THE IMPLEMENTATION OF MNEMONICS STRATEGIES FOR TEACHING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP N 2 CEPER IN ACADEMIC YEAR 2021/2022

THESIS

Submitted as A Partial

Requirements for the degree of *Sarjana*

By :

ERNANIK SITI FATHONAH

SRN.153221109

ENGLISH EDUCATION DEPARTEMENT

CULTURES AND LANGUAGE FACULTY

UIN RADEN MAS SAID SURAKARTA

2022

ADVISOR'S SHEET

Subject   : Thesis of Ernanik Siti Fathonah

SRN   : 153221109

                                   To:

                                   The Dean of Culture and Language Faculty UIN Raden Mas Said Surakarta In Surakarta

Assalamu'alaikum warahmatullahi wabarakatuh

       After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that the thesis of

Name   : Ernanik Siti Fathonah

SRN   : 153221109

Title   : "***The Implementation of Mnemonics Strategies For Teaching Vocabulary at Seventh Grade of SMP N 2 Ceper in Academic Year 2021/2022***"

Has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain the Degree of Sarjana Humaniora in English Letters.

       Thank you for the attention.

Wassalamu'alaikum warahmatullahi wabarakatuh

                              Surakarta, 14th of November, 2022

                                       Advisor,

                                H. Zainal Arifin., S.Pd.,M.Pd

                                 NIP. 19730820 200312 1 003

RATIFICATION

This is to certify the Undergraduate Degree Thesis entitle "The Implementation of Mnemonics Strategies For Teaching Vocabulary at Seventh Grade Of SMP Negeri 2 Ceper In Academic Year 2021/2022" by Ernanik Siti Fathonah has been approved by the Board of Thesis Examiners as requirement for Undergraduate Degree in Cultures and Languages Faculty.

Chairman   : **Furqon Edi, M.Pd**   (...........................)
                                NIP. 1989012 201701 1 128

Secretary   : **H. Zainal Arifin, S.Pd., M.Pd** (...........................)
                                NIP. 19730820 200312 1 003

Main Examiner : **Budiasih, S.Pd., M.Hum**   (. ....)
                                NIP. 1976030 8200312 2 003

<div align="center">

Sukoharjo, 06 December 2022
Approved by,
The Dean of Cultures and Language Faculty

Prof. Dr. Toto Suharto., S.Ag., M.Ag
NIP. 19710403 199803 1 005

</div>

DEDICATION

This thesis is dedication to :

1. My mother and my husband, as motivator who always give me

   support, who become my spiritand prayer in my life.

2. My daughter , who gives me uplifting energy.

3. All friends who support this research made.

4. My Almamater UIN Raden Mas Said.

MOTTO

"Allah doesn't burden a person but according to his ability"

-Q.S. Al-Baqarah;286-

"Nothing impossible. As a long as you are willing to do it you will be successful"

-Kim Hanbin-

"I'm so expectional, since the moment I started believing in myself. I don't comparemyself to other"

-Kim Jiwon/Bobby-

PRONOUNCEMENT

Name   : Ernanik Siti Fathonah

SRN   : 15.32.2.1.109

Study Program   : English Language Education

Faculty   : Cultures and Language Faculty

I hereby sincerely state that the thesis titled "The Implementation of Mnemonics Strategies for Teaching Vocabulary at Seventh Grade of SMP Negeri 2 Ceper in Academic Year 2021/2022" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 28 November 2022
Stated by:

Ernanik Siti Fathonah
SRN. 15.32.2.1.109

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord the universe,master of the day of judgment, God all mighty, for all blessings and mercies to the researcher was able to finish this thesis entitled, "The Implementation of Mnemonics Strategies For Teaching Vocabulary At Seventh Grade Of SMP Negeri 2 Ceper In Academic Year 2021/2022". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir Abdullah, S.Ag, M.Pd as the Rector of Raden Mas SaidState Islamic University of Surakarta.

2. Prof. Dr. Toto Suharto, S.Ag., M.Ag as the Dean of Cultures and LanguageFaculty of Raden Mas Said State Islamic University of Surakarta.

3. Budiasih, S.Pd., M.Hum as the Head of Cultures and Language Faculty of RadenMas Said State Islamic University of Surakarta.

4. H. Zainal Arifin., S.Pd.,M.Pd as the advisor for her guidance, precious advices, and motivation for the researcher.

5. All the lecturers and official employees of English Language Education Study Program of Raden Mas Said State Islamic Universityof Surakarta.

6. Dwi Rinawati S.Pd the English teacher in for giving the permission to do observation in her class.

7. The students of VII F in SMP Negeri 2 Ceper, for their help in doing the research.

8. My mother, who always pray for the best and give motivation and support for the researcher.

9. My husband, who always support, gave motivation and prayers to the researcher until finish the thesis.

10. All my friends, thanks for support and prayer.

11. All the researcher's friends in English Language Education Study Program 15'that the researcher cannot mention all. Thanks for their help and togetherness.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 28 November 2022

The Researcher,

Ernanik Siti Fathonah

SRN. 15.32.2.1.109

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Ernanik Siti Fathonah 2022.. Thesis: English Education Department, Cultures and Languages Faculty, Raden Mas Said State Islamic University of Surakarta.

Advisor : H Zainal Arifin.,S.Pd.,M.pd.

Keywords : Mnemonic Strategy, Vocabulary Mastery

The objective of the research is to describe the students using mnemonic strategy in students' vocabulary mastery at seventh grade of SMP Negeri 2 Ceper in academic year 2021/2022.

The research used descriptive qualitative design, because the researcher used descriptive method to analize the data and the data are in the form of word. This research was conducted in SMP Negeri 2 Ceper. The subject is the students of VII F that consist 29 students. The researcher collected the data by using observation, document, and interview. The researcher did three steps to analyses the data, there consist of data reduction, data display, and drawing conclusion. The researcher used triangulation as a trustworthiness the data.

The result of the research showed that the teacher using three activities for the learning process, namely opening, main activity, and closing. The teacher used mnemonic strategy in main activity. The learning process using mnemonic gives good result. The learning process runs smoothly, making students more active and more enthusiastic in recalling their memories and the students responding or active in expressing opinions.

CHAPTER I

INTRODUCTION

This chapter will explain several point, namely background of the study, identification of the problem limitation of the problem, research problems, the objectives of the study, benefits of the study, and the definition of key term.

A. Background of Study

English is the one of tools of communication in the world. Because of the development of technology, English becomes first language in technology. These statements directing us to the reason why this language should be taught in the school. English is one of the important subject in Indonesia education because English becomes an International language and as the first language in development of technology. In Indonesia, English is used as the first foreign language that should be learned by the student from Elementary School until University**.**

There are four skills in English such as speaking, reading, listening, and writing that must be mastered. Besides that, there are three aspects that will support the four basic language skills above, and called by "three elements of language, grammar, vocabulary and pronunciation. Vocabulary is very important in every language. Vocabulary is one of components in a language. No one can communicate without vocabulary.

The students will learn English easily if they know English vocabulary first. Mastery of vocabulary is very important because it can improve many subjects in English learning. Recognizing enough vocabulary will make the students able to communicate and know English at least in a simple way because vocabulary is the core of English. Harris (1969:9) states that vocabulary and grammar are two veryimportant element shared by all four skills, they have to master the vocabulary because vocabulary is the basic component to learn the four skills.

Harmer (2007: 35) What a word means is often defined by its relationship to other words. It means that everyone needs to learn what words mean and how they are used. Because of, vocabulary should be mastered and applied in the appropriated context. In vocabulary class, the students should have good ability in English vocabulary because it can support all subjects in English.

The first, the students must have many vocabularies in English that can help them to know the meaning of what they learn in English. Learn vocabulary in class is success when the students understood what the teacher teaches and they can give feedback about the material. The vocabulary mastery is very important in language teaching.

In learning vocabulary, the various learning strategy currently used by teacher, but in learning achievement are different each others. There are success in learning process and also unsuccessful. One

of the reason which causes this difference is the learning strategy. The teacher gives alternative for the problem in teaching vocabulary mastery by using mnemonic strategy (memorize).

Memorizing from the word "memorize" to transfer memory and learn so as to remember, learn by heart. Memorizing is one of the approach applied by ancient scholar is preserving knowledge. Memorizing is the activity that done in the memory which has purpose to increase vocabulary. In this case, mnemonics is an activity which someone do in memorize something which is in this case focus on memorizing vocabulary.

Mnemonic technique can be very effective and easy to be applied. One of the most popular mnemonic is *keyword method*. It can motivate the students and the classroom will be more interesting. Mnemonic technique is a way to help students remember information more effectively and easily. The technique is the best used is studying vocabulary in English. Students can mastered the vocabulary easier and fun.

According to Djiwandono (2009:16) the use of mnemonic techniques are depend on the student's learning style. These technique used to aid the recall of new information. The implementation of mnemonic technique helps them remember more information they have learned and also can strengthen their vocabulary mastery.

Mnemonic is an instructional strategy, that is techniques or devices intended to help students enhance their memory of vital information that includes teaching students to connect the new data to the information that they already know (Fasih : 2018). So, the students can

implies that information stored in the brain is linked in various waysand it have been proven to be extremely effective in helping students remember things that are linked to each other.

When the researcherteaching practice in SMP N 2 Ceper, the researcher found out one of the teacher teach about by using mnemonics strategy (memorisizing), the first meeting she ask her students to read and memorize the vocab, in the next meeting she ask them about the vocab that they memorize. After that the teacher give instruction to the students to make a sentence that use the vocabulary. From the implementation of the strategy mention the vocabulary that we often find (object, animal, etc) the researcher interested to take the research about implementing the mnemonics srtategy because by using the strategy students can assist to understand easily, more spirit, and help the students to be more active in teaching learning process.

However, based on the observation at seventh grade students of SMP N 2 Ceper in the academic year of 2021/2022, they do not know active vocabulary. It can be seen from their response when theresearcher asked the simple thing as the greeting way in the class. Thestudents will silent and did not answer the question. When the researcher asked the meaning of an action verb used always in daily life, the students also did not know it.

Those problems above arise because of some factor. The firstfactor is from the students themselves. They do not participate in theteaching learning process.

The teacher always remind them to pay attention to the lesson, and even the teacher has to scold them. The second factor is the condition of the class. The communication just occurs when the students find difficulties in doing assignment.

In this school, at the first time the teacher gave the students handbook to be learned. Then, the students were asked to find difficultwords. It made the students felt unconfortable. When they are bored and teacher scolds the students, they will be lazy to give attention and they do not have passion to continue the studying. The teacher controlalso makes the students cannot explore their activities, so the teacher used mnemonic strategy.

From the problems above, it is important for language teachersto find for the effective strategy to help their students learn English vocabulary effectively. This strategy is not only intended to give them practical guidance about the easiest strategy to learn vocabulary but italso makes their English learning process becomes more interesting, comfortable and memorable for the students in this level.

And the last, this strategy can help them remember vocabulary presented by the teacher in their memory better. One of the strategiesoften used to help language learners learn vocabulary is mnemonic strategy. It is memory enhancing instructional strategy used to enhance the storage and recall of the information contained in memory. The use of this strategy is intended to enhance language learner in the senior high school and recall vocabulary taught to themin their language learning and communication process.

