USING PICTURE CARDS TO ACTIVATE STUDENTS' VOCABULARY

KNOWLEDGE IN GRADE 8TH OF A JUNIOR HIGH SCHOOL

A Thesis

Presented to Department of English Language Education as Partial Fulfillment of

Requirements to Obtain the *Sarjana Pendidikan* degree in

English Language Education

Conveyed by :

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES

ISLAMIC UNIVERSITY INDONESIA

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APPROVAL SHEET

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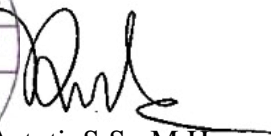
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NIP. 062216005

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STATEMENT OF WORK' S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, October 12th, 2020

The writer,

HM ZAHA

15322041

MOTTO

"Urip Iku Urup"

Hidup Itu Nyala

(Filosofi Jawa)

DEDICATION

I dedicate this thesis to:

1. The dean of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia Dr. H. Fuad Nashori, S.Psi., M.Si., Psikolog
2. The head of English Language Education Department Miss. Irma Windy Astuti, S.S., M.Hum
3. My thesis supervisor Miss. Astri Hapsari, S.S., M.TESOL who is always patient, guides and supports me to do this thesis
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5. All of lecturers and staff at English Language Education Department
6. My beloved parents:
7. My friends who are very helpful and supportive.
8. All My friends at English Language Education Department batch 2015
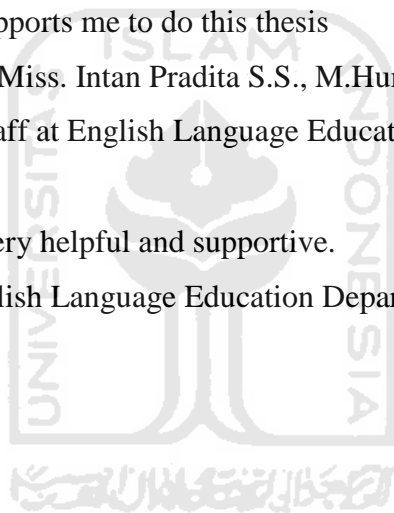
ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirrabbil 'alamin. Praise to Allah SWT for his rahmat and hidayah which has granted the Author to finish this thesis as a fulfillment of requirements to obtain Sarjana Pendidikan degree in the English Language Education of Universitas Islam Indonesia.

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Yogyakarta,12th October 2020

The Writer

HM ZAHA

15322041

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ABSTRACT

This report provides description of using picture cards in teaching speaking skill on the function describing people. The writer used picture cards as learning media to teach varieties of vocabulary in describing people. From my reflection, the writer learned that students are interested in flash cards. Therefore, the picture cards help students to add learners' vocabulary knowledge in describing people. The challenges that the writer had were in choosing pictures and content that suit to learners' need.

Keywords: *picture cards, describing people, vocabulary knowledge, speaking skills*
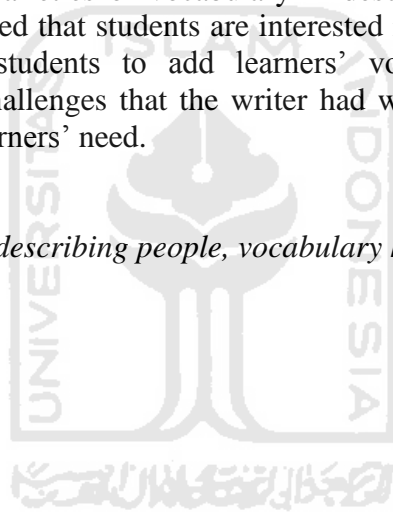
CHAPTER I

BACKGROUND OF PRE-SERVICE TEACHING PRACTICE

I completed the teaching internship at a junior high school. Teaching internships. Were carried out in two stages. The first teaching internship took place within a week, the researcher just focused on watching it in class. However at that point, I did not do much because the teacher made new material available to the students. I only observed classroom activities and school facilities for a week. From the observation it is found that the teacher was using lecturing method while teaching in the classroom. The classroom atmosphere was also crowded. The school had some facilities such as laboratory, library, projector which were considered able to support learning activities. Then the second teaching internship was completed for a month. I had the opportunity three times to teach the students in the classroom from the headmaster. During the teaching internship at that time, I had the opportunity to teach class VIII B. I decided which material should be taught to the students, gave the material, including describing someone using an introductory media card during class.

