

**DEVELOPING SUPPLEMENTARY TEACHING VOCABULARY  
MATERIALS FOR STUDENTS OF JUNIOR HIGH SCHOOL AT  
ISLAMIC BOARDING SCHOOL PANCASILABENGGKULU CITY BASED  
ON COMMUNICATIVE LANGUAGE TEACHING**

**( A Study at Second Years Students of SMP BP Pancasila Bengkulu City in  
Academic years 2015/2016)**

**THESIS**

**Submitted as A Partial Requirements for the degree of *sarjana* in English  
Study Program of (IAIN) Bengkulu**



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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TADRIS FACULTY  
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**Has been defended in Sidang Munaqosah in front of the council of examiners  
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## MOTTO

- ❖ *“Safir tajid ‘iwadhān ‘amman tufariq “pergilah (menuntut ilmu), maka engkau akan mendapatkan ganti dari apa yang engkau tinggalkan” (imam syafi’i)”*

## **DEDICATION**

*This thesis is dedicated to:*

- ❖ *Allah SWT; Thanks for the blessing, healthy, and everything and The prophet muhammad SAW*
- ❖ *My beloved parent, Zulkuli and Radiah, thank you so much for your praying, sacrifice , spirit, advices, supports, motivations, and so on. You love never could be changed. My father, you are my besthero, your spirit always lives in my soul eternally. My mather your love and prayers always make me strong to face everything. Both of you are my everything.*
- ❖ *My beloved brothers and sisters ( Erwan, Edy Harjo, Titin Sumarni, Sidar Mawati, bungsu ayu )*
- ❖ *thanks too all of my best friends in English Faculty, especially 8D*
- ❖ *My supervisor and co- supervisor ; Riswanto, Ph.D and Detti Lismayanti M.Hum who always give the researcher some advices suggestions and support in finishing this thesis.*
- ❖ *My favorite lecturer Dedi Efrizal,M.Pd always give Support and motivation to me.*
- ❖ *My friends in “KKN and PPL” programs Thanks for your sweet memories that always make my daily life are so colorful.*
- ❖ *Thank you so much for All of lectures in English education program. Because of your willingness to guide me, I am able to gain knowlegde and experiences. I belive that everything that you gave to me is the worthiest thing in my life and future.*
- ❖ *The big family of SMP BP Pancasila especially thank for Mam Aksa, Bpk wahyudin,Bpk alir, Bpk Zam. All of students in Eight Grade I love you all.*
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- ❖ *For everyone who around me, where I am not able to say one by one.*

## PRONOUNCEMENT

Name : Efrilia Pransiska  
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I hereby sincerely state that the thesis titled “Developing Supplementary Teaching Vocabulary Materias For Students of Junior High School at Islamic Boarding School Pancasila of Bengkulu City Based on Communicative Language Teaching “ is my real masterpiece in this thesis are signed by citation and refered 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.

Bengkulu, August 2016

Stated by,



Efrilia Pransiska  
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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*Developing Supplementary Teaching Vocabulary Materias For Students of Junior High School at Islamic Boarding School Pancasila of Bengkulu City Based on Communicative Language Teaching*”. 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. H. Sirajuddin. M. Ag., MH, as the Rector of the state islamic institute of IAIN bengkulu
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3. Eva Dewi, M.Ag as the chief P of Tadris Department IAIN Bengkulu
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5. Riswanto, Ph.D as the supervisor. Detti Lismayanti, M.Hum as the Co-Supervisor
6. All lecturer and staffs of IAIN Bengkulu

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

Bengkulu, 2016  
The Researcher,

Efrilia Pransiska

## **ABSTRACT**

Efrilia Pransiska. 2016. Developing Supplementary Teaching Vocabulary Materials for Student Junior High School with Islamic Boarding School Pancasila of Bengkulu City Based on Communicative Language Teaching. Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors : 1. Riswanto, Ph.D, 2. Detti Lismayanti, M.Hum.

***Key words: Supplementary Materials, Islamic Boarding School, Communicative Language Teaching.***

Generally most of the student of SMP BP Pancasila kota Bengkulu were felt difficult in learn English book because English book is not attractive. The objective of this study are know whether there are any developing supplementary teaching vocabulary.

The design research that use Research and Development with the reason the teacher know students need students to in developing existing materials. The sample of this research was all of eight grade students of SMP BP Pancasila kota Bengkulu academic year 2015/2016. That consist 26 students.

The result of the design is research and development. The aim is to make educational product, like curriculum, syllabus, text book, and so on. In the research, the researcher develop of syllabus . The product of this study consist of six units that is completed with attractive cover, preface, table of contents, book mapping, colorful pictures and photos within each chapters, good and coherence illustration.



## **Abstrak**

Efrilia Pransiska. 2016. Developing Supplementary Teaching Vocabulary Materials for Student Junior High School with Islamic Boarding School Pancasila of Bengkulu City Based on Communicative Language Teaching. Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.  
Advisors : 1. Riswanto, Ph.D, 2. Detti Lismayanti, M.Hum.

***Key words: Supplementary Materials, Islamic Boarding School, Communicative Language Teaching***

Pada umumnya sebagian besar siswa SMP BP Pancasila kota Bengkulu yang merasa kesulitan dalam belajar buku bahasa Inggris karena buku bahasa Inggris tidak begitu menarik. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada mengembangkan kosakata pengajaran tambahan di SMP BP Pancasila.

Desain penelitian menggunakan Penelitian dan Pengembangan (R&D) dengan tujuan agar guru bisa mengetahui kebutuhan siswa dalam proses belajar dan mengfajar dengan mengembangkan bahan ajar yang ada. Sampel penelitian ini adalah siswa kelas delapan SMP BP Pancasila kota Bengkulu tahun akademik 2015/2016 Yang terdiri 26 siswa.

Hasil dari desain adalah penelitian dan pengembangan. Tujuannya adalah untuk membuat produk pendidikan, seperti kurikulum, silabus, buku teks, dan sebagainya. Dalam penelitian ini, peneliti mengembangkan silabus. Produk dari penelitian ini terdiri dari enam unit yang dilengkapi dengan cover yang menarik, kata pengantar, daftar isi, pemetaan buku, gambar-gambar berwarna dan foto dalam setiap bab, baik dan koherensi ilustrasi.

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# CHAPTER 1

## INTRODUCTION

### A. Background of the Problem

Language is one of the means of communication or one of the means of communication that is very important for human life. People cannot communicate with others without language. There are several kinds of languages in the world, one of which is English. English language is used in different countries to communicate with each other, because English is an international language.

According to Achmad Yanuar Firmansyah. Stated that English is being taught from elementary school to high school and even university.<sup>1</sup>

English is the first foreign language learned at each level of schooling. In English learning students have a lot of know different vocabulary in English they must learn the meaning of words and how to use them. Nowadays, presenting English subject for student at junior high school is very important because English is primary language used in the modern area. It used to transform science, technology and world information to the people of the world.

English is the language of diplomacy and international communications, business, tourism, education, science, computer technology,

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<sup>1</sup>Firmansyah, Yanuar Achmad. (2016). Applying the “ words chain” game to teach descriptive speaking to the eight grade in SMPN 26 Surabaya

media and internet. Because English was used to develop communication, technology, programming, software. And so on, it dominates the web.

There are four English skills (speaking, writing, reading and listening), vocabulary seem intuitively that the most important to be mastered since vocabulary is very important to be introduced to student as early as possible, so that students will not find much difficulty in learning English. And also, vocabulary is a component of language that maintains all of information about meaning and using words in language

Vocabulary is a component of language that maintains all of information about meaning and also using words in language and provides the based for growth in reading, listening and writing ability. As learning and applying the skill of vocabulary are so closely related, the environment in SMP BP Pancasila of Bengkulu City, especially in classroom should be a place where the use spoken language is sensitively supported and where active listening is developed and valued. Vocabulary enables students to make connections between what they know and what them learning, and listening help them acquire knowledge and share ideas. Through the fact above, people realize that English is very important to be mastered by student in SMP BP Pancasila of Bengkulu City understand and conquer many information, technology, and media. As language learners who learned English intensively, English language learners should be able to interact orally each other.