It is also intended to make in their language learner create more effective ways in their vocabulary learning process because this strategy offers its users a way to take in encoding vocabulary learning material so that it will be much easier for them remember, Ina Rosdiana (2009).

By using this strategy, it is also hoped that learner will get easily maximizing their memory in order to support their vocabulary mastery, because this strategy emphasizes on the memorization process learner concentration on remembering the image of words become a unique information in order to memorize it easily.

Based on the background of the research above, the researcher is interested in conducting research entitled **"The Implementation of Mnemonics Strategies For Teaching Vocabulary at Seventh Grade of SMP N 2 Ceper in Academic Year 2021/2022"**.

B. Identification of The Problems

Based on background of the study above, there are some problem that arise. Some of them can be identified as follow:

1. The students are lack of vocabulary knowledge

2. Many student get difficulty when they study vocabulary because they feel bored with the way of teaching vocabulary.

3. The less strategy to teaching vocabulary.

C. Limitation of The Problem

In this research, the problem is constrained by the question about The Implemetation of Mnemonic Strategy for Teaching Vocabulary at Seventh Grade of SMPN N 2 Ceper in Academic Year 2021/2022.

D. Formulation of the Problem

Based of the identification of the problem, the researcher formulation as follows : How is implementation of mnemonic strategy for teaching vocabulary?

E. The Objectives of The Study

focus on the thing which intended to search by the researcher whereas limitation is as potential weaknesses or problems with the study that identified by the researcher

1. The objective of this research is the implementation of mnemonics strategy for teaching vobulary at the seventh grade students of SMP N 2 Ceper.

2. The limitation of this research will be focused on student seventh grade of SMP N 2 Ceper.

F. Benefit of The Study

There are some benefit that will be gained through this study, the researcher devides the benefit into two categories. Both are theoretical and practical benefit.

1. Theoretical benefits

   The result of this study are expected to be useful as input in the process of learning English. This is also expected to provides a useful overview for future researchers who research the same topic, and it is hoped that this research can be a source of new useful information and references.

2. Practical Benefit

   a. For the students :

   Help the students to have more understanding vocabulary, give more experinces or input for readers the mnemonics strategies can be used to increase vocabulary mastery and this study hopefully can be the reference in learning English through mnemonics strategy.

   b. For the tecaher

   The result of this study are expeted to provide imformation and reference regarding using mnemonics strategy in Smp N 2 Ceper 2021-2022.

   c. For school

   For SMP N 2 Ceper as a research institution, this research provides information and new ways of learning vocabulary for students using mnemonic at seventh grade student of SMP N 2 Ceper.

G. Definition of Key Terms

In order to clarify the title, the researcher gives the definition of terms to avoid misunderstanding.

1. Mnemonics

   Mnemonics are a subtype of memory strategies that enhance the meaningfulness of the material to be remembered, there by facilitating learning (Dehn, 2008: 280). Mnemonics use the imagination in conjunction with all of the individuals senses, in order to transform a dull, dry piece of text into a firm and vibrant memory that is not just easy to remember, but difficult to forget.

2. Vocabulary

   Thornbury (2002:13) stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, it is important to teach 6 vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language.

CHAPTER II

RIVIEW ON RELATED LITERATURE

A. Theoritical of Descroption

1. Theoris of Mnemonics Strategy

a. Definition Mnemonics

Thornburry (2002) states that mnemonics are 'tricks' to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. Mnemonics instruction is a way to help students remember information/vocabulary more effectively and easily.

Hayes (2009) that it is a formulate design to support memory and students can encode better data by using the mnemonic order, so that it is easier to remember later on. Learners can be helped by mnemonics strategy to recall bigger pieces of info especially in the form of list like characteristics, steps, stages, parts, etc.

The aim of vocabulary learning and teaching is to transfer the lexical information from the short term memory to the long term memory (Schmitt, 2000, 129-131). The main way, to transfer the vocabulary items from short term to long term memory and create a strong connection there is by finding some elements in the mental lexicon to attach the new lexical item to (Schmitt, 2000).

According to (Higbee, 2014) Basic Principles of Mnemonics Mnemonics make use of all the basic principles of learning and memory: Meaningfulnes, Organization, Association, Visualization, Attention .

b. Definition of Mnemonics Strategy

Students who need help understanding the concept will benefit from instruction in comprehensive strategies. A mnemonic strategy becomes an instrument to construct threads from new to old ideas for students with memory challenges and processing disorders (DeLashmutt, 2007).

Congos (2011) believed mnemonic technique help learners to remember larger pieces of information, especially in the form of lists like characteristics, steps, stages, parts, phases, etc. He found that mnemonic can increase recalls, as the students who usually use the mnemonic strategy have increased their test marks up to 77% (Miller, 1993).

Students nowadays mostly have problem with memorizing English words especially the jargons. This is due to they are not using the English language in daily life communication even in the English class. This situation has caused the level of their English command is lower compared to the students who use a lot of Englishlanguage even after the English class at their school.

c. The procedures of Using Mnemonic Strategy

Joyce (2009:237) recommended procedure for teaching the mnemonics is using the steps:

1) Processing information to learn. However, if more information to be processed, will be more easily to be learned and gained.

2) Organize information to learn. The information learned in a series, especially if there is the meaning in a series, will be easier to saved.

3) Connect the information with unfamiliar material. Example: if memorizing the name of the city "George", can be connected the city "George" with the name of the men "George".

4) Connecting the information with a representation of the visual.

   Example : if memorizing the name of the city

   "Maryland", can be connected the city

   "Maryland" with "Marriage Picture".

5) Practice, by practicing more it's easy for students to memorizing.

d. Types of Mnemonics Strategy

According to syah (2002:160) there are many types of mnemonic. However, there are five types the most popular of mnemonics device among others are:

1) Rhyme-Keys there are 2-steps memory process:

- Memorize key words that can be associated with numbers (one-bun)

- Create an image of the items you need to remember with key words. (A bun with cheese on it will remind me of dairy products).

2) Acronym

An invented combination of letters with each letter actingas a cue to an idea you need to remember

3) Peg-word system

Which use the components that have been mastered before. Such as; merah-saga, panas-api, etc.

4) Loci Method

Imagine placing the items you want to remember in specific locations in a room with which you are familiar

5) Keyword Method

Select the foreign words you need to remember, and then identify an English word that sounds like the foreign one.

Now imagine an image that involves the key word with the English meaning of the foreign word. Keyword system usually is formatted especially for learning foreign words and terms English for example, and this effective enough. This system formatted of words list that consist of unsure, as following example:

Table 2.1

Mnemonic Strategy in Presenting Vocabulary

Words	Code (Mnemonics Device)	Meaning
Accept	Asep	Menerima
Adult	Adul	Orang dewasa
Astute	Astute	Cerdik
Direct	Derek	Langsung
Enchant	Encan	Memikat
Engine	Enjing	Mesin
Towel	Towel	Handuk
Unjust	Anjas	Tidak adil
Deny	Deni	Menyangkal
Enact	Enak	Memerankan

From the example above, it explains that words; adult; astute; enact; angine; and deny more have similiarity in from. Meanwhile, words; eccept, direct, enchant, towel, and unjust have similiarity in sound.

e. **Advantages and Disadvantages of Mnemonics Strategy**

Jurowski (2015:2) state that there are many advantages and disadvantages of mnemonics methods are presented in Table below:

Table 2.2

Advantages and Disadvantages of Mnemonics Strategy

Advantages	Disdavantages
• Procedures Intensification of memory • Extremely effective in helping people to remember things; • Own prepared mnemonics by students outparison to students in free-study condition; • Often enables information to be better retained in memory; • Is not as dependent as a memory schem	• Low or lack connection between the conceptual concept and the material being learned • Are focused only on certain aspect of their operation • Overuse can result in confusion and an excessive amount of time reviewing • Students' performance may be lower than when teachers supply the strategies

2. Theoritical Vocabulary

Knowing vocabulary is really needed, because without knowing the meanings of words, it is difficult for someone or the students to understand the language they study. Vocabulary to be the most important single factor not only in the development of efficient reading but also in academic and business success.

This is not surprising when one realises that the size of one's vocabulary is usually an indication of the range of one's knowledge. Vocabulary is an important part of foreign language learning. Vocabulary is also central to language teaching and importance to a language learner.

a. Definition of Vocabulary

Vocabulary is one of basic knowledge in English learning. It is important aspect to learn when someone learns a language. Hiebert & Kamil (2005: 3) state that generally vocabulary is the knowledge of meaning of words. Vocabulary used to express ideas, feeling or think or information to people clearly.

In other words vocabulary is important in doing communication both of spoken and written. It represents complex and, often, multiple meaning. Furthermore, these complexes, multiple meaning of words need to be understood in the context of other words.

Fauziati (2010: 61) states that vocabulary is a central to language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both in oral and written form. Heinle (2008: 1105) state that vocabulary is the total number of words you know in a particular language.

From the definitions above, it can be concluded that vocabulary is set of words that use by human to share stories, ideas, and content in oral and written form. So it is very important to learn firstly before other basic knowledge and skills of English.

It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

Harmer"s opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1) **Meaning**

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical

meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning orfunction. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positivemeanings that occur in the word

a) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

b) Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- and - nymy", the two parts mean "opposite + name". Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect ortechnicality; antonyms occur within the same style, dialect, or register.

c) Denotation

Denotative meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

d) Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

2) Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

3) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part ofa word; the process of forming words by putting letters together.

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

4) Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech whichcombine together. These components range from theindividual sounds that make up speech, to the way in pitch(the rise and fall of

20

thevoice is used to convey meaning).Pronunciation can be said asthe act of uttering with articulation; the act of giving the proper sound and accent;utterance; as, the pronunciation of syllables of words;distinct or indistinct pronunciation. It is a way in which

language is spoken.

It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.

d. The important of Vocabulary

Nation in Schmitt and McCarthy (1997: 6) states that vocabulary knowledge enables language use, language use enables the increase ofvocabulary knowledge; knowledge of the world enables the increaseof vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge, and language use and so on.

Gower, Philips, Walter (1995: 142) also state that vocabulary is important to students – it is more important than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they

need to get by in the language. Wilkins in Thornbury (2003: 13) summed up the importance of vocabulary learning. He stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on the statements above, it can be concluded that vocabulary is important for the learners to learn a language especially, the Elementary School students. Hopefully, by being introduced to a number of words, they will be able to express their thoughts or accept others". In addition, they also have vocabulary knowledge when they are developing their four language skills.

Learning a language is not an easy task. It needs a set of requirements. One of them is having adequate vocabulary. Vocabulary plays an important role in learning the four language skills.

Nation in Jeff (1997: 91) states that within the last few years, vocabulary has become viewed as an important aspect in second language learning, in fact, many believe just as important as the main skills of listening, speaking, reading, and writing. The importance roleif vocabulary in learning the four language skills is describe as follows:

1) The important role of vocabulary in listening activity Sino-US English Teaching (2005: 95) states that it is

better not to give vocabulary introduction just before listening to the text but sometime before that. The teacher can list some words for students to look up in their spare time and remember their meaning, or they can give the students some sentences consisting of new words to study the meaning of the words in the context to strengthen their memory.

This will pave the road of comprehension. It means that it is impossible for the learners to understand what they listen to without knowing the vocabulary. Vocabulary is involved in listening activities.

