list*)”

Siswa mencari makna kosakata dalam Teks tulis label nama (*label*) dan daftar barang (*list*)

K. METODE PEMBELAJARAN

Blue’s Clues Movie

Film blue’s clues

L. MEDIA DAN SUMBER PEMBELAJARAN

3. Media :

Papan tulis, spidol, infokus, laptop, dan media pembelajaran lain yang relevan.

4. Sumber pembelajaran :

Sumber pembelajaran yang relevan (media cetak dan elektronik).

INSTITUT AGAMA ISLAM NEGERI
KERINCI

M. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan I

| Langkah pembelajaran | Deskripsi | Alokasi waktu |
|-----------------------------|---|----------------------|
| Kegiatan pendahuluan | <ul style="list-style-type: none">▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya.▪ Guru meminta salah satu peserta didik untuk memimpin do'a.▪ Guru memeriksa kehadiran siswa.▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. | 10 menit |

| | | |
|------------------|---|----------|
| | | |
| Kegiatan inti | <ul style="list-style-type: none"> ▪ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya ▪ Guru menjelaskan tentang translation. ▪ Peserta didik mengamati penjelasan yang dijelaskan oleh guru. ▪ Guru menjelaskan tentang blue's clues movie kepada siswa ▪ Guru meminta siswa untuk menonton dan memahami blue's clues movie ▪ Peserta didik diminta untuk membuat label dan list kata-kata setelah menonton film Blue's clues. | 70 menit |
| Kegiatan Penutup | <ul style="list-style-type: none"> ▪ Menanyakan kesulitan dalam aktivitas belajar ▪ Menyimpulkan hasil pem | |

| | | |
|--|--|----------|
| | <ul style="list-style-type: none"> ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | 10 menit |
|--|--|----------|

Pertemuan II

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|--|---------------|
| Kegiatan Penahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan balik terhadap pelajaran yang telah dipelajari sebelumnya. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. | 10 Menit |

| | | |
|-----------------------------|---|-----------------|
| <p>Kegiatan Inti</p> | <ul style="list-style-type: none"> ▪ Guru membagi siswa ke dalam beberapa kelompok untuk bekerjasama dalam menemukan kata-kata yang di tayangkan di dalam film. ▪ Guru meminta siswa untuk menonton dan memahami blue's clues movie ▪ Guru menjelaskan tentang contoh Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>) ▪ Peserta didik mengamati teks yang dijelaskan oleh guru. ▪ Peserta didik diminta untuk membuat label dan list barang setelah menonton film Blue's clues. | |
| <p>Penutup</p> | <ul style="list-style-type: none"> ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | <p>10 menit</p> |

Pertemuan III

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|--|---------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan balik terhadap pelajaran yang telah dipelajari sebelumnya. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. | 10 menit |
| Kegiatan Inti | <ul style="list-style-type: none"> ▪ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya ▪ Guru menjelaskan tentang contoh Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>) ▪ Guru menjelaskan tentang pelajaran yang sebelumnya belum terselesaikan oleh peserta didik. | |

| | | |
|----------------|---|----------|
| | <ul style="list-style-type: none"> ▪ Peserta didik mengamati teks yang dijelaskan oleh guru. ▪ Peserta didik dengan grup yang telah dibagikan di pertemuan sebelumnya diminta untuk membacakan list kata/ benda yang mereka temukan di dalam film | |
| Penutup | <ul style="list-style-type: none"> ▪ Menanyakan kesulitan dalam aktivitas belajar ▪ Menyimpulkan hasil pembelajaran ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | 10 menit |

Pertemuan IV

| Langkah Pembelajaran | Kegiatan Inti | Alokasi waktu |
|-----------------------------|----------------------|----------------------|
| | | |

| | | |
|-----------------------------|--|-----------------|
| <p>Kegiatan Penahuluan</p> | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. | <p>10 Menit</p> |
| <p>Kegiatan Inti</p> | <ul style="list-style-type: none"> ▪ Guru menanyakan tentang perkembangan vocabulary siswa berdasarkan materi yang telah di pelajari sebelumnya. ▪ Siswa diberi beberapa tes untuk diselesaikan dan tes tersebut berupa soal pilihan ganda. | <p>70 menit</p> |
| <p>Penutup</p> | <ul style="list-style-type: none"> ▪ Menanyakan manfaat pembelajaran yang baru diselesaikan. ▪ Menanyakan kesulitan dalam melakukan aktivitas belajar. ▪ Menyimpulkan hasil pembelajaran. ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. | <p>10 menit</p> |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> ▪ Guru menyampaikan salam. | |
|--|--|--|

N. Penilaian

3. Kinerja/ praktik

- Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary .
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

4. Observasi

Tujuan penelitian ini adalah untuk memberikan feedback. Targer penelitian:

- Mengidentifikasi kosakata
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran dalam setiap tahap pembelajaran.
- Menunjukkan rasa tanggung jawab, prduli, kerja sama dan damai dalam menggunakan fungsi komunikasi.