I found something different from the class VIII B. Some of them had no English vocabulary knowledge when the I delivered it. In the end, I tried to use two languages to explain the material the researcher was teaching for students. Students were interested in learning the material that the researcher taught in class, but they also were reluctant to speak when it was the time to teach basic competence which was related to skill. Limited vocabulary knowledge could be the cause; uninteresting material to introduce them on the new vocabulary could also be the cause. Whereas, in speaking, people must know 90% of grammar and 10% of vocabulary (Bhatti et al, 2017). Accordingly, In order to give the students vocabulary knowledge, I used picture cards to provide students with material so that they were more interested in learning and do not get bored. There was no denying that when trying out media, there were still students who were not paying attention, or there were several factors why students could not focus on learning

because they were also lacked the vocabulary they were on Junior high school level should have mastered.

A different type of gaps, a discussion about the use of different types of media to teach people to write was conducted. However, the difference in each result is shown by previous research. Novianda (2017) proved that it is effective to use picture for students' speaking skills. Therefore, in the teaching practice, the researchers focus on activities that are taught through picture cards to teach the eighth graders of middle school how to describe people.

I thought picture cards would be a good idea as media to teach them vocabulary knowledge because picture cards can make the vocabulary learning more entertaining and interesting (Hamer & Rohimajaya, 2018), in addition to cards I used in previous meeting. Learned from Novianda (2017), I decided to use picture cards as the learning media to teach vocabulary knowledge in describing people.

The purpose of the researcher's classroom practice is to illustrate the use of activities taught by picture cards to describe people to develop their speaking skills and to encourage students who are actively involved in classroom learning to participate as well. The best practice I did was at the first meeting in class VIII B. I taught 30 students of class VIII students at the Junior High School in Yogyakarta. I use the textual structure and the linguistic elements to fulfill the social function of descriptive texts by briefly presenting and asking descriptions of people, animals and objects according to the context of their use. The indicators are intended to identify the structure of the text and the linguistic elements in descriptive and oral texts about people.

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

The main issue that I wanted to highlight was lack of vocabulary which lead to reluctance to speak and lack of engagement. Speaking is an essential ability of language among humanity (Rahman, 2010). The courage to speak is very important in the learning process. McDonough, Shaw, Masuhara (2013),as cited in Ambar (2016), explained that with the growth of English as an international language of communication, it is clear that many students have to speak and interact through this language in situations related to travel, business or professional reasons. This means that students have to master language skills to raise their voices while learning or interacting in class. Based on the basic skills of eighth grade students, middle school students can learn English as the language of instruction in international communication, which is realized in the spirit of learning. To conclude, speaking skill is important for English language learner. As 10 % part of speaking skill is vocabulary (Bhatti et.al 2017), it is required to improve vocabulary knowledge in speaking. According to Thornbury (2002) as cited in Hamer and Rohimajaya (2018) without vocabulary people have nothing to convey any message. It is necessary to choose learning media in order to make the vocabulary learning process more effective. Therefore, I decided to use picture cards to add vocabulary knowledge and teach students speaking skill in describing people.

Pictures provide important role for teaching vocabulary knowledge because picture represent an authentic representation between the vocabulary and the object (Bhatti, Mukhtar, Mazhar, & Touqir, 2017). According to Hamer & Rohimajaya (2018) using picture cards can make the vocabulary learning more enjoyable and interesting. Thus using picture cards in teaching practice can enhance students' engagement because they enjoy their learning process.

There is a previous research by Nurdini (2018) which related to the use of picture in teaching speaking skill which entitled "The Use of Picture to Improve

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Students' English Speaking Skill". This study is similar to my research in terms of using picture to teach English speaking skill. The aim of this study is to investigate the efficiency and the attractiveness of using picture to teach speaking at a state senior high school at Jakarta for the 2nd grade of social class. Nurdini (2018) includes three steps in conducting this research. These steps are pre-conversation, process conversation, and post-conversation. In pre-conversation stage, the teacher provides picture and sticks on the whiteboard. Next the teacher divides the students into group. The members of the group are two to five students. In the process-conversation, the students are supposed to to analyze the picture, then they are asked to discuss with other member in the group. Next they are asked to make one sentence in WH-word continued by asking the students to tell what the picture is about. There are some questions were asked from other group. In the post-stage, asking students about what they understand about the picture which also assisted by the teacher then ask one of group to summarize in front of the classmates. The last is discussing about the lesson. This research proves that the student more enthusiastic when the teacher teach by using picture. The second research related to this study is entitled "Can Using Picture Description in Speaking Sessions Help Improve EFL Students' Coherence in Speaking?" by Phuong (2018). The aim of his research is to investigate the advantage of picture in boosting students' coherence in speaking and to examine the participants' attitude toward the implementation of picture description in speaking lesson. This