2) The important role of vocabulary in speaking activities

The learners can express their ideas because they have vocabulary mastery. What the learners say in speaking activities are words as the component of vocabulary.

3) The important role of vocabulary in reading activities

Ambruster, Karch ELL Research (2008: 2) states that vocabulary plays an important part in part in learning to read because the student use the words they have heard to make sense of the words they see in print.

Vocabulary is also important to reading comprehension. Readers cannot understand what they are reading without knowing what the majority of the

words mean. It means that students should haveenough vocabulary to comprehend reading text to obtain their reading proficiency.

4) The important role of vocabulary in writing activities

The learners can express their ideas in writing if they have enough vocabulary mastery. They will encounter problems in writing if they have inadequate vocabulary. The poor grammar and inadequate vocabulary are the most serious of writing problems of second language students

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1) Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual

knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test then those withsmall vocabularies.

4) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary isvery important, learners have to pay a greater attention to thevocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills.

One way to do this is to pre- teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word"s meaning.

Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve

achievement and enhance thinking and communication.

e. The Purpose of Vocabulary

There are several reasons why we should learn vocabulary. Firstly because different vocabulary gives greatly different feedback for learning, it is important to make sure that learner have a good control of the high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning more difficult such as grouping, opposites, and synonyms. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the good design of vocabulary and other skill activities.

According to Nation (2001: 6) the goals of vocabulary learning can be the form of questions that we as a learners or the teachers need to answer. First, how much vocabulary do learners need to know? It is useful to beable to set learning goals that will allow us to use the language in the ways we wantto. Second, how many words are there in the language?The mostambitious goal is to know all of the language.

However, even native speakers do not know all the vocabulary of the language. So that we only need to know the high-frequency vocabularies that used in the language. Third, how many words do native speakers know?. Finally, how much

vocabulary do you need to use another language?. By answering the questions above, it can be the standard so that we can set our purpose in vocabulary learning.

From this explanation, vocabulary learning is an important thing to do in learning English language, because by learning, memorizing, and understanding a target language vocabulary the students suppose to apply their vocabulary in speaking and understanding the text and communication. Moreover, vocabulary learning is very important. It means to understand the language that relates with its context, boththe Indonesianand English context. To achieve those students need ability to master vocabulary to make students communicate optimally Selecting Vocabulary.

The first step in teaching vocabulary is to determine what word to teach. They should be useful. However, what is useful in one situation may be quite useless in another. Therefore, the criteria given below depend on a particular teaching situation. Chujo and Nishigaki (2004: 37) provide the following general principles of vocabulary selection: there are two ways to select specialized or technical vocabulary from databases: frequency and range", or statistical application.

Based on the statement above, it can be concluded that the significant point in teaching vocabulary is the selection of words

teachers want to teach. It is quite easy to teach concrete words at lower level than to teach abstract ones. Thus, they need to considerthe frequency too.

There is a choice for them. They can decide which words to teach on the basis of frequency, that is, how often the words are used by the speaker of the language. Especially with young learners, word that they are familiar with and that they can find and use in their everyday daily lives should be taught. Very often words are taught according to themes and topics. Nowadays all the course books are organized into themes and they provide vocabulary around them. If there is a theme "Animals", then they can expect to find words like the names of animals, places they live, thing they eat, etc. Words that have quite specific meanings should be avoided with young learners.

f. **Kinds of Vocabulary**

Frank (2001: 29) identifies that there are seven kinds of vocabulary based on part of speech. They are:

1) Noun

Noun is one of most important part of speech. It is arrangement with the verbs helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing, or idea. Examples: magazine, book, bed, door, etc.

2) Verb

Verb is the word, which expresses an action or a help to make a statement. It is used a predicate. It is usually placed after subject. Examples: bring, have, write, take, etc.

3) Adjective

Adjective is the word used to qualify noun or pronoun. It is usually used after to be in a sentence. Because adjective modifies noun, it is usually located before noun. Examples: beautiful, diligent, clever.

4) Adverb

Adverb is a word used for qualifying the meaning of verb, adjective, or another verb. It is usually placed after or before verb. In the sentences he speaks loudly, the adverb is loudly. Other examples ofverb are slowly, carefully, beautifully, etc.

5) Conjunction

Conjunction is used to relate one word to another one, or onesentence to another one. In the sentence I have to call him before I go, the conjunction is before. Examples: and,but, so, etc.

6) Pronoun

Pronoun is a word that is used to replace people or thing. There are many kinds of pronoun, such as: as subject, object, relative pronoun, and possessive pronoun, I, you, we, they, he,

she, it are the examples of pronoun as subject.

The examples of pronoun as object are me, you, them, him, her, and, it, my, your, our, his, her, it''s are the example of possessive adjective. The examples of possessive pronoun are mine, yours, theirs, hers, his, and its.

7) Interjection

Interjection is a put into a sentence to express a sudden feeling of mind of emotion. It is a lexical category used to express an isolated emotion on the part of the speaker. In the sentence Hurray! I am the winner, the interjection is Hurray. Convention like hi, bye, good byeare interjections.

According to Kamil and Hiebert (2005:3), there are two kinds of vocabulary, which are as follows:

a) Productive vocabulary (active vocabulary)

Active vocabulary is the set of words that an individual can use when writing or speaking. Although in fact it is more difficult to put into practice, its mean that to use the productive vocabulary, the students must know how to pronounce it well, they must familiar with collocation and understand connotation meaning of the word.

b) Receptive or recognition vocabulary (passive vocabulary)

Passive vocabulary is that set of words for which an individual can assign meanings when listening or reading.

These are words that are often less well known to students and less frequent in use.

4. **Techniques in Teaching Vocabulary**

   a. **Definition teaching vocabulary**

   According to Syafrizal and Haerudin (2018) the teachniques that the teacher used such as; translation, memorization, playing games and also sing a song. The teacher often asked the students to come to in front of the class and answer the question on the white board. Here are the explanation of the techniques above :

   1) Translation

   One technique that usually used in teaching vocabulary is translation. In translating the meaning of the word, the teacher had applied indirectly and directly. There are various ways applied by the teacher in translating the word's meaning.

   2) Memorization

   The teacher also often motivate the students to always study hard. They also often asked the students to memorize a lot of vocabularies. If the students have a lot of vocabularies, the teacher believes that the students will have a good score in English. The teacher used memorization in teaching. The teacher asked the students to memorize the words that she has written on the white board but the students must close their book.

3) Playing games

Other activity that support the students' vocabulary were are games activities. The students will be interesting and also not feel bored with the lesson. In word games, the teacher talk by presenting pictures such as picture clothes, things in the bed room or time. Here, the teacher gave pictures to the students, then asked them to describe the pictures. So, other students could understand or found the meaning of vocabulary based on the pictures. Through that word games, the students could learn vocabulary in more joyful ways. It also increased their motivation to learn vocabulary.

f. Previous Study

The researcher had to accomplish the final project from university to achieve Sarjana Pendidikan degree, so the research conducted the study entitled "The Implementation of Mnemonics Strategies for Teaching Vocabulary at Seventh Grade of SMP N 2 Ceper in Academic Year 2021/2022".

These previous studies are as follows: the first previous study is entitled "The Implementation of Keyword Method in Learning English Vocabulary of-Shopping Advertisement at The First Grade of SMP N 2 Kapetakan Kabupaten Cirebon". Dewi Purnama Sari (IAIN Cirebon: 2015) researched about entitled The research aim is to describe the implementation of learning vocabulary in SMP N 2 Kapatekan Kabupaten Cirebon.

The research researched seventh grade of SMP N 2 Kapetakan Cirebon. The research design was descriptive qualitative research. In applying the learning vocabulary the teacher used keyword method in teaching learning vocabulary.

The research find four basic principle of mnemonics in conducting teaching vocabulary in class room, namely: meaningfulness, organization, association, visualization, attention. The teaching learning vocabulary also use Memory (short term and long term memory).

The relevance of the researcher by Dewi purnama sari with the research to be reviewd is the same of discussion that the implementation of mneomonics strategy to teaching vocabulary. The difference is Dewi purnama sari about the implementation of mnemonics strategy for teaching vocabulary is research use keyword method for teaching vocabulary.

The second previous study entitled "The Use of Mnemonic Learning Strategy and Snowball Throwing Method to Improve Motivation and Learning Outcomes of Fourth Grade Five-Sense Language Cottage Students at SDN Glanggang 1 Pasuruan in the Academic Year 2015/2016". She used descriptive qualitative research and data the collection techniques using interview, test, and documentation.

The result showed that motivation ans students learning outcomes during science learning using mnemonic learning strategies through the snowball method have increased.

The similary of the research discussed in the previous study was in the descriptive qualitative. The difference in previous study research, the problem focused on the increased of motivation students in the learning process using mnemonic and snowball throwing method. While this study focuses on knowing how using mnemonic in students" vocabulary mastery. This study using descriptive qualitative research and uses observation, documentation, and interview to collect the data.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According Sugiyono (2017:7) said qualitative research method are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, the data collection technique is carried out by triangulation (combined), data analysis is inductive/qualitative, and qualitative research result emphasize meaning rather than generalization.

It is called a qualitative method because the data collected using observation, documentation, interview andthe analysis are more qualitative (Sugiyono, 2017:8). According Patton and Cocran (2012:2) states that qualitative research characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

Broadly speaking, the definition of qualitative research is research that aims to understand the phenomena experienced by research subjects using a background or natural setting that interprets the phenomena that occur. For example, behavior, perception, motivation, action, and so on ina descriptive way in a context that is

experiences withouth human intervention and with optimal benefits as a commonly used scientific method.

The results of qualitative research emphasize meaning rather than generalization. In this study, the research method used to analyze the datais descriptive qualitative, because the problems relate to humans which fundamentally depend on observation. This is a descriptive study because the researcher describes the data. This study aims to describe the implementation of mnemonic strategy in students vocabulary mastery at seventh grade student of SMP N 2 Ceper in academic year 2021/2022.

B. Research Setting

1. Place of the Research

This research is conducted because at the SMP N 2 Ceper, the teacher used mnemonics strategy is away to help students remember vocabulary more effectively and esily. This school located in Jl. Ceper – Trucuk km.2, Kujon kidul, Ceper, Klaten 57465, Telp (0272) 3101574

2. Time of Research

The research started from Desember until March 2021, schedule ofthe research as follow :

Tabel 3.1

Time of Research

No	Activities	Month/2021			
		Des	Jan	Feb	March
1	Observing	■	■		
2	Conducting the research		■	■	
3	Analyzing the data			■	■

C. Subject of The Research

The subject of this research is the seventh grade in SMP N 2 Ceper in Academic Year 2021/2022. In this school, 8 classes which each class consists of 29 students. The researcher took students from VII F as research subjects. The number of data consist of 29 students, 14 male students and 15 female students. The object of thisresearch is focused on the using mnemonic strategy in students.

D. Data and Source of the Data

The data used in this research is qualitative data includes observation, documentation, interview. According to Bogdan and Bbiklen (1982:73), stated that the data were based on the raw material that researchers collected from the words they leraned. They are the basic form of analysis. Meanwhile, Sutopo in Siswono (2014:59), states that data sources in qualitative research can bein the form of humans, events or activities,place or locations, object, various images, and notes as well as

documents and archives.