Rubic Penilaian

| ASPEK | KRITERIA | SKOR | JUMLAH | SKOR |
|-------|----------|------|--------|------|
|-------|----------|------|--------|------|

| | | | VOCABULAY | PEROLEHAN |
|---------------------|----------------------------|---|-----------|-----------|
| Isi | Sangat sesuai | 3 | | |
| | Sesuai | 2 | | |
| | Kurang Sesuai | 1 | | |
| Struktur teks | Benar dan tepat | 3 | | |
| | Benar tapi kurang tepat | 2 | | |
| | Kurang tapi tepat | 1 | | |
| Unsur kebahasaan | Sangat tepat | 3 | | |
| | Tepat | 2 | | |
| Total skor | Kurang tepat | 1 | | |

Keterangan:

1. Nilai Maksimal 100
2. Nilai Siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 =$

*Appendix 37***LESSON PLAN III****“CYCLE 3”**

| | |
|-------------------------|---------------------------------------|
| Sekolah | : SMPN 4 Sungai Penuh |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : 8 B (CCAR) |
| Materi Pokok | : Reading |
| Sub Materi | : Vocabulary |
| Alokasi Waktu | : 8 x 45 menit (4 x pertemuan) |

O. Kompetensi Inti

9. Menghargai dan menghayati ajaran agama yang dianutnya.
10. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
11. Memberi pengetahuan (factual, konseptual, dan predural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
12. Mencoba, mengolah, dan mengaji dalam renah kongkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat)

dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/ teori.

P. Kompetensi Dasar dan Indikator.

11. Peserta didik dapat meningkatkan keterampilan, pemahaman, dan kemampuan untuk meningkatkan vocabulary dari synonym, antonym dan translation dengan struktur teks yang benar dan sesuai dengan strategi yang akan diterapkan.

e. Siswa dapat merespon kata dalam teks lisan dan tulis untuk pemaparan jati diri

f. Siswa mampu mengungkapkan kata dalam teks lisan dan tulis untuk pemaparan jati diri dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari.

12. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun(deligence), tanggungjawab (responsibility) dan berani (courage).

13. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.

14. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary

Q. MATERI PEMBELAJARAN

1. Spelling

2. Pronunciation

“Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda”

Siswa mencari makna kosakata dalam Teks tulis label nama (*label*) dan daftar barang (*list*)

R. METODE PEMBELAJARAN

Blue’s Clues Movie

Film blue’s clues

S. MEDIA DAN SUMBER PEMBELAJARAN

5. Media :

Papan tulis, spidol, infokus, laptop, dan media pembelajaran lain yang relevan.

6. Sumber pembelajaran :

Sumber pembelajaran yang relevan (media cetak dan elektronik).

T. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan I

| Langkah pembelajaran | Deskripsi | Alokasi waktu |
|----------------------|-----------|---------------|
| | | |

| | | |
|----------------------|--|----------|
| Kegiatan pendahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan balik terhadap pelajaran yang telah dipelajari sebelumnya. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. | 10 menit |
| Kegiatan inti | <ul style="list-style-type: none"> ▪ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya ▪ Guru membuat beberapa grup dari siswa. ▪ Guru menjelaskan tentang synonym, antonym dan translation. ▪ Peserta didik mengamati teks yang dijelaskan oleh guru. ▪ Guru menjelaskan tentang blue's clues movie kepada siswa ▪ Guru meminta siswa untuk menonton dan | |

| | | |
|------------------|--|----------|
| | <p>memahami blue's clues movie</p> <ul style="list-style-type: none"> ▪ Peserta didik diminta untuk membuat Teks lisan dan tulis dengan berdiskusi dan bekerjasama di dalam grup masing-masing ▪ Guru membahas, menjelaskan serta berdiskusi dengan siswa tentang apa yang mereka temukan di dalam film. | 70 menit |
| Kegiatan Penutup | <ul style="list-style-type: none"> ▪ Menyimpulkan hasil pembelajaran ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | 10 menit |

Pertemuan II

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|---|---------------|
| Kegiatan Penahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. | |

| | | |
|---------------|---|----------|
| | <ul style="list-style-type: none"> ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan balik terhadap pelajaran yang telah dipelajari sebelumnya. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal.. | 10 Menit |
| Kegiatan Inti | <ul style="list-style-type: none"> ▪ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya ▪ Guru menjelaskan tentang pronunciation. ▪ Peserta didik mengamati teks yang dijelaskan oleh guru. ▪ Guru menjelaskan tentang blue's clues movie kepada siswa ▪ Guru meminta siswa untuk menonton dan memahami blue's clues movie | |
| Penutup | <ul style="list-style-type: none"> ▪ Menanyakan manfaat pelajaran yang baru diselesaikan ▪ Menanyakan kesulitan dalam aktivitas belajar ▪ Menyimpulkan hasil pembelajaran ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri | |

| | | |
|--|--|----------|
| | <p>pelajaran.</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan salam. | 10 menit |
|--|--|----------|

