

**STRATEGIES USED BY ENGLISH TEACHER IN TEACHING  
VOCABULARY FOR SEVENTH GRADE OF SMPN 2 KLEGO  
BOYOLALI IN ACADEMIC YEAR 2023/2024**

**THESIS**

**Submitted as A Partial Requirements**

**For the degree of *Sarjana***



By:

WIJI PURWANTI

SRN.196.121.064

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA**

**2023**

**ADVISOR'S SHEET**

Subjects : Thesis of Wiji Purwanti  
SRN : 19.61.2.1.064

To:  
The Dean of  
Faculty of Cultures and Languages UIN  
Raden Mas Said Surakarta  
in Surakarta

Assalamu'alaikum Wr. Wb.

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

Name : Wiji Purwanti  
SRN : 19.612.1.064  
Title : **Strategies Used by English Teacher in Teaching Vocabulary for Seventh Grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024.**

Has already fulfilled the requirements to be presented before the Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention  
Wassalamu'alaikum Wr. Wb

Sukoharjo, .....2023

Advisor,






Nestiani Hutami, M.A.

NIP.19861104 201903 2 007

## RATIFICATION

This is to certify the *Sarjana* thesis entitled  
“Strategies Used by English Teacher in Teaching Vocabulary for Seventh Grade of  
SMPN 2 Klego Boyolali in Academic Year 2023/2024”  
by Wiji Purwanti has been approved by the Board of Thesis Examiners as the  
requirement for the degree of Sarjana in Raden Mas Said State Islamic University of  
Surakarta.

Chairman	: Dr. Novianni Anggraini, M.Pd (  ) NIP. 19830130 201101 2 008
Secretary	: Nestiani Hutami, M.A (  ) NIP. 19861104 201903 2 007
Main Examiner	: Habibi Nur Hidayanto, M.Pd (  ) NIP. 19800622 201701 1 130

Sukoharjo, 18 Desember 2023

Approved by Dean, Faculty of  
Culture and Languages



**Prof. Dr. H. Imam Makruf, S.Ag. M.Ag.**  
NIP. 19710801 199903 1 003

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. Sutarman and Mrs. Elia Kusmiatun for their love, care and support which following me in every step of my life, especially during the process of my thesis
2. My beloved grandfather and grandmother, Mr. Loso and Mrs. Tukini, who have taken care of me since I was little and always support my every process and step
3. My beloved brother Lilik Isnandar Pamungkas
4. My beloved young brother Deva Fransisco Revan
5. My beloved young sister Chelsea Anastasya
6. My beloved aunt who always supports my study
7. My beloved friends Vera Vidi Hastuti and Erna Puspitasari, as the best friends who gives me unforgettable moments and wonderfull friendship. And always give me ideas and suggestions.
8. The big family of class B English Education class of 2019.
9. All family and friends whose names cannot mentioned one by one, for their prayers, help and support.

## MOTTO

وَسِعَهَا إِلَّا نَفْسًا اللَّهُ يُكَلِّفُ لَا

*Allah tidak membebani seseorang melainkan sesuai dengan  
kesanggupannya*

(Q.S Al Baqarah:286)

## PRONOUNCEMENT

Name : Wiji Purwanti  
SRN : 196.121.064  
Study Program : English Language Education  
Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled.

“Strategies Used by English Teacher in Teaching Vocabulary for Seventh Grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024” 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, .....  
Stated by,



METERAN  
TEMPEL  
FBAKX750148874  
Wiji Purwanti

SRN.

196.121.064

---

## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Strategies Used by English Teacher in Teaching Vocabulary for Seventh Grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024” 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, supports, 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. Toto Suharto, S.Ag., M.Ag., the Rector of the State Islamic Institute of Surakarta.
  2. Prof. Dr. H. Imam Makruf, S.Ag., M.Pd., the dean of The Faculty of Cultures and Languages.
  3. Dr. Hj. Fithriyah Nurul Hidayati, M.Pd., The head of English Language Education Study Program
  4. Mrs Ikke Dewi Pratama, M.Hum., as the academic advisor.
  5. Mrs. Nestiani Hutami, M.A., as the writer’s thesis advisor, for help, instruction, guidance, time, and support in correcting and helping finished my thesis.
-

6. Mrs. Dr. Novianni Anggraini, S.Pd., M.Pd and Mr. Habibi Nur Hidayanto, M.Pd as the second consultant for their precious advices, corrections and help to revise the mistake during the entire process of writing this thesis.

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, .....

The researcher



Wiji Purwanti



## TABLE OF CONTENTS

TITLE .....	i
ADVISOR5’S SHEET .....	ii
RATIFICATION .....	iii
DEDICATION.....	iv
MOTTO .....	v
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLE .....	xi
ABSTRACT .....	xii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problems. ....	6
C. Limitation of the Problems. ....	6
D. Formulation of the Problems. ....	6
E. Objectives of the Study.....	7
F. Benefits of the Study. ....	7
G. Definition of Key Terms. ....	9
BAB II LITERATURE REVIEW .....	10
<b>A. Theoretical Review</b> .....	10
1. Vocabulary.....	10
a. Definition of Vocabulary.....	10
b. Types of Vocabulary.....	11
c. Importance of Vocabulary. ....	12
2. Teaching Strategy. ....	13
a. Definition of Teaching.....	13
b. Teaching Strategy.....	14
c. Strategies for Teaching Vocabulary. ....	17
d. Problems in Teaching Vocabulary.....	27
3. Students Responds. ....	28
<b>B. Previous Related Studies.</b> .....	29

CHAPTER III RESEARCH METHODOLOGY .....	33
<b>A. Research Design</b> .....	33
<b>B. Research Setting</b> .....	34
<b>C. Research Subject and Object</b> .....	35
<b>D. Data and Source of the Data</b> .....	36
<b>E. Techniques of Collecting the Data</b> .....	37
<b>F. Research Instrument</b> .....	39
<b>G. Trusworthiness of the Data</b> .....	40
<b>H. Techniques of Analyzing the Data</b> .....	41
CHAPTER IV FINDINGS AND DISCUSSIONS .....	43
<b>A. Findings</b> .....	43
1. Teaching strategies are applied by the teacher in teaching vocabulary for Seventh Grade of SMPN 2 Klego Boyolali Academic Year 2023/2024. ....	43
2. Students Respond to the strategies applied by the teacher in teaching vocabulary for Seventh Grade of SMPN 2 Klego Boyolali Academic Year 2023/2024. ....	69
<b>B. Discussion</b> .....	82
CHAPTER V CONCLUSION AND SUGGESTION .....	88
A. Conclusions.....	88
B. Suggestions.....	89
BIBLIOGRAPHY .....	91
APPENDICES.....	95

## LIST OF TABLE

Table 2. 1 – Previous Study.....	31
Table 3. 1 - Research Schedule .....	34
Table 4. 1 – Observation 1 VII A.....	44
Table 4. 2 – Observation 1 VII B .....	46
Table 4. 3 – Observation 2 VII A.....	48
Table 4. 4 – Observation 2 VII B .....	50
Table 4. 5 – Observation 2 VII C .....	53
Table 4. 6 – Observation 3 VII A.....	56
Table 4. 7 – Observation 3 VII B .....	58
Table 4. 8 – Observation 3 VII C .....	60
Table 4. 9 – Students Respond VII A .....	69
Table 4. 10 – Students Respond VII B .....	73
Table 4. 11 – Students Respond VII C .....	77
Table 4. 12 Details of Students Respond .....	81

## **ABSTRACT**

*Wiji Purwanti. 2023. Strategies Used by English Teacher in Teaching Vocabulary for Seventh Grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024. Thesis. English Education Department, Cultures and Languages Faculty.*

This research aims to find out what strategies are used by English teacher in teaching English vocabulary and to find out how students respond to the strategies used by teacher to teach English vocabulary at SMPN 2 Klego Boyolali.

The method used in this research is qualitative method. The location of this research was at SMPN 2 Klego Boyolali because researcher found problems with students regarding vocabulary. The subjects of this research were English teacher and class VII students. Data collection was carried out using observation, interview and documentation techniques.

For data analysis, researcher used three stages based on Milles and Hubberman, namely data reduction, data display and conclusion and verification. Based on data analysis, researcher found several strategies in teaching English vocabulary, namely using objects, eliciting, translation, guessing from context, mime, expressions and gestures and using illustration and pictures obtained from observations and interviews. The conclusion is that a successful teacher is a teacher who can make his students actively learn English vocabulary with the strategies they use. Suggestion, English teacher are advised to use more than one strategy in English classes according to students' needs and according to the material to be taught. Teacher use interactive learning media to attract students' interest in learning English. And teacher should explain to students the benefits of learning English vocabulary before teaching. And motivate students to be enthusiastic about learning English.

**Keywords:** *teacher strategies; teaching vocabulary*

## **ABSTRAK**

*Wiji Purwanti. 2023. Strategies Used by English Teacher in Teaching Vocabulary for Seventh Grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024. Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Adab dan Bahasa.*

Penelitian ini bertujuan untuk mengetahui strategi apa yang digunakan guru bahasa Inggris dalam mengajar kosakata bahasa Inggris dan untuk mengetahui bagaimana respon siswa terhadap strategi yang digunakan guru dalam mengajar kosakata bahasa Inggris di SMPN 2 Klego Boyolali.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Lokasi penelitian ini berada di SMPN 2 Klego Boyolali karena peneliti menemukan permasalahan pada siswa mengenai kosa kata. Subyek penelitian ini adalah guru bahasa Inggris dan siswa kelas VII. Pengumpulan data dilakukan dengan teknik observasi, wawancara dan dokumentasi.

Untuk analisis data, peneliti menggunakan tiga tahap berdasarkan Milles dan Hubberman, yaitu reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Berdasarkan analisis data, peneliti menemukan beberapa strategi dalam pengajaran kosakata bahasa Inggris, yaitu menggunakan objek, memunculkan, menerjemahkan, menebak dari konteks, mime, ekspresi dan gerak tubuh dan menggunakan ilustrasi dan gambar yang diperoleh dari observasi dan wawancara. Kesimpulannya adalah guru yang sukses adalah guru yang dapat membuat siswanya aktif mempelajari kosakata bahasa Inggris dengan strategi yang mereka gunakan. Saran, guru bahasa Inggris disarankan untuk menggunakan lebih dari satu strategi dalam kelas bahasa Inggris sesuai dengan kebutuhan siswa dan sesuai dengan materi yang akan diajarkan. Guru menggunakan media pembelajaran interaktif untuk menarik minat siswa dalam belajar bahasa Inggris. Dan guru harus menjelaskan kepada siswa manfaat mempelajari kosakata bahasa Inggris sebelum mengajar. Dan memotivasi siswa agar semangat dalam belajar bahasa Inggris.

***Kata Kunci:*** strategi guru; mengajar kosakata.

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study.**

Language is the most important role in human life which is used as a communication tool in everyday life. With language, a person can convey ideas, thoughts or feelings to others both orally and in writing. According to Henry Sweet as cited in (Tojiboyevna, 2022) states that “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts”.

In Indonesia, Indonesian is the mother tongue which is the original language (first language) that a person learns for the first time since childhood naturally and becomes a communication tool and understanding of their environment. However, along with the times, with advances in various fields, both in the fields of technology, economy, politics and culture, it is undeniable that many countries have become barometers of progress in this field. In the current era of globalization, indirectly every country is required to have a role in world development, this has a major influence on the country's development. Therefore, many countries in the world use a second language, namely English as a communication tool and in the international world English is the main language used. So, do not be

surprised if every country is now intensively providing English education to its citizens.

English was officially taught as a foreign language in Indonesian schools according to a decree of the Minister of Education and Culture in 1967. English is the first foreign language taught from kindergarten to university level. In Indonesia, English is a foreign language which is taught as a compulsory subject in secondary and tertiary education. English as an international language has played an important role in various aspects of life such as education, trade, international relations and others. Learning and mastering English can help face increasingly fierce global competition. However, mastering English is not as easy as taking something for granted. Learners have to go through many stages in learning. One of them is learning and mastering vocabulary. According to Linse as cited in (Sormin et al., 2022) "vocabulary is a collection of words that known by individual". In learning language as a communication tool, knowledge of vocabulary is a basic and most important element that must be mastered by someone. The more vocabulary a person has, the more likely that person is skilled in speaking or communicating. In addition, communication will also be well established and the message conveyed can be well received. Therefore, vocabulary must be owned by everyone to communicate in order to facilitate the process of sending and receiving information. Without vocabulary, there may be no language and it will be



difficult for someone to understand others and it will be difficult to express their own ideas.

In learning vocabulary certainly cannot be separated from the teaching process in the world of education which involves two parties, namely teachers and students with the aim of achieving learning objectives. For this reason, in learning vocabulary, teachers must have the right strategy to apply in learning. In addition to choosing and implementing appropriate learning strategies, teachers must be creative and imaginative to develop teaching strategies that they use so that lessons are more interesting and not boring so students can understand well and quickly what they learn. Strategy is one of the keys to success for a teacher as a facilitator in the teaching and learning process. Strategy in education is a series of learning activities that are deliberately arranged and are a teacher's effort so that students get optimal learning outcomes so that learning objectives can be achieved. According to (Hornby, 1995) defines “strategy as the process of planning something or carrying a plan in skillful way. Furthermore, it explains that strategy is a plan designed for a particular purpose”. However, it cannot be denied that there are still many teachers who pay little attention or do not have the right teaching strategy so that the learning objectives are not achieved.

In this research, the researcher chose SMPN 2 Klego Boyolali as the object of research regarding English teachers' strategies in teaching vocabulary because the researcher found several problems and phenomena

that existed in the school. Based on previous research, the researcher found problems with students regarding vocabulary, the researcher find out that students' mastery of vocabulary was very low, this was obtained from the results of interviews with class VII English teachers at SMPN 2 Klego Boyolali who said that there were still many class VII students consisting of 3 class still has difficulty mastering vocabulary. She further said that the cause of students' low vocabulary mastery is students' lack of interest in learning English and they are very lazy to learn English, this is because currently English is no longer a National Examination subject. Beside that, the main cause of the low vocabulary mastery of class VII students is because most of them do not receive English subjects in elementary school, because as we know, currently English is no longer a compulsory subject. Well, that's what causes low vocabulary mastery.

There are previous studies that have conducted similar research to this study. The first was carried out by Intan Apriliana Kusumaningrum with the title "Analysis of English Teacher Strategies in Teaching Vocabulary During Covid 19 at SMPN 1 Babat for the 2020/2021 Academic Year". This study aims to find out the teacher's strategy in teaching vocabulary during covid and explain how the teacher implemented this strategy at SMPN 1 Babat. The difference between previous research and this research is that previous research was conducted to find out the vocabulary teaching strategies used by teachers in the Covid pandemic era, while this research was conducted to find out

the vocabulary teaching strategies used by teachers in the normal era. In addition, previous research and this research used different data collection, previous research used interviews, documentation, and questionnaires. While this study uses interviews, observation, and documentation.

The second was carried out by (Gultom et al., 2022) entitled "Teacher's Strategy in Teaching English Vocabulary in Junior High School". This study aims to describe the strategies for teaching vocabulary, to find out the problems faced by teachers in teaching vocabulary, and to find out the strategies used by teachers to overcome problems in teaching vocabulary in junior high schools. The difference between previous research and this research lies in the data collection. Previous research only used questionnaires while this study used 3 ways of collecting data, namely interviews, observation and documentation. In addition, the object of previous research was for junior high schools (in general), while this research was more specific, namely only seventh grades junior high school student.

Based on the background above, the researcher was interested to find out the strategies used by the teacher in teaching vocabulary, so the researcher conducted research entitled: "Strategies Used by English Teacher in Teaching Vocabulary for Seventh Grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024".

**B. Identification of the Problems.**

Identification of a research problem is the first and most important step in research process. In this study, the researcher finds some problems identification as follows:

1. Lack of students interest in learning English is due to the fact that there are no longer national exams.
2. Students' knowledge and vocabulary skills are very small because many students do not receive English lessons in elementary school.
3. There are problem faced by teacher in teaching vocabulary.