According to Alqahtani stated that vocabulary can be defined, as the words we teach in the foreign language.<sup>2</sup>

Based on Derakshan. Stat that learning vocabulary is a hard work, so attempt is required to understand, produce and manipulate that the target words.<sup>3</sup>

Different learning opportunities will help improve learners overall language ability by improving their vocabulary. In other words, “goal is for student to become word-savvy, to develop an understanding of how words work within the context of reading and writing, And to become excited about words as they learn to manipulate them in playful.

Vocabulary should be integrated into teaching the four skill-listening, speaking, reading, and writing. For example, you might include vocabulary items as part of a total physical response listening activity. As another vocabulary activity, we should introduce students to specific lexical items that they would encounter as part of their reading lesson. To help student add vocabulary to their written vocabularies, we should encourage them to refer to a words wall when they are producing different pieces of written text.

SMP BP Pancasila of Bengkulu City is the student stays and lives together in dormitory system. In order support their learning activities, the students were also taught English as the medium to explore English proficiency in learning activities within classroom and communicate each

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<sup>2</sup>Alqahtani. The importance of vocabulary in language learning and how to be taught. *International journal of teaching and educatio*. Vol.III. No.3, 2015

<sup>3</sup>Derakshan, Ali. The effect of using games on english vocabulary learning. *Journal of applied linguistics and language research*. Vol.2, issue.3

other. Each student was trained to speak English and add vocabulary in their daily communication. In SMP BP Pancasila especially for second years student using LKS. LKS is learning and working sheets of the student with specific explanation and consist of a lot of exercise. And then, The book is a collection of information that has been neatly arranged in the form of pages in the book and each book has a different title.

From the interview of english teacher, most students in SMP BP Pancasila of Bengkulu City did not perform English either in their teaching and learning activities in classroom or communication with their friend both inside and outside of the classroom. It happens because of their vocabulary ability is low which is influenced by their problems during teaching learning process in the classroom. Those problems such as:First, English teaching during learning process is monotone. Monotone is where teachers do not evoke the spirit of the student when in the teaching learning process. And also where the teacher teaches the student with traditional approach by delivering English material in front of the class until the last time of learning, without giving strategies to learning vocabulary English and also without giving much time for student to express their vocabulary ability. It is make student felt bored to learn English.

Second, students have lack of vocabularies. It could be seen where they feel difficult to express or mention some words in English when they were asked by the teacher. The effect students not have vocabularies is student will felt difficult for speaks English. The student lack of English

vocabulary because teacher not giving opportunity for student to seek some unfamiliar English words during learning and teaching, finally student have limited vocabulary and the effect is student will felt bored to learn English.

Third, the student of second year student of Junior High School with Islamic Boarding School Pancasila have low ability to memorize some words or vocabulary, the teacher should have strategy to teach the student. The effect student not have strategy is they not interesting for learning remember vocabulary or remember word. The teacher should have strategy for teach student. If the teacher not have strategy for the teaches, it will make field in process learning teaching.

Four, student felt difficult in learn English book, until the student not interest to learn about English. Therefore, the teacher must have strategy or must make the student interest for learn about English.<sup>4</sup>

From the fact above, the researcher is interested in solving that problem and improving the vocabulary ability of first year student in SMP BP Pancasila of Bengkulu City through Communicative learning Teaching. Communicative approach in language teaching starts from a theory of language as a mean of communication. Therefore, the goal of English language teaching is to develop communicative competence.

Therefore, developing teaching vocabulary material based on communicative language teaching approach is one of the crucial things in order to make the student SMP BP Pancasila of Bengkulu City can develop

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<sup>4</sup>25 April 2016 9:10. Place SMP BP Pancasila Bengkulu City. Aksa

vocabulary ability since vocabulary is the most demanded to be mastered in this globalization era. Basically, the developed teaching vocabulary materials based on communicative language teaching are not too different with materials that SMP BP Pancasila of Bengkulu City has in general. However, with the reasons mentioned by researcher in introduction, developing teaching vocabulary material based on communicative language teaching is the appropriate one in order to make student knowing about vocabulary and developed of vocabulary ability. In addition, learning activities with materials based on communicative language teaching focuses on learning group and interaction with group when the other group needed.

## **B. Identification of the Problem**

First, English teaching during learning process is monotone. Monotone is where teachers do not evoke the spirit of the student when in the teaching learning process. And also where the teacher teaches the student with traditional approach by delivering English material in front of the class until the last time of learning, without giving strategies to learning vocabulary English and also without giving much time for student to express their vocabulary ability. It is make student felt bored to learn English.

Second, students have lack of vocabularies. It could be seen where they feel difficult to express or mention some words in English when they were asked by the teacher. The effect student lack of vocabulary vocabularies is student will felt difficult for speaks English. The student lack of English vocabulary because teacher not giving opportunity for student to seek some



unfamiliar English words during learning and teaching, finally student have limited vocabulary and the effect is student will felt bored to learn English.

Third, the student of second year student of SMP BP Pancasila have low ability to memorize some words or vocabulary, the teacher should have strategy to teach the student. The effect student not have strategy is they not interesting for learning remember vocabulary or remember word. The teacher should have strategy for teach student. If the teacher not have strategy for the teaches, it will make field in process learning teaching.

Four, student felt difficult in learn English book, until the student borred to learn about English. Therefore, the teacher must have strategy or must make the student interest for learn about English.

### **C. Limitation of the Problem**

Many systems can be accustomed to creating supplementary teaching vocabulary materials. But, this research is constrained on communicative language teaching method to develop the English vocabulary materials of for second year's students in Junior High School with Islamic Boarding Pancasila of Bengkulu City, especially for Second Semester, Acadmic years 2015/2016.

### **D. Research Question**

Based on the background of the research, the question of this research is: How is development supplementary English vocabulary materials based on Communicative Language Teaching for the second years students in SMP BP Pancasila of Bengkulu City, especially for second semester, academic years 2015/2016.

#### **E. Research Objective**

The objectives of this research is develop supplementary teaching vocabulary based on communicative language teaching vocabulary materials' based on communicative language teaching in order to overcome students' problems in practicing their English vocabulary ability of second year students in SMP BP Pancasila of Bengkulu City Academic Year 2015/2016.

#### **F. Specification of the Product**

The developed teaching vocabulary materials in this study are based on Communicative language teaching. The product of this research is a set of supplementary teaching English vocabulary materials for second years students in SMP BP Pancasila of Bengkulu City, especially for second semester, academic years 2015/2016 that covered the lack or the weakness of the main book that used by the teacher which is could not cover students' need of English vocabulary materials. The developed materials are completed with interesting and appropriate learning activities of English vocabulary that can let them enrich vocabulary during teaching and learning process as well as can be applied for continued.

#### **G. Significance of the Study**

This research hoped to be able to give contribution to help the English teachers solve students' problems in learning English particularly in teaching vocabulary through developed teaching vocabulary materials based on communicative language teaching. And enrich their technique that can

implement in English classroom in order to improve the quality of learning and teaching process.

In addition, the finding of this research is expected to contribute well for the next researcher as reference in conducting their research about developing teaching vocabulary materials based on Communicative language teaching, as well as for the student enriching their technique to add their vocabulary in relation to the course objective. Therefore, the student be able enrich their vocabulary as a foundation for learn English.

#### **H. Definition of Key Term**

In order to understand about research correctly and avoid misunderstanding within the research, the researcher needs to define the terms within this research. Moreover. Those definitions are:

1. Supplementary teaching vocabulary materials are additional source or materials of teaching vocabulary to supplement and cover the lack of the previous text book.
2. Islamic boarding school is the student stays and lives together in dormitory system.
3. Communicative language teaching is teaching approach that emphasizes on the necessity of language in real or oral communication too focuses on grammatical drilling.