Research is conducted by applying 4 stages which are repetition, recombination, pronunciation, and using folding paper and mechanical practice. In repetition stage, the teacher shows pictures then asks students to repeat the descriptive sentences which are said by the teacher. In the recombination stage, the teacher shows pictures and asks students to practice the sentence. In pronunciation stage, pictures are used to illustrate the pronunciation which often the pictures are in form of big cards or small cards. The last stage, using folding paper and mechanical practice, the lesson can be handled creatively by practicing this stage.

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There can be more variation found through this stage such as the strips risen across one face for finding the words beneath, the strips risen across two faces for 3 comparison,

closing the flaps and opening the flaps to find the differences in quantities of things. As the result, this research proves that implementing pictures in teaching speaking makes the lesson more effective and more interesting in boosting students' coherence in speaking. Another result related to the students attitude toward the implementation of picture shows that students enjoys the activity using such technique which also enhance their confidence in speaking and also enhancing their inspirations in forming a topic. Regarding the benefits of using pictures, this report provides the description of how picture cards are used to teach describing people.

CHAPTER III

IMPLEMENTATION OF THE TEACHING PRACTICE

3.1. Teaching Preparation

Firstly, I formulated RPP which refer to the syllabus from the school. After the RPP were formulated, the researcher found which material is suitable to what student needed based on the RPP which is material about description. Next step, the researcher decide to use a picture card The picture cards consisted of character cards, a board to stick the cards, and pins. The researcher found the characters on internet. After that, the researchers print it and cut it into cards. Next, the researcher prepared a board which the material was from a cork which coloured into orange and taped the corners and sides of it.

3.2   Teaching Procedures

3.2.1   Pre-Teaching

Firstly I conducted chit-chat about famous character, about what are they look like. After that the researchers ask the students to make a group. Then I aimed what they are going to learn which is about description.

3.2.2   Whilst -Teaching

The cards were randomly scrambled. The student which was supposed to take the card was decided by singing while moving pen from one student to another student until the song was stopped. After that, one of the students from the group which was chosen was supposed to choose one randomly and give the card to the teacher. Next, I describe the characteristic based on the card. Then the group of a student which take the card were supposed to guess the character, if they could not guess right, the right to answer would be thrown to another group. Most of groups were able to answer correctly, while the others were confused.

Some students were excited on the activity while few of them were lacks of attention.

Figure 1. Picture Cards

Figure 2. Board to Attach the Picture Cards

After the activity was done, I gave an exercise related to the material. The first exercise contained picture of characters as an example. In this session, students were supposed to describe the characteristic of his/her classmate. The second exercise, students were supposed to fill the blank of a paragraph with the vocabulary which was provided on the worksheet. The last exercise contained blank dialogue with multiple choice answers. In the task session, there were some students who asked for what they did not understand on. As the questions were answered, their problems of not understanding were solved.

Figure 3. Pictures Attached on the Board

3.2.3   Post-Teaching

In the post teaching stage, the I reviewed the students' worksheet. The result shows that most of the students had answered correctly although there were some students who lack of engagement. Which means that the the picture cards successfuly enhance not only motivation but also understanding.

CHAPTER IV

CONCLUSION

The use of picture cards to teach describing people were proven to make the students excited to engage the lesson. It means that the picture cards were also able to help them in learning. Moreover, the exercise showed that they understood the vocabulary knowledge I taught as the result of the exercise shows that 85% of students had answered correctly. Thus, picture cards can be very useful to teach description lesson.

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Sekolah : SMP

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 1

Materi Pokok : Describing people

Alokasi waktu : 2 pertemuan (4 JP)

A. Kompetensi Inti

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

		pandang/teori.			