In this study, the researcher used fileld notes based on observations during learning activities using mnemonic strategy. The researcher must write down everything that exists and happens in the classroom. Researcher used interview to the English teacher. As well as documents to in learning process to support research data. Meanwhile, the source of this study were students of VII F.

E. Instrument of Data Collection

The main instrument of data is researcher. Because the researcher observation and data processing. According to Arikunto (2016:134), revealed that instrument in data collection in a tool used by researcher to assist them in collecting data to make it more it more systematic and easy.

The tools used for data collection, such as questionnaires and interview, are either paper or computer assisted. The purpose behind data collections to capture quality evidence that alliws analysis to lead to the formulation of convincing and credible answers to the questions posed. In this study, the tools used by researchers for data collection are observation and interview.

F. Technique od collecting data

According to Margono (2010:158), data collection techniques are a way of collecting data to be studied. Data collection must determines the appropriate collection technique and according to the

needs of the research. The use of appropriate data collection techniques and tools enables objective data to be obtained.

Meanwhile, according to Hasan (2012:83), a data obtained to be collected to facilitate researchers in conducting research. The collection can be in the form of collecting forms, according phenomena, analyzing characteristics, or recapping the results of interviews. Data collection techniques used in this study were in the form of observation, document, and interview.

1. Observation

In this study, researchers need several methods for data collection, one of which is observation. According to C.R. khotari (2005), this method implies the collection of informasi by way of investigator own information.

In this method, the observer makes careful observations and meansurements of the observed object, then carefully and systematically records the observed events. Meanwhile, according to Sugiyono (2017:222), observation is a basic tools that researchers use to collect descriptive information and make knowledge claims about the physical and social world.

As a non participant observer, the researcher came and observed the learning activities in the classroom. The researcher coordinates with the English teacher to arrange observation for the

meeting to complete the learning process data to examine the teachers strategy, and class activities until the researcher collects sufficient data. After observing the class, the researcher uses a research instrument and cannot be replaced by another.

2. Documentation

According to Azwar (2010:21), research can be sourced from various pre-existing documents as long as the data supports the main objective. Meanwhile, according to Moleong (2013:8), historical traces of as object can be traced through the accompanying documents.

The documentation method in this study was used to collect data and information from students who became research information obtained from interview to the English teacher"s. Other supporting documents are lesson plans, syllabus, and students" worksheets.

3. Interview

The research also use interview technique to get the information that relates to the topic of the research. Sugiyono (2017) states that interview is used to collect the data when the researcher would like to find detailed information from the respondents of the research. The researcher conducted interview English teacher VII F of SMP N 2 Ceper. This technique was used to gain the information about how students take part in learning

English especially in vocabulary using mnemonic strategy .

G. Technique of Data Analysis

According to Sugiyono (2017:482), data analysis in the process of systematically searching and compling data obtained from interviews, filednotes, and documentation by organizing data into catagories, breaking it down into units, synthesizing, compiling into catagories.

Patterns, chosing which ones are importants and which will be studied, and making conclusions so that they are grouping , makinga sequence, and abbreviating the data so that it is easy to read. The goal is to simplify so that it is easy to interpret. The purpose of this analysis is to systematically describe factual and accurate events regarding the facts that occurres during the research conducted at SMP N 2 Ceper. Sugiyono (2017:337) suggest that analyzing data is needed by researchers through several stages, namely data reduction, data display, conclusion, and verification.

1. Data Reduction

Data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming rawdata or rawdata that emerges from written notes in the field (Usman, 2017: 86). Meanwhile, according to Sugiyono (2017: 247), the real form of data reduction is the process of summarizing, reviewing, or summarizing research results so that they become a single focal

point. Data reduction must be carried out by researchers continuously when researching to produce as much data as possible because the data in qualitative research is volatile, so it mustbe done constantly until the research ends.

Thus, the reduced data will provide a clearer picture and make it easier for authors to collect data. In addition, data reduction also includes researchers making a summary of the development of the object of research which will later become the basis for decision making to answer the formulation of the problem.

2. Data Display

Data display is complex information into a systematic form so thatit becomes more selective and simple and provides the possibility of drawing data conclusions and taking action (Usman,2017:87). In qualitative research, data display is carried out in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like (Sugiyono, 2017:247).

Research requires a systematic data display as a form of embodiment of the proposed problem formulation. The data display of the data is also the basis for researchers to take an analysis of the phenomena that occur and take alternatives if there are errors in the data display. It is possible to use this step because there is data that is not valid, so it is necessary to reduce and

restate it if the results obtained do not meet the requirements.

3. Conclusions

According to Miles and Huberman in Sugiyono (2017), the initial conclusions put forward are still temporary and will change if strong evidence is found that supports the next stage of data collection. The conclusion here is a new finding that has never existed.

The conclusiondescribes the researcher's mindset towards the phenomena that occurso that the conclusions obtained must be accounted for later. Accountability for the conclusions obtained is the most important aspect in presenting data conclusions because the conclusions are the most reference depart.

So the data verification process is carried out using researchers going back in the field to collect data again which is possible to obtain other strong evidence that can change the results of the temporary conclusions drawn. If the data obtained is consistent (same as the data that has been obtained) then conclusions can be drawn from a book and then published in the research report.

H. Trustworthiness of The Data

This research was conducted by applying qualitative research, therefore, it relates to the trustworthiness of the data or information collected from the research in the form of observation and the data is taken from interview to see whether the research findings are credible or not and should be checked.

According to Sugiyono (2017:5), a re-check of the data obtained is necessary to test the validity of the data. Valid data is data that is by the reality that occurs in the field, so it does not contain manipulation. Data must also have clear data validity as a requirement to test the hypothesis on the problem formulation previously proposed. In this study, the research findings were checked using triangulation.

Sugiyono (2017: 368), triangulation is a data validity technique used in this study to test the credibility of the data submitted by researchers so that it is worthy of research. Meanwhile, according to Cress well(2009:199), data triangulation is data will be collected through various sources including interviews, observations, and documents. Sugiyono (2017: 368), states that there are three types of triangulation used, namely as follows:

1. Checking is done by checking several sources which are called source triangulation.

2. Checks are carried out on the same source but with different techniques so that it is referred to as technical triangulation.

3. Checking with time synchronization is called time triangulation. This study uses source triangulation which validates the sources related to the research object. Researchers compare the information obtained with other sources to obtain valid data.

CHAPTER IV

RESEARCH FINDING & DISCUSSION

A. Research Finding

In this chapter, the researcher explained the research finding and discussion of the research finding. This chapter describes various findings from researcher related using mnemonic strategy in students" vocabulary mastery. The data was obtained from documentation, field observations, and interview to the teacher.

Before using mnemonics the teacher "ceramah" method with learning applications such as the teacher only give material and students listening, this is making learning passive. On the other hand, by using mnemonic methods, the teacher provides a kind of keyword that makes students have to imagine the word and match it with the original word, so the students can to retrieve and to recall the information.

The Students become more active and learning becomes more fun. This method makes it easier for teachers to teach because students are enthusiastic about being creative with their old memories. This method makes it easier for teachers to teach because students are enthusiastic about being creative with their old memories.

As stated by previous researcher Ina Rosdiana (2009) that the use of this strategy is intended to make their language learners create a more effective way in their vocabulary learning process because this strategy

offer users a way to retrieve keywords in the vocabulary learning material so that will be easier to remember.

The purpose of this study was to find or describe how to use the memorization method for vocabulary mastery of seventh grade students of SMP N 2 Ceper for the 2021/2022 Academic year. Researchers conducted field research. Researchers conducted research by observing and monitoring English learning using the memorization method which was carried out in class VII F with a total 29 student attending. The English teacher in class VII F named Mrs. Dwi Rinawati S.Pd. The teacher uses the memorization method for learning English.

Table 4.1

The Schedule of English Teaching VII F

NO	Day	Date	Subject Matter	Teacher
1.	Monday	07.15-09.15	English	Dwi Rinawati S.Pd
2.	Saturday	09.45-10.15	English	Dwi Rinawati S.Pd

Due to the reduction in time, learning is made as much as possible with the time available In a study entitled the use of the mnemonic strategy vocabulary mastery of seventh grade students of SMP N 2 Ceper for the 2021/2022 academic year, the teacher used several steps in the

learning process, including the following: The opening begins with greetings and asking how things are today , the main by explaining the material by applying the method, and closing by repeating an important part of theday's learning.

Tabel 5.1

Step in order to implement mnemonics strategy in teaching vocabulary

1. Teacher read the text in the book

2. Teacher give instructions the students to repeat what the teacher read, give the students opportunity to translate the text

3. Teacher ask the students about a new vocabulary that is difficult to translate

4. Teacher ask the students to write on the white board the new vocabulary

5. Teacher read the new vocabulary that is on the white board and ask the students to follow it

6. that is on the white board and ask the students to follow it,

7. Teacher ask the students to make sentences using the new vocabulary after that ask the students to memorize the new vocabulary"

Tabel 5.2

The Observation

1. First observation (16 febuary 2021) time 07.50-08.50.

   First meeting the class VII F of descriptive text open lks page 10.

   Example : orang gendut memakai dasi bu..

   Descriptive text used adjective (kata sifat) with the mnemonics

   strategy the type keyword method

Words	keywords	Meaning
smooth	semut	Halus
Tin	Tini, wini , bitti	Kecil
Pretty	Prit	Cantik
Poor	kapor	Miskin

2. Second observation (16 Febuary 2021) time 10.00-11.00

   The students mention part of body with mnemonics strategy

Words	keywords	Meaning
lips	lipen	Bibir
Eyes	Es	Mata
body	handbody	Badan
leg	Lek-lekan	Kaki
Ear	iya	telinga
Hair	her	rambut

3. Third observation (18 febuary 2021) Time 07.50-09.50

   Students mention a few words

keywords	meaning	word
seprei	berdoa	Pray
selimut	langsing	Slim
terong	salah	Wrong
Bisik-bisik	sibuk	Busy

1. Application of the mnemonic strategy in mastering vocabulary

In applying the memorization strategy given by the teacher in mastering students' vocabulary in English learning, the researchers found the results of the learning process taking place. The teacher uses three steps, namely opening, main (application of the mnemonic method), and the last is closing.

1. Opening

Opening is the learning process that happens in beginning section of teaching learning. The opening in class VII F started with saying greeting and asking the students how they were today.

"Good morning students, how are you today?" (Mrs.Rina/ Monday January 10, 2022)

Students answer
"Good morning Mrs,I'm fine thankyou. And you?
"I'm fine to thankyou"

And the teacher checking student attandance,

"Student, who is not in today?" (Mrs.Rina/ Monday January 10, 2022)

Students answered
"Nandita mrs. Because sick mrs"

The teacher focuses on the discussion of the material. Discussion starts up to 15 minutes. The material taugh is about How to state things around us. Before starting the discussion, the teacher asked the students to open the LKS book asked the students anything around us and the students answered by reading the meaning in the LKS book.

"Anak-anak hari ini kita belajar tentang apa? Yaa betul hari ini kita belajar tentang desctiptive teks. Ada yang tau apa itu deskriptif teks? coba dibuka buku LKSnya." (Mrs. Rina/Monday January 10, 2022)

Students answered :
"Bu guru, saya tidak membawa lks bu. Lks saya ketinggalan di rumah. (Students/Monday January 25, 2022)

All students open their LKS book. But there was only one person who didn't bring the book. Then the teacher gave directions to join their friend, so that learning continues fluently. Some students took out their notebooks without the teacher telling them to take them out.