**C. Limitation of the Problems.**

The limitation of this study. In this study the researcher focuses on problems faced by teacher in teaching vocabulary, strategies used by the english teachers in teaching vocabulary. And how do the students respond to the strategies applied by the teacher in teacing vocabulary for seventh grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024.

**D. Formulation of the Problems.**

By the considering of background of study above, the formulation of the problem can be formulated as follows:

1. What teaching strategies are applied by the teacher in teaching vocabulary for seventh grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024.

2. How do the students respond to the strategies applied by the teacher in teaching vocabulary for seventh grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024.

#### **E. Objectives of the Study.**

Based on the formulation of the problem, this study aims to determine:

1. To find out the teaching strategies used by teacher in teaching vocabulary for seventh grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024.
2. To describe student responses regarding the strategies used by the teacher in teaching vocabulary for seventh grade of SMPN 2 Klego Boyolali in Academic Year 2023/2024.

#### **F. Benefits of the Study.**

If the research objectives can be achieved, then the results of this study are expected to provide theoretical benefits and practical benefits.

1. Theoretical Benefits.

The researcher hopes that the results of this study can be useful to provide an overview of strategies in teaching English vocabulary to junior high school students, especially students of seventh grade SMPN 2 Klego Boyolali. In addition, the results of this research can

be used as a reference for further research related to the process of learning English, especially in teaching vocabulary.

## 2. Practical Benefits.

For the researcher:

The results of this study can add insight and direct experience about strategies in teaching vocabulary.

For teachers and prospective teachers:

The researcher hopes that the results of this study can be used as a reference for teachers and prospective teachers in teaching English, so that teachers can increase their knowledge, improve and develop teaching strategies in learning English, especially strategies for increasing vocabulary.

For school and headmaster:

Researchers hope that the results of this study can be used as a reference for schools as material for consideration in preparing learning programs and headmaster can motivate teachers to determine and develop appropriate strategies in the teaching and learning process.

For the students:

This research can be used as motivation for students to learn English, especially vocabulary.

## **G. Definition of Key Terms.**

In accordance with the topics discussed, the authors use several terms that are appropriate.

### 1. Vocabulary.

Vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms which is used in listening, speaking, reading and writing (Lehr et al., 2003).

### 2. Teaching Strategy.

Strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also defined as a general direction set for the teaching process (Harmer, 2007).

### 3. Student Respond.

Abidin (in Susanto, 1997:51-57) reveals that response is a reaction done by someone towards stimulus or behavior affected by the stimulus.

## **BAB II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

This chapter will discuss the theories that support the understanding of the problems that have been formulated in chapter I. This study is presented in 3 parts. The first part discusses vocabulary. The second part discusses teaching strategy, and the last part is student respond.

##### 1. Vocabulary.

###### a. Definition of Vocabulary.

Vocabulary is an important aspect that students must master before learning English. There are several definitions of vocabulary according to some experts. (Hornby, 1995) states that vocabulary is the number of words that are combined according to the rules to form language. According to (Lehr et al., 2003) vocabulary is knowledge of words and words meaning in both oral and print language used in listening, speaking, reading and writing. Whereas (Richard & Renandya, 2002) defines “vocabulary is a core component language proficiency and provides much of the basis for how well learners speak, listen, read and write”.

It can be concluded that all languages in the world have vocabulary lists. Vocabulary is one of the most important and



most basic elements in language, without vocabulary, it will be difficult for someone to communicate with others.

The vocabulary is combined to form a language that is used to make it easier for someone to convey or receive ideas or feelings to others both in oral and print.

b. Types of Vocabulary.

As already known in the previous discussion, that vocabulary is important and basic for someone to learn a language, someone needs to master as much vocabulary as possible to make it easier for them to communicate with other people and be proficient in 4 language skills (reading, writing, listening and speaking).

The form of vocabulary is divided into 2, namely oral and printed. The form of oral vocabulary is when someone speaks or reads orally, while the form of printed vocabulary is when someone reads silently or writes. Furthermore (Hiebert & Kamil, 2005) states that vocabulary is also classified into 2 types, namely receptive vocabulary and productive vocabulary. These types will be explained as follows:

1) Receptive Vocabulary.

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or read

(Hiebert & Kamil, 2005). Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it (Nation, 2000).

## 2) Productive Vocabulary.

Productive vocabulary is the set of words that an individual can use when writing or speaking (Hiebert & Kamil, 2005). Productive carries the idea that we produce language forms by speaking and writing to convey messages to others (Nation, 2000).

It can be concluded that the vocabulary we acquire and use when listening or reading is receptive vocabulary, while the vocabulary we acquire and use when speaking and writing is productive vocabulary.

## c. Importance of Vocabulary.

Vocabulary learning is an essential part in foreign language learning as the meanings of new words. Furthermore, according to Cameron cited in (Alqahtani, 2015) states that vocabulary is knowledge in a language, which has played a major role for learners in acquire language. Meanwhile, according to David Wilkins a linguist cited by (Scott Thornbury, 2002) concluded the importance of learning vocabulary that “without grammar , very little can be conveyed but without vocabulary nothing can be

conveyed”.

Therefore, vocabulary is very important to learn because vocabulary is the basic capital that we must have when we are going to learn a language, without mastering vocabulary a person will never have good language skills and it will be difficult to communicate with others.

## 2. Teaching Strategy.

### a. Definition of Teaching

Teaching cannot be defined apart from learning. Teaching is when one person imparts certain information or skills to another. In the classroom, teaching is an interactive process that occurs between teachers and students. The teaching process is carried out to have a positive impact and bring certain changes to students.

(Terrell & Brown, 1981) defined that “teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Furthermore, he said that teaching is an activity of guiding and facilitating the learning process that allows students to learn and regulate learning conditions. Almost the same as (Burstson, 1963) he states that “teaching is the stimulation

guidance, direction, and encouragement of learning. Learning is a process of acquiring knowledge and improving skills, as said by (Terrell & Brown, 1981) that “learning is acquiring or getting of knowledge of subject or a skill by study, experiences or instructions”. In addition, learning will also make changes to students, not only changes in increasing knowledge, but also changes in talents, skills, interests, attitudes, and character adjustments. As said by Jeff Cobb that learning is the lifelong process of transforming information and experiences into knowledge, skills, behaviours and attitudes.

Based on the definition above, it can be stated that teaching is an activity to guide students in acquiring knowledge, and to know and learn everything from the teaching process.

b. Teaching Strategy.

Strategy is a step, action or way, which is intentional to achieve a certain goal. According to (Harmer, 2007) strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process.

(Hamruni, 2009) states that there are 8 components in teaching strategies, which consist of: Teacher, Student,

Purpose, Teaching Material, Method, Media and Environment. The 8 components will be discussed as follows:

1) Teacher.

Teacher is teaching agent so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy cannot manipulate the teacher.

2) Student.

Student is component that does study program to improve ability to reach study purposes.

3) Purpose.

Purpose is base to determine strategy, material, media and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

4) Teaching Material.

Teaching material is media to reach teaching purpose. According to (suharsini, 1990) teaching material is core component in teaching process.

5) Method.

Method is a generalized set of classroom specification for accomplishing linguistic objectives.

Methods tend to be concerned primarily with teacher and student role and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of contexts.

6) Media.

Media is the plural form of the term “medium”. Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media used in teaching learning process to convey the knowledge to students. this called by the media education

7) Evaluation.

Evaluation is component to know the result teaching-learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative

8) Environment.

Environment influence teacher in decides teaching strategy. Situation in this matter means situations and physical condition, such as: climate, school, location, facilitation, and others.

c. Strategies for Teaching Vocabulary.

There are several expert opinions about strategies that teachers can use in teaching vocabulary.(Brewster et al., 1992) states that there are several strategies to teach vocabulary. They are as follows:

1) Using Objects.

Using this technique includes the use of reality, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takac, 2008:26). In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom

can be used.

## 2) Drawing.

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

(Brewster, Ellis, and Girard, 1992:27)

## 3) Using Illustrations and Pictures.

Pictures connect student prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the



teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable. (Brewster, Ellis, and Girard, 1992:27)

#### 4) Contrast.

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a

difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt, it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionary essentially use words to explain words, and in this process, synonyms are often used (Ison, 1991:17).

#### 5) Enumeration.

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, skirt, trousers etc, and then the meaning of the word

"clothes" will become clear. The same is true of „vegetable“ or “furniture”, “for example (Harmer 1991:02).

#### 6) Mime, Expressions and Gestures.

Klippel (1994:115) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" "happy"; mime and taking a hat off your head to teach hat and so on.

Several studies have emphasized the role of gestures in second language (L2) acquisition (Gullberg, 2008). Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic. Using analyses of video

recordings of English lessons to French students, Tellier (200:04) determined three main roles for teaching gestures: management of the class (to start/ and an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007:04). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001).

In addition to supporting comprehension,

teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2008:01).

#### 7) Guessing from Context.

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993:04). Nation and Coady (1988:02) claim there are two types of contexts. The first type is the context within the text, which includes morphological,

semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Nation and Coady in considering the specific context as the other words and sentences that surround that word it follows that other words in the context of the unfamiliar word often „throw light on“ its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy (1988:01) sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001:01). In order to activate guessing in a written or spoken text, there should before

elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004:01).

#### 8) Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

#### 9) Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001:206), in some

situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002:13), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

Based on the theory of teaching vocabulary techniques according to Brewster, Ellis, and Girard conclude that Using Object is very reliable and visual techniques can act as cues for remembering word, Drawing can help students easily understand and realize the main points that they have learned in the classroom. Using Illustration and Picture can help students easily understand the meaning and help to make the word more memorable, Contrast is easily explained to learners by contrasting, Enumeration is a collection of items, Mime, Expressions and Gestures to indicate the meaning of a word found in reading passage,



Guessing from context as way of dealing with unfamiliar vocabulary, Eliciting is motivating by simply of words to learn, and Translation can save a lot of time.

d. Problems in Teaching Vocabulary.

Vocabulary is the basic element of language. One must have sufficient vocabulary to be able to communicate with others. In the process of teaching and learning English there are many problem to teach vocabulary. According to Thornbury (2000, p. 27) there are several factors that make some words difficult for students:

- 1) Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.<sup>23</sup>
- 2) Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a word's difficulty. For example: muscle, headache, etc.
- 3) Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

- 4) Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.
- 5) Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: *thin* is more used than *skinny*, *slim* and *slander*. The connotation of some words may cause problem too. For example: *propaganda* has negative connotation in English, but it is equivalent may simply mean publicity.

### 3. Students Responds.

According to (Thorndike, 1913), learning is a process of interaction between stimulus and response. Stimulus is what stimulates the occurrence of events such as thoughts, feelings or other things that can be captured through the senses. In Indonesian Dictionary, responses are conceptions, reactions and answers. According to Ahmadi (2009: 68), response or conception is the result of impression saved in someone's memory and soul after conducting observation. Abidin (in Susanto, 1997:51-57) reveals that response is a reaction done by someone towards stimulus or behavior affected by the stimulus. .

In this case, responses are students' reactions and conceptions of the strategies used by the teacher in teaching English, especially vocabulary.

## **B. Previous Related Studies.**

Researcher find other studies that are relevant to this research. There are several studies examining the teaching and learning of vocabulary.

First, research conducted by Fatma Zulita Fetria who has a research entitled "*Teacher's Strategies in Teaching English Vocabulary (A Study of the English Teachers of State Junior High Schools Kecamatan Lima Kaum)*" in 2016. This research was conducted to find out the teachers strategies in teaching english vocabulary of junior high school in Kecamatan Lima Kaum. The methode used in this research is qualitative research. The result of this study ,researcher find out that the teachers apply many strategies in teaching vocabulary namely, use of picture, body movement (gesture), video, translation, exemplification, classroom test, games, guessing from context and looking up dictionaries.

Second, research conducted by Karuni Humairah Arta which has a research title "*The Strategies Used by English Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)*" in 2018. This research was conducted to find out the strategies used by teachers in developing vocabulary at MAS in Aceh Besar ,and to find out the obstacles faced by teachers in

implementing strategies in teaching vocabulary. The method used in this research is qualitative research. As for the result of this study, English teachers have used several strategies in teaching vocabulary to their students, such as the Word Map Strategy, the Scavenger Hunt Strategy and a combination of both. Besides that, the researcher concluded that each school he studied had its own problems in the process of learning vocabulary.

Third, research conducted by Inassahrotun Nabila which has a research title "*Teachers Strategies in Teaching English Vocabulary at MTSN 1 Mojokerto*" in 2021. This research was conducted to find out the teacher's strategy in teaching vocabulary and the teacher's reasons for using this strategy. This research used qualitative research method. And the results of this study found that there were several strategies used by teachers in teaching vocabulary namely, determination strategy, social strategy, memory strategy, cognitive strategy and metacognitive strategy.

Fourth, research conducted by Munawwarah which has a research title "*Teachers Strategies in Teaching English Vocabulary to Young Learners*" in 2021. This research was conducted to find out teachers strategies in teaching English vocabulary to young learners and teachers perception in applying the strategy in teaching vocabulary. This study used qualitative research method. The result of this research are the general strategies used by teachers in teaching vocabulary to young learners are games, pictures, memorization, translation, realia, gesture and song.

To find out the similarities and differences from previous research and

this research, they will be summarized in the table as follows:

**Table 2. 1 – Previous Study**

No	Title	Similarities	Differences
1	<i>“Teacher’s Strategies in Teaching English Vocabulary (A Study of the English Teachers of State Junior High Schools Kecamatan Lima Kaum)”</i>	The similarity of this research and previous research is that this research focuses on analyzing the strategies used by teachers in teaching vocabulary.	The difference from this study is in the place of research.
2	<i>“The Strategies Used by English Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)”</i> .	The similarity of this research with previous research is that this research focuses on analyzing the strategies used by teachers in teaching	The difference from this research and previous research is in data analysis techniques.

		vocabulary.	
<b>3</b>	<i>“Teachers Strategies in Teaching English Vocabulary at MTSN 1 Mojokerto”</i>	The similarities between the previous research and this research are on the subject of research in grade 7 junior high school students.	The difference from this research and previous research is in the technique of collecting data.
<b>4</b>	<i>“Teachers Strategies in Teaching English Vocabulary to Young Learners”</i>	The similarity of this research and previous research is that this research focuses on analyzing the strategies used by teachers in teaching vocabulary.	The difference from this research and previous research is in the technique of collecting data.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design.

According to (Creswell, 2014) research design is a type of inquiry that provides specific directions for the procedures in the research design. Furthermore, he said that there are three types of research designs namely: qualitative, quantitative and mixed methods. In this study, researcher used a qualitative method. According (Sugiyono, 2015) qualitative research method is a research method which is used to research on natural object conditions, where researchers as a key instrument, data collection techniques were carried out by triangulation (combined), data analysis is inductive and the result of qualitative research emphasized meaning rather than generalization. (Strauss & Corbin, 1990) states that qualitative research is all type of research that produces findings that are not using statistical procedures or other means of quantification.

This research will use a descriptive qualitative research method that focuses on the techniques used by English teachers in teaching vocabulary in the seventh grade of junior high school. It describes the strategies used by the English teacher at SMPN 2 Klego Boyolali in teaching vocabulary.





<b>6</b>	<b>Analyzing Data</b>								
----------	---------------------------	--	--	--	--	--	--	--	--

### C. Research Subject and Object.

#### 1. Research subject.

The subjects of this study were the seventh grade English teacher at SMPN 2 Klego Boyolali, and the seventh grade students consisting of classes A, B, and C. with a total population of 66 students. However, researcher will take several samples from the total population of class VII students as research subjects, the researcher will take a sample of 50% from the total population of class VII students. The reason for the researcher choosing class VII students of SMPN 2 Klego Boyolali as research subjects was because based on previous observations in the form of interviews with English teacher, information was obtained that there were problems related to students' vocabulary skills caused by several things. Besides that, English is a new subject for students for seventh grade of junior high school. So it is not easy for teacher to teach vocabulary.

#### 2. Research object.

The object of this research is the teacher strategy in teaching vocabulary at seventh grade students of SMPN 2 Klego in academic year

2023/2024.