B. Kompetensi Dasar / Indikator

No		Kompetensi Dasar		Indikator
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa inggris.
2.	2.1 .	Menunjukan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.		
3.	3.10	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.	3.11 3.12 3.13	Mengidentifikasi fungsi sosial teks deskriptif. Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang. Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
4.	4.1	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek	4.11.1	Melengkapi teks deskriptif tulis sangat pendek dan sederhana.

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dan sederhana.	4.11.2 Melengkapi teks deskriptif lisan sangat pendek dan sederhana.

C. Materi Pembelajaran

1. Tema : *Describing people/ appearances and personalities*

2. Percakapan antara guru dengan siswa, siswa dengan siswa

3. Focus skill : writing

Tujuan (Fungsi) Komunikasi	Ungkapan (Language Expressions)	Konteks Pemakaian (The Use)
Describing people	*What's ... like?* *He/she is nice.* *Vocabulary:* *Adjectives about appearance and personalities, such as: young, old, short, tall, cheerful, naughty, generous, etc.*	Percakapan sehari – hari dengan guru dan siswa lain. Penulisan artikel majalah seperti *Up Close an*

Example of Describing People:
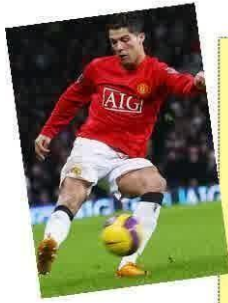
CRISTIANO RONALDO

This is Cristiano Ronaldo dos Santos Aveiro, a famous football player.
He plays in Real Madrid football team.
He is 26 years old. His birthday is on 5th February.
He comes from Portugal.
He's got a brother and two sisters.
He's handsome. He's got brown hair and brown eyes.
He's 185 cm tall. He can run very fast and he scores many goals.
His favourite number is 7. His favourite colour is red.
He likes fish and chips and he drinks Coca Cola.

Unsur kebahasaan :

● Kata kerja dalam *Simple Present Tense*
● Adverb of time/frequency: *always, usually, sometimes, never, etc.*
● Kosakata yang terkait aktivitas sehari-hari (*get up, brush teeth, have lunch, etc.*)

D. Metode Pembelajaran

Scientific approach (pendekatan saintifik)

E. Media dan Sumber Pembelajaran

Metode : Pendekatan scientific/ilmiah.

Teknik : Discussion.

Media : Picture, Board and Small nails

Alat : Pen, Colour Marker, Paper, and Notebooks

Sumber pembelajaran : Buku Ajar (When English Rings a Bell)Revisi (2017)

Sumber dari internet)

F. Langkah-langkah Kegiatan Pembelajaran

I. Pertemuan I

a. Pendahuluan (5 menit)

1. Guru memberi salam

2. Menyampaikan tujuan belajar dengan KD

3. Guru mengajak peserta didik untuk memulai kegiatan dengan berdoa

4. Mengkondisikan kelas

5. Guru memeriksa kehadiran siswa

6. Guru menyiapkan peserta didik secara fisik dan psikis dengan mengajak mereka untuk merapikan penampilan dan lingkungan kelas

7. Guru mengajukan pertanyaan terkait materi yang dipelajari di pertemuan sebelumnya

8. Guru menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai

9. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP

b. **Kegiatan Inti (20 menit)**

● **Mengamati**

1. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:
   a. Do you know who is she?

   b. Can you describe her appearance?

2. Siswa mengamati gambar yang diberikan
3. Siswa mendiskusikan gambar yang ditampilkan
4. Siswa diberikan beberapa kata sifat yang berhubungan dengan teks descriptive, siswa memahami beberapa kata sifat yang diberikan

5. Setelah memahami kata sifat yang telah dipelajari, siswa diminta untuk mencari kata sifat yang lain dan memilahnnya yang meliputi ciri – ciri wajah, penampilan fisik, kepribadian.