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Vocabulary

Vocabulary ability is very important for human. People almost speak every day. It is must have vocabulary ability. In global era, many people speak English as a mean of communication. It makes people who come from different countries to be easier in making interaction and communication. It is every one must have vocabulary ability for easier to speak English. According to Alfaki Ibrahim Mohamed stated that the importance of vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas.<sup>5</sup>

Based on Ge, Z. G. stated that Vocabulary items are often deemed as “building blocks” of a language (Amirian & Heshmatifar, 2013). Without the knowledge of a certain amount of vocabulary in the target language, learners cannot effectively learn to listen, speak, read, or write in the language by Nation.<sup>6</sup>

All of people know if vocabulary is very important, so the researches explained about benefit learn vocabulary, firstly, can improve your public speech, because when the student speak English, student must have many

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<sup>5</sup>Alfaki Ibrahim Mohamed. Vocabulary input in english language teaching: assessing the vocabulary load in spine five. *International Journal of English Language and Linguistics Research*. (2015) Vol.3, No.1, pp.1

<sup>6</sup>Ge, Z. G. Enhancing Vocabulary Retention by Embedding L2 Target Words in L1 Stories: An Experiment with Chinese Adult e-Learners. *Educational Technology & Society*, (2015).18 (3), 254

vocabulary, secondly, can speed up your speak English , because vocabulary is very important for speak, if the student limited vocabulary, the student will felt confused. Third, easy understand about English text. Because more many vocabulary, student will easy for understand about what their reading.

Dersi in his international journal, Vocabulary instruction forms a very important aspect of any foreign language teaching and learning. This is because the knowledge of vocabulary determines and decides the level of a foreign language learner<sup>7</sup>

Kamil&Hiebert, 2005. Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension. It is something that expands and deepens over time.

According to Djamarah syaiful Bahri stated that learning is an activity that people do consciously to get an impression of what has been learned.<sup>8</sup> Junior high school is transition from the child until adolescent, And where the student begin associate with area their friend. And also where student adjust between interest and responsibility, where they have confused with many alteration in biology and learn area.

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<sup>7</sup>Dersi.studies the use of short-story for developing vocabulary of EFL learner.*international Journal of Englishand translatioan*(2013)1(1):73

<sup>8</sup>Bahri, syaiful,Djamarah..*Psikologi Belajar* (jakarta:Rineka Cipta 2011) h. 2

## **B. The Functions of Vocabulary in Students**

In vocabulary activity student are hoped to able to communicate with other people because through vocabulary ability the student can express their idea and know more about the information they need. The aim of implementing English vocabulary as daily language conversation in SMP BP Pancasila of Bengkulu City is also to enable learners to added vocabulary ability. There function of vocabulary for student, such as:

### **1. Vocabulary as interaction ( speak )**

Vocabulary is very important to speak English because without vocabulary the people cannot communication . Learn of vocabulary will make easy English conversation. Mastering the art vocabulary as interaction is difficult and may not be priority for all students. However student need like skill and find themselves in situation that requires speaking for interaction. They felt difficult in presenting a good image of themselves and sometimes avoid situation which call for this kind of vocabulary. It is can be disadvantage for some learners where the vocabulary ability to use for speaking or English conversation. If student limited vocabulary, student will felt confused.

In this part, the researcher hopes the student in junior high school especially for SMP BP Pancasila of Bengkulu City can use English as the way to interaction among them both inside and outside of the classroom.

## **2. Vocabulary as reading**

Vocabulary is very important for reading, because when do the reading, someone needed many vocabulary for understand about English text. Without have vocabulary it is will make reader difficult in understand English text.

In this part, the researcher hopes the student junior high school can use English vocabulary as the way to help of reading

## **3. Vocabulary as listen**

When the people English speak or listen to English song, it is needed vocabulary because vocabulary important roles in the hear speaker English speak or hear English song. It is reason why vocabulary very important. In this part, the researcher hopes the student junior high school can use English vocabulary as help their listen.

## **4. Vocabulary as written**

If someone many have English vocabulary, it is make easy understand about English text. Because more many vocabulary, Student will easy for understand about what their reading, so vocabulary many important role in the daily activities.

In this part, the researcher hopes the student junior high school can perform their vocabulary ability to help written.

### C. Types of Vocabulary

According to Nation, there are two kinds of vocabulary. There are perceptive and productive vocabulary.<sup>9</sup> Perceptive vocabulary refer to the words that native speakers and foreign learners recognize and understand but hardly ever used, passively in either in listening or reading. Productive vocabulary is utilized activity either in speaking and writing .

Schail states that there are types of vocabulary as in the following :<sup>10</sup>

1. Active vocabulary the words customarily use in speaking and probably account for 5.000 to 1.000 words.
2. Reversed vocabulary, the words use know but rarely use speaking we use them un written letter.
3. Passive vocabulary, the words are recognize and never use them in either speaking or writing

Speak or writing and just know we are before:

1. Active vocabulary refer to words that students have
2. Passive vocabulary refers to words that be students recognize them but probably they cannot be able to procedure( harmer jeremy 1991)

James werden said that “there are types vocabularies , the words a person recognize when he hears

1. Listening or hearing vocabulary
2. Speaking vocabulary
3. Reading vocabulary

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<sup>9</sup>Nation, I. S. Learning vocabulary in another language. Cambridge. Cambridge University 2001. p. 44

<sup>10</sup>Brown, sally. 2014. Assessment for learning. London. routledge. p 93



Curriculum is a series of activities that contribute to the growth of consensus among the staff; faculty, administration, and students.

KTSP is an effort to improve the curriculum to be more familiar with the teacher, because they are more involved are expected to have adequate responsibility.

Based on the decision of Indonesia Republic Government that has described the Law Number 20 of 2003 Curriculum used SMP BP Pancasila used the material taught English teacher at SMP seventh grades are colour, vegetables, sport and animals.

#### **D. Definition of Islamic Boarding School**

According to Ramayulis and Nizar Samsul stated that education is guidance or given help deliberately to children by other people, so that children's become adults and have education<sup>11</sup>

According to Muhibin stated that education is one of Foundation to reach successfully for everyone and also can have knowledge, comprehension, education also the total process of developing human abilities and behavior, drawing on almost all life's experience<sup>12</sup>

SMP BP Pancasila of Bengkulu City is the student stays and lives together in dormitory system. In order support their learning activities, the students were also taught English as the medium to explore English proficiency in learning activities within classroom and communicate each

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<sup>11</sup>Ramayulis and Nizar Samsul. *Filsafat Pendidikan Islam*. (Jakarta: Kalam Mulia, 2011), h. 83

<sup>12</sup>Muhibin. *Psikologi Pendidikan*. (Bandung: Remaja Rosdakarya, 2010), h. 10.

other. In the dictionary of the Indonesian language, Junior High School is interpreted as dormitory where student learn knowledge and the place the teacher teaching. In term Junior High School is interpreted as educational, where the student usually stay in lodge (dormitory) with teaching materials of classical books and general books of scientific knowledge. It aims at mastering the science of Junior High School in detail and along with general science such as mastery of foreign language and applies it well as guidance in daily lives by emphasizing the importance of morality in social life.

Rissal (2010) definite Islamic boarding schools as an educational institution with dormitory or cottage system, where the priest as its central figure, the mosque as the center of the animating, and teaching under the guidance of teachers which followed students as its main activity. also Islamic boarding school is interpreted as a small house or dormitory where students come from different or same regions who stay inside and learn holy book AL-Qur'an and other Islamic Teaching together.

#### **E. Definition of Communicative Language Teaching**

Jack C. Richards stated that Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.<sup>13</sup>

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<sup>13</sup>Jack c. Richards.2006 *Communicative Language Teaching Today*.Cambridge University Press

Communicative approach in language teaching starts from a theory of language as communication, the goal of language teaching is developing communicative with other. Here, Chomsky in book Richard and Rodger stated that linguistic theory is concerned primary with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distraction, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge in actual performance.<sup>14</sup>

One of the most characteristic features of communicative language teaching is that pays systematic attentions to functional as well as structure aspect of language, combining these into a more fully communicative view.

Communicative Language Teaching is the name that was given to a set of beliefs that included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The “what to teach” aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The “how to teach aspect” of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students’ development and skill by harmer.

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<sup>14</sup>Richard and Rodger, Theodore S. *Approaches and method in Language Teaching: Communicative Language Teaching*. Cambridge University Press, 1999. h.49

Communicative language teaching comes from change to the tradition of language teaching in England in the late 1960 by Richard and Rodger and confirmed by his appearance:

1. Failure audio lingual method of producing speakers of foreign language speakers or second language is good and fluent but not able to use the language learn in a meaningful interaction
2. Chomsky view in Richard and Rodger on the creativity and uniqueness of the sentence as the basic characteristic of a language.

Communicative language teaching aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interpedently aspects of language and communication. Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual, and appropriate.