2. Main

a) Observation

The teacher starts from discussing topics, goals, and activities that students will do when participating in learning. The teacher

explains the main material, which is about descriptive text and asks students about the material. The teacher also asked the students to take out their notebooks.

"hari ini kita belajar tentang apa itu deskiptif teks, ciri-ciri dan strukturnya. Coba kalian lihat gambar yang ada di buku LKS tersebut." (mrs. Rina/Monday January 10, 2022)

Students open the LKS book with the chapter "WhatDo They Look Like" with descriptive text as the material. Students look at the pictures in the worksheet and record what they see in the pictures. This step includes planning (the process of remembering students). As the teacher wants the students to be able to express what they seebefore the teacher gives a more actual understanding.

b) Questioning

The implementation of this question is carried out by the teacher himself. The purpose of this question is to make sure students really understand the picture and can convey what is in the picture.

" Anak-anak apa yang bisa kalian lihat di gambar lks tersebut, apakah ada pertanyaan?" (Mrs. Rina/Monday January 10, 2022)

> Students answered :
> "Orang gendut memakai dasi bu" (Students/ Monday January 10, 2022)

In this question session the teacher gets feedback from the students. Some of the students answered questions from the teacher. Active students make learning run smoothly.

c) Collecting data/information (Exploring)

In this session, the teacher provides information related to understanding, generic structure and tense. The teacher makes small notes on the whiteboard and explored the materialso that students write down the notes and understand about the material.

> "Pengertian deksriptif teks itu apa anak-anak? Ya betul teks yang mendeskripsikan/menggambarkan hewan, orang maupun benda. Ciri ciri deskriptif teks yaitu menggunakan simple present tense danbanyak menggunakan kata sifat (adjective) seperti contoh beautiful, cute dll. Selain itu generic structure nya meliputi identification dan description. Sampai disini apa bisa dipahami." (Mrs.Rina/Monday January 10,2022)

> Students answered :
> "Paham bu"(student/Monday January 10, 2022)

After that, the teacher gives examples of descriptive text sentences that are easily understood by students. The teacher also provides information related to vocabulary that is often used in descriptive texts by using the method to be given to students related to vocabulary mastery, especially adjectives.

The method is a technique of remembering (memorizing) called

"m"

"Anak-anak, didalam deskriptif teks kita sering kali menggunakan kata sifat (adjective). Jadi disini Ibu akan memberikan metode yang bisa kalian gunakan untuk menggembankan kosa kata kalian. Ini sangat mudah kalian temui di perbincangan kalian sehari-hari. Ibu akan memberikan metode "mnemonic" dengan arahan kata kunci yang memudahkan kalian untuk mengigat apa kata tersebut menemonics". (Mrs.Rina/ Monday January 10, 2022)

The students answered :   "iya bu" (Student/ Monday January 10, 2022)

The teacher also provides a mnemonic method with the type of "keyword". So in this method the teacher gives keywords to students so that students can develop these words into words that are similar to the original word or canbe called into vocabulary in English Language, as stated by Syah (2022), that there are several types of mnemonics, one of which is the keyword method, by selecting foreign words that you need to remember, and then identifying English words that sound like foreign words.

"Disini saya akan memberikan contoh kata sifat (adjective) "isi" , dalam metode mnemonic kata "isi" kata yang sering kita dengar dalam kehidupan sehari-hari. Nah semisal kalian mendengar kata tersebut berarti kalian ingat yaa, kalo kata "easy" dalam bahasa indonesianya artinya "mudah". Bisa dipahami anak-anak?" (Mrs.rina/ Monday January 10, 2022)

Students answered :

"bisa buguruuu" (Student/ Monday January, 2022)

"kurang paham buuu" (Student/ Monday January 10, 2022)

Some students did not understand the method given, because they have never encountered this method before, so understand this method requires some examples and another understanding. Then the teacher gave another example so that students could accept the method well and can apply it to the material being taught.

"Sekarang ibu akan memberikan lagi beberapa contoh penggunaan mnemonic yang berkaitan dengan kata sifat (adjective) ya anak- anak. Coba sebutkan salah satu anggota tubuh kalian.. iya bener mata. Ada yang tau bahasa inggrisnya mata? Itu lo yang sering kalian minum waktu istirahat apa coba? Iya betul es. Kalau mata dalam bentuk bahasa inggris eyes ya . Berarti paham ya anak-anak?" (Mrs.Rina/ Monday January 10, 2022).

Student answered "

"Paham bu" (Student/Monday January 10, 2022)

From this example, students begin to understandand recall their past memories. Where there are some students who respond to questions uttered by their teacher. Although not all students understood immediately, other students helped remind their friends who had completely forgotten.

"Sekarang ada contoh lagi, yang biasanya dipake cewek itu apa? Iya "lipstik" bahasa inggrisnya "lips" yang artinya apa anak-anak? Bener.. bibir. Jadi kalau lihat lipstik atau lips berarti artinya "bibir" ya.. (Mrs.Rina/ Monday January 10, 2022)

From this example students begin to understand every word given by their teacher. Almost half of the number per class simultaneously answered the questions given by the teacher. The students respond when the teacher mentions Facebook, they immediately catch it with the word "photo", the teacher also confirms their answer and then describes the correct answer or can be called with the real meaning. This makes the teacher more enthusiastic to provide other examples so that students really remember all their almost lost memories, especially in relation to "adjective" vocabulary.

"Apa lagi anak-anak yang ada di diri kita saja? Iya bener muka atau wajah. Coba kalo biasa di ingat lagi kedalam Bahasa Sehari-hari atau Bahasa Jawanya. Kamu pasti ingatnya "Facebook". Kata tersebut dari kata apa saja ? Book itu apa ? Face ? Jadi, kamu didalam itu bias melihat wajahnya orang.Ketika kamu buka Facebook sering kali kita melihatwajah-wajah orang kan ? nah, jadi Face ini tadiartinya "Wajah", Jadi sebenarnya kata-kata yang ada didalam Bahasa Inggris itu sering kita gunakan dalam kehidupan sehari-hari. Tapi kalian gak sadar, iya ga ?". (Mrs.Rina/ Monday January 10, 2022)

"Ada lagi contoh kata kunci kalian, skincare itu apa anak-anak?" (Mrs.Rina/Monday January 10, 2022)

"Icream untuk merawat kulit bu guru.." (Student/Monday 10, 2022)

> "Iya benerr "skin" itu kulit lalu "care" itu artinya "merawat. Nah dari kata tersebut kalian bisa mengingat bahkan kalian harus bisa menguasai kota kata yang sebenarnya tidak jauh dari kehidupan kita." (Mrs.Rina/ Monday January 10, 2022).

With some examples added, the teacher makes students more active to recall their almost forgotten memories. The keywords used vary as well as the names of people, animals that can be associated with the word being used. But not out of the discussion and fit with his vocabulary.

Even the keywords used are mostly everyday language that students use to communicate, so that for the memorization process they are easily absorbed and applied, especially to remember the "adjective". Many students remember the adjectives exemplified by the teacher. So thatmakes it easy for teachers to provide material related to adjectives. After everything was done, the teacher asked them to write it all down in their respective notebooks.

d) Association

In this session, the teacher gives assignments related to some of the examples that have been given earlier to increase their memory. Because considering the limited learning hours, the teacher gives questions only on the whiteboard.

> "Disini Ibu punya tugas untuk kalian. Coba kalian kerjakan sendiri-sendiri di selembar kertas. Masih

berkaiatan dengan contoh yang saya berikan tadi. Kalo sudah selesai, dikumpulkan maju kedepan ya anak-anak" (Mrs.Rina/Monday Januari, 2022).

There are five questions that the teacher gives to students. The problem is not far from the example that has been given by Gutu previously. Many students are enthusiastic to come forward to answer these questions. The teacher feels very happy because many students understand by giving this method.

e) Communicating

In communicating activities, students answer all the questions and questions that the teacher has given on the whiteboard. The first to come forward is the student who sits in the front alone. He came forward after the teacher asked "Who will come forward to answer question number one?". Second, third and fourth students come forward without any name designation. Then the last question is answered by students whohave been appointed by the teacher to come forward.

"Disini paham semua ya anak-anak untuk metode dan materi yang sudah saya berikan ? Banyak dari kalian yang ingat kembali kata sifat(adjective) yang dulu sering didengar dan sekarang kita gunakan lagi untuk materi hari ini. Berikan tepuk tangan untuk hari ini." (Mrs.rina/Monday Januari, 2022).

f) Closing

In this closing session, the teacher closes the material meeting by reminding the meaning of descriptive text, and examples of adjectives that have been exemplified earlier.

> "Jadi pengertian dari Deskriptive teks itu adalah teks yang menggambarkan atau mendeskripsikan benda, orang, hewan, dan tempat. Kata sifat yang sering kita gunakan tidak jauh dari kata yang kita gunakan sehari-hari sperti contohnya tadi skin-skincare-kulit, facebook-face-muka ". (Mrs. Rina/Monday Januari 10, 2022)

The teacher does not give homework . The teacher just repeats the material and gives conclusions about the material that has been studied that day.

3. Discussion

Based on the results of observations and interviews, the researcher explained the results of the research on the use of mnemonics in students' vocabulary mastery. The results of the study, the researcher found that the learning process was previously very passive and students were lazy to answer the questions given by the teacher, with the teacher using the mnemonic method the learning process became active again and students were enthusiastic to express their opinions and dared to answer the questions given by the teacher. The learning process using the mnemonic method applied by the teacher by the students with the following learning steps such as:

opening, core, and closing.

Opening is the initial process in learning. The purpose of this initial process is to provide students with motivation to stay enthusiastic in participating in the ongoing learning. The main is the second session in thelearning process, the teacher uses five learning steps, namely observing, quetioning, exploring, associating, and communicating.

This step is asstated by Daryanto (2014: 61) that the learning process that uses a scientific approach using steps includes observing, questioning, exploring, associating, and communicating. Where the teacher explains the material and introduces the method used in understanding the vocabulary being studied to make it easier for students to master the vocabulary by using thegiven method. The use of the method referred to in students' vocabulary mastery is mnemonic by using keywords as the basic key for students to guess by identifying the word with a word that is almost similar to the original.

From the observations, researcher got in the use of this method, theteacher always provides various examples so that students understand the real vocabulary with the help of keywords that are almost similar to the original words. With the new method given by the teacher, the students are more active and more enthusias in recalling their memories and many students are responding/active in

Expression their opinions.

After the example given by the teacher, the students were given questions with various kinds of vocabulary (adjectives) where the teacher gave keywords that helped them find the original word in English then the students were allowed to come forward to answer the questions on the whiteboard. The teacher only gives opportunities to students who want to move forward without being forced by the teacher and many enthusiastic students come forward to answer the question.

Based on the results of interviews that researchers did with the teacher, the teacher said that the method provided helped students recall memories, as evidenced by Jurowsky's theory (2015: 2) which says that there are several advantages to using mnemonics, including extremely effective in helping people to remember things. . In addition, students can get used to practicing their creative activities so as to make learning more interesting and efficient as suggested by Ahmal De Bayor (2011), namely mnemonic strategies help students memorize lessons easily and efficiently.