#### **D. Data and Source of the Data.**

According to (Arikunto, 2013) data is the result of recording, both in the form of facts and figures that can be used as material for compiling information. Furthermore, he said that in qualitative research the data is in the form of words.

In this study the data is in the form of “words”. The data collected was about the English teacher problems and strategies in teaching vocabulary to seventh grade students at SMPN 2 Klego Boyolali and student responses to the strategies applied by the teacher.

Definition of data sources according to (Arikunto, 2013) The source of data in research is the subject from which the data can be obtained. This data source can be objects, motion, people, places and so on. Data sources are divided into two, namely primary data and secondary data.

##### **1. Primary data.**

(Sugiyono, 2015) Primary data in question is a data source that directly provides data to data collectors. Examples of primary data are data obtained from respondents through questionnaires, observations or data from interviews with informants.

In this study, primary data were obtained from observations and interviews conducted with seventh grade English teacher and students of classes VII A, B, and C at SMPN 2 Klego Boyolali.

a. Seventh grade English teacher at SMPN 2 Klego Boyolali.

The data taken is regarding the teacher problems and the strategies used by the teacher in teaching vocabulary to students.

b. Seventh grade students of SMPN 2 Klego Boyolali.

The data taken is regarding students' responses to the strategies applied by the English teacher to teach vocabulary in seventh grade.

2. Secondary data.

(Sugiyono, 2015) said secondary data is a data source that does not directly provide data to data collectors. Examples of secondary data are field notes or school documentation and so on.

In this study, secondary data was obtained from existing data at SMPN 2 Klego Boyolali (school documents). The data included number of classes and students in seventh grade as well as the lesson plans used in seventh grade in teaching vocabulary.

**E. Techniques of Collecting the Data.**

In this study, researcher used observation, interviews and documentation to collect data. According to (Sugiyono, 2015) in qualitative research, primary data collection techniques are observation (paying attention to what is observed) and interviews (paying attention to who will be interviewed).

1. Observation.

The researcher made observations of the learning process carried

out by the teacher to class VII students. Researcher will observe the activities that occur in the learning process by focusing on observing the strategies used by the teacher in teaching vocabulary starting from the teaching materials, methods and media used, as well as how the teacher evaluates learning to find out the results of the learning and teaching process.

## 2. Interview.

Interview is a meeting of two persons to exchange information and ideas through questions and responses (Moleong, 2014). According to (Ary et al., 2010), there are three kinds of interview, they are: structured interview, unstructured interview and semi or partially structured interview.

Of the three types of interviews, the researcher uses a semi-structured interview type because the researcher uses a list of questions (based on what will be studied) and also the researcher can ask additional questions to get more detailed information to complete the topic.

In this study, researcher will interview an English teacher who teaches in class VII regarding the strategies used in teaching vocabulary. And researcher will interview seventh grade students to find out their responses to the strategies implemented by the teacher.

## 3. Documentation.

Documentation techniques in qualitative research complement

the use of observation and interview techniques (Sugiyono, 2017). Documentation can be a supporting tool and proof that research results are in accordance with the facts in the field.

In this study, researcher will use school documents to find out about the number of students in grade seven in the 2023/2024 school year, as well as the lesson plans used in seventh grade to teach vocabulary.

#### **F. Research Instrument.**

In conducting a research, determining the research instrument is very important. (Arikunto, 2013) said that the research instrument is used as a tool for researcher in collecting data so that it makes it easier for researcher to conduct research. Meanwhile according to (Sugiyono, 2017) the instrument or tool in qualitative research is the researcher herself. The researcher becomes a tool to record all information during the research activity. Researcher immediately go into the field to find and collect the data needed for research. If the research focus becomes clear, it is possible that the instruments used in the research will be developed which are expected to complement the data. The instrument used is a guide in conducting observations and interviews.

In conducting this research, the researcher will use 5 instruments, which are:

1. Notebook: researcher use notebooks to record all observations

and interviews.

2. Interview guide: the researcher will make an interview guide that contains details of the interview activities that will be carried out by the researcher to obtain data, this guide contains information about data sources and a list of questions that will be asked during the interview.
3. Observation checklist: the researcher used an observation checklist, because the researcher wanted to know about the strategies used by English teacher in teaching vocabulary in class VII SMPN 2 Klego through observations checklist.
4. Tape recorder: the researcher uses a tape recorder to record all conversations during the interview.
5. Camera: researcher use camera to document events and activities that occur during observations and interviews

#### **G. Trustworthiness of the Data.**

Connelly, (2016) said that trustworthiness is to ensure the level of trust in the data, interpretation and methods used. In this study the researcher used the triangulation technique. According to (Moleong, 2014) triangulation is a technique of checking the validity of data that utilizes something other than that data. Triangulation is a combination of data or methods so that it can clarify topics and understand and study phenomena from different points of view. Denzin quoted in (Moleong, 2014) states

that there are four kinds of triangulation techniques, namely: Method triangulation, Inter-research triangulation, Triangulation of data sources, Theory triangulation.

Of the four triangulation techniques, researcher use data source triangulation techniques and method triangulation techniques to test the validity of data related to the research problem being studied by researcher.

## **H. Techniques of Analyzing the Data.**

In this section the researcher presents the procedure of data analysis carried out with collect the data to answer research questions. Data analysis techniques were carried out by processing the result of interview transcript, observation notes, and document review. Researcher will use three stages for data analysis namely , data reduction, data display and conclusion or verification (Miles & Huberman, 1994).

### **1. Data reduction**

Data reduction means summarizing, choosing the main things, focusing on the important things and looking for themes and patterns.

The researcher concludes that the reduced data will provide a clearer picture, making it easier for researcher to collect further data.

### **2. Data display**

After the data is reduced, the next step is displaying the data.

In qualitative research, data display can be presented in the form of brief descriptions, charts, relationships between categories, flowcharts and the like, but in qualitative research, narrative text is most often used to present data and table. For this reason, researcher will choose to present data in the form of tables and text to make it easier for readers to understand.

### **3. Conclusion and verification.**

The third step in qualitative data analysis is drawing conclusions and verification, this is the data analysis stage to conclude the data that has been collected.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings.**

This chapter presents findings and discussions to answer the problem formulation in Chapter I. In this research, researcher collected data through observation and interviews to find out what strategies teacher use in teaching English vocabulary at SMPN 2 Klego Boyolali and how students respond to the strategies used by the teacher. Following are the results of the researcher' findings:

1. Teaching strategies are applied by the teacher in teaching vocabulary for Seventh Grade of SMPN 2 Klego Boyolali Academic Year 2023/2024.

To describe the teacher strategy in teaching vocabulary to class VII students at SMPN 2 Klego Boyolali, researcher analyzed data from observations and interviews. The researcher conducted interviews with the English teacher of class VII students at SMPN 2 Klego Boyolali and the researcher conducted observations during 8 meetings. 2 Meetings in class VII A, 3 Meetings in class VII B, and 3 Meetings in class VII C

Below the researcher will explain the strategies used by teacher in the teaching and learning process:

- a. Observations.

Table 4. 1 – Observation 1 VII A

<p><b>Class : VII A</b>  <b>Date : 27 September 2023</b>  <b>Material : Greetings, Asking about Someone Conditions, and Leave Taking.</b></p>	
Opening	<ul style="list-style-type: none"> <li>• Pray together.</li> <li>• Teacher greets students.</li> <li>• Teacher check students attendance list.</li> <li>• Before going into the lesson material, the teacher reads out the PTS Scores.</li> <li>• Teacher ask students to open next material.</li> </ul>
Core Learning	<p>Teacher asks the students to open the lesson material on "<i>Greeting, Asking About Someone's Condition and Taking Leave</i>", then students are asked to memorize the Greeting sentences and their responses for 10 minutes. After the 10 minutes of memorization time is over, the teacher asks students to close the books and collect them in front of the students' desks.</p> <p>The teacher prepares learning media in the form of a <b>puzzle game about Greetings</b>. The teacher makes a statement on a piece of paper taped to the whiteboard and the teacher makes a response sentence to the statement which is made on several pieces of paper</p>

	<p>placed on the floor. After the teacher has finished preparing the greetings puzzle game, the <i>teacher calls students one by one to come forward and asks students to match the correct greeting answers by attaching as many greetings answers as possible to a piece of paper containing the greeting that the teacher gave, was stuck on the whiteboard.</i></p>
Closing	<p>After the game is finished and the clock shows that the English class is almost finished, the <i>teacher gives homework to students to do the activities contained in the LKS book and translate it.</i> And before the teacher closes the English class, the teacher asks the students "any question students?" After the teacher ensures that the students understand and there are no questions, the teacher closes the lesson by reading Alhamdulillah Together and ends with greetings.</p>

**Table 4. 2 – Observation 1 VII B**

<p><b>Class : VII B</b></p> <p><b>Date : 27 September 2023</b></p> <p><b>Material : Greetings, Asking about Someone Conditions, and Leave Taking</b></p>	
Opening	<ul style="list-style-type: none"> <li>• Pray together.</li> <li>• Teacher greets students.</li> <li>• Teacher check students attendance list.</li> <li>• Before going into the lesson material, the teacher reads out the PTS Scores.</li> <li>• Before entering the next lesson material, the teacher reviews the previous material about "Month, Year and Time"</li> <li>• Teacher ask students to open next material.</li> </ul>

Core Learning	<p>Teacher asks students to open the lesson material on "<i>Greeting, Asking About Someone's Condition and Taking Leave</i>", students are asked to memorize the Greeting sentences and their responses for 10 minutes. After the 10 minutes of memorization time is over, the teacher asks students to close the books and collect them at the front student's desk.</p> <p>The <i>teacher prepares learning media in the form of a puzzle game about Greeting</i>. After the teacher has finished preparing the greeting puzzle game, the <i>teacher calls the students one by one to come forward and asks the students to match the correct greeting responses by attaching as many greeting responses as possible to a piece of paper containing greetings that the teacher has attached to the whiteboard. Earlier, with 10 seconds,</i></p>
Closing	<p>After the game is finished, students are told to open it again to work on the activities found in the LKS regarding the previous material about clocks. Students are guided by the teacher in working on these activities. And students are asked to open the next page, the teacher gives them assignments to do the activity and collects it at the end of the lesson.</p>

Table 4. 3 – Observation 2 VII A

<p><b>Class : VII A</b></p> <p><b>Date : 4 October 2023</b></p> <p><b>Material : Introducing Oneself and Other People</b></p>	
Opening	<ul style="list-style-type: none"> <li>• Teacher greets students.</li> <li>• Teacher check students attendance list.</li> <li>• Pray together.</li> <li>• Before going into the lesson material, the teacher reviewed or reflected on the previous lesson regarding Greetings, Asking About Someone Condition and Taking Leave.</li> <li>• Teacher ask students to open next material about <b>Introducing Oneself and Other People</b></li> </ul>

Core Learning	<p>Before explaining the material, the teacher asked the students "does anyone know what introduction of self and others is?", after several students were able to answer and some did not know what introduction of self and others was, the teacher explained what introduction of self and others.</p> <p>After explaining, the teacher asks students to observe the conversation sentences in the LKS book, then several students are asked to read the conversation sentences with the teacher's help. Apart from that, the <b>teacher also helps students in translating one by one the meaning of the sentences from the conversation.</b></p>
Closing	<p>After that, the teacher asks students to make 1 paragraph to introduce themselves, starting from name, age, place of residence, month of birth, hobby, favorite drink and food with reference to examples that have been given by the teacher in the</p>

	<p>form of incomplete sentences and <b>using a dictionary to do it.</b> After that, <b>students were asked to come forward one by one to present the results of their work in two languages, namely English and the translation, namely Indonesian.</b></p>
--	---

**Table 4. 4 – Observation 2 VII B**

<p><b>Class : VII B</b></p> <p><b>Date : 4 October 2023</b></p> <p><b>Material : Introducing oneself and other people</b></p>	
<p>Opening</p>	<ul style="list-style-type: none"> <li>• Teacher greets students.</li> <li>• Pray together</li> <li>• Teacher check students attendance list.</li> <li>• Teacher reflected on the previous lesson regarding Greetings, Asking About Someone Condition and Taking Leave.</li> <li>• Teacher ask students to open next materialmaterial about</li> </ul>



	<p style="text-align: center;"><b>Introducing Oneself and Other People.</b></p>
Core Learning	<p>Students are asked to open the material on the page instructed by the teacher in the LKS book. Before explaining the material further, the teacher asked the students "does anyone know what self and others induction is?", some students were able to answer the teacher's question. After that, the teacher explains what introduction self and others, and the teacher also explains the benefits of introduction self and others.</p> <p style="text-align: center;">After explaining, the teacher asks the students to observe the conversational sentences contained in the LKS, then the</p>

	<p>teacher appoints several students to read the conversational sentences in turn with the help of the teacher if there are errors in the pronunciation of the vocabulary. Apart from that, the <b>teacher also helps the students in translating the meaning one by one conversation sentences.</b></p>
Closing	<p>After that, the teacher asks students to make 1 paragraph to introduce themselves, starting from name, age, place of residence, month of birth, hobby, favorite drink and food with reference to examples that have been given by the teacher in the form of incomplete sentences and <b>using a dictionary to do it.</b> After that, <b>students were asked to come forward one by one to present the results of their work in two languages, namely English and the translation, namely Indonesian.</b></p>

Table 4. 5 – Observation 2 VII C

<p><b>Class : VII C</b></p> <p><b>Date : 5 October 2023</b></p> <p><b>Material : Greetings, Asking about Someone Conditions, Leave Taking and Introducing Oneself and Other People.</b></p>	
Opening	<ul style="list-style-type: none"> <li>• Pray together.</li> <li>• Teacher greets students.</li> <li>• Teacher check students attendance list.</li> <li>• Before going into the lesson material, the teacher reads out the PTS Scores.</li> <li>• Teacher gave direction and advice to VII C students.</li> <li>• Teacher ask students to open next material.</li> </ul>

Core Learning	<p>Teacher asked the students to open the lesson material about "<i>Greetings, Asking About Someone's Condition and Taking Leave</i>".</p> <p><i>The teacher prepares learning media in the form of a puzzle game about Greeting.</i> The teacher makes a greeting on a piece of paper that is attached to the whiteboard and the teacher makes a response sentence to the greeting that is made on several pieces of paper that are placed on the floor. After the teacher has finished preparing the greeting puzzle game, <i>the teacher calls the students one by one to come forward and asks the students to match the correct greeting responses by attaching as many greeting responses as possible to a piece of paper containing greetings that the teacher has attached to the whiteboard. Earlier, with 10 second.</i></p> <p>After finishing, the teacher asks students to open the next material regarding</p>
---------------	--

	<p><i>"Introducing OneSelf and Other People", the teacher explains briefly about Introducing oneself and other people.</i></p> <p>After that, students are asked to read the dialogue contained in the worksheet by appointing 2 students to read the dialogue.</p>
Closing	<p>The teacher gives homework to students to make 1 paragraph to introduce themselves, starting from name, age, place of residence, month of birth, hobbies, favorite drink and food with reference to examples that have been given by the teacher in the form of incomplete sentences and <i>using a dictionary to do it. After that, students were asked to come forward one by one to present their work in two languages, namely English and the translation, namely Indonesian, at the next meeting.</i></p>

Table 4. 6 – Observation 3 VII A

<p><b>Class : VII A</b></p> <p><b>Date : 6 Desember 2023</b></p> <p><b>Material : Expressions of Showing Likes and Dislikes</b></p>	
Opening	<ul style="list-style-type: none"> <li>• Teacher greets students.</li> <li>• Teacher check students attendance list.</li> <li>• Pray together.</li> <li>• Teacher ask students to open next material.</li> <li>• The teacher tells the learning material that will be studied, namely <b>"expressions of showing likes and dislikes"</b></li> </ul>