● **Menanya**

1. Siswa saling tanya jawab tentang ciri - ciri dan masing-masing siswa

2. Siswa memberikan instruksi kepada temannya untuk menjawab lembar jawaban

● **Mengumpulkan data/informasi**

1. Secara berpasangan siswa menuliskan kalimat sederhana yang menunjukkan deskripsi dari model yang diberikan.

2. Berdiskusi dengan teman pasangannya untuk menjawab deskripsi dari model tersebut

● **Menganalisa/Mengasosiasi data/informasi**

1. Dengan menggunakan data yang telah dikumpulkan, peserta didik menjawab pertanyaan yang telah mereka rumuskan

2. Peserta didik dapat meminta bantuan guru jika diperlukan

● **Mengkomunikasikan**

1. Siswa di beri tugas menyusun teks sederhana berdasarkan description people salah satu anggota keluarganya.

2. Siswa diminta untuk mereview materi description people salah satu anggota keluarganya

3. Guru menyimpulkan pembelajaran yang telah disampaikan Dan menyimpulkan the features that used in the descriptive text:
a. Using adjective words

b. Using simple present

c. Generic structure of descriptive text

II.   Penutup (5 menit)

1. Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan kali ini

2. Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan

3. Guru memberikan tugas kepada siswa untuk mempelajari kembali apa yang sudah dipelajari pada pertemuan kali ini

4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

5. Guru mengajak peserta didik untuk mengakhiri kegiatan dengan berdoa

6. Melakukan refleksi yang baru saja di sampaikan kepada siswa.

III. Pertemuan II

a. Pendahuluan (5 menit)

1. Guru memberi salam

2. Menyampaikan tujuan belajar dengan KD

3. Guru mengajak peserta didik untuk memulai kegiatan dengan berdoa

4. Mengkondisikan kelas

5. Meriview materi sebelumnya

6. Guru memeriksa kehadiran siswa

7. Guru menyiapkan peserta didik secara fisik dan psikis dengan mengajak mereka untuk merapikan penampilan dan lingkungan kelas

8. Guru mengajukan pertanyaan terkait materi yang dipelajari di pertemuan sebelumnya

9. Guru menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai

10. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP

b. **Kegiatan Inti (20 menit)**

- **Mengkomunikasikan**

1. Peserta didik mendeskripsikan tentang salah satu anggota keluarganya di depan kelas

2. Menunjuk salah satu teman nya untuk maju ke depan dan mendeskripsikan tentang anggota keluarganya.

- **Mencipta**

1. Diadakan pengayaan materi

2. Didiskusikan bersama dan di koreksi ketika ada jawaban yang salah

c. **Penutup (5 menit)**

1. Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan kali ini

2. Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan

3. Guru memberikan tugas kepada siswa untuk mempelajari kembali apa yang sudah dipelajari pada pertemuan kali ini

4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

5. Melakukan refleksi yang baru saja di sampaikan kepada siswa

IV. Pertemuan III

a. Pendahuluan (5 menit)

1. Guru memberi salam

2. Menyampaikan tujuan belajar dengan KD

3. Guru mengajak peserta didik untuk memulai kegiatan dengan berdoa

4. Mengkondisikan kelas

5. Meriview materi sebelumnya

6. Guru memeriksa kehadiran siswa

7. Guru menyiapkan peserta didik secara fisik dan psikis dengan mengajak mereka untuk merapikan penampilan dan lingkungan kelas

8. Guru mengajukan pertanyaan terkait materi yang dipelajari di pertemuan sebelumnya

9. Guru menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai

10. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti (20menit)

● **Mengkomunikasikan**

1. Siswa dijelaskan tata tertib mengerjakan soal ulangan yang akan di kerjakan

2. Memberi instruksi kepada siswa agar ketika mengerjakan soal ulangan tidak ada yang izin keluar kelas

- **Mencipta**

   1. Diadakan ulangan harian

   2. Dikoreksi bersama dan membenarkan jawaban yang salah pada soal ujian

c. **Penutup (5 menit)**

   1. Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan kali ini

   2. Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan

   3. Guru memberikan tugas kepada siswa untuk mempelajari kembali apa yang sudah dipelajari pada pertemuan kali ini

   4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

   5. Melakukan refleksi yang baru saja di sampaikan kepada siswa

   6. Guru mengajak peserta didik untuk mengakhiri kegiatan dengan berdoa

INSTRUMEN TERTULIS

1. **Bentuk Instrumen dan Instrumen**

RUBRIK PENILAIAN

A. Aspek Penilain Rasa Syukur

No.	Aspek Rasa Syukur	Skor	Keterangan/Rubrik/Kriteria
	Aspek rasa syukur	4	Peserta didik mengungkapkan rasa syukur dengan jelas, tulus dan ikhlas
		2	Peserta didik kurang menggungkapkan rasa syukur atas arahan guru.
		1	Peserta didik tidak mengungkapkan rasa syukur.

$$Score = \frac{Jawaban\ benar}{Skor\ maksimal} \times 100\%$$

B. Aspek Penilaian Sikap Kejujuran dan Tanggung Jawab

No.	Aspek Sikap Kejujuran dan Tanggung Jawab	Skor	Keterangan/Rubrik/Kriteria
1.	Aspek Sikap Kejujuran	3	Peserta didik mengerjakan secara mandiri dan benar.
		2	Peserta didik mengerjakan tugas/latihan dengan membandingkan pekerjaan orang lain.
		1	Peserta didik mengerjakan tugas/latihan dengan menyalin pekerjaan orang lain.