Closing is the third session, where the teacher closes the materialby repeating today's learning and before leaving the class greetings

BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study examines the use of mnemonic methods in vocabulary mastery of seventh grade students of SMP Negeri 2 Ceper for the 2021/2022 academic years. The purpose of this study was to find or describe how to use the memorization strategy for vocabulary mastery of seventh grade students of SMP N 2 Ceper for the 2021/2022 academic year. In this study the teacher carried out the learning process with 3 steps. She opened the class, delivered the material, and closed the class. At the core of learning, the teacher provides a mnemonic strategy.

In using this mnemonic strategy, the teacher not only conveys the material being studied, but also provides several examples that are directly related to this mnemonic strategy. The learning process enjoy n happy, making students more active and more enthusiastic in recalling their memories and many students responding/active in expressing opinions. In addition, the researcher also conducted interviews with English teachers regarding the use of this method.

It can be concluded that the use of this mnemonic strategy in students' vocabulary mastery gives good results. Students have experiences that make them understand the material. The learning and learning process runs successfully.

B. Suggestions

Researchers provide input for something that makes the learning process in the use of mnemonic methods better than before. This input is directed to the SMP 2 Ceper Institution and also English teachers.

a.) For English Teachers

It is better for the teacher to provide additional media for the learning process carried out so that the learning process becomes even morefun and students do not feel bored. Because students prefer something different in each lesson.

b.) For Students

Students must be more active in the learning process. Besides, in mastering vocabulary to be more leverage.c.) For Other Researcher The results of this study will help further researchers as a reference source for the same research with the method used, namely mnemonics.

BIBLIOGRAPHY

Arikunto, Suharsimi. 2010. *Prosedur Penelitian : Suatu Pendidikan Praktik.*

Jakarta: Rineka Cipta.

Arikunto, Suharsini. 2012. *Dasar-Dasar Evaluasi Pendidikan.*

   Jakarta: BumiAksara.

Butler, et al. 2010. *A Review of the Current Research on Vvocabulary Instruction.*

U.S: National Reading Technical Assistance Center.

Cameron, Lynne. 2001. *Teaching Languages to Young*

   Learners. CambridgeUniversity Press.

Congos, D. 2005. *9 Types of Mnemonic for Better Memory.* Retrived on

November 11.2013 from

   www.learningassistance.com/2006/january/mnemonics.html

Delashmutt, K. 2007. *A Study of the Role of Mnemonics in Learnung*

   Mathematics. (unpublished master thesis), University of Nebraska Lincoln

Harmer, Jeremy. 2001. *The Practice of English Language Teaching.* London:

   Longman

Hayes, O. C. 2009. *The Use of Melodic and Rhythmic Mmnemonic to Improve*

   Memory and Recall in Elementary Students in the Content Areas. Online

   Submission

Hewings, M. 2004. *Pronounciaton Ppractice Activities.* Cambridge: Cambridge
University Press

Hiebert, Elfrieda H.and Michael L. Kamil. 2005. *Teaching and Learning
Vocabulary Bringing Research to Practice.* London: Lawrence Erlabaum
Associaties, Inc

Hornby. 1995. *Advance Learner's Dictionary*. New York: Oxford University
Press.

Jurowsky, Kamil. 2015. *Comprehensive Review of Mnemonic Devices and Their
Applications*. New York

John, R. 2000. *Assesing Vocabulary*. Cambridge: Cambridge University Press.
Joyce, Brunce. 2009. *Models of Teaching*. Yogyakarta: Pustaka Pelajar

Miller, G.A and Wakefield, P.C. 1993. *Commentary on Anglin's Analysis of
Vocabulary Growth.* In Anglin: 167-175. [7.2]

Nation, P. 2001. *Learning Vocabulary in Language Teaching.* Great Britain:
Cambridge University Press

Rosdiana, Ina. 2009.*The Effectiveness of Mnemonic Devices in Vocabulary
Learning Process at The Fifth Grade of SDN Babakan 1 in The Academic
2008.2009*. S1 Thesis,Unpublished. Islamic University Syarif Hidayatullah
Jakarta

Sino-US English Teaching, ISSN1539-8072, USA, May 2005, Volume 2No 5

(Serial No.7)

Sugiyono. 2011. *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif,*

dan R&D. Bandung: Alfabeta

Sugiyono. 2012. *Metode Penelitian*. Banadung: Alfabeta

Sugiyono. 2015. *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif,*

dan R&D. Bandung: Alfabeta.

Syah, Muhibin M. Ed. 2002. *Psikologi Pendidikan Dengan Pendekatan Baru.*

Bandung: Remaja Rosda Karya.

Thornbury, Scott. 2003. How to Teach Vocabulary. Pearson Education Limited.

www.depdiknas.com

Ur, P. 1996. *A Course in Language Teaching*. Great Britain: CambridgeUniversity

Press.

APPENDICES

APPENDICES

The Students Name

DAFTAR NAMA PESERTA DIDIK

KELAS VII F

TAHUN PELAJARAN 2021/2022

NO	NO INDUK	NAMA	L/P	
1	9639	ABDILLAH FAQIH	L	
2	9640	ADAM JANUAR	L	
3	9641	AGAS ARDI BIRAWA	L	
4	9642	ALFIAN FAUZUL ADZIM	L	
5	9643	ANDITA AGUS RIYANTO	L	
6	9644	APRILIA ANGGUN SULISTYANI	P	
7	9645	APRILIA NURHAJIZAH	P	
8	9646	ARVITA NUR HIADAYAH	P	
9	9647	AULIA HILMA SILFIANA	P	
10	9648	BIMO SAPUTRI	L	
11	9649	DARU WICAKSONO	L	
12	9650	DENNY SAPURTI	L	
13	9652	DIMAS SAPUTRO	L	
14	9654	ELSA AYU SEPTIYANI	P	
15	9655	FARID AL GHAZALI	L	
16	9656	ISMU ULLUL HASBI	L	
17	9657	MUHAMMAD FACHRI	P	
18	9658	NANDITA	P	
19	9659	NAYLA WAHYU SAPUTRI	P	

20	9660	QARIN CIKA YULIARSIH	P	
21	9661	RAISZHA BINAR NALINDRA	P	
22	9662	REFA OKTAFIANA	P	
23	9663	RISMAWATI MIFTAKHULJANNAH	P	
24	9664	REVIRA VARISA PUTRI	P	
25	9665	SRI WULANDARI	P	
26	9666	VINA ZALIYANTI	P	
27	9667	WAHIB HIBATULLAH	L	
28	9669	YOGA SETIAWAN	L	
29	9670	YULIA MARYANI PUTRI	P	

L   14

P   15

Jumlah   29

Wali Kelas   : Dwi Rinawati, S.Pd

APPENDICES

The Syllabus of English Learning

SILABUS BAHASA INGGRIS KELAS VII SEMESTER 2

SMP NEGERI 2 CEPER

TAHUN PELAJARAN 2020 / 2021

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan	• Fungsi sosial Berkenalan, memperkenalkan diri	- Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran

teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)
 	
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
	sendiri/orang lain.
	
	• Struktur teks
	  - Memulai
	  - Menanggapi (diharapkan/di luar dugaan)
	
	• Unsur kebahasaan
	  - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya
	  - Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*)
	  - Subjek Pronoun: *I, You, We, They, He, She, It*
	  - Kata ganti possessive *my*, *your*, *his*, dsb.
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	
	• Topik
	Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang dapat menumbuhkan perilaku yang termuat di KI
		- Mengidentifikasi ungakapan-ungkapan penting
		- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.
		- Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal
		- Memaparkan jati dirinya yang sebenarnya.
		- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya
		- Melakukan refleksi tentang proses dan hasil belajarnya

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu	• Fungsi sosial
	Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan
	
	• Struktur teks
	  - Memulai
	  - Menanggapi (diharapkan/di luar dugaan)
		- Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
		- Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran

dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)
 	
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dansesuaikonteks
	• Unsur kebahasaan
	  - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
	  - Angka ordinal dengan *the* untuk menyebut tanggal (lisan): a.l. *the first*, *the second*, *the twenty third*, *the thirty first of May*)
	  - Angka ordinal tanpa *the* untuk menyebut tanggal (lisan): a.l. *1st*, *2nd*, *23rd*, *31st, of May*)
	  - Waktu (lisan): *at one*, *at two fifteen*, *at ten to seven*, *at a quarter past eight*
	  - Waktu (tulis): *01:00; 02:15; 06:50; 08:15*
	  - Artikel the untuk menyebut waktu dalam hari, *in the morning*, *in the afternoon*, *in the* evening
	  - Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon*, *at night*)
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	
	• Topik
	  Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah,
		kata yang benar, satu per satu.
		- Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan
		- Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar
		- Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah
		- Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular) 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan	• Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan *a*, *the*, bentuk jamak (-*s*) - Penggunaan kata penunjuk *this*, *that*, these, *those* ... - Preposisi untuk *in, on, under* untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang	- Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dapat menumbuhkan perilaku yang termuat di KI	
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective) 4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosa kata, terkait dengan ciri fisik (a.l. *red*, *big*, *dark*, *loud*), selera (a.l. *nice*, *beautiful*, *cute*), mental (a.l. *clever*, *smart*), psikologis (a.l. *happy*, *sad*, *disappointed*, *angry*, *wild*), budi (a.l. *kind*, *good*, *polite*) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah,	- Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang terkenal - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense) 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fung si orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks	• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fung si orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interogative: *Yes/No question*; *Wh-question* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat	- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar - Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	menumbuhkan perilaku yang termuat di KI	
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya 4.7. Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,	• Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks Dapat mencakup: - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan - Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question*; *Wh-question*), dalam simple present tense - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan	- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengritik/ menyatakan kekaguman/ mempromosikan - Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map*, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
secara benar dan sesuai konteks	publik yang dapat menumbuhkan perilaku yang termuat dalam KI	
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya.

Ceper, 26 Februari 2021

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Sunarto S.Pd   Dwi Rinawati S.Pd
NIP. 19640105 199512 1 006   NIP. 197701232014102002

APPENDICES

The Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMP NEGERI 2 CEPER
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII / 2
Materi pokok   : It's a beautiful day!
Alokasi Waktu   : 2 x 45 menit

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksionallisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective**)**	3.5.1 Mengidentifikasi *fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan* yang melibatkan tindakan memberi dan memintainformasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.

	4.5.1 Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan memintainformasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsisosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
	4.5.2 Mempraktekkan teks interaksi transaksional lisan sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsisosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

1. Menyebutkan kata sifat yang menggambarkan sifat-sifat orang,hewan, dan benda dengan tepat.
2. Mendeskripsikan sifat dan ciri fisik orang,hewan,benda dengan benar dengan mengamati beberapa gambar.
3. Mengidentifikasi kata sifat yang menggambarkan sifat-sifat orang,hewan,dan benda.

D. Materi Pembelajaran

1. Fungsi sosial   : Mendiskripsikan, mengidentifikasi, mengkritisi, memberi penilaian tentang orang, binatang, danbenda dari segi sifatnya.

2. Struktur   :
- Memulai
- Menanggapi (diharapkan/ di luar dugaan)

3. Unsur kebahasaan   :
- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
- Kosakata, terkait dengan ciri fisik (antara lain. *red, big, dark, loud*), selera (antara lain. *nice, beautiful, cute*), mental (antara lain. *clever, smart*), psikologis (antara lain. *happy, sad, disappointed, angry, wild*), budi (antara lain. *kind, good, polite*).