Pertemuan III

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|--|---------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan balik terhadap pelajaran yang telah dipelajari sebelumnya. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan | 10 menit |

| | | |
|---------------|---|----------|
| | <p>contoh maupun perbandingan lokal.</p> <ul style="list-style-type: none"> ▪ Guru menjelaskan tentang tujuan pembelajaran/ KD yang akan dicapai. ▪ Guru menyampaikan cakupan materi. | |
| Kegiatan Inti | <ul style="list-style-type: none"> ▪ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya ▪ Guru menjelaskan tentang synonym, antonym dan translation, pronunciation ▪ Peserta didik mengamati teks yang dijelaskan oleh guru. ▪ Guru menjelaskan tentang blue's clues movie kepada siswa ▪ Peserta didik dan guru berdiskusi tentang pelajaran yang telah dipelajari sebelumnya | |
| Penutup | <ul style="list-style-type: none"> ▪ Menanyakan manfaat pelajaran yang baru diselesaikan ▪ Menanyakan kesulitan dalam aktivitas belajar ▪ Menyimpulkan hasil pembelajaran ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | 10 menit |

Pertemuan IV

| Langkah Pembelajaran | Kegiatan Inti | Alokasi waktu |
|----------------------|--|---------------|
| Kegiatan Penahuluan | <ul style="list-style-type: none"> ▪ Greeting/ Guru memberikan salam, tegur sapa dengan peserta didik dan menanyakan kondisinya. ▪ Guru meminta salah satu peserta didik untuk memimpin do'a. ▪ Guru memeriksa kehadiran siswa. ▪ Guru memberikan umpan balik terhadap pelajaran yang telah dipelajari sebelumnya. ▪ Guru memberikan motivasi belajar siswa tentang materi terkait, kehidupan sehari-hari dengan memberikan contoh maupun perbandingan lokal. | 10 Menit |
| Kegiatan Inti | <ul style="list-style-type: none"> ▪ Guru menanyakan tentang perkembangan vocabulary siswa berdasarkan materi yang telah di pelajari sebelumnya. ▪ Selama pembelajaran siswa terus dihubungkan dengan materi pembelajaran. | |

| | | |
|---------|---|----------|
| | <ul style="list-style-type: none"> ▪ Siswa diberi kesempatan mempelajari kembali materi yang telah dijelaskan guru. ▪ Siswa diberi kesempatan bertanya. ▪ Siswa diberi beberapa tes untuk diselesaikan dan tes tersebut berupa soal pilihan ganda. | |
| Penutup | <ul style="list-style-type: none"> ▪ Menanyakan manfaat pembelajaran yang baru diselesaikan. ▪ Menanyakan kesulitan dalam melakukan aktivitas belajar. ▪ Menyimpulkan hasil pembelajaran ▪ Guru meminta salah satu peserta didik memimpin doa untuk mengakhiri pelajaran. ▪ Guru menyampaikan salam. | 10 menit |

U. Penilaian

5. Kinerja/ praktik

- Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary .
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

6. Observasi

Tujuan penelitian ini adalah untuk memberikan feedback. Targer penelitian:

- Mengidentifikasi kosakata
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran dalam setiap tahap pembelajaran.
- Menunjukkan rasa tanggung jawab, prduli,kerja sama dan damai dalam menggunakan fungsi komunikasi.

Rubic Penilaian

| ASPEK | KRITERIA | SKOR | JUMLAH VOCABULAY | SKOR PEROLEHAN |
|-------|---------------|------|---------------------|-------------------|
| Isi | Sangat sesuai | 3 | | |

| | | | | |
|---------------------|----------------------------|---|--|--|
| | Sesuai | 2 | | |
| | Kurang Sesuai | 1 | | |
| Struktur teks | Benar dan tepat | 3 | | |
| | Benar tapi kurang tepat | 2 | | |
| | Krang tapi tepat | 1 | | |
| Unsur kebahasaan | Sangat tepat | 3 | | |
| | Tepat | 2 | | |
| Total skor | Kurang tepat | 1 | | |

Keterangan:

3. Nilai Maksimal 100

4. Nilai Siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 =$

DOCUMENTATIONS













FORMAL INFORMATION

Name : Sintia Aryanti
 Gender : Female
 Place/ Date of Birth : paling Serumpun June 11 1999
 Campus : State Islamic Institute of Kerinci
 Major : English Education
 Region : Islamic
 Address : Desa Paling Serumpun Kecamatan Hamparan Rawang
 Phone Number : +6282372179911
 E-mail : sintiaaryanti99@gmail.com

FORMAL EDUCATION

2005 – 2011 : SDN 036/XI Desa Paling Serumpun
 2011 – 2013 : SMPN 4 Sungai Penuh
 2013 – 2016 : SMAN 4 Sungai Penuh
 2016 – 2021 : IAIN Kerinci