Core Learning	<p>The teacher asks students to open a material book about expressions of showing likes and dislikes in food and drink. <i>The teacher asks students to observe pictures and words that describe the taste and texture of drinks and food</i>, and the teacher asks students to read and understand expressions of likes and dislikes with the help of the <b>teacher explaining a list of words that contain likes and dislikes and their meanings.</b></p> <p>Next, students are asked to open a page containing conversations that express likes and dislikes, after that students are asked to analyze the conversation by looking for vocabulary to show likes and dislikes by <i>underlining the vocabulary and students must understand the meaning of the vocabulary with the help of a dictionary.</i></p>
Closing	<p>At the end of the lesson, students are given homework in the form of carrying out</p>

	<p>activities in the LKS book about showing likes and dislikes by <i>filling in missing sentences (along with their translations)</i> and other activities in the form of <i>identifying the names of the pictures that are available in the LKS and describing the taste and texture.</i></p>
--	--

**Table 4. 7 – Observation 3 VII B**

<p><b>Class : VII B</b>  <b>Date : 6 Desember 2023</b>  <b>Material : expressions of showing likes and dialikes</b></p>	
<p>Opening</p>	<ul style="list-style-type: none"> <li>• Teacher greets students.</li> <li>• Teacher check students attendance list.</li> <li>• Pray togethe.</li> <li>• Teacher ask students to open next material.</li> <li>• The teacher tells the learning material that will be studied, namely <b>"expressions of</b></li> </ul>



	<b>showing likes and dislikes"</b>
Core Learning	<p>Next, the teacher asks students to open the LKS material about expressions of showing likes and dislikes in food and drinks material. The <b>teacher asks students to observe pictures and words that explain the taste and texture of drinks and food.</b> And the teacher asks students to read and understand expressions of likes and dislikes with the help of the teacher explaining a list of words that contain likes and dislikes and their meanings.</p> <p>Next, students are asked to open the next page which contains conversations stating likes and dislikes, after that students are asked to analyze the conversations they have read by looking for the vocabulary of taste, texture and showing likes and dislikes by underlining the vocabulary and <b>students must understand the meaning of the vocabulary with the help of a dictionary.</b></p>

Closing	<p>At the end of the lesson, students are given homework in the form of carrying out activities in the LKS book about showing likes and dislikes by <i>filling in missing sentences (along with their translations)</i> and other activities in the form of <i>identifying the names of the pictures that are available in the LKS and describing the taste and texture.</i></p>
---------	--

**Table 4. 8 – Observation 3 VII C**

<p><b>Class : VII C</b></p> <p><b>Date : 7 Desember 2023</b></p> <p><b>Material : expressions of showing likes and dialikes</b></p>
---

Opening	<ul style="list-style-type: none"> <li>• Teacher greets students.</li> <li>• Pray together</li> <li>• Teacher check students attendance list.</li> <li>• Teacher ask students to open next material.</li> <li>• The teacher tells the learning material that will be studied, namely <b>"expressions of showing likes and dislikes"</b></li> </ul>
Core Learning	<p>Next, the teacher asks students to open the LKS material about expressions of showing likes and dislikes in food and drinks material. The <b>teacher asks students to observe pictures and words that explain the taste and texture of drinks and food.</b>and the teacher asks students to read and understand expressions of likes and dislikes with the help of the <b>teacher explaining a list of words that contain likes and dislikes and their meanings.</b></p> <p>Next, students are asked to open the</p>

	<p>next page which contains conversations stating likes and dislikes, after that students are asked to analyze the conversations they have read by looking for the vocabulary of taste, texture and showing likes and dislikes by underlining the vocabulary and <b>students must understand the meaning of the vocabulary with the help of a dictionary.</b></p>
Closing	<p>At the end of the lesson, students are given homework in the form of carrying out activities in the LKS book about showing likes and dislikes by <i>filling in missing sentences (along with their translations)</i> and other activities in the form of <i>identifying the names of the pictures that are available in the LKS and describing the taste and texture.</i></p>

Based on the table observation above, researcher found 5 strategies used by teacher to teach vocabulary, namely: Translation, Guessing from Context, Mime, Expressions and Gestures and Using Illustrations and Pictures.

1) Translation.

Although translation does not create a need or motivation for students to think about the meaning of words, in some situations translation can be effective for teachers, because this technique can save a lot of time.

And from the results of the analysis of the observation table above, the teacher seems to consistently apply this translation strategy in all material and applies it in all classes VII A, B, and C of SMPN 2 Klego Boyolali. This strategy is used by teacher to stimulate them to open the dictionary to practice their understanding and vocabulary knowledge.

2) Guessing from Context.

This strategy encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own.

In this strategy the teacher uses learning game media that is interesting for students, especially when the teacher teaches material about Greeting, Asking About Someone's Condition and Taking Leave in classes VII A and B on September 27 2023, and in class VII C on October 5 2023. In learning this material the teacher uses a puzzle game about greetings which he makes from cardboard.

### 3) Mime, Expressions and Gestures.

Mime or gesture is useful because it can not only be used to show the meaning of words found in reading, but also in speaking activities because most of them emphasize communication. Many words can be introduced through pantomime, expressions and gestures. For example adjectives: "sad" "happy".

And teacher use this strategy when teaching material about Introducing OneSelf and Other People in class VII B which is also related to Greeting material to make it easier for students to understand the meaning of the Greeting words.

If students read the dialogue and there are pronunciation errors and expressions that do not match the meaning of the words, then the teacher asks the students to read it again and they must be able to adjust the expressions to the meaning of the words with the help of the teacher by giving examples of expressions that match the meaning of the words spoken.

### 4) Using Illustration and Pictures

There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

The teacher uses this strategy when teaching material about Expressions of Showing Likes and Dislikes in class VII A and B on December 6 2023, and in class VII C on December 7 2023. The teacher uses pictures that are available in the LKS book (handbook students) to teach the material Expressions of Showing Likes and Dislikes.

5) Eliciting

By giving students a list of words to learn, it can motivate, encourage and make it easier for students to learn vocabulary. The teacher uses this strategy when teaching material about Expressions of Showing Likes and Dislikes in class VII A and B on December 6 2023, and in class VII C on December 7 2023. When teacher explaining a list of words that contain likes and dislikes and their meanings to students.

b. Interviews .

Based on the result of interviews, researcher found 3 strategies used by teacher to teach vocabulary, namely: Using Object, Eliciting and Translation.

1) Using Object.

Using this strategies includes the use of reality, visual aids, and demonstration. They can function to help learners in remembering vocabulary better. Real objects strategies is appropriately employed for beginners or young learners. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. the example Objects in the classroom or things brought to the classroom can be used.

Based on the results of interviews with teacher regarding the strategies used by teacher in teaching vocabulary, the teacher said that "*Biasanya saya menggunakan fasilitas yang ada di kelas mba untuk mengenal nama objek dikelas dengan bahasa inggris*".

Researcher concluded that the use of objects can be an effective medium in teaching vocabulary, because it can stimulate students to use their five senses, making it easier for them to recognize vocabulary from these objects.

## 2) Eliciting.

The strategy of providing vocabulary lists to students will encourage and motivate students to learn.

Based on the results of interviews with teacher regarding the strategies used by teacher in teaching vocabulary, the



teacher said that *"em ini si mba kalau dikelas tujuh belum begitu banyak menggunakan vocabulary ya mba , karena kalau untuk kelas tujuh itu kan baru yang mendasar , tapi ini karena sudah masuk ke paragraph introduction nah biasanya saya akan mencari dalam satu paragraph itu saya akan mencari kosa kata yang memungkinkan mereka untuk tidak tau jadi itu akan meminimalkan mereka untuk mencari tahu dan membuka kamus"*.

The researcher concluded that by teacher implementing this strategy, it would stimulate students to open dictionaries and learn to search and understand the meaning of vocabulary independently without the help of a teacher to explain the entire meaning and this would make students become critical thinkers.

### 3) Translation.

Even though translation does not create a need or motivation of the learners to think about word meaning in some situations translation could be effective for teacher, such as checking students comprehension, and pointing out similarities or differences between first and second language. This strategy can save a lot of time.

The following are the results of interviews with teacher regarding the strategies teacher use in teaching vocabulary.

*T : nah biasanya saya akan mencari dalam satu paragraph itu saya akan mencari kosa kata yang memungkinkan mereka untuk tidak tau jadi itu akan meminimalkan mereka untuk mencari tahu dan membuka kamus.*

*R : berarti itu bisa di golongan menjadi 2 strategi ya miss antara eliciting yaitu mengumpulkan kosa kata untuk di pelajari oleh siswa dan translation untuk mencari arti dari kosa kata yang dikumpulkan miss Riri.*

*T : iya mbak ,karena kalau tidak begitu ,kalau tidak saya beri tugas untuk mentranslate ,mereka tidak akan mencoba mencari tau atau mentranslate . Ya minimal tujuan saya biar mereka membuka kamus gitu mbak jadi tidak melulu menunggu saya untuk menerjemahkan semua nya.*

Based on the results of interviews and class observations. Researcher concluded that there are several strategies that teacher use to teach vocabulary. They are Using Objects, Eliciting, Translation, Guess from Context and Mime, Expressions and Gestures and Using Illustrations and Pictures. In the results of the observation analysis, teacher are seen applying the same strategies in the same material in each class.

Teacher also always apply translation strategies to all subject matter. Besides that, teacher also use interesting learning media to attract students' interest in learning.

2. Students Respond to the strategies applied by the teacher in teaching vocabulary for Seventh Grade of SMPN 2 Klego Boyolali Academic Year 2023/2024.

A successful teacher is a teacher who can make students active, enthusiastic and enthusiastic in learning English vocabulary with strategies. To find out student responses, the researcher used interviews with several students and was supported by classroom observations conducted by the researcher.

Below the results of interviews conducted on September 20,2023 with class VII students at SMPN2 Klego Boyolali

#### **Interview class VII A**

**R : Researcher**

**S : Students**

**Table 4. 9 – Students Respond VII A**

Students 1	Positive respond	Negative respond
------------	------------------	------------------

<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Pernah disuruh <b>menghafal benda benda</b> yang di kelas kak.		
<b>Students 2</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Kadang bercanda, seru tapi kadang bikin takut , pernah waktu itu disuruh maju satu satu buat <b>menghafal kata sama artinya</b> di depan kelas kak.		
<b>Students 3</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Kadang disuruh <b>translate dan hafalin</b>		
<b>Students 4</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	

<b>S:</b>	<b>Suka karena seru</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Disuruh <b>hafalan dan dikasih tebak tebakan</b>		
<b>Students 5</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Suka karena asik</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Biasanya dikasih <b>tebak tebakan dan menghafal</b>		
<b>Students 6</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?		<b>V</b>
<b>S:</b>	<b>Enggak sih hehe</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Biasanya dikasih tugas <b>mentranslate sama menghafal</b> .		
<b>Students 7</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		

<b>S:</b>	Seru, biasanya dikasih <b>tebak tebak</b> tapi kadang juga disuruh menghafal kata bahasa inggris dan bahasa indonesia nya		
<b>Students 8</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?		<b>V</b>
<b>S:</b>	<b>Eenggak terlalu, karena bahasa inggris susah</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Tebak-tebakan</b>		
<b>Students 9</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Lumayan</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Waktu itu pernah tebak-tebakan</b>		
<b>Students 10</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Lumayan, soalnya seru</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Disiplin, biasanya disuruh maju satu satu untuk <b>hafalan nama nama dalam bahasa inggris sama artinya</b> kalau gak bisa disuruh ngulangin 5		

	kali		
<b>Students 11</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Suruh menghafal angka-angka</b>		
<b>Total respond</b>		<b>9</b>	<b>2</b>

**Interview class VII B**

**R : Researcher**

**S : Students**

**Table 4. 10 – Students Respond VII B**

<b>Students 1</b>		<b>Positive respond</b>	<b>Negative respond</b>
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	<b>V</b>	
<b>S:</b>	<b>Suka</b>		

<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Menyenangkan suka bercanda, apalagi kalau ada <b>tebak tebak menghafal atau game gitu kak</b>		
<b>Students 2</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka, karena asik</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Biasanya <b>dikasih tebakkan</b> kak ditunjukkan kaya meja gitu terus <b>di tanyain bahasa inggris meja itu apa</b>		
<b>Students 3</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka soalnya menyenangkan</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Asik banyak bercanda nya		
<b>Students 4</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?		V
<b>S:</b>	<b>Mboten</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		



<b>S:</b>	Galak kalau gak bisa menjawab di kasih hukuman		
<b>Students 5</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	Lumayan		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Kadang dikasih <b>tebak tebak</b> kadang di suruh <b>menghafal</b>		
<b>Students 6</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka, soalnya menyenangkan</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Biasanya miss R kaya ngasih kita game gitu kak. Kayak yang jam kemarin ada gambar jam gitu terus <b>dikasih tebak</b> jam berapa gitu tapi dalam bahasa inggris terus disuruh mencocokan.		
<b>Students 7</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Menyenangkan		

Students 8			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S;</b>	<b>Suka tapi galak</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Biasanya suruh <b>menghafal nama nama benda sama bahasa indonesia nya</b>		
Students 9			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Lumayan suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Menyenangkan</b>		
Students 10			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Disuruh menghafal		
Students 11			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka</b>		

<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Biasanya <b>di kasih PR terjemah</b> gitu terus nanti kalau ada Pelajaran bahasa inggris disuruh maju satu satu, kalau gak bisa nanti dihukum bersihin depan kelas		
<b>Total respond</b>		<b>10</b>	<b>1</b>

### Interview class VII C

**R : Researcher**

**S : Students**

**Table 4. 11 – Students Respond VII C**

Students 1		Positive respond	Negative respond
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Kalau sudah terbiasa suka suka saja</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Pernah tebak tebakan dan mengartikan</b>		
Students 2		Positive respond	Negative respond
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka</b>		

<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Disuruh ngerjain pake kamus bahasa inggris</b>		
<b>Students 3</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Kadang menghafal kadang terjemah</b>		
<b>Students 4</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka soalnya gayeng</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Biasanya game		
<b>Students 5</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka, karena gurunya asik</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Menulis terus menghafal,sama menerjemahkan</b>		
<b>Students 6</b>			

<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka, soalnya kaya asik</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Biasanya disuruh nyebutin nama nama pake bahasa inggris terus indonya</b> kalau tidak hafal dihukum suruh menghafal sampe 5 kali		
<b>Students 7</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka suka aja soalnya asik walaupun galak dikit</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Seru kalau ada game nya tapi kalau dikasih <b>tebak tebakan</b> takut		
<b>Students 8</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S;</b>	<b>Suka sih tapi galak</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Dikasih PR terjemah</b> terus nanti di suruh hafalin terus maju satu satu		
<b>Students 9</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	

<b>S:</b>	<b>Suka, asik suka bercanda</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Disuruh nerjemahin</b>		
<b>Students 10</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka soalnya suka bercanda</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	Ada game nya		
<b>Students 11</b>			
<b>R:</b>	Apakah kamu suka belajar vocabulary dengan guru X?	V	
<b>S:</b>	<b>Suka</b>		
<b>R:</b>	Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?		
<b>S:</b>	<b>Kadang terjemahin kadang suruh hafalan</b>		
<b>Total respond</b>		<b>11</b>	<b>-</b>

The results of interviews conducted on September 20,2023 with class VII students at SMPN2 Klego Boyolali showed that almost 50% of students responded positively to the strategies used by the teacher.

**Table 4. 12 Details of Students Respond**

Class	Students Responds	
	Positive	Negative
VII A	9 students	2 students
VII B	10 students	1 students
VII C	11 students	-

Based on the table above, it can be seen that the results of interviews with class VII A students showed that there were 9 students who gave positive responses and 2 students who gave negative responses. In class VII B, there were 10 students who gave positive responses and 1 student who gave a negative response. And for class VII C, it was seen that there were 11 students who gave positive responses and none gave negative responses to the strategies used by the teacher.