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Metode Pembelajaran

- **5 M** (Mengamati, Menanya, Mengumpulkan Informasi, Mengasosiasi dan Mengomunikasikan).
- Metode menghafal/mengingat kembali *(mnemonic)*

F. Media/alat dan Bahan
- Laptop, LCD proyektor, realia dan gambar percakapan
- Real thing

G. Sumber Belajar
1. Buku Siswa Bahasa Inggris: *When English Rings a Bell* Kelas VII, Kementrian Pendidikan dan Kebudayaan Bahasa Inggris, hal 99 s.d 126, edisi revisi.
2. LKS Siswa

H. Langkah-langkah Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Guru mengucapkan salam dan tegur sapa	10 menit
	Mengecek kehadiran PD , berdo'a, menyiapkan suasana belajar yang kondusif	
	Mereview pembelajaran yang lalu	
	Menyampaikan tujuan pembelajaran	
	Menyebutkan kegiatan belajar yang akan dilakukan	
Kegiatan Inti	**MENGAMATI** 1. Siswa memperhatikan gambar tentang orang,hewan,benda. 2. Siswa membuat catatan-catatan kecil berdasarkan gambar. **MENANYA** 1. Guru menanyakan kata sifat yang menggambarkan sifat-sifat orang, hewan, benda.. 2. Siswa mendeskripsikan sifat dan ciri fisik orang, hewan, benda. **MENGUMPULKAN INFORMASI** 1. Siswa menuliskan ciri fisiknya dalam buku catatan.	60 menit

	2. Siswa menyebutkan ciri fisik yang berbeda dengan akurat, lancar dan berterima bila untuk mempertanyakan tentang ungkapan,pola dan unsur kebahasaan yang relevan, 3. Siswa mengidentifikasi kata sifat yang menggambarkan sifat –sifat orang. 4. Siswa mengisi tabel yang yang menggambarkan nama-nama binatangbeserta sifat-sifatnya. **MENGASOSIASI** 1. Guru memberikan soal dengan menyebutkan kata kunci *(keyword)*. 2. Siswa menjawab soal yang diberikan oleh guru di papan tulis	
Kegiatan Penutup	1. Guru dan siswa membuat rangkuman/simpulan pelajaran. 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.	10 menit

H. Penilaian
1. Kompetensi Sikap Spiritual
a. TeknikPenilaian : Observasi dan Penilaian Diri
b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian

Rubrik Penilaian

1. Rubrik Penilaian sikap
a. Sikap spiritual
Pedoman Observasi Sikap Spiritual
Petunjuk :
Lembaran ini diisi oleh guru untuk menilai sikap spiritual peserta didik. Berilahtanda cek (v) pada
kolom skor sesuai sikap spiritual yang ditampilkan oleh peserta didik, dengankriteria sebagai berikut:
4 = selalu, apabila selalu melakukan sesuai pernyataan
3 = sering, apabila sering melakukan sesuai pernyataan dan

kadang-kadang tidak melakukan
2 = kadang-kadang, apabila kadang-kadang melakukan dansering tidak melakukan
1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik   : …………………
Kelas   : …………………
Tanggal Pengamatan   : …………………..
Materi Pokok   : …………………..

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Berdoa sebelum dan sesudah melakukan sesuatu				
2	Mengucapkan rasa syukur atas karunia Tuhan				
3	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
4	Mengungkapakan kekaguman secara lisan maupun tulisan terhadap Tuhan saat melihat kebesaran Tuhan				
5	Merasakan keberadaan dan kebesaran Tuhan saat mempelajari ilmu pengetahuan				
	Jumlah Skor				

Petunjuk Penskoran:
Skor akhir menggunakan skala 1 sampai 4 Perhitungan skor akhir menggunakan rumus :

$$\frac{Skor\ diperoleh}{Skor\ Maksimal} \times 4 = skor\ akhir$$

Contoh :
Skor diperoleh 14, skor maksimal 4 x 5 pernyataan = 20, maka skor akhir :

$$\frac{14}{20} \times 4 = 2{,}8$$

Sesuai Permendikbud No 81A Tahun 2013 peserta didik memperoleh nilai adalah:

Sangat Baik	apabila memperoleh skor: **3,33 < skor ≤ 4,00**
Baik	apabila memperoleh skor: **2,33 < skor ≤ 3,33**
Cukup	apabila memperoleh skor: **1,33 < skor≤ 2,33**
Kurang	apabila memperoleh skor: **skor ≤ 1,33**

b. Sikap Sosial (Percaya diri)
Pedoman Observasi Sikap Percaya Diri

Petunjuk:
Lembaran ini diisi oleh guru/teman untuk menilai sikap sosial pesertadidik dalam percaya diri. Berilah tanda cek (v) pada kolom skor sesuai sikap percaya diri yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :
4 = selalu, apabila selalu melakukan sesuai pernyataan
3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidakmelakukan
1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik   : …………..……….
Kelas   : …………..……….
Tanggal Pengamatan   : …………..……..
Materi Pokok   : …………..……..

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Berani presentasi di depan kelas				
2	Berani berpendapat, bertanya, atau menjawab pertanyaan				
3	Berpendapat atau melakukan kegiatan tanpa ragu-ragu				
4	Mampu membuat keputusan dengan cepat				
5	Tidak mudah putus asa/pantang menyerah				
	Jumlah Skor				

Rubrik Penilaian Pengetahuan

ASPEK	KRITERIA	SKOR	Jumlah Soal	Skor Perolehan
Isi	Sangat sesuai	3	...	
	Sesuai	2		
	Kurang sesuai	1		
Struktur teks	Benar dan Tepat	3	...	
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur kebahasaan	Sangat tepat	3	...	

	Tepat	2		
	Kurang tepat	1		
Total skor				

Keterangan:
Nilai Akhir = Nilai perolehan : Total Skor x 100

Rubrik Penilaian Ketrampilan (Menulis dan Berbicara)

Kelas : _____   Hari/ Tanggal : _____

No.	Nama Peserta didik	Menulis teks			Berbicara				Total
		Kosa kata	Grammar	Isi	Ketepatan (75-90)	Intonasi (75-90)	Kelancaran (75-90)	Ekspresi (75-90)	

Catatan:
Tulisan

Nilai	Uraian
90	Jika kosa kata dan grammar benar dan isi tidak biasa.
85	Jika kosa kata dan grammar benar dan isi biasa.
80	Jika kosa kata benar dan grammar kurang benar dan isi biasa.
75	Jika kosa kata dan grammar kurang benar dan isi biasa.

Penampilan

Nilai	Uraian
90	Jika lancar (*fluent*), melafalkan kata-kata dengan benar (*accurate)*, dan berbicara dengan intonasi (*intonation*) dan ekspresi (*expression*) tepat
85	Jika menggunakan dengan tepat 3 dari 4 aspek (*fluency, accuracy, intonation* dan *expression*)
80	Jika menggunakan dengan tepat 2 dari 4 aspek (*fluency, accuracy, intonation* dan *expression*)

75	Jika menggunakan dengan tepat hanya 1 dari 4 aspek (*fluency, accuracy, intonation* dan *expression*) dan tidak jelas.

Ceper, 19 Februari 2021

Mengetahui
Kepala Sekolah   Guru Mata Pelajaran

Sunarto S.Pd   Dwi Rinawati S.Pd
NIP. 19640105 199512 1 006   NIP. 1977012320141020

APPENDICES

The Field Note on Teacher Interview

FIELD NOTE THE INTERVIEW

The Day/Date: Wednesday / 16 February 2021

Time : 13.00-13.40 (40 Minutes)

Activity : Interviewing the English Teacher

Informant : Dwi Rinawati, S.Pd

Location : SMP N 2 Ceper

Interviewer : Ernanik Siti Fathonah

Interviewer : Selamat pagi buk, Maaf jika saya mengganggu waktunya. Begini buk, saya berniat mewawancara dengan ibuk perihal skripsi yang sedang saya lakukan dikelas ibuk. Sebelumnya, ibuk sudah berapa lama mengajar Bahasa Inggris?

Respondent : Kalau mengajar saya sudah dari Tahun 2001 mbak mengajar

Interviewer : Kalau untuk di SMP 2 Ceper sendiri berapa lama buk?

Respondent : Baru 2 Tahun mba, soalnya saya mutasi dari SMP N 1 Ceper

Interviewer : Mengenai perubahan kurikulum terbaru pendidikan di Indonesia menurut ibu , kurikulum terbaru pendidikan saat ini bagus apa tidak ya buk?

Respondent : Sangat bagus, dari KTSP menjadi Kurikulum K13. Sebenarnya K13 itu enak bagi guru, Enak pula bagi siswa. Siswa tinggal mengaplikasikan, terkadang mereka Cuma karena sangat malas, karena apa keterbatasan vocab dan malas membaca kita mendengarkan dengan audio dan melihat dengan visual saja sebenarnya sudah sangat mudah sekali

Interviewer : Setiap ibu mengajar apakah ibu selalu berpedoman dengan RPP?

Respondent   : Dengan RPP jelas serta silabus . kita harus mengajar di pendidikan formal seperti ini memang dibuat sebelum mengajar.

Interviewer : Menurut Ibu, tanggapan para siswa terkait pembelajaran Bahasa Inggris bagaimana bu ?

Respondent : Untuk anak-anak sebagian besar menganggap pelajaran Bahasa Inggris itu sulit dan tidak menyenangkan, yaa karena mereka kesulitan untuk merespon apa yang Guru tanyakan dan minat anak tentang Bahasa Inggris juga rendah.

Interviewer : Mengenai penguasaan kosa kata anak bagaimana bu ?

Respondent : Ya untuk penguasaan kosa kata anak sangat kurang sekali, karena kan memang mereka tidak menggunakan Bahasa Inggris dalam kehidupan sehari-hari selain itu merekajarang banget menemuinya. Kalo hp kan sebenarnya ada yang berbahasa Inggris, tapi mereka tidak makai yang mode Bahasa Inggris. Trus film-film Barat itu juga jarang nonton, nontonnya film Indonesia, you tube nya juga you tube Indonesia, Tik Tok nya juga Tik Tok Indonesia. Ya jadi baik dari social media dan kehidupan sehari-hari mereka jarang menemui Bahasa Inggris.

Interviewer : Terus Ibu memilih metode ini mengapa alasannya Bu ? Kenapa tidak

media saja yang Ibu gunakan untuk mengasah penguasaan kosa kata

Siswa ?

Respondent : Engga mbk, kalo media mereka lebih asik dengan media nya bukan

dengan pembelajarannya. Yaa karena jaman sekarang ya mbk

apalagi dengan keadaan pandemi sekarang ini anak sudah terlalu

terbiasa dengan hp mereka. Tugas melalui Hp dan materi pun juga

melalui Hp. Kualitas anak didalam pendidikan itu menurun mb. Jadi

saya menggunakan metode mnemonic ini ingin menjadikan siswa

berimajinasi dengan daya ingat mereka yangdulu yang mungkin

sudah pernah di ajarkan di SD diingatkan kembali dengan

menggunakan kata kunci yang saya berikan dengan menggabungkan

kata itu di dalam kata yang sehari-hari kitagunakan.