2.	Aspek Tanggung Jawab	3	Peserta didik menyelesaikan tugas/pekerjaan benar dan tepat waktu.
		2	Peserta didk menyelessaikan tugas dan benar tidak tepat waktu.
		1	Peserta didik tidak menyelesaikan tugas dengan kurang benar dan tidak tepat waktu.

Score = Jawaban benar x 100%

Skor maksimal

C. Rubrik Writing

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Structure	4	Tidak ada kesalahan struktur teks percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Vocabulary	3	Penggunaan kosa kata dengan tepat.
		2	Penggunaan kosa kata yang kurang tepat namun masih bisa dipahami.
		1	Penggunaan kosakata yang salah dan sulit dipahami percakapannya
3.	Punctuation	3	Tidak ada kesalahan penggunaan punctuation.

		2	Ada sedikit kesalahan dalam penggunaan punctuation.
		1	Banyak kesalahan dalam penggunaan punctuation.

Score = <u>Jawaban benar</u> x 100%

Skor maksimal

D. Rubrik Speaking

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Structure	4	Tidak ada kesalahan struktur saat percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Pronounciation	4	Peserta dapat melafalkan ungkapan mendekati native speaker.
		3	Peserta didik dapat melafalkan ungkapan dipengaruhi dengan logat.
		2	Peserta didik dapat melafalkan ungkapan dengan menggunakan logat bahasa lokal dan masih dapat dipahami.

		1	Peserta didik melafalkan ungkapan dengan menggunakan logat bahasa lokal dan sulit dipahami.
3.	Fluency	3	Peserta didik mengungkapkan dengan lancar.
		2	Peserta didik mengungkapkan diselingi dengan jeda.
		1	Peserta didk menggunakan dengan banyak jeda.

Score = <u>Jawaban benar</u> x 100%

       Skor maksimal

Yogyakarta,   Agustus 2018

Mengetahui

Kepala sekolah   Guru Mapel
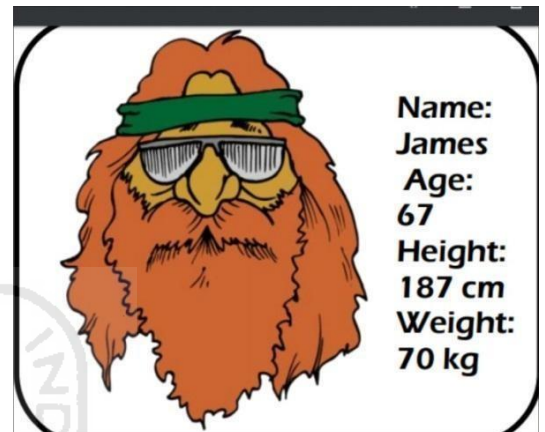
<u>Dra. Titik Sumarmah</u>   **<u>Yuli   Kusuma</u>**
<u>Wardani, S.Pd</u>

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APPENDIX 2 TEACHING MATERIAL

Task I

Describe your classmate with the example below :

APPENDIX 3 SOCIAL AND SPIRITUAL ASSESSMENT RUBRICS

Instrumen penilaian sikap spiritual dan social

No	Indikator	Skor				
		5	4	3	2	1
		selalu	sering	kadang-kadang	Jarang	tidak pernah
1	Berdoa dengan khidmat sebelum memulai kegiatan pembelajaran					
2	Berdoa dengan khidmat sebelum mengerjakan tugas yang diberikan dalam kegiatan pembelajaran					
3	Berdoa dengan khidmat sesudah mengikuti kegiatan pembelajaran					
4	Berdoa dengan khidmat sesudah mengerjakan tugas yang diberikan dalam kegiatan pembelajaran					
5	Menyapa dan berinteraksi dengan guru dan sesama teman dengan sopan					