Some descriptions of the communicative competence of the general view that the meaning of proficiency in a language not just knowing the rules of grammatical system (phonology, syntax, vocabulary and semantics). The focus of this method is basically on the elaboration and implementation of programs and methodologies that support the ability of functional language learning through participation in communicative activities.

## **F. CLT As a Model of Teaching**

In contrast to amount that has been written in communicative language teaching literature about communicative dimension of language, little has been written about learning theory. According to Richard and Rodger stated that, elements of an underlying learning theory can be discerned in some CLT practices. However, one such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful task promote learning. A third element is meaningfulness principle: language that is meaningful to the learner support the learning process.<sup>15</sup>

Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). According to this theory, the acquisition of communicative competence in language is an example of skill development. This involves both a cognitive and a behavioral aspect:

1. The cognitive aspect involves the internalization of plan for creating appropriate behavior. For language use, these plans derive mainly for the language system. They include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech.
2. The behavior aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This

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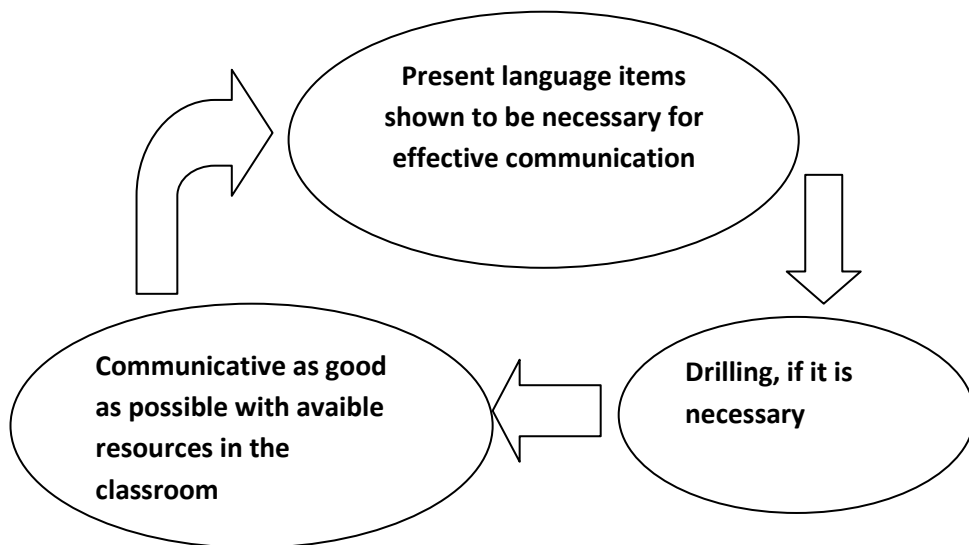
<sup>15</sup>Richard and Rodger, Theodore S. *Approaches and method in Language Teaching: Communicative Language Teaching*. (Cambridge University Press, 1999), p.72.

occurs mainly through *practice* in converting plans into performance stated by Littlewood.

This theory thus encourages an emphasis on practice as a way of developing communicative skills.

To comprehend communicative model of teaching in detail, the researcher will give the figure of how the model of teaching was supposed to be conducted.

This figure was adapted from Patel (2013) with little modification.



### Communicative Model of Teaching

The design indicates that the instructor should set a process for his learners who should be requested to speak as good as possible with all available sources. If the instructor seems that his learners are not in a relaxed place to speak or communicate due to deficiency of language assistance, then he must provide the necessary language items for effective interaction, both

lexical and structural and the instructor can offer drills, if being need. This is pedagogical and methodological structure in which communicative language teaching must be performed.

#### **G. Classroom Activities in CLT**

In teaching and learning activities of CLT by Brown offered four characteristics process, namely:

1. Classroom goal are focused on all of the components of communicative competence and not restricted to grammatical or linguistics competence
2. Language techniques are design to engage student in the pragmatic, authentic, functional use of language for meaningful purposes.

Organizational language forms are not the central focus but rather aspects of language that enable the student to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep the learners meaningfully engaged in language use
4. In the communicative classroom, student ultimately has to use the language, productively and receptively, in unrehearsed contexts.

During learning process of CLT, students' are hoped can develop vocabulary ability and conquer all components of communicative competence.

## **H. The Teacher and Student Roles in Communicative Language Teaching Classroom**

### **1. Students' Roles**

Student is one of component of human where they occupy important in the learning process because student as side to seize of success. According to Shafique, student is where the people learning about knowledge for improve skill ability. And learn about morality in the developed knowledge, follow of the best a way.

The student must active in the learning process. The purpose learning activity is physical needs and mentality activity. There are learning activity student in the class, such as:

#### **a. Visual activities**

Visual activities like reading, writing, do the experiment, and demonstration.

#### **b. Oral activities**

Oral activities like storytelling question or answer discussion and singing.

#### **c. Listening activities**

Listening activities like, listening when the teacher explains about material, speech, and direction.



d. Motor activities

Motor activities like sport, athletics, dance and draw.

e. Writing activities

Writing activities like make letter and working paper.

And also the student must do the assignment and duty in the class, namely:

- 1) Care about cleanness in the class and surroundings.
- 2) Care about orderliness in the class, so that in learning process will be quiet.
- 3) Work together with their friend in the class, like discussion.
- 4) Developed motivation or spirit and solidarity.

## 2. Teacher's Roles

Based on Sardiman stated teacher is one of component in the learning process and have participation in the developed student ability.<sup>16</sup> Several roles are assumed for teacher in communicative language teaching, the importance of particular roles being determined by the view of CLT adopted. During learning process, generally, teacher is being a motivator, asses or, a facilitator, and corrector during students 'discussion or learning in front of the class.

Breen and Candlinin Richard and Rodgeralso described teacher roles in the following terms:

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<sup>16</sup>Sardiman.*Interaksi dan Motivasi Belajar Mengajar*(Jakarta: Rajagrafindo Persada, 2014), h. 125

The teacher has two main roles: the first role is facilitate the communication process between all participants in the classroom, and between these participants and various activities and texts. The second role is to act as an independent participant within the learning-teaching groups. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher: first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in term of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities<sup>17</sup>.

Especially in the more creative types of activity, unnecessary intervention on the teacher's part may prevent the student from becoming genuinely involved in the activity and thus hinder the development of their communicative skill by Littlewood.<sup>18</sup>

In addition, Harner stated the teacher also should make their lesson interesting so that the students don't fall asleep during learning English.<sup>19</sup> Teachers also play a role in providing a learning tool, so that the ambience is not monotonous and boring by Isjoni.<sup>20</sup>

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<sup>17</sup>Richard and and Rodger, Theodore S. *Approaches and method in Language Teaching: Communicative Language Teaching*. (Cambridge University Press, 1999) h,77

<sup>18</sup> Littlewood. *communicative language teaching*. (Cambridge university press, 2002) h,19

<sup>19</sup> Hermer. *how to teach English*. (Englan, 1998) .h 1

<sup>20</sup> Isjoni. *Cooperative Learning*. ( Bandung: Alfabeta, 2007) h.63

## **I. The Need of Developed Materials with Communicative-Based**

Variety of instructional materials has been provided to support communicative approach in language learning. Unlike previous researcher approach to learning, researcher considers the communicative approach of teaching materials as a way to influence the quality of classroom interaction and language use. Thus, teaching materials have a major role to support the use of communicative materials. The researcher identified their main types of teaching materials are widely used in communicative language teaching.

### **1. Textual teaching materials**

Currently teaching materials that are oriented and support the communicative approach is obtained at bookstores. The list is sometimes reflecting hierarchy and sequencing of language training, similar to structural materials, some of them were written in the syllabus that is essentially structural, only with slightly format to justify their denial as the communicative approach to teaching materials. A lesson based on communicative approach typically consist of a theme, task analysis for thematic development, descriptions of practice situation, stimulus presentation, comprehension questions, and paraphrasing exercises.

### **2. Task-based teaching materials**

Various kinds of language games, role plays, stimulation and task-based activities have been prepared to support the communicative

language learning. All of this is typically shapes exercise handbook, cue cards, activity card, pair-communication practice materials, and student-book interaction exercises. Communication materials are usually two-pair sets of materials for a pair of students, each device consists of a variety of information.

### **3. Realia**

Proponents of the communicative approach suggest the use of authentic materials of life in the classroom. These materials includes realia-based languages, such as signs, magazines, advertisements paper, and newspapers, or visual sources and graphics, which can be used as the basis for communication activities, such as maps, images, symbols, graphs, and charts. Various other objects can still be used to support communicative training.