Interviewer : Menurut Ibu dengan adanya pembelajaran Bahasa Inggris iniantusias

anak bagaimana bu ? Apakah ingin belajar lagi apa malah malas-

malas bu ?

Respondent : Kalo antusias itu ada mbk, tapi terkendala dengan tidak bias itu tadi.

Dan motivasi untuk mencari di kamus itu kurang bagus, jadi yaa

agak tidak termotivasi untuk buka kamus. Kalo ga tau yacuman diam

aja.

Interviewer : Kalau untuk menanyakan sesuatu di kelas itu bagaimana bu ?

Respondent : Ya kalau untuk Tanya kurang sih mbk, tapi dengan adanya metode yang saya berikan tadi anak-anak malah aktif bertanya. Disuruh maju yaa mau maju, mau mengerjakan, mau jawab juga pertanyaan yang saya berikan.

Interviewer : Lalu bagaimana menurut Ibu tentang metode yang Ibu berikan ke anak apakah efektif ?

Respondent : Kalau efektif ya efektif mbk. Anak-anak kan jarang menggunakan bahasa Inggris, jarang menemui apa saja yang berbahasa Inggris jadi ketika mereka menghubungkan ke kehidupan sehari-hari mereka, yang biasanya mereka berbahasa Jawa, berbahasa Indonesia itu jadi lebih mudah. Seperti tadi diberikan contoh Jari- Pinguin mereka langsung menjawab finger. Ya sangat membantu mereka mbk.

Interviewer : Menurut jenengan kelebihannya dalam menggunakan metode ini apa bu ?

Respondent : Kelebihanya yaa itu tadi, karena dekat dengan dunia anak, jadi anak lebih mudah mengingat dan memahami. Lebih mudah untuk dihafalkan karena mereka langsung mengingat dengan adanya kata bantu yang saya berikan tadi .

Interviewer : Brarti metode yang Ibu berikan ke anak itu berhasil ya bu ?

Respondent : Iya berhasil mbk.. hambpir semua anak aktif dan mengikuti pembelajaran Bahasa Inggris dengan baik. Dan mereka pun tertarik juga. Biasanya anak-anak itu Cuma 20% aja mbk tidak seperti

dengan saya berikan metode ini. Dan saya harap juga anak-anak bias

mengaplikasikan sendiri tanpa adanya bantuan kata kunci dari saya

tadi ya mbk dan ittu malah memudahkan mereka untuk menguasai

kosa kata mereka sendiri.

Interviewer : Baik bu cukup sekian wawancara yang saya lakukan. Terima kasih

untuk semua bantuan yang sudah Ibu berikan dan Terima kasih

karena Ibu sudah mengijinkan saya melakukan dan melakukan

penelitian saya ini bu.

Respondent : Iya mbk sama-sama. Semoga ini membantu mbk nya yaa dan

semoga sukses untuk kedepannya.

APPENDICES

The Field Note of Observation

The Field Note

1. First observation

Date   : **16 February 2021**
Time   : **07.50-08.50**
Place   : **Class VII F**

This is the first meeting in the first session English subject of VII F class for the topic of descriptive text. The class starts at 07.50-08.50 there are 29 students, consisting of 14 female and 15 male. The first meeting was conducted in VII F class.

The teacher opened the class with the greeting *"Good Morning Class"*. How are you? Starting today's learning, Who ia absent today ? Now, Today we will learn about descriptive text. Especially about People". The students looked less enthusiastic at the beginning of the meeting. They are late replying to greetings and absent. Although the learning must run according to the schedule determined by the school. However, students are absent outside of learning hours.

In the next activity, the teacher distributed descriptive text material for them to learn during learning hours. The teacher gives descriptive text material by asking students to open the LKS book. All students are silent and do not pay attention to the teacher talking. The teacher continues the discussion until it is finished.

In the last session the teacher closed the lesson by saying "Ok class, enough for the day. Don't forget to study harder and read the material that I have given. Good morning"

The Field Note

2. Second observation

    Date   : Friday, 16 Febuary 2022

    Time   : 10.00-11.00

    Place : Class VII F

This is the first meeting in the second session English subject of VII F class for the topic of descriptive text. The class starts at 10.00-11.00 there are 29 students, consisting of 9 14female and 15 male. The first meeting was conducted in VII F class.

The teacher opened the class with the greeting *"Good Morning Class".* How are you? Starting today's learning, Who ia absent today ? Now, Today we will learn about descriptive text. Especially about People". The students looked enthusiastic at the beginning of the meeting.

In the next activity, the teacher distributed descriptive text material for them to learn during learning hours. The teacher gives descriptive text material by asking students to open the LKS book. During the learning process, students were enthusiastic to ask questions. Starting from the material they learned, to asking for additional examples to better understand descriptive text. Thelearning atmosphere is quite effective, because of the response from each student and the teacher were enthusiastic to ask questions. Starting from the material they learned, to asking for additional examples to better understand descriptive text. Thelearning atmosphere is quite effective, because of the response from each student and the teacher.

After the last five minutes, the teacher closed the lesson by saying "Ok class, enough for today's learning. Don't forget to re-learn. See you next week.

The Field Note

3. Third observation

Date   : Friday, 14 January 2022

Time : 07.50-09.50

Place : Class VII F

This is the seconf meeting in the English subject of VII F class for the topic of descriptive text. The class starts at 07.50-09.50 there are 32 students, consisting of 29 female and 15 male. The first meeting was conducted in VII F class.

The teacher opened the class with the greeting *"Good Morning Class".* How are you? Starting today's learning, Who ia absent today ? Now, Today we will learn about descriptive text. Especially about People". The students looked enthusiastic at the beginning of the meeting, because all students were enthusiastic about taking part in learning that day, because at the previous meeting students had received the same learning so that students could provide feedback when the teacher asked questions.

In the next activity, the teacher distributes descriptive text material for them to study during learning hours. The teacher provides descriptive text material by providing methods that the teacher has prepared in advance to hone students' vocabulary mastery. The teacher gives keywords in each adjective vocabulary by giving a code that is similar to the original word in English.

In each example given the teacher provides the method. Students feel that learning is not boring because students are encouraged to imagine with their minds. students respond well to every question the teacher gives. learning goes smoothly. The method given by the teacher was successfully applied in class. After the explanation and giving of the method is complete. The teacher gives questions on the whiteboard. Students are enthusiastic to come forward by answering the questions on the whiteboard.

After the last five minutes, the teacher closed the lesson by saying "Ok class, enough for today's learning. Don't forget to re-learn. See you next week.

APPENDICES

The Material in Descriptive Text

Activity 8

Read the explanation below about descriptive texts.
Bacalah penjelasan berikut tentang deskriptif teks.

DESCRIPTIVE TEXT

1. Description is a text that describes a particular person, animal, place or thing.
    Deskripsi adalah teks yang menggambarkan orang, binatang, tempat, atau benda tertentu.

2. This table below show the social function of descriptive text according to new paradigm:
    Tabel berikut menunjukkan fungsi sosial dari teks deskriptif menurut paradigma baru:

Descriptive text about a person/an animal *Teks deskritif tentang orang atau hewan*	Descriptive text about a place/a thing *Teks deskriptif tentang tempat atau benda*

• To introduce/to identify a particular person or animal
  Mengenalkan seseorang/seekor hewan
• To make a particular person or animal stand out
  Menonjolkan seseorang/seekor hewan
• To make people love about a particular person or animal
  Membuat orang menyukai orang/hewan tertentu
• To show someone's pride of a particular person or animal
  Menunjukkan kebanggaan seseorang terhadap orang/hewan tertentu
• To persuade people to protect/preserve a particular animal (especially endangered animal)
  Mempengaruhi orang untuk melindungi/ melestarikan hewan tertentu (khususnya hewan yang terancam punah)
• To inspire other to be like a particular person.
  Menginspirasi orang lain untuk menjadi seperti orang tertentu.
	• To attract people to observe/ enjoy/come to the place
	  Menarik orang untuk mengamati/ menikmati/ datang ke tempat tertentu
	• To introduce/identify a particular place/thing
	  Memperkenalkan sebuah tempat/ hal tertentu
	• To promote the particular place or thing as well as to criticize it.
	  Mempromosikan tempat/hal tertentu serta mengkritiknya.
	• To make people love/interested in a particular place or thing
	  Membuat orang menyukai/tertarik pada tempat/hal tertentu
	• To show someone's pride of a particular place or thing.
	  Menunjukkan kebanggaan seseorang terhadap tempat atau benda tertentu.

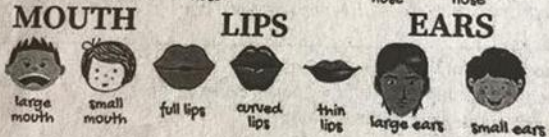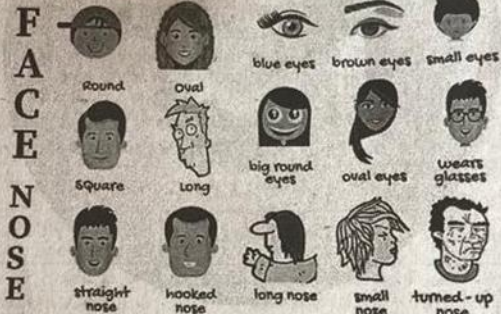3. The Text Structure (Generic Structure) of a descriptive text consists of:
    Struktur Teks (struktur generik) teks deskriptif terdiri dari:

    a. **Identification**

    This part identifies the thing/person to be described. It is located in the first section, aims to identify an object to be described. Identification introduces the reader to the object to be explained before being given more detailed information or description about the object in the next section.

    Bagian ini mengidentifikasi hal/orang yang dideskripsikan. Bagian ini terletak pada bagian pertama, bertujuan untuk mengidentifikasi suatu objek yang akan dideskripsikan. Identification berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan dijelaskan sebelum diberikan informasi atau deskripsi yang lebih rinci mengenai objek tersebut pada bagian selanjutnya.

6. This is some adjectives to describe a person's appearance:
Berikut adalah beberapa kata sifat untuk menggambarkan penampilan seseorang:

A G E
young   Middle-aged   Old

B U I L D
Well-built   plump

HEIGHT
Short   Medium-height   Tall

thin   fat   slim

E Y E S
blue eyes   brown eyes   small eyes

F A C E
Round   Oval

big round eyes   oval eyes   wears glasses

Square   Long

N O S E
straight nose   hooked nose   long nose   small nose   turned-up nose

MOUTH   **LIPS**   **EARS**
large mouth   small mouth   full lips   curved lips   thin lips   large ears   small ears

6 ▶ Hair
short black hair   long black hair   grey hair   wavy brown hair   curly hair   ponytail   red pigtails   fair hair (plaits)   short spiky hair   bold

OTHER FEATURES
freckles   beard   moustache   goatee   pigtails/braids

APPENDICES

The Documentation of Observation

and Interview

Words	Keywords	Meaning
skin	sekinker	Kulit
lips	lipen	Bibir
eyes	es	Mata
small	mol	Kecil
body	henbodi	Badan
hair	her	Rambut
smooth	semut	Halus
tin	Tiniwini,bitii	Kecil
Face	Fesbuk (facebook)	Wajah
prety	prit	Cantik
ear	iya	Telinga
leg	Lek-lekan	Kaki
arm	Arem-arem	Lengan
bored	borod	Bosan
poor	kapor	Miskin
easy	isi	Mudah