The reason students give a positive response is because the teacher who teaches English is fun and exciting. There are other reasons as attached in section (**Appendix 6: Questions of Interview Results with the Students**). The reasons why students respond positively to the strategies used by teacher are: *1) Students really like English, 2) Students want to be able to go abroad, so students are motivated to*

*learn English to achieve their desire, 3) Students have the awareness that learning English is to increase knowledge.*

Meanwhile, the reasons why students give negative responses to the strategies used by teacher are: *1) Students really don't like English, 2) Students don't like teacher who teach English for several reasons.*

Meanwhile, the results of observations show that when the teacher applies the guessing from context strategy with quite interesting learning media, namely by playing games in the form of Greeting puzzle posters made by the teacher, the students look very enthusiastic and active in following it, many of them even volunteer to try the game without being called first.

The following is an example of a response from a student:

*S1: miss R ,saya miss ,saya mau maju mau nyoba jawab .*

*S2: Aku yo pengen nyobo miss*

*S3: Aku sik too, aku yo pengen nyobo gampang niku miss*

This shows that the strategy used by the teacher received a positive response from the students so they were very enthusiastic and active when participating in the lesson.

## **B. Discussion.**

In this discussion section the researcher tries to discuss the research findings which focus on the formulation of the research problem. There



are 2 research problem formulations, the first is What teaching strategies are applied by the teacher in teaching vocabulary in of SMPN 2 Klego Boyolali and How do the students respond to the strategies applied by the teacher in teaching vocabulary for seventh grade of SMPN 2 Klego Boyolali.

Firstly, the researcher will discuss the results of research findings regarding the strategies used by teacher in teaching vocabulary and secondly, the researcher will discuss how students respond to the strategies used by teacher. Here's the description:

1. Teaching strategies are applied by the teacher in teaching vocabulary for Seventh Grade of SMPN 2 Klego Boyolali Academic Year 2023/2024.

Based on data findings from observations and interviews, researcher found several teacher strategies in teaching vocabulary in accordance with the theory used in this research, namely the theory of Brewster, Ellis and Girard which suggests that there are 9 strategies for teaching vocabulary, namely: using objects, drawing, using illustration and pictures , contrast, enumeration, mime expressions and gestures, guessing from context, eliciting and translation. In this research the researcher found that there were 6 strategies used by teacher.

First, Using object to recognize the names of objects in class in English. The use of objects can be an effective medium in teaching

vocabulary, because it can stimulate students to use their five senses, making it easier for them to recognize the vocabulary of these objects. This strategy is very suitable for beginners or young students.

Second, Eliciting by providing a vocabulary list to students will encourage and motivate students to open a dictionary and learn to find and understand the meaning of vocabulary independently without the help of a teacher to explain the entire meaning and it will make students become critical thinkers.

Third, Translation with the teacher looking for a list of vocabulary from paragraphs that students don't know, then students are asked to look for the meaning of the vocabulary and give students the task of translating a sentence in a certain activity assignment so as to minimize students having to open a dictionary to practice their understanding and knowledge of vocabulary.

Fourth, Guessing from Context by using an interesting puzzle greeting learning game for students. This strategy encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words.

Fifth, Mime, Expressions and Gestures this strategy will make it easier for students to know the meaning of words in writing or speech.

Six, Using Illustrations and Pictures. By using illustrations and pictures, many vocabulary lists can be introduced. The list of pictures

includes: posters, flashcards, wall diagrams, magazine pictures, board pictures, stick figures and photos. In this case the teacher uses the pictures available in the LKS book (student handbook) to teach the material Expressions of Showing Likes and Dislikes .

2. Students respond to the strategies applied by the teacher in teaching vocabulary for Seventh Grade of SMPN 2 Klego Boyolali Academic Year 2023/2024.

Based on data findings from observations and interviews, researcher found that almost 50% of class VII students gave positive responses to the strategies used by the teacher, namely a total of 30 students gave positive responses and 3 students gave negative responses. In class VII A, there were 9 students who gave positive responses and 2 students who gave negative responses. In class VII B, there were 10 students who gave positive responses and 1 student who gave a negative response. And for class VII C, it was seen that there were 11 students who gave positive responses and none gave negative responses to the strategies used by the teacher.

As for the reasons why students respond positively to the strategies used by teacher are: *1) Students really like English, 2) Students want to be able to go abroad, so students are motivated to learn English to achieve their desire, 3) Students have the awareness that learning English is to increase knowledge.* And the reasons why students give negative

responses to the strategies used by teacher are: *1) Students really don't like English, 2) Students don't like teacher who teach English for several reasons.*

Meanwhile, the results of observations showed that students looked very enthusiastic and active in participating in the learning, many of them even volunteered to try the game without being called first when the teacher applied the strategy of guessing from the context with quite interesting learning media, namely by playing a game in the form of a poster puzzle greetings which has been made by the teacher. This shows that the strategy used by the teacher received a positive response from students who looked very enthusiastic and active when participating in the lesson.

Based on the description of the findings above, the researcher concludes that based on the results of interviews with teacher regarding the strategies used by teacher in teaching vocabulary, in accordance with the result obtained through observations and looking at lesson plans, this shows that teacher are consistent in using these strategies to teach vocabulary.

Besides that the researcher concludes that there are several similar strategy findings from this research and the previous study conducted by Fatma Zulita Fetria who has a research entitled "*Teachers Strategies in Teaching English Vocabulary (A Study of the English Teacher of State Junior High Schools Kecamatan Lima Kaum)*", namely translation and

mime expression and gesture, this shows that these two strategies are quite effective and are favorite strategies used by teacher to improve students' vocabulary.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions.

Based on the research findings and discussion in chapter IV, the researcher draws several conclusions about the strategies used by teacher in teaching vocabulary and students' responses to the strategies used by teacher.

The results of interviews with English teacher regarding teacher strategies in teaching vocabulary show that teacher use several strategies in teaching vocabulary, namely using objects, eliciting and translation. And the results of the researcher observations found that there were several strategies used by teacher in English classes. The strategies used by teacher in teaching English vocabulary are Translation, Mime, Expressions and Gesture and Guessing from Context, Using Illustration and Pictures and Eliciting which are appropriate to the material being studied and create interactive learning media that can attract students' interest.

In addition, students' responses to the strategies implemented by teacher from interviews with students showed that almost 50% gave positive responses to the strategies used by English teacher. This was supported when researcher made observations which showed that students were very active, cheerful and enthusiastic in participating in

the learning games created by the teacher. It can be concluded that a successful teacher is a teacher who can make students active in learning English vocabulary with strategies.

## **B. Suggestions.**

After the researcher analyzed the data and made conclusions, the researcher provided several suggestions:

For teacher:

1. English teacher may use more than one strategy in English classes according to students' needs and according to the material to be taught.
2. Teachers use interactive learning media because the teacher's strategy in creating interactive media will be able to attract students' interest in learning English, they will be enthusiastic and active in participating in English learning.
3. Teachers should explain to students the benefits of learning English vocabulary before teaching. And motivate students to be enthusiastic about learning English.

For students:

1. Students must be able to position themselves in the teaching and learning process. When learning requires seriousness, students must also be serious.
2. Students should know the importance of English and vocabulary

3. Students should have a high desire to learn English, especially vocabulary.

For other researchers:

Researcher feel that this research is not perfect. For this reason, researcher hope that this research can be used as a reference for other researchers to become better. Beside that, the researcher hopes that future researchers will not only discuss teacher strategies but also the challenges teacher face in implementing their strategies.



## BIBLIOGRAPHY

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.
- Arta, K.H.(2018) *The Strategies Used by English Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)*
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*.
- Brewster, Ellis, & Girard. (1992). *Teaching English to Young Learners*. Longman.
- Burston, W. H. (1963). Principles of History Teaching. In *Principles of History Teaching*. <https://doi.org/10.4324/9781003239840>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press
- Connelly, L. (2016). *Trustworthiness in Qualitative Research*. 435.
- Creswell, J. . (2014). *research design (quantitavive, qualitative and mixed methods aproaches)*. SAGE.
- Dubin, F. (1993). *Predicting word meanings from contextual clues: Evidence from L1 readers*. In Huckin, T., Haynes, M., and Coady, J (Ed.), *Second language reading and vocabulary learning* (pp. 181-202). Norwood, N.J.: Ablex.
- Fetria, F.Z. (2016) *Teacher's Strategies in Teaching English Vocabulary (A Study of the English Teachers of State Junior High Schools Kecamatan Lima*

*Kaum).*

Gairns, R. & Redman, S. (1986). *Working with words: A guide to teaching and learning vocabulary.* USA Cambridge University Press.

Gultom, R. J., Simarmata, J. N., Purba, O. . R., & Saragih, E. (2022). Teachers Strategies in Teaching English Vocabulary in Junior High School. (*JELE*) *Journal of English Language and Education*, 7(1), 9–15.

Hamruni. (2009). *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan.*

Harmer, J. (2007). *The Practice of English Language Teaching.*

Hiebert, E. H., & Kamil, M. L. (2005). Teaching and Learning Vocabulary : Bringing Research to Practice. In *Nucl. Phys.*

Hornby, A. S. (1995). *Oxford Advanced Learners Dictionary of Current English* (New York).

Klippel.1994. *Guessing Words Game Techniques.* Oxford: Oxford University.

Lehr, F., Osborn, J., & Hiebert, E. H. (2003). *Research-Based Practices in Early Reading Series: A Focus on Vocabulary.*

McCarthy, M. J. (1988). Some vocabulary patterns in conversation. In R.A Carter and M. J.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis.*

Moleong, L. J. (2014). *Metodologi Penelitian Kualitatif.* PT Remaja Rosdakarya.

Munawwarah. (2021) *Teachers Strategies in Teaching English Vocabulary to Young Learners”* in 2021

Nabila, I. (2021) *Teachers Strategies in Teaching English Vocabulary at MTSN 1 Mojokerto*

- Nation, I. S. P. (2000). Learning Vocabulary in Another Language. In C. A, Chapelle, & S. Hunston (Eds.), *Cambrige Applied Linguistics*.
- Richard & Renandya. (2002). *Methodology in Language Teaching*.
- Scott Thornbury. (2002). *How to Teach Vocabulary*.
- Sormin, R. K., Rizki, F., Sari, I. P., & Susiani, S. (2022). The Effect of Picture Teaching Media to the Ability of Grade 7th Students in English Vocabulary Mastery of SMP Yayasan Perguruan Keluarga (YPK) Pematangsiantar. *International Journal of English and Applied Linguistics (IJEAL)*.
- Strauss, A. ., & Corbin, J. . (1990). *Basics of Qualitative Research*.
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.
- Susanto, A. (1988). *Komunikasi dalam Teori dan Praktek*. Jakarta: Bina Cipta
- Takač, V. P., & Singleton, D. (Eds.). (2008). *Vocabulary learning strategies and foreign language acquisition*. Canada: Multilingual Matters Ltd.
- Tellier, Marion (2007). How do teacher's gestures help young children in second language acquisition? *Proceedings of the meeting of International Society of Gesture Studies, ISGS 2005: Interacting Bodies*, June, 15th-18th, ENS Lyon, France. [http://gesture-lyon2005.enslsh. fr/IMG/pdf/TellierFINAL.pdf](http://gesture-lyon2005.enslsh.fr/IMG/pdf/TellierFINAL.pdf)
- Teller, Marion., (2008). The effect of gestures on second language memorisation by young children. *Gesture*, John Benjamins Publishing, 8 (2), pp.219-235.<hal-00375251>
- Terrell, T. D., & Brown, H. D. (1981). *Principles of Language Learning and*

Teaching. In *Language*. <https://doi.org/10.2307/414380>

Thorburn, S. (2002). *How to teach vocabulary*. England: Pearson Education

Limited, Ur., P (1998). *A course in language teaching*. Cambridge University Press.

Thorndike, E. L. (1913). *Educational Psychology: The Psychology of Learning*.

Tojiboyevna, E. M. (2022). *Similarities and Differences of Word Order in English and German Languages*. 03(06).

Walters, J.M. (2004) 'Teaching the use of context to infer meaning: A longitudinal survey of L1 and L2 vocabulary research'. *Language Teaching*, 37(4), pp. 243-252.

## APPENDICES

### Appendix 1

#### Question of Interview With Teacher.

1. What is the ability of class VII students to master vocabulary?
2. Do you think vocabulary is important?
3. What learning resources do you use in teaching vocabulary?
4. What strategies do you use in teaching vocabulary?
5. What do you think about the results of using this strategy to teach vocabulary?
6. Are there any obstacles you found in implementing this strategy?
7. How do students respond when you apply this strategy in teaching vocabulary?
8. Do you always give evaluation questions to students at the end of each activity?

**Appendix 2**

1. Bagaimana kemampuan siswa kelas tujuh terhadap penguasaan vocabulary?
2. Apakah menurut anda vocabulary itu penting?
3. Apa saja sumber pembelajaran yang anda gunakan dalam mengajar vocabulary?
4. Apa strategi yang anda gunakan dalam mengajar vocabulary?
5. Bagaimana pendapat anda mengenai hasil dari menggunakan strategi tersebut untuk mengajar vocabulary?
6. Apakah terdapat masalah yang anda temukan dalam menerapkan strategi tersebut?
7. Bagaimaimana respon siswa ketika anda menerapkan strategi tersebut dalam mengajar vocabulary?
8. Apakah anda selalu menyediakan soal evaluasi untuk siswa tiap akhir kegiatan?

### **Appendix 3**

#### **Question of Interview With Students.**

1. Do you like learning English?
2. Is English important?
3. What do you know about vocabulary?
4. Do you like learning vocabulary with a teacher
5. How do you think teacher X teaches vocabulary in class?
6. What are your hopes for teacher X when teaching vocabulary in class?

**Appendix 4**

1. Apakah kamu suka belajar bahasa inggris?
2. Apakah bahasa inggris itu penting?
3. Apa yang kamu ketahui tentang vocabulary?
4. Apakah kamu suka belajar vocabulary dengan guru X
5. Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?
6. Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?



## **Appendix 5**

### **Question of Interview Result with the Teacher:**

*Researcher : Bagaimana kemampuan siswa kelas tujuh terhadap penguasaan vocabulary ?*

*Teacher : Very poor*

*Researcher : Apakah menurut anda vocabulary itu penting?*

*Teacher : Yes, vocabulary its very important in language especially English*

*Researcher : Apa saja sumber pembelajaran yang anda gunakan dalam mengajar vocabulary?*

*Teacher : Dictionary, LKS dan media menarik yang saya buat.*

*Researcher : Apa strategi yang anda gunakan dalam mengajar vocabulary?*

*Teacher : Using object, eliciting and translation*

*Researcher : Bagaimana pendapat anda mengenai hasil dari menggunakan strategi tersebut untuk mengajar vocabulary?*

*Teacher : memaksimalkan siswa untuk membuka kamus dan membuat siswa lebih menjadi critical thinking.*

*Researcher : Apakah terdapat masalah yang anda temukan dalam menerapkan strategi tersebut?*

*Teacher : Tentu ada karena bahasa inggris merupakan mata Pelajaran baru yang belum pernah mereka dapatkan sebelumnya saat di sekolah dasar.*

*Researcher : Bagaimaimana respon siswa ketika anda menerapkan strategi tersebut dalam mengajar vocabulary?*

*Teacher :Ketika kita menggunakan media pembelajaran yang menarik dan menyenangkan maka siswa akan merasa senang sehingga mreka menjadi antusias,aktif dan semangat untuk mengikuti pembelajaran.*

*Researcher : Apakah anda selalu menyediakan soal evaluasi untuk siswa tiap akhir kegiatan?*

*Teacher : Iya, dengan selalu memberi pertanyaan evaluasi untuk mengecek pemahaman mereka.*

## **Appendix 6**

### **Question of Interview Result with the Students:**

#### **Students Clasa VII A:**

##### ***Student 1***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka tapi susah kak*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Tidak tahu kak*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Pernah disuruh menghafal benda benda yang di kelas kak.*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Tidak dipanggil maju karena tidak bisa bahasa inggris.*

##### ***Student 2***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting, karena ada tes nya kak.*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Kurang tahu hehe*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Kadang bercanda, seru tapi kadang bikin takut , pernah waktu itu disuruh maju satu satu buat menghafal kata sama artinya di depan kelas kak.*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Asik dan jangan marah marah terus hehehe.*