### **J. Previous Studies**

Fang Fang (2010) in his international journal "*A Discussion on developing students' communicative competence in college English teaching in china*" revealed that the development of communicative competence for students in their learning process is very important. Communicative language teaching becomes the priority in teaching English in order to let the students free in exploring and expressing the language. Therefore, in this research, the researcher will used communicative language teaching approach as a basic in

developing supplementary teaching vocabulary material for student SMP BP Pancasila.

Trismiyati revealed that there were many approaches, technique, and methods of learning process, but the Communicative approach was the suitable one to improve Children's English especially in their vocabulary<sup>21</sup>. The similarity between Trismiyati's research and this research was in the using of Communicative Language Teaching approach in teaching English. However, Trismiyati's research to improve Children's vocabulary and this research used Communicative Language Teaching approach to developing in teaching English materials in Religious Junior High School.

Another Research, Sity Nurhayati revealed that Communicative Language Teaching can solving the student's problems and it can build the students is more active in interacting and communicating in the class.<sup>22</sup>

The researcher also used Communicative Language Teaching for developing supplementary teaching vocabulary. The proposed is to increase their vocabulary especially for students SMP BP Pancasila at Bengkulu City Academic years 2015/1016.

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<sup>21</sup>Trismiyati.*Developing English Supplementary Materials for Children*.Published Thesis.Yogyakarta State University,2013

<sup>22</sup>Nurhayati, Sity.*Teaching Speaking Skill through Communicative Language Teaching*.Published Thesis. Islamic University Jakarta,2011

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The method would be used in this research was research and development. Educational research and development is a research design aimed at developing educational product, like curriculum, syllabus, text books, instructional media, modules, assessment instrument, etc. The researcher took this research design because of the need of appropriate supplementary teaching materials especially for add vocabulary for students of junior high school. Therefore, this research employs set of activities to develop and validate vocabulary materials. Before developing instructional teaching materials, the researcher conducted a survey in order to get the data of need assessment. The researcher distributed the questionnaire toward the students of SMP BP Pancasila of Bengkulu City, Academic Year 2015/2016. The questionnaires were intended to find some crucial information on students' need. Based on the result of needs survey, a set of teaching vocabulary materials were developed to meet the needs. Before developing this materials, some materials from others resources were selected and sequenced. The sequenced materials were completed with transferring technique, language function of learning activities.

Those proposed vocabulary materials were verified by expert who are master in teaching English based on communicative language teaching and the characteristics of junior high school. The aspects of vocabulary materials

were analysis using some criteria and those aspects consist of topic, format and language function. Then the result of the verification from the expert was used to revise the materials and the revised materials were tried out in teaching and learning process in classroom in order to validate those materials.

In addition, to complete the data of need survey in order to get some supporting information, the researcher conducted an interview. The interview was conducted by interviewing the authoritative one, in this case is the English teacher and the results of interview are needed to validate the developed vocabulary materials.

#### **B. The procedures of Development**

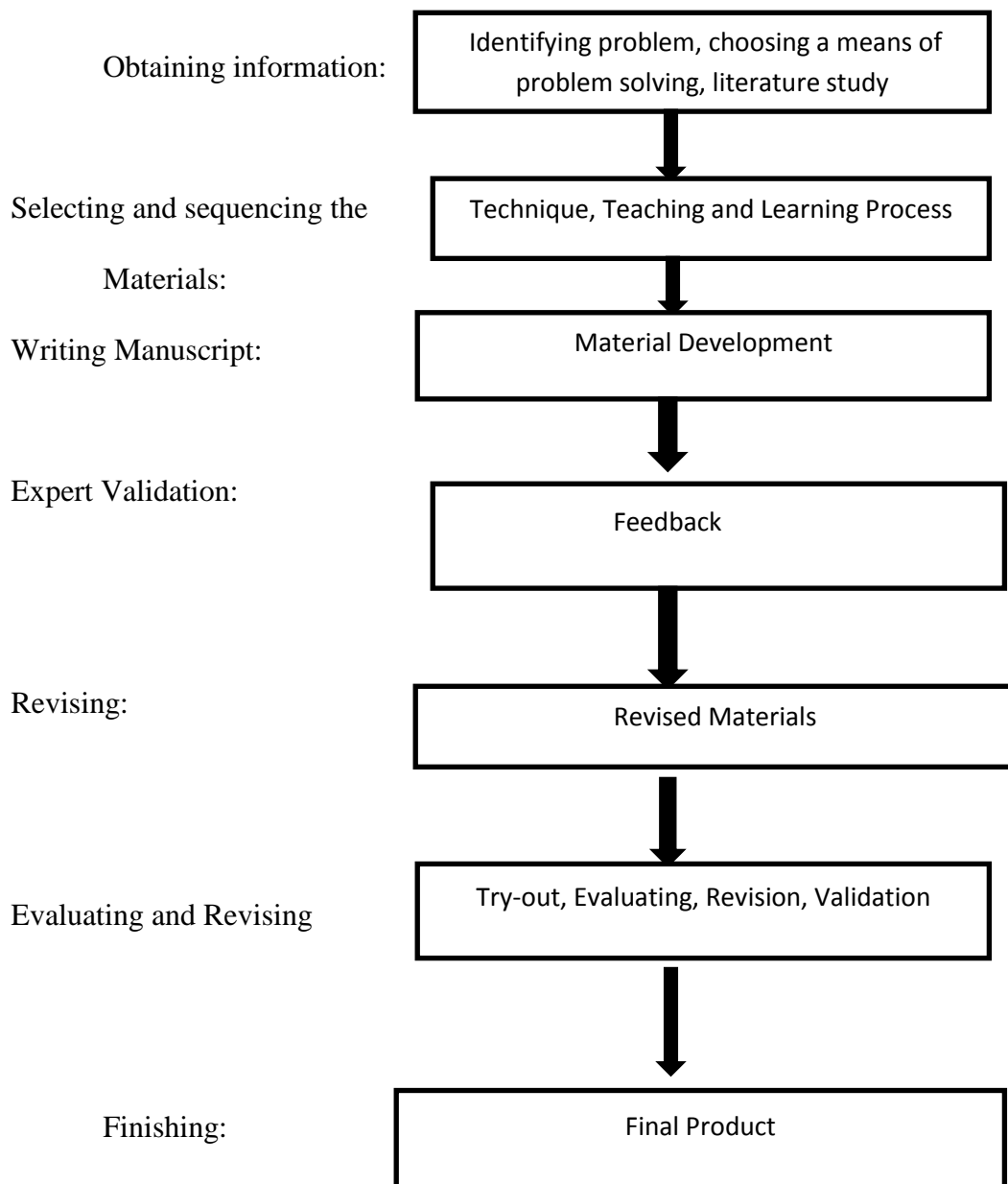
There are some procedures of development that are proposed by the experts about research and development. In this research, the researcher took development procedure model based on Borg (1891) and was adapted based on necessity of the research which is started from:

- a. Obtaining information that consist of identifying the problems, choosing a means of problem solving, and literature review.
- b. Selecting and sequencing the materials that consist of technique, teaching and learning process.
- c. Writing manuscript that consist of developing the materials.
- d. Expert validation in order to get the feedback.
- e. Revising that consist of revised materials based on expert verification.

f. Evaluation that consist of try-out, evaluation, revision, and validation based on feedback during teaching and learning process.

g. Finishing that consist of developing final product of vocabulary materials.

Finishing this is figure of development procedures which adapted from Borg (1981):





### **C. Need Assessment**

Need assessment is an important aspect of developing materials especially for students in junior high school to developing their own materials by the government. It is able to accommodate the students' academic need to their studies especially for vocabulary. The developed materials were based on syllabus, students' needs, scheduled time, and principles of communicative approach.

Besides the information from self-information from self-evaluation that the researcher mentioned to background of the study, the students' need had to be taken into consideration as information to support the development based on knowing students' purpose of learning English. Expectation, motivation, etc. The researcher was able to adjust the developed materials to different conditions found in the field with various kind of materials. Therefore, in order to get brief information, the researcher used questionnaires, interview, analyzing syllabus and field note as the media to obtain the information. After getting the brief information, the result of need analysis was used as a basic in developing the design of instructional teaching vocabulary materials, sequencing, task, and classroom activities.

### **D. Respondents**

This research would be conducted in the second years student of SMP BP Pancasila of Bengkulu City, Academic Year 2015-2016, which is located in Bengkulu City. The researcher chosen this class because the student in this classroom were become the authoritative one where they have problems like

had been mentioned by the researcher in the background of the study in this research.

Table 1. First year student of Junior High School at Islamic Boarding School Bengkulu City:

School	Total of student
Second year student of SMP BP Pancasila Bengkulu City	26 Students

#### **E. Questioners**

The questioners addressed to the student which contributed crucial data to the materials development since they represented the student needs. The questioners contained some variables, such as student's interest in English, opinion on learning English, student opinion on English skill, student opinion on vocabulary, student's interest in vocabulary, student interest in vocabulary ability, students' opinion on the need for vocabulary materials, students' opinion on the illustration, and students' preference on the illustration.

#### **F. Interview**

In these researcher, the researcher not only used questionnaires for the students but also conducted interview to gather information from the English teacher. The interview were about his or her opinion about students interest in learning English vocabulary, the availability of English book that is appropriate with students' needs in learning English vocabulary, his or her

suggestion about developed materials for English vocabulary, the effective activities for students in learning English vocabulary, and the obstacles that he or she found during teaching English vocabulary. The result of interviews and discussion were also carried out to the experts in order to get information concerning the suggestion, opinion, and comments of developed materials.

#### **G. Analyzing Syllabus**

The standard competence and basic competence of vocabulary for first year students of SMP BP pancasila of Bengkulu City that is stated in syllabus is used as the basic in arranging the developed materials in this research. Therefore, in this research analyzing the syllabus became a crucial thing in order to decide what kind of materials that should be developed.

#### **H. Experts validation**

After the materials were adjusted, revised, modified, and re-designed, there were validations that are done by the experts. In this research the expert is the one who has good qualification in teaching English for student. Therefore, the researcher selected one experts with some criteria of validation. The expert is English teacher in IAIN that is very qualified in developing English Teaching materials and had been teaching English in IAIN of Bengkulu City. In this research, the aspects that validate by the expert are the contents of the developed materials, language usage in developed materials, and evaluation on instructional Media, evaluation on the appropriateness with communicative principles.

After the developed materials were validated by the expert, those developed materials are needed to be tried out.

#### **I. Try-Out**

The try-out was employed to evaluate the effectiveness and efficiency of the revised material from the expert. This was obtained to validate the data. The required data obtained from try-out field include the appropriateness of the materials, strength, and the weakness. The first try-out was when the expert reviewed the proposed materials in order to get opinions, comments, suggestions, or even criticism from the expert to revise the proposed materials. The second was field try-out in which the revised materials were implemented in the classroom. Based on the feedback, the revised materials were revised in order to get the valid instructional teaching vocabulary materials. The observations were conducted to validate the materials while the materials were being implemented in the classroom and the researchers used the results as the media revise the materials.

#### **J. Data Analysis Technique**

The data that were that were obtained from questionnaires were quantified, criticism, and the suggestion were classified. The verification data from the questionnaires, interview, and validation from the expert were analyzed in order to revise the proposed materials. The revisions for the revised materials were made when the positive responses were smaller than negative one as the result of the questionnaires from the students and

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result**

In this chapter the researcher explained about the result of students on need assessment(1), the result of students responses on need assessment (2), result of teacher responses on teaching materials and student need (3), result of syllabus analysis (4), result of materials development (5), result of expert validation and revision (6), result of try-out the materials (7).

##### **A.1 . Result of Need Assessment**

The result of need assessment are discussing about the data were collected from questionnaires, interview, and syllabus. Data collection from the questionnaires is use to know all information from the students that is related to teaching and learning English in SMP BP Pancasila at Bengkulu City. Data collection from English Teacher in SMP BP Pancasila at Bengkulu City which is in the form of interview is also use to know information that is about teaching and learning process of English. And then data collection from syllabus SMP BP Pancasila is use to know the materials of vocabulary that should be teach and the competence that must be mastered by second year students of Junior High School at Bengkulu City.

## **A.2 . Result of students responses on need assesment**

First day of the research 28 April 2016, the questioner were distributed to the second year's students of SMP BP Pancasila of Bengkulu City in order to get all information that is related to the students needs in overcoming their problem. In this research, the questionnaires have nine point of analysis. Such as :( appendix 1)

Students' interest in English, students opinion on learning English, students' opinion on English skill, students opinion on vocabulary, students' interest in vocabulary, students' interest in vocabulary activity, students' opinion on the need for vocabulary materials, students 'opinion on the illustration, students' preference on the illustration.

based on the data that had been collected from 26 students of SMP BP Pancasila, it was found that there are 11,53% or 3 students said they are very interest in learning English, 50% or 13 students said they are interest in learning English. Whereas 19, 23% or 5 students less interested in learning English and 19, 23 or 5 students said not interested in learning English. The students especially for SMP BP Pancasila admitted that learning English is very important. The students realize that in the globalization era, learning English is very important.

From the data questioner there are opinion about learning English, such as: 19,23% or 13 student said learning English very difficult, 57,69% or 15 students said learning English is difficult, 23,07% or 6 students said

less difficult, and then there are 0 % or 0 students said learning English not difficult. So student at SMP BP Pancasila said learning English is difficult.

In the part of students opinion about learning English skill, it was found that there are 11,53% of them or 3 students said that learning English listening become a difficult part to be learned. There are 50% or 11 students said that the most difficult one in learning English skill is speaking and 23,07% or 6 students said that the reading become difficult one as well as writing skill 15,38% or 7 students declared it.

Based on the fact above, the researcher concluded that the most difficult one in learning English skill is speaking. The student did not have vocabulary to speak English, so that they limited for speak English. Not only speaking but also the student difficult for learning reading and writing. Therefore, in this research, the researcher develops supplementary teaching vocabulary materials for students of Junior High School with Islamic Boarding School Pancasila of Bengkulu City with Communicative Language Teaching

The questioner about opinion on developed vocabulary. There are 46,15% or 12 students said developed vocabulary is very important, 42,30% or 11 students said developed vocabulary is important, 3,84% or 1 student said developed vocabulary is less important, and then there are 7,69% or 2 students said developed vocabulary is not important.

The questioner about students has of vocabulary. There are 7,69% or 2 students said really enough, 19,23% or 5 students said they

vocabulary is enough, 53,84% or 14 students said less enough and then 19,23% or 5 students said they vocabulary is not enough. So, students at SMP BP Pancasila of Bengkulu City said they vocabulary is low.

Students interest in vocabulary activity. There are 3,84% or 1 students who said not interest in learning vocabulary Audio , 34,61% or 9 students said less interest in learning vocabulary visual, 15,38% or 4 students who said interest in learning vocabulary Audio-visual and then 46,15% or 12 students very interest in learning vocabulary memories. So the student SMP BP Pancasila like learning vocabulary is memories.

Student's opinion on need for vocabulary materials. There are 38,46% or 10 students who said really needed, 42,30% or 11 students who said needed, 11,53% or 3 students less needed and then 7,69% or 2 students said not needed. So the student most who said really needed for vocabulary materials.

Student's opinion on the illustration. There are 46, 15% or 12 students said really needed, 38, 46% or 10 students who said needed, 3, 84% or 1 students said less needed and then 11, 53% or 3 students said not needed. So, the researcher will use illustration picture of product because the students needed for it.

At the last point of this questioner about Students preference on the illustration. There are 46, 15% or 12 students where their preference on illustration prefers colorful pictures and 15, 38% or 4 students who said prefer black and white picture in the illustration. And then 23, 07% or 6



students who said prefer colorful photo, whereas 15, 38% or 4 students prefer black and white photo.

Based on the information, the researcher could develop supplementary English teaching materials for second year students of SMP BP Pancasila at Bengkulu City based on Communicative Language Teaching.

### **A.3. Result of Teacher Responses on Teaching Materials and Students Need**

This research, the researcher conducting interview toward English teacher at SMP BP Pancasila is the purpose of gathering information that is related to teaching and learning process on the teacher perspective as well as the basic in developing English vocabulary materials (appendix 3).