### **Student 3**

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Dikit, soalnya kadang seru tapi kadang susah*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting, ya karena kalau pergi keluar negeri bisa pakai bahasa inggris*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Emmm enggak*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Kadang disuruh translate dan hafalin*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Kalau dikasih tebak tebak nama benda diliatin benda nya kak*

#### ***Student 4***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting, biar bisa mendapatkan ilmu*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka karena seru*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Disuruh hafalan dan dikasih tebak tebak*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Pengennya kalau dikasih tebak tebak di tunjukkan benda nya biar jadi gampang*

#### ***Student 5***

*Researcher : Apakah kamu suka belajar bahasa inggris?*

*Student : Lumayan suka,karena seru.*

*Researcher : Apakah bahasa inggris itu penting?*

*Student : Penting, buat bisa keluar negeri*

*Researcher : Apa yang kamu ketahui tentang vocabulary?*

*Student : Kurang tau*

*Researcher : Apakah kamu suka belajar vocabulary dengan guru X?*

*Student : Suka karena asik*

*Researcher : Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student : Biasanya dikasih tebak tebakan dan menghafal*

*Researcher : Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student : Dikasih tebak tebakan saja tetapi jangan yang susah*

### ***Student 6***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Agak suka sih,karena kadang susah dan kadang ada yang gampang.*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting, karena kalau terlambat harus ngomong pake bahasa inggris*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Tidak tau*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Enggak sih hehe*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Biasanya dikasih tugas mentranslate sama menghafal .*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Seru dan jangan galak galak hehe*

### ***Student 7***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Engga, karena susah*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting, buat ilmu*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Engga tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Seru, biasanya dikasih tebak tebakan tapi kadang juga disuruh menghafal kata bahasa inggris dan bahasa indonesia nya*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Yaa nggak usah marah marah terus*

### ***Student 8***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Lumayan*

*Researcher: Apakah bahasa Inggris itu penting?*

*Student: Emmm nggak tahu*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Enggak terlalu, karena bahasa Inggris susah*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Tebak tebakan*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary di kelas?*

*Student: Emmm hehe nggak tahu kak*

### ***Student 9***

*Researcher: Apakah kamu suka belajar bahasa Inggris?*

*Student: Enggak terlalu*

*Researcher: Apakah bahasa Inggris itu penting?*

*Student: Penting, buat masa depan*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Nggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Lumayan,*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*



*Student: Waktu itu pernah tebak tebakan*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Menyenangkan*

### **Student 10**

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Kurang suka, karena gak tahu bahasanya.*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting, karena kalau telat harus bahasa inggris dulu*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Lumayan soalnya seru*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Disiplin, biasanya disuruh maju satu satu untuk hafalan nama nama dalam bahasa inggris sama artinya kalau gak bisa disuruh ngulangi 5 kali*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Emm harapanku, aku pengen miss R pake cara apa gitu biar aku gampang ngerti hehe biar ga dihukum*

### **Student 11**

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting, buat tambah ilmu*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Suruh menghafal angka angka*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Menerjemahkan tapi nggak disuruh maju*

***Students VII B:***

***Student 1***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Tidak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Menyenangkan, suka bercanda apalagi kalau ada tebak-tebakan atau game gitu kak*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: emm pengen nya selalu yang asik asik biar gampang belajarnya*

### ***Student 2***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka, karena asik*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Biasanya dikasih tebakan kak ditunjukin kaya meja gitu terus di tanyain bahasa inggris meja itu apa*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Pengen yang asik kak ,kaya belajar diluar kelas kaya Pelajaran biologi jadi tidak bosan*

***Student 3***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Tidak, soalnya sulit*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Nggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka soalnya menyenangkan*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student:Asik banyak bercandanya*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Serius tapi tetep bercanda nggak galak*

***Student 4***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Mboten, angel*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Tidak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Mboten*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Galak kalau gak bisa menjawab di kasih hukuman*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Tidak galak dan tidak dikasih hukuman*

#### ***Student 5***

*Researcher : Apakah kamu suka belajar bahasa inggris?*

*Student : Kadang suka kadang tidak*

*Researcher : Apakah bahasa inggris itu penting?*

*Student : Penting, karena kalau masuk kelas terlambat pasti disuruh bahasa inggris*

*Researcher : Apa yang kamu ketahui tentang vocabulary?*

*Student : tidak tahu*

*Researcher : Apakah kamu suka belajar vocabulary dengan guru X?*

*Student : lumayan*

*Researcher : Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student : Kadang dikasih tebak tebakan kadang di suruh menghafal*

*Researcher : Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student : sabar dan tau apa yang siswa mau.*

***Student 6***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Tidak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka, soalnya menyenangkan*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Biasanya miss R kaya ngasih kita game gitu kak. Kayak yang jam kemarin ada gambar jam gitu terus dikasih tebakan jam berapa gitu tapi dalam bahasa inggris terus disuruh mencocokan.*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Tergantung kalau serius ya serius, kalau bercanda juga bercanda*

***Student 7***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa Inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Menyenangkan*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary di kelas?*

*Student: Selalu asik kak*

### ***Student 8***

*Researcher: Apakah kamu suka belajar bahasa Inggris?*

*Student: Mboten karena susah*

*Researcher: Apakah bahasa Inggris itu penting?*

*Student: Penting, soalnya kalau masuk kelas pakai bahasa Inggris*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Tidak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka tapi galak*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Biasanya suruh menghafal nama nama benda sama bahasa indonesia nya*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Selalu menyenangkan dan jangan galak*

### ***Student 9***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Lumayan*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tau*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Lumayan suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Menyenangkan*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Tetap menyenangkan*

### ***Student 10***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*



*Researcher: Apakah bahasa Inggris itu penting?*

*Student: Penting, karena emm bisa keluar negeri*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Mboten ngerti*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Disuruh menghafal*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary di kelas?*

*Student: Kadang dikasih tebak tebakkan gitu, aku pengennya jangan tebak tebakkan tapi di kasih PR aja*

### ***Student II***

*Researcher: Apakah kamu suka belajar bahasa Inggris?*

*Student: Suka*

*Researcher: Apakah bahasa Inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Biasanya di kasih PR terjemah gitu terus nanti kalau ada Pelajaran bahasa inggris disuruh maju satu satu, kalau gak bisa nanti dihukum bersihin depan kelas*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Baik dan gak galak*

### ***Students VII C:***

#### ***Student 1***

*Researcher : Apakah kamu suka belajar bahasa inggris?*

*Student : Suka*

*Researcher : Apakah bahasa inggris itu penting?*

*Student : penting ,untuk memahami arti arti dan menambah ilmu.*

*Researcher : Apa yang kamu ketahui tentang vocabulary?*

*Student : Tidak tahu*

*Researcher : Apakah kamu suka belajar vocabulary dengan guru X?*

*Student : Kalau sudah terbiasa suka suka saja*

*Researcher : Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student : Pernah tebak tebakan dan mengartikan*

*Researcher : Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student : Enak tebak tebakan menunjukan barang karena itu lumayan gampang.*

**Student 2**

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka sedikit*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting agar ditanya bisa menjawab*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Hehe nggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Disuruh ngerjain pake kamus bahasa inggris*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Menyenangkan*

**Student 3**

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Tidak soalnya susah*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting biar bisa bicara sama orang luar negeri*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Tidak tau*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Menyenangkan, kadang menghafal kadang terjemah*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Kalau mengajar yang gampang*

#### ***Student 4***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Mboten, susah*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting nek dolan dolan ke luar negeri*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Mboten ngerti*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka soalnya gayeng*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Biasanya game*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Kudu gayeng*

**Student 5**

*Researcher : Apakah kamu suka belajar bahasa inggris?*

*Student : Suka*

*Researcher : Apakah bahasa inggris itu penting?*

*Student : Lumayan, karena kalau keluar negeri pakai bahasa inggris*

*Researcher : Apa yang kamu ketahui tentang vocabulary?*

*Student : Tidak tau*

*Researcher : Apakah kamu suka belajar vocabulary dengan guru X?*

*Student : Suka, karena gurunya asik*

*Researcher : Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student : Menulis terus menghafal, sama menerjemahkan*

*Researcher : Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student : Kalau tebak tebakan nunjuk benda biar gampang*

**Student 6**

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Agak suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Lumayan penting, biar bisa jawab kalau ditanya sama miss Riri.*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Tidak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka,soalnya kaya asik*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student:Biasanya disuruh nyebutin nama nama pake bahasa inggris terus indonya kalau tidak hafal dihukum suruh menghafal sampe 5 kali*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Kalau disuruh hafalan tidak usah disuruh maju*

### ***Student 7***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Nggak telalu, soalnya gak bisa*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Emmm penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Hehe nggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka suka aja soalnya asik walaupun galak dikit*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student:Seru kalau ada game nya tapi kalau dikasih tebak tebakan takut*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Mengajar nya harus menyenangkan dan tidak galak*

***Student 8***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting, karena kalau mau ijin ke kamar mandi harus pakai bahasa inggris*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Emm apa yaaa, emm nggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka sih tapi galak*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Dikasih PR terjemah terus nanti di suruh hafalin terus maju satu satu*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Dikasih PR aja jangan disuruh maju satu satu*

***Student 9***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Nggak suka, susah banget*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Yaaa penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Emm tidak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka ,asik suka bercanda*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Disuruh nerjemahin*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Harus selalu asik biar aku ga takut hehe*

### ***Student 10***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Tergantung, kalau gampang ya suka, kalau susah ya gak suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Lumayan penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Emmm apa ya, enggak tau i*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka soalnya suka bercanda*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Ada game nya*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar*



*vocabulary dikelas?*

*Student: Harus tetep asik*

***Student 11***

*Researcher: Apakah kamu suka belajar bahasa inggris?*

*Student: Suka*

*Researcher: Apakah bahasa inggris itu penting?*

*Student: Penting*

*Researcher: Apa yang kamu ketahui tentang vocabulary?*

*Student: Enggak tahu*

*Researcher: Apakah kamu suka belajar vocabulary dengan guru X*

*Student: Suka*

*Researcher: Menurut kamu bagaimana cara guru X mengajar vocabulary di kelas?*

*Student: Kadang terjemahin kadang suruh hafalan*

*Researcher: Bagaimana harapan kamu terhadap guru X ketika mengajar vocabulary dikelas?*

*Student: Seru, kalau hafalan gak disuruh maju soalnya tremor hehe*

**Appendix 7****First Field Note****Teacher : Miss Ririh****Location : SMPN 2 Klego Boyolali****Day/Date : Wednesday, 27 September 2023****Class : VII A**

Researcher conducted observations on class VII A students of SMPN 2 Klego Boyolali on Wednesday 27 September 2023 during the English subject schedule. Before the researcher carried out observations in the classroom, the researcher asked the English teacher for permission first. After the researcher was given permission, the researcher was invited to enter the class to make observations. The researcher sat at the back of the class to observe the teaching and learning process.

Before starting the lesson the teacher greeted the students, followed by a joint prayer led by the head of class VII A. After that the teacher checked the student attendance list. After that, before going into the lesson material, the teacher reads out the PTS scores. After reading the PTS scores, the teacher then asks the students to open the lesson material on "Greeting, Asking About Someone's Condition and Taking Leave", the teacher asks the students to read the material then the students are asked to memorize the Greeting sentences and their responses for 10 minutes. After the 10 minutes of memorization time is over, the teacher asks students to close the books and collect them in front of the students'

desks.

The teacher prepares learning media in the form of a puzzle game about Speech. The teacher makes a statement on a piece of paper taped to the blackboard and the teacher makes a response sentence to the statement which is made on several pieces of paper placed on the floor. After the teacher has finished preparing the speech puzzle game, the teacher calls students one by one to come forward and asks students to match the correct speech answers by attaching as many speech answers as possible to a piece of paper containing the speech that the teacher gave. was stuck on the blackboard. Previously, with 10 seconds, the teacher asked other students to count from 1 to 10 in English. Students looked very active and enthusiastic about participating in the learning games created by the teacher, many students even volunteered to answer the puzzle game without being called first.

For students who can match the Greeting response correctly, the student is allowed to sit down again, while for students who cannot match the greeting response, the student is punished by the teacher by standing in front of the class. After all the students have been called one by one by the teacher and there are still students who cannot match the greeting response correctly, the teacher says the greeting sentence directly and the students are asked to answer the response to the greeting sentence mentioned by the teacher. For students who still cannot answer, students are given a punishment to clean the school bathroom during break time. After the game is finished and the clock shows that the English class is almost finished, the teacher gives homework to students to do the activities contained in

the LKS book and translate it. And before the teacher closes the English class, the teacher asks the students "any question students?" After the teacher ensures that the students understand and there are no questions, the teacher closes the lesson by reading Alhamdulillah Together and ends with greetings.

**Second Field Note****Teacher : Miss Ririh****Location : SMPN 2 Klego Boyolali****Day/Date : Wednesday, 27 September 2023****Class : VII B**

Researcher conducted observations on class VII B students at SMPN 2 Klego Boyolali on Wednesday 27 September 2023 during the English subject schedule. The researcher sat at the back of the class to observe the teaching and learning process

After the teacher enters the class and before starting learning, students pray together led by the class leader. then the teacher greets the students. After that, the teacher checks the student attendance list. After that, before going into the lesson material, the teacher reads out the PTS scores. After reading the PTS scores is complete and before entering the next lesson material, the teacher reviews the previous material about "Month, Year and Time" to check students' understanding of the previous material. Next, the teacher asks students to open the lesson material on "Greeting, Asking About Someone's Condition and Taking Leave", the teacher asks students to read the material, then students are asked to memorize the Greeting sentences and their responses for 10 minutes. After the 10 minutes of memorization time is over, the teacher asks students to close the books and collect them at the front student's desk.

The teacher prepares learning media in the form of a puzzle game about

Greeting. The teacher makes a greeting on a piece of paper that is attached to the blackboard and the teacher makes a response sentence to the greeting that is made on several pieces of paper that are placed on the floor. After the teacher has finished preparing the greeting puzzle game, the teacher calls the students one by one to come forward and asks the students to match the correct greeting responses by attaching as many greeting responses as possible to a piece of paper containing greetings that the teacher has attached to the blackboard. Earlier, with 10 seconds, the teacher asked other students to count from 1 to 10 in English. Students look very active and enthusiastic about participating in the learning games created by the teacher.

For students who can match the Greeting response correctly, the student is allowed to sit down again, while for students who cannot match the greeting response, the student is punished by the teacher by standing in front of the class. After all students have been called one by one by the teacher and there are still students who cannot match the greeting response correctly, the teacher gives a second chance by saying the greeting sentence directly and students are asked to answer the response to the greeting sentence mentioned by the teacher. For students who still cannot answer, students are given a punishment to clean the school bathroom during break time. After the game is finished, students are told to open it again to work on the activities found in the LKS regarding the previous material about clocks. Students are guided by the teacher in working on these activities. And students are asked to open the next page, the teacher gives them assignments to do the activity and collects it at the end of the lesson.

**Third Field Note****Teacher : Miss Ririh****Location : SMPN 2 Klego Boyolali****Day/Date : Wednesday, 4 October 2023****Class : VII A**

Before starting the lesson the teacher greets the students. After that, the teacher checks the student attendance list first. This was followed by a group prayer led by the head of class VII A. After that the teacher reviewed or reflected on previous learning regarding greetings, asking about someone's condition and taking leave by asking students to mention examples of greeting expressions. After the reflection is complete, the teacher tells students about the material to be studied, namely introducing themselves and others and students are asked to open the material. Before explaining the material, the teacher asked the students "does anyone know what introduction of self and others is?", after several students were able to answer and some did not know what introduction of self and others was, the teacher explained what introduction of self and others people. Besides that the teacher also explains the benefits of introducing yourself and others.

After explaining, the teacher asks students to observe the conversation sentences in the LKS book, then several students are asked to read the conversation sentences with the teacher's help. Apart from that, the teacher also helps students in translating one by one the meaning of the sentences from the conversation.

After that, the teacher asks students to make 1 paragraph to introduce themselves, starting with name, age, place of residence, month of birth, hobbies, drinks and favorite food by referring to the examples written by the teacher on the board and using a dictionary to introduce themselves. After that, students were asked to come forward one by one to present the results of their work.



**Fourth Field Note****Teacher : Miss Ririh****Location : SMPN 2 Klego Boyolali****Day/Date : Wednesday, 4 October 2023****Class : VII B**

After the teacher enters the classroom. The teacher said greetings and led us to pray together. After that the teacher checks the student attendance list. Before entering the next lesson material, the teacher reflects on previous lessons regarding greetings, asking about someone's conditions and taking leave by asking students to mention examples of greeting expressions. After the reflection is complete, the teacher tells students about the material to be studied, namely an introduction to self and others and students are asked to open the material on the page instructed by the teacher in the LKS book. Before explaining the material further, the teacher asked the students "does anyone know what self and others induction is?", some students were able to answer the teacher's question. After that, the teacher explains what introduction self and others is. Apart from that, the teacher also explains the benefits of introduction self and others.

After explaining, the teacher asks the students to observe the conversational sentences contained in the worksheet book, then the teacher appoints several students to read the conversational sentences in turn with the help of the teacher if there are errors in the pronunciation of the vocabulary. Apart from that, the

teacher also helps the students in translating the meaning one by one conversation sentence.

After that, the teacher asks students to make 1 paragraph to introduce themselves, starting from name, age, place of residence, month of birth, hobby, favorite drink and food with reference to examples that have been given by the teacher in the form of incomplete sentences and using a dictionary to do it. After that, students were asked to come forward one by one to present the results of their work in two languages, namely English and the translation, namely Indonesian.

**Fifth Field Note****Teacher : Miss Ririh****Location : SMPN 2 Klego Boyolali****Day/Date : Thursday, 5 Oktober 2023****Class : VII C**

Researcher conducted observations on class VII C students at SMPN 2 Klego Boyolali on Thursday 5 October 2023 during the English subject schedule. The researcher sat at the back of the class to observe the teaching and learning process.

Before starting the lesson the teacher greeted the students, followed by a group prayer led by the head of class VII C. After that the teacher checked the student attendance list. After that, before entering the lesson material, the teacher as class teacher for class VII C gave direction and advice to VII C students. After that the teacher asked the students to open the lesson material about " Greetings, Asking About Someone's Condition and Taking Leave", the teacher asked the students to read the material then the students asked to memorize greetings sentences and responses for 10 minutes. After the 10 minutes of memorization time is over, the teacher asks students to close the books and collect them in front of the students' desks.

The teacher prepares learning media in the form of a puzzle game about Greeting. The teacher makes a greeting on a piece of paper that is attached to the blackboard and the teacher makes a response sentence to the greeting that is made

on several pieces of paper that are placed on the floor. After the teacher has finished preparing the greeting puzzle game, the teacher calls the students one by one to come forward and asks the students to match the correct greeting responses by attaching as many greeting responses as possible to a piece of paper containing greetings that the teacher has attached to the blackboard. Earlier, with 10 seconds, the teacher asked other students to count from 1 to 10 in English. In contrast to students in classes VII A and VII B, students in VII C tend to be passive and a little afraid when taking part in the game created by the teacher, however, many students in class VII C can play the game so that no one gets punished for not being able to answer.

After finishing, the teacher asks students to open the next material regarding "Introducing Self", the teacher explains briefly about Introducing oneself and other people. After that students are asked to read the dialogue contained in the worksheet by appointing 2 students to read the dialogue. After that, before the English class ends, the teacher gives homework to students to make 1 paragraph to introduce themselves, starting from name, age, place of residence, month of birth, hobbies, favorite drink and food by referring to the examples given by the teacher in the lesson. form incomplete sentences and use a dictionary to do so. After that, students were asked to come forward one by one to present their work in two languages, namely English and the translation, namely Indonesian, at the next meeting. And to end the English class the teacher said alhamdulillah and greetings.

**Sixth Field Note****Teacher : Miss Ririh****Location : SMPN 2 Klego Boyolali****Day/Date : Thursday, 6 December 2023****Class : VII A**

The researcher made observations on class VII A students of SMPN 2 Klego Boyolali on Wednesday 6 December 2023 during the English subject schedule. The researcher sat at the back of the class to observe the learning process.

Before the teacher enters the classroom, the teacher asks students to clean the classroom first so that learning activities feel comfortable. After that, the teacher enters the class while saying hello, followed by checking the student attendance list. After that, the teacher asked the class leader to lead a group prayer. After finishing the prayer, the teacher asked how the students were doing. Next, the teacher tells the learning material that will be studied, namely "my preference" about favorite foods and drinks. And the teacher asks "do you have a favorite drink or food?". After students answer questions from the teacher, the teacher explains the purpose of this learning material, namely learning about the vocabulary of taste and texture of food or drink. And learning expressions of likes and dislikes for food and drinks.

Next, the teacher asks students to open a material book about expressions of showing likes and dislikes in food and drink. The teacher asks students to observe pictures and words that describe the taste and texture of drinks and food, and the teacher asks students to read and understand expressions of likes and dislikes, assisted by the teacher in explaining a list of words which include showing likes and showing dislike along with their meanings.

Next, students are asked to open the next page which contains conversations stating their likes and dislikes, after that students are asked to analyze the conversations they have read by looking for the vocabulary of taste, texture and indicating likes and dislikes by underlining the vocabulary and students must understand the meaning of vocabulary with the help of a dictionary. Setelah selesai selanjutnya Guru menjelaskan pola kalimat like and dislike berdasarkan subject dalam kalimat positive, negative and interrogative. Once finished, the teacher explains the pattern of like and dislike sentences based on the subject in positive, negative and interrogative sentences. After that, the teacher asks students to make positive, negative and interrogative sentences based on what they like and don't like and the reasons using a dictionary guide. And at the end of the lesson, students are given homework in the form of carrying out activities in the LKS book about showing likes and dislikes by filling in missing sentences (translating) and other activities in the form of identifying names in the pictures provided in the LKS and describing taste and texture. And the teacher distributes odd semester test grids.

**Seventh Field Note****Teacher : Miss Ririh****Location : SMPN 2 Klego Boyolali****Day/Date : Thursday, 6 December 2023****Class : VII B**

The researcher made observations on class VII B students of SMPN 2 Klego Boyolali on Wednesday 6 December 2023 during the English subject schedule. The researcher sat at the back of the class to observe the learning process.

The teacher enters the classroom by greeting and then checking the student attendance list. After that, the teacher asked the class leader to lead a group prayer. Next, the teacher tells the learning material that will be studied, namely "my favorites" regarding favorite foods and drinks. And the teacher asks "do you have a favorite drink or food?". After students answer questions from the teacher, the teacher explains the purpose of this learning material, namely learning about the vocabulary of taste and texture of food or drinks. And learn the expression of likes and dislikes towards food and drink.

Next, the teacher asks students to open a material worksheet regarding expressions of showing likes and dislikes in food and drink. The teacher asks students to observe pictures and words that describe the taste and texture of drinks and food, and the teacher asks students to read, look for meaning and understand. expression of likes and dislikes. The teacher also explains a list of words that

indicate likes and dislikes.

Next, students are asked to open the next page which contains conversations stating their likes and dislikes, after that students are asked to analyze the conversation they have read by looking for the vocabulary of taste, texture and indicating likes and dislikes by underlining the vocabulary and students must understand the meaning of vocabulary with the help of a dictionary. Once finished, the teacher explains the pattern of like and dislike sentences based on the subject in positive, negative and interrogative sentences. After that, the teacher asks students to make positive, negative and interrogative sentences based on what they like and don't like and the reasons using a dictionary guide. And at the end of the lesson, students are given homework in the form of carrying out activities in the LKS book about showing likes and dislikes by filling in missing sentences (translating) and other activities in the form of identifying names in the pictures provided in the LKS and describing taste and texture. And the teacher distributed odd semester test grids.



**Eighth Field Note****Teacher : Miss Ririh****Location : SMPN 2 Klego Boyolali****Day/Date : Thursday, 7 December 2023****Class : VII C**

The researcher made observations on class VII B students of SMPN 2 Klego Boyolali on Thursday 7 December 2023 during the English subject schedule. The researcher sat at the back of the class to observe the learning process.

The teacher enters the class by saying greetings, followed by the teacher asking the class leader to lead a group prayer. After that, the teacher checks the student attendance list. Next, the teacher tells the learning material that will be studied, namely "my preference" about favorite foods and drinks. And the teacher asks "do you have a favorite drink or food?". After several students answered questions from the teacher, the teacher explained the purpose of this learning material, namely learning about the vocabulary of taste and texture of food or drink. And learning expressions of likes and dislikes for food and drinks.

Next, the teacher asks students to open a material book about expressions of showing likes and dislikes in food and drink. The teacher asks students to observe pictures and words that describe the taste and texture of drinks and food, and the teacher asks students to read, look for meaning and understand. expression of likes and dislikes. After that the teacher also explained the list of words including

indicating likes and dislikes listed in the LKS book.

Next, students are asked to open the next page which contains conversations stating likes and dislikes, after that students are asked to analyze the conversations they have read by looking for the vocabulary of taste, texture and showing likes and dislikes by underlining the vocabulary and students must understand the meaning of the vocabulary with the help of a dictionary. Once finished, the teacher explains the pattern of like and dislike sentences based on the subject in positive, negative and interrogative sentences. After that, the teacher asks students to make positive, negative and interrogative sentences based on what they like and don't like and the reasons using a dictionary guide. And at the end of the lesson, students are given homework in the form of doing activities in the LKS book about showing likes and dislikes by filling in missing sentences (translate) and other activities in the form of identifying names in pictures that are available in the LKS and describing the taste and texture. And the teacher distributes grids for odd semester tests.

## Appendix 8

### Observation Checklist 1

No.	Observed Aspects	Yes	No	Description
1	Teacher use teaching materials in teaching vocabulary	V		Dictionary and LKS
2	Teacher use strategies in teaching vocabulary	V		Using object, Eliciting, Translation, and Guessing from context.
3	Teacher use learning media in teaching vocabulary	V		Create fun and interesting media for student, for example paper puzzle for guessing.
4	Teacher provide evaluation at the end of learning	V		Ask question “ any question so far “ , and reflect back on the material that has just been discussed to check students understanding.

## Appendix 9

### Observation Checklist 2

No	Observed Strategy	Yes	No	Description
1	Using Object	V		To make it easier for them to learn vocabulary
2	Drawing			
3	Using Illustration and Pictures	V		The teacher uses pictures that are available in the LKS book (handbook students) to teach the material Expressions of Showing Likes and Dislikes. This is because with pictures students can more easily learn vocabulary
4	Contrast			
5	Enumeration			
6	Mime, Expressions and Gestures.	V		So that students better understand the meaning of vocabulary with expressions

7	Guessing from Context	V		By creating interesting media such as puzzle games, it is hoped that students will be interested and enthusiastic about participating in learning
8	Eliciting	V		So that students are able to think critically and minimize opening the dictionary
9	Translation	V		So that students minimize opening the dictionary

## Appendix 10

RENCANA PELAKSANAAN PEMBELAJARAN	
Satuan Pendidikan	: SMP Negeri 2 Klego
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII/ 1
Materi Pokok	: Greetings, Asking About Someone's Conditions and Taking Leave
Alokasi Waktu	: 1 Pertemuan (2 x 40 menit)
<b>A. KOMPETENSI INTI</b>	
<ol style="list-style-type: none"> <li>1. Menghargai dan menghayati ajaran agama yang dianutnya</li> <li>2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</li> <li>3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</li> <li>4. Mencoba, mengolah, dan menyajikan 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.</li> </ol>	
<b>B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI</b>	
KOMPETENSI DASAR	INDIKATOR
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, menanyakan kondisi seseorang dan berpamitan, serta menanggapinya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan <b>Greetings</b> serta responnya sesuai dengan konteks penggunaannya</li> <li>• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan <b>Asking About Someone Conditions</b> serta responnya sesuai dengan konteks penggunaannya</li> <li>• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan <b>Taking Leave</b> serta responnya sesuai dengan konteks penggunaannya</li> </ul>
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, menanyakan kondisi seseorang dan berpamitan, serta menanggapinya dengan	<ul style="list-style-type: none"> <li>• Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana untuk mengucapkan dan merespon ungkapan <b>Greetings</b> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana untuk mengucapkan dan merespon ungkapan <b>Asking About Someone's Condition</b> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> <li>Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana untuk mengucapkan dan merespon ucapan <b>Taking Leave</b> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>
--	--

**TUJUAN PEMBELAJARAN**

- Peserta didik dapat menyapa dan merespon ungkapan sapaan dengan orang lain.
- Peserta didik dapat berpamitan dan merespon ungkapan pamitan dengan orang lain.
- Peserta didik dapat menanyakan dan menyatakan kondisi seseorang.
- Menunjukkan perilaku yang berani, percaya diri dan sopan dalam berkomunikasi tentang ungkapan Greetings, Asking about someone's condition and Taking leave.
- Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan Greetings, Asking about someone's condition and Taking leave, sesuai dengan konteks penggunaannya

**MATERI PEMBELAJARAN**

**Teks interaksi interpersonal : Greetings, Asking About Someone's Conditions and Taking Leave**

- Fungsi sosial**  
Greetings, Asking About Someone's Conditions and Taking Leave dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
- Struktur teks**  
Dapat mencakup :  
- Memulai  
- Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan**  
- Ungkapan yang sesuai

**1. Greetings**

Greetings	Responding
Hello. / Hi	Hello / Hi
Good morning. / Morning	Good morning. / Morning
Good afternoon. / Afternoon	Good afternoon. / Afternoon
Good evening. / Evening	Good evening. / Evening

**2. Asking About Someone's Condition**

Asking about One's Condition	Statings One's Condition
How are you?	I am fine
How are you doing?	I am great
How's life?	Very well
How are you feeling now?	I am not very good
Are you O.K?	No, I am not. I have a flu

**3. Taking Leave**  
Please read the dialogs carefully.

**Dialog 1**  
Rossa : Well, friends. Let's end the meeting. Well continue tomorrow. See you  
Friends : See you.

**Dialog 2**  
Rossa : I have to sleep now, Dad. I have to wake up early morning.  
Mr. Permana : O. K, dear. Good night and sweet dreams  
Rossa : Good night and sweet dreams too, Dad

**E. KEGIATAN PEMBELAJARAN**

**Pertemuan 1**

Pendahuluan (10')	<ul style="list-style-type: none"> <li>Guru menyapa siswa dalam Bahasa Inggris</li> <li>Guru memeriksa kehadiran siswa</li> <li>Guru menyiapkan sumber pembelajaran</li> <li>Guru memberikan pertanyaan untuk memancing peserta didik terkait menyapa orang lain. <i>Example :Mengapa kita perlu menyapa orang lain saat bertemu?</i></li> <li>Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya</li> <li>Guru menyampaikan tujuan pembelajaran</li> <li>Guru mendemonstrasikan sesuatu yang terkait dengan tema</li> <li>Guru menyampaikan kemampuan yang akan dicapai peserta didik</li> <li>Guru menyampaikan rencana kegiatan</li> </ul>
Kegiatan Inti (60')	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan guru siswa mempelajari contoh ungkapan Sapaan beserta responnya.</li> <li>Dengan bimbingan guru siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan Sapaan beserta responnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan Sapaan</p> <p><b>Mengumpulkan Informasi</b></p>