Firstly, the researcher determined some point, such as, the researcher asks to English teacher about opinion about students interest in learning english specially of vocabulary. . When the researcher asked about that, the english teacher said, The student of second year like learning english vocabulary, because the student know, vocabulary is very important to communication. But, the student can't express their idea because the student lack of vocabulary. So that, the student felt bored to learn about the english material.

Second, the researcher asked the teacher about the obstacles that she encountered during and teaching process. the teacher admitted that were several obstacles that she admitted, such as students felt bored when

during learning and teaching process, and not have spirit because the student not understand about English vocabulary, so that the student don't care about that.

Third, the researcher asked about teaching materials of vocabulary especially to SMP BP Pancasila, when the researcher asked about that, the teacher stated that, the availability of teaching material vocabulary just took in internet, and then, the teacher agree with the researcher to developed materials of vocabulary although generally in SMP Pancasila does not have a special material vocabulary. Therefore the researcher interested developed supplementary teaching vocabulary at SMP BP Pancasila.

Four, the researcher asked opinion the english teacher about developed the material vocabulary in SMP BP Pancasila. When the researcher asked about that, the teacher said, she very agree and enthusiast. the materials of vocabulary is very important specially for student of SMP BP Pancasila, that reason is because the material of vocabulary in SMP BP Pancasila still take in internet.

Five, the researcher asked about developed teaching materials vocabulary based on communicative language teaching. therefore, when the researcher told him that the researcher is going to develop supplementary English vocabulary materials, and the teacher agreed, she hope that are going to be developed can helped the student in the added their English vocabular.

At the end of interview process, the researcher asked the teacher about what kind of teaching form preferred by student. The teacher said, the student learns about realita life. And then the result of students need( appendix 2):

**Table 2. The result of students need**

No	Indicators	Response	Total	Percentage
1	Students interest in english	<ul style="list-style-type: none"> <li>- Very interest</li> <li>- Interest</li> <li>- Less interest</li> <li>- Not interest</li> </ul>	<ul style="list-style-type: none"> <li>- 3 students</li> <li>- 13 students</li> <li>- 5 students</li> <li>- 5 students</li> </ul>	<ul style="list-style-type: none"> <li>- 11,53 %</li> <li>- 50 %</li> <li>- 19,23 %</li> <li>- 19,23 %</li> </ul>
2	Students' opinion on learning english	<ul style="list-style-type: none"> <li>- Very difficult</li> <li>- Difficult</li> <li>- Less difficult</li> <li>- Not difficult</li> </ul>	<ul style="list-style-type: none"> <li>- 5 students</li> <li>- 15 students</li> <li>- 6 students</li> <li>- 0 students</li> </ul>	<ul style="list-style-type: none"> <li>- 19,23 %</li> <li>- 57,69 %</li> <li>- 23,07 %</li> <li>- 0 %</li> </ul>
3	Students' opinion on english skill	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writting</li> </ul>	<ul style="list-style-type: none"> <li>- 3 students</li> <li>- 13 students</li> <li>- 6 students</li> <li>- 4 students</li> </ul>	<ul style="list-style-type: none"> <li>- 11,53 %</li> <li>- 50 %</li> <li>- 23,07%</li> <li>- 15,38 %</li> </ul>
4	Students' opinion on vocabulary	<ul style="list-style-type: none"> <li>- Very important</li> <li>- Important</li> <li>- Les important</li> <li>- Not important</li> </ul>	<ul style="list-style-type: none"> <li>- 12 students</li> <li>- 11 student</li> <li>- 1 students</li> <li>- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>- 46,15 %</li> <li>- 42,30 %</li> <li>- 3,84 %</li> <li>- 7,69%</li> </ul>
5	Students have of vocabulary	<ul style="list-style-type: none"> <li>- <b>really enough</b></li> <li>- Enough</li> <li>- Less enough</li> <li>- Not enough</li> </ul>	<ul style="list-style-type: none"> <li>- 2 students</li> <li>- 5 students</li> <li>- 14 students</li> <li>- 5 student</li> </ul>	<ul style="list-style-type: none"> <li>- 7,69 %</li> <li>- 19,23 %</li> <li>- 53,84 %</li> <li>- 19,23%</li> </ul>
6	Students interest in vocabulary activity	<ul style="list-style-type: none"> <li>- Audio</li> <li>- Visual</li> <li>- Audio-visual</li> <li>- Memorizing</li> </ul>	<ul style="list-style-type: none"> <li>- 1 students</li> <li>- 9 students</li> <li>- 4 students</li> <li>- 12 students</li> </ul>	<ul style="list-style-type: none"> <li>- 3,84 %</li> <li>- 34,61 %</li> <li>- 15,38 %</li> <li>- 46,15%</li> </ul>
7	Students opinion on the need for vocabulary materials	<ul style="list-style-type: none"> <li>- Really needed</li> <li>- Needed</li> <li>- Less needed</li> <li>- Not needed</li> </ul>	<ul style="list-style-type: none"> <li>- 10 students</li> <li>- 11 students</li> <li>- 3 students</li> <li>- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>- 38,46 %</li> <li>- 42,30 %</li> <li>- 11,53 %</li> <li>- 7,69 %</li> </ul>

8	Students' opinion on the illustration	<ul style="list-style-type: none"> <li>- Really needed</li> <li>- Needed</li> <li>- Less needed</li> <li>- Not needed</li> </ul>	<ul style="list-style-type: none"> <li>- 12 students</li> <li>- 10 students</li> <li>- 1 students</li> <li>- 3 students</li> </ul>	<ul style="list-style-type: none"> <li>- 46,15 %</li> <li>- 38,46 %</li> <li>- 3,84 %</li> <li>- 11,53 %</li> </ul>
9	Students' preference on the illustration	<ul style="list-style-type: none"> <li>- Colourfull pictures</li> <li>- Black &amp; white pictures</li> <li>- Colourfull photo</li> <li>- Black &amp; white photo</li> </ul>	<ul style="list-style-type: none"> <li>- 12 students</li> <li>- 4 students</li> <li>- 6 students</li> <li>- 4 students</li> </ul>	<ul style="list-style-type: none"> <li>- 46,15 %</li> <li>- 15,38 %</li> <li>- 23,07 %</li> <li>- 15,38 %</li> </ul>

#### A. 4 . Result of Syllabus Analysis

In this part, the researcher explained about, that in this researcher, the developed materials are supplementary teaching vocabulary materials. Therefore, it should be in line with the syllabus that was decided by Islamic boarding school as has been suggested by the English teacher. the result of data that collected from syllabus is include of standard competence, basic competence, and the materials of vocabulary for second grade students of junior high school.

**Table 3. Table. The materials for second grade students of Junior High School at Islamic boarding school.**

Transactional	Skill
<ul style="list-style-type: none"> <li>✓ Giving, asking and refusing</li> <li>✓ Announcement</li> <li>✓ Invitation</li> <li>✓ Short message</li> <li>✓ Narrative text</li> <li>✓ Recount text</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Reading</li> <li>Writing</li> </ul>

#### **A. 5 . Result of Materials Development**

The need of student and the teacher suggestion based on the result of need analysis, the researcher will to develop supplementary materials vocabulary skill in order to help the students to overcome their problems in learn of vocabulary. Supplementary materials development is focused on vocabulary activity. It was developed based on communicative language teaching and arrange well based on the standard competence and based competence of the syllabus in SMP BP Pancasila.

The school supplementary material included six chapters and the objective of the topic was stated at the beginning. The topics were under the consideration that is related to the students need and interest and aim at

enriching students experience in order to support their daily activities. In the developed materials for student SMP BP Pancasila there are six chapters, such as, giving, asking and refusing, announcement, invitation, short message, narrative text, and recount text.

Every chapter was start with conversation stage that leads the student to know what kind of materials that they are going to be learned. At the first part of the materials, the researcher provided conversations passage with aim is the student can practice or can tried their vocabulary ability. The second part of these materials, the researcher provided and let's know vocabulary, the aimed of let's know vocabulary is the students can know what the their utterance.

The third and four part of this materials is let's get reading and it's time to write , the aimed is where the students can knowing the content of the text and then every part of the materials, the researcher gave of vocabulary, the Aimed is that the students can understand the content of each material. Finally, at the end of materials part is match the pictures with the appropriate sentence, the aimed are can develop their vocabulary ability through the pictures.