	<ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan Sapaan</li> <li>• Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan dalam ungkapan Sapaan</li> </ul> <p><b>Mengolah Informasi</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan Sapaan</li> <li>• Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan Sapaan</li> <li>• Peserta didik mengisi table tanggapan dari ungkapan sapaan</li> </ul> <p><b>Mengomunikasikan</b></p> <p>Siswa bermain peran untuk menggunakan ungkapan Sapaan</p>
Kegiatan Penutup (60')	<ul style="list-style-type: none"> <li>• Guru dan siswa melakukan refleksi pembelajaran</li> <li>• Guru memberikan motivasi serta melakukan tindak lanjut seperti memberikan penugasan/remedial/pengayaan terhadap peserta didik</li> <li>• Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>• Guru menutup kegiatan pembelajaran dengan berdoa menurut keyakinan masing-masing</li> </ul>
Pertemuan 2	
Pendahuluan (10')	<ul style="list-style-type: none"> <li>• Guru menyapa siswa dalam Bahasa Inggris</li> <li>• Guru memeriksa kehadiran siswa</li> <li>• Guru menyiapkan sumber pembelajaran</li> <li>• Guru memberikan pertanyaan untuk memancing peserta didik terkait asking about someone condition kepada orang lain.</li> <li>• Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya</li> <li>• Guru menyampaikan tujuan pembelajaran</li> <li>• Guru mendemonstrasikan sesuatu yang terkait dengan tema</li> <li>• Guru menyampaikan kemampuan yang akan dicapai peserta didik</li> <li>• Guru menyampaikan rencana kegiatan</li> </ul>
Kegiatan Inti (60')	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa mempelajari contoh asking about someone condition .</li> <li>• Dengan bimbingan guru siswa mengidentifikasi pola kalimat yang digunakan dalam asking about someone condition.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan asking about someone condition.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam asking about someone condition.</li> <li>• Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan dalam asking about someone condition.</li> </ul> <p><b>Mengolah Informasi</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam asking about someone condition .</li> </ul>



0122	<ul style="list-style-type: none"> <li>Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan asking about someone condition</li> <li>Peserta didik mengisi table tanggapan dari ungkapan asking about someone conditions</li> </ul> <p><b>Mengomunikasikan</b> Siswa bermain peran untuk menggunakan ungkapan Sapaan sesuai dengan keterangan waktu</p>
Kegiatan Penutup (60')	<ul style="list-style-type: none"> <li>Guru dan siswa melakukan refleksi pembelajaran</li> <li>Guru memberikan motivasi serta melakukan tindak lanjut seperti memberikan penugasan/remedial/pengayaan terhadap peserta didik</li> <li>Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>Guru menutup kegiatan pembelajaran dengan berdoa menurut keyakinan masing-masing</li> </ul>
<b>Pertemuan 3</b>	
Pendahuluan (10')	<ul style="list-style-type: none"> <li>Guru menyapa siswa dalam Bahasa Inggris</li> <li>Guru memeriksa kehadiran siswa</li> <li>Guru menyiapkan sumber pembelajaran</li> <li>Guru memberikan pertanyaan untuk memancing peserta didik terkait ungkapan berpamitan kepada orang lain.</li> <li>Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya</li> <li>Guru menyampaikan tujuan pembelajaran</li> <li>Guru mendemonstrasikan sesuatu yang terkait dengan tema</li> <li>Guru menyampaikan kemampuan yang akan dicapai peserta didik</li> <li>Guru menyampaikan rencana kegiatan</li> </ul>
Kegiatan Inti (60')	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan guru siswa mempelajari contoh ungkapan Pamitan</li> <li>Dengan bimbingan guru siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan Pamitan</li> </ul> <p><b>Menanya</b> Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan Pamitan</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan Pamitan</li> <li>Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan dalam ungkapan Pamitan</li> </ul> <p><b>Mengolah Informasi</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan Pamitan</li> <li>Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan dari ungkapan Pamitan</li> </ul> <p><b>Mengomunikasikan</b> Siswa bermain peran untuk menggunakan ungkapan Pamitan</p>
Kegiatan Penutup (10')	<ul style="list-style-type: none"> <li>Guru dan siswa melakukan refleksi pembelajaran</li> <li>Guru memberikan motivasi serta melakukan tindak lanjut seperti memberikan penugasan/remedial/pengayaan terhadap peserta didik</li> </ul>

0154	<ul style="list-style-type: none"> <li>Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>Guru menutup kegiatan pembelajaran dengan berdoa menurut keyakinan masing-masing</li> </ul>
<b>F. Penilaian</b>	
Kognitif	: Lisan, tertulis, penugasan.
Keterampilan:	Keaktifan, hasil pekerjaan dan praktik peserta didik di dalam kelas.
Sikap	: Disiplin, santun, jujur, tanggung jawab
<b>G. MEDIA DAN SUMBER BELAJAR</b>	
1. Media	: White Board
2. Bahan	: Puzzle kertas, Karton, Students' Work Sheet
3. Sumber	: - Buku pegangan siswa Bahasa Inggris untuk SMP/MTS Kelas 7A oleh Cicik Kurniawati dan E. Nirmala Kusumaning Ayu. - English Dictionary
Mengetahui,	Boyolali, Juli 2022
Kepala SMPN 2 Klego	Guru Mata Pelajaran
<b>Sukimin S. Pd. M.Pd.</b> NIP.19671005 199802 1 003	<b>Ririh Kusumawardani, S. Pd.</b> NIP -

## Lampiran :

1. Penilaian Kognitif
  - a. Penugasan, peserta didik mengerjakan tugas yang sudah di berikan oleh guru.

## 2. Penilaian Keterampilan

No	Aspek yang Dinilai	Sangat Baik (100)	Baik (75)	Kurang Baik (50)	Tidak Baik (25)
1	Kesesuaian respon dengan pertanyaan				
2	Kesesuaian pertanyaan dengan materi				

## 3. Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		Disiplin	Santun	Jujur	Tanggung Jawab			

Catatan :

1. Aspek Perilaku dinilai dengan kriteria :
  - 100 = Sangat Baik
  - 75 = Baik
  - 50 = Cukup
  - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai
4. Kode nilai / predikat :
  - 75,01 - 100,00 = Sangat Baik (SB)
  - 50,01 - 75,00 = Baik (B)
  - 25,01 - 50,00 = Cukup (C)
  - 00,00 - 25,00 = Kurang (K)
5. Format diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 2 Klego  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VII/ 1  
 Materi Pokok : Introduction Oneself and Other People  
 Alokasi Waktu : 1 Pertemuan (2 x 40 menit)

## A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. 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 menyajidalam 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
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial ungkapan perkenalan diri dan responnya.</li> <li>• Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan perkenalan diri dan responnya.</li> <li>• Mengidentifikasi unsur kebahasaan pada ungkapan perkenalan diri dan responnya.</li> </ul>
4.1 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>• Memperkenalkan diri dengan menulis data diri menggunakan Bahasa Inggris .</li> <li>• Menanyakan identitas teman dengan menggunakan Bahasa Inggris.</li> <li>• Memperkenalkan diri teman dengan menggunakan ungkapan memperkenalkan orang lain dengan Bahasa Inggris.</li> <li>• Memperkenalkan diri sendiri sebagai orang lain dengan menggunakan ungkapan perkenalan diri menggunakan Bahasa Inggris.</li> </ul>

## C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat memahami teks perkenalan diri dan orang lain dalam bahasa Inggris.
2. Peserta didik dapat menyatakan dan merespon ungkapan perkenalan diri dan orang lain dalam bahasa Inggris.
3. Menunjukkan perilaku yang berani, percaya diri dan sopan dalam berkomunikasi menggunakan ungkapan perkenalan diri dan orang lain dalam bahasa Inggris.
4. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri dan orang lain dalam bahasa Inggris.

#### D. MATERI PEMBELAJARAN

Teks Interaksi interpersonal : Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri dan orang lain.

- Fungsi sosial  
Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman
- Struktur teks  
Dapat mencakup :  
- Memulai  
- Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan  
- Ungkapan yang sesuai

#### Introducing Oneself and Other People.

Please study the dialogs.

##### Dialog 1

Rossa : Hello, I'm Rossa. What's your Name?

Jenny : Hi, Rossa. I'm Jenny.

Rossa : Nice to meet you, Jenny.

Jenny : Nice to meet you too, Rossa.

##### Dialog 2

Jenny : Rossa, please meet my old friend Andy. He's from Class VIII. Andy, please meet my classmate Rossa.

Andy : Hi, Rossa. Nice to meet you.

Rossa : Hello, Andy. Nice to meet you too

#### E. KEGIATAN PEMBELAJARAN

Pendahuluan (10')	<ul style="list-style-type: none"> <li>• Guru menyapa siswa dalam Bahasa Inggris</li> <li>• Guru memeriksa kehadiran siswa</li> <li>• Guru menyiapkan sumber pembelajaran</li> <li>• Guru memberikan pertanyaan untuk memancing peserta didik terkait memperkenalkan diri dan orang lain Example: "Apakah ada yang tahu apa itu self introduction and others? "</li> </ul>
----------------------	--

	<ul style="list-style-type: none"> <li>• Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya</li> <li>• Guru menyampaikan tujuan pembelajaran</li> <li>• Guru mendemonstrasikan sesuatu yang terkait dengan tema</li> <li>• Guru menyampaikan kemampuan yang akan dicapai peserta didik</li> <li>• Guru menyampaikan rencana kegiatan</li> </ul>
Kegiatan Inti (60')	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa mempelajari contoh ungkapan Memperkenalkan diri beserta responnya.</li> <li>• Dengan bimbingan guru siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan memperkenalkan diri beserta responnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan memperkenalkan diri dan orang lain.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan memperkenalkan diri dan orang lain</li> <li>• Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan dalam ungkapan memperkenalkan diri dan orang lain.</li> </ul> <p><b>Mengolah Informasi</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan memperkenalkan diri dan orang lain.</li> <li>• Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan memperkenalkan diri</li> <li>• Peserta didik mengisi kalimat rumpang dari ungkapan memperkenalkan diri.</li> </ul> <p><b>Mengomunikasikan</b></p> <p>Siswa bermain peran dengan menggunakan ungkapan memperkenalkan diri</p> <ul style="list-style-type: none"> <li>• Guru dan siswa melakukan refleksi pembelajaran</li> <li>• Guru memberikan motivasi serta melakukan tindak lanjut seperti memberikan penugasan/remedial/pengayaan terhadap peserta didik</li> <li>• Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>• Guru menutup kegiatan pembelajaran dengan berdoa menurut keyakinan masing-masing</li> </ul>
Kegiatan Penutup (60')	

#### Penilaian

Kognitif : Lisan, tertulis, penugasan.

Keterampilan: Keaktifan, hasil pekerjaan dan praktik peserta didik di dalam kelas.

Sikap : Disiplin, santun, jujur, tanggung jawab

#### MEDIA DAN SUMBER BELAJAR

1. Media : White Board
2. Bahan : Kamus, Lembar Kerja Siswa.

3. Sumber :
- Buku pegangan siswa Bahasa Inggris untuk SMP/MTS Kelas 7A oleh Cicik Kurniawati dan E. Nirmala Kusumaning Ayu.
  - English Dictionary.

Mengetahui,  
Kepala SMPN 2 Klego

Boyolali, Juli 2022  
Guru Mata Pelajaran

Sukimin S. Pd. M.Pd  
NIP. 19671005 199802 1 003

Ririh Kusumawardani, S. Pd.  
NIP -

#### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 2 Klego  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VII/ 1  
Materi Pokok : Expressions of Showing Likes and Dislikes.  
Alokasi Waktu : 1 Pertemuan (2 x 40 menit)

#### A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. 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
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan likes dan dislikes beserta responnya terhadap sesuatu (food and drinks) sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial ungkapan likes dan dislikes beserta responnya.</li> <li>• Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan likes dan dislikes beserta responnya.</li> <li>• Mengidentifikasi unsur kebahasaan pada ungkapan likes dan dislikes beserta responnya.</li> </ul>
4.1 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan likes dan dislikes beserta responnya terhadap sesuatu (food and drinks) dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>• Mengungkapkan terkait hal-hal yang disukai dan tidak disukai (makanan dan minuman) dengan menggunakan Bahasa Inggris.</li> <li>• Menanyakan terkait hal-hal yang disukai dan tidak disukai teman (makanan dan minuman) dengan menggunakan Bahasa Inggris.</li> <li>• Merespon terkait hal-hal yang disukai dan tidak disukai (makanan dan minuman) dengan menggunakan Bahasa Inggris.</li> </ul>

**C. TUJUAN PEMBELAJARAN**

1. Peserta didik dapat mengungkapkan hal-hal yang disukai dan tidak disukai terhadap sesuatu dalam bahasa Inggris
2. Peserta didik mampu merespon ungkapan yang menanyakan hal-hal yang disukai dan tidak disukai.
3. Peserta didik mampu mengungkapkan bagaimana menanyakan informasi mengenai hal-hal yang disukai maupun yang tidak disukai.
4. Peserta didik dapat memahami tata bahasa yang berkaitan dengan materi "like and dislike"
5. Peserta didik mampu membuat kalimat yang padu dengan tata bahasa yang baik dan benar.
6. Peserta didik mampu memahami makna dan menggunakan kosakata yang berhubungan dengan food and drinks (taste dan texture)

**D. MATERI PEMBELAJARAN**

**Teks interaksi interpersonal : Showing Likes and Dislikes.**

- Fungsi sosial  
Mengungkapkan ekspresi rasa suka dan tidak suka terhadap sesuatu dengan guru dan teman dan di kehidupan sehari-hari.
- Struktur teks  
Dapat mencakup :  
- Memulai  
- Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan  
- Ungkapan yang sesuai

**Expressions of Showing Likes and Dislikes.**  
Read the following dialog. .

Rossa : What do you like to eat and drink for breakfast?  
Zain : I like to eat pancakes and drink a glass of milk.  
Rossa : Is there any food you dislikes?  
Zain : Yeah, I really dont like eating porridge. Its too smooth for me.

**E. KEGIATAN PEMBELAJARAN**

Pendahuluan (10')	<ul style="list-style-type: none"> <li>• Guru menyapa siswa dalam Bahasa Inggris</li> <li>• Guru memeriksa kehadiran siswa</li> <li>• Guru menyiapkan sumber pembelajaran</li> <li>• Guru memberikan pertanyaan untuk memancing peserta didik terkait expressions likes and dislikes terhadap sesuatu (makanan dan minuman) Example: "apakah kalian memiliki minuman atau makanan favorit? "</li> <li>• Guru mendemonstrasikan sesuatu yang terkait dengan tema</li> </ul>
----------------------	--

Kegiatan Inti (60')	<ul style="list-style-type: none"> <li>• Guru menyampaikan kemampuan yang akan dicapai peserta didik</li> <li>• Guru menyampaikan rencana kegiatan</li> </ul> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa mempelajari contoh ungkapan likes dan dislikes beserta responnya berdasarkan gambar terkait makanan dan minuman.</li> <li>• Dengan bimbingan guru siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan likes dan dislikes beserta responnya berdasarkan gambar terkait makanan dan minuman</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan likes dan dislikes.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan likes dan dislikes berdasarkan subjek nya baik dalam kalimat positif, negatif dan interogatif.</li> <li>• Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan dalam ungkapan likes dan dislikes.</li> </ul> <p><b>Mengolah Informasi</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan likes dan dislikes berdasarkan subjek nya baik dalam kalimat positif, negatif dan interogatif.</li> <li>• Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan likes dan dislikes.</li> </ul> <ul style="list-style-type: none"> <li>• Peserta didik mengisti kalimat rumpang dari ungkapan likes dan dislikes.</li> </ul> <p><b>Mengomunikasikan</b></p> <p>Siswa membacakan hasil pekerjaannya di depan kelas mengenai likes dan dislikes.</p>
Kegiatan Penutup (60')	<ul style="list-style-type: none"> <li>• Guru dan siswa melakukan refleksi pembelajaran</li> <li>• Guru memberikan motivasi serta melakukan tindak lanjut seperti memberikan penugasan/remedial/pengayaan terhadap peserta didik</li> <li>• Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>• Guru menutup kegiatan pembelajaran dengan berdoa menurut keyakinan masing-masing</li> </ul>

**F. Penilaian**

Kognitif : Lisan, tertulis, penugasan  
Keterampilan: Keaktifan, hasil pekerjaan dan praktik peserta didik di dalam kelas.  
Sikap : Disiplin, santun, jujur, tanggung jawab

**G. MEDIA DAN SUMBER BELAJAR**

1. Media : White Board
2. Bahan : Kamus, Lembar Kerja Siswa.

## Documentation

### Interview with the teacher



### Interview with class VII A student



**Interview with class VII B student****Interview with class VII C student**

### Observation in class VII A



### Observation in class VII B





**Observation in class VII C**