#### **A. 6 . Result of Validate and Revision**

The next step of the research is expert validation. When the first draft was ready, the researcher consulted it to the expert in order to be evaluated to make sure that the supplementary materials are valid to apply to the students. Their comments and suggestions are needed to

make the draft better. The instruments used to evaluate and validated the draft was check list and suggestions form (appendix 5).

After finishing the first draft of the developed supplementary English vocabulary materials, the researcher validates the draft to the expert. There are some characteristics that should be validated within four units of the materials development. Those characteristics are about the contents of the materials development, language usage in materials development, instructional media, and appropriateness with communicative principles of the materials development.

For the evaluation on the content, generally, the expert said that the developed materials are good and appropriate to be implemented in teaching and learning process of English vocabulary in second year students of SMP BP Pancasila which are accordance with the curriculum and syllabus that being used. The expert also claimed that the developed materials are very attractive. Because it full color that can interest the students. She believes that the students will have high motivations and can decrease their problems in English speaking through these materials, because the materials are organized attractively and logically good order.

First, the expert has some opinions and suggestions in order to make these developed materials validated. For the evaluation on the content, the expert said that the next of giving, asking and refusing in the first unit is too long and good use of the language. Long reading

text will confuse the students in comprehending the meaning and the purpose of the text, therefore, she suggested shortening the next in order to be easy comprehended. for the second, third, four and five unit. the expert not suggest anything. for the sixt unit, the expert suggest to add more the vocabulary within the materials in order to make it more attractive, clear, and understandable.

For the second character of validation, evaluation on the language, the expert said that the first until the five units as well as the five unit are good. And then, for the six units, the expert suggest to the researcher to be careful in the mistyping, and then the researcher must change language in the materials become easy more.

For the third, the expert suggests to the researcher to make sure that all of the picture or photos within these developed materials are good forms. In addition, the expert also suggested the researcher to use the picture that interest.

For the last aspect, that aspect of communicative principles, the expert said that these developed materials were very communicative by giving the students a lot of opportunities to developed their vocabulary ability. The revision was conducted based on the correction and suggestion from the experts in order to make better final product.

After validation from the expert, the researcher revised the product based on the correction and suggestion from the expert. The revisions



are about the change of language and grammarMistyping and misspelling of the words, punctuation, and so on.

All of the materials that had been revised would be validated for second time to expert in order to make these developed materials more comprehended and eligible. Therefore, the researcher consults with expert about the quality of content, language, instructional media and the appropriate with communicative principle.

All of suggestions from the expert for these developed materials are very useful in order to make these developed materials better. All of aspect concerning with weaknesses of the developed supplementary materials had been redesigned based on the suggestions and had been validated by expert. And then, the materials are improved well and ready to be try-out

#### a.6.1 Try-Out

**Table 4. Result of the Questionnaires for the Students afer Try-Out**

No	Indicators	Response	Total of Respondent	Persentage
1.	Attractiveness on the materials	- very good	-10 students	- 38, 46%
		- good	- 9 students	- 34, 61%
		- fair	- 5 students	- 19, 23%
		- poor	- 2 students	- 7, 69%

2.	Level of difficulties	<ul style="list-style-type: none"> <li>- very difficult</li> <li>- difficult</li> <li>- less difficult</li> <li>- not difficult</li> </ul>	<ul style="list-style-type: none"> <li>- 4 students</li> <li>- 5 students</li> <li>- 6 students</li> <li>- 11 students</li> </ul>	<ul style="list-style-type: none"> <li>- 15, 39%</li> <li>- 19, 23%</li> <li>- 23, 07%</li> <li>- 42, 30%</li> </ul>
3.	Steps of activities	<ul style="list-style-type: none"> <li>- very good</li> <li>- good</li> <li>- fair</li> <li>- poor</li> </ul>	<ul style="list-style-type: none"> <li>- 7 students</li> <li>- 13 students</li> <li>- 4 students</li> <li>- 2 students</li> </ul>	<ul style="list-style-type: none"> <li>- 26, 92%</li> <li>- 50%</li> <li>- 15, 38%</li> <li>- 7, 69%</li> </ul>
4.	Usfullness of the materials in supporting vocabulary materials	<ul style="list-style-type: none"> <li>- very good</li> <li>- good</li> <li>- fair</li> <li>- poor</li> </ul>	<ul style="list-style-type: none"> <li>- 7 students</li> <li>- 12 atudents</li> <li>- 6 students</li> <li>- 1 students</li> </ul>	<ul style="list-style-type: none"> <li>- 26, 92%</li> <li>- 46, 15%</li> <li>- 23, 07%</li> <li>- 3, 84%</li> </ul>
5.	Aspect of practicality	<ul style="list-style-type: none"> <li>- very good</li> <li>- good</li> <li>- fair</li> <li>- poor</li> </ul>	<ul style="list-style-type: none"> <li>- 10 students</li> <li>- 10 students</li> <li>- 3 students</li> <li>- 3 students</li> </ul>	<ul style="list-style-type: none"> <li>- 38, 46%</li> <li>- 38,46%</li> <li>- 11,53%</li> <li>- 11, 53%</li> </ul>

## **Total of respondents are 26 students**

### **A. 7 . Result of Try-Out**

To know the applicability of developed material, it is needed to apply the product in real field where this step carried out some information related to the materials that that need to be improved in order to know the appropriateness of the developed materials for the students. Therefore, the researcher conducted try-out for second years of SMP BP Pancasila on 29 may 2016.

Unfortunately, due to the limitation of the time where the student will have final exam, the researcher just being given one meeting by the head of curriculum advisor board of SMP BP Pancasila to try-out the materials. Therefore, the researcher chose one of materials which are appropriate with the latest syllabus and lesson plan of the English teacher.

**Table 5. The material that was going to be tried out.**

<b>Title</b>	<b>Time allocation</b>
Recount text	08:00 - 09:10

Based on the try-out process, the data were gathered by using questionnaires for the student which are focus on five points that represent student's opinions about the developed English vocabulary materials. those five points about the attractiveness on the materials, level of difficult, steps of activities, usefulness of the materials in supporting

vocabulary materials, and aspect that represents students' opinion about significance influence in increase their vocabulary skills ( appendix 7 ).

Based on the data that had been collected from 26 students of SMP BP Pancasila, it was found that there are 10 (38, 46 %) students said they are very attractiveness on the material is very good. There are 9(34, 61%) students said attractiveness on the materials is good. There are 5(19, 23%) students said attractiveness on the materials is fair. And then just 2(7, 69%) students said attractiveness on materials is poor.

On the level of difficulties in the developed materials, there are 4(15, 38 %) students said very difficult. They are 5(19, 23 %) students said difficult. There are 6(23, 07 %) student said less difficult, and then they are 11 (42, 30 %) students said not difficult.

On the aspect of steps of activities, there are 7 (26, 92%) students who said that the steps of activities in the developed materials are very good. There are 13(50 %) students who said that the steps of activities in the developed materials are good. There are 4(15, 38%) students who said that the steps of activities in the developed materials are fair. And then there are 2(7, 69 %) students who said that the steps of activities in the developed materials are poor.

On the aspect of usefulness of the developed materials in supporting the practice of English vocabulary, there are 7(26, 92 %) students said that the aspect of usefulness of the developed is very good

and there are 12(46, 15 %) students said that the aspect of usefulness of the developed is good. There are 6 (23, 07%) students said that the aspect of usefulness of the developed is fair. And also there are 1 (3, 84 %) student said that the aspect of usefulness of the developed is poor.

The last aspect that represents students' opinion about significance influences in increase their vocabulary skills. There are 10(38, 46 %) students said very good. There are 10 (38, 46%) students said good. There are 3 (11, 53 %) students who said fair. And then there are 3(11, 53 %) students who said poor.

## **B. Discussion**

### **A.1. Discussion of Need Assessment**

Through need analysis, the researcher could know what kind of materials that would be developed in order to supply student's need of learning English vocabulary. On need analysis process, the researcher conducted a survey in order to know the materials of vocabulary and the competence that must be mastered by the second year student of junior high school at Islamic boarding school. Those data will be basic in developing the supplementary materials. The data were collected by using questionnaire for the students, interview to the English teacher, and syllabus that used in Islamic boarding school.

From the data of questionnaire, the researcher concluded that the students are very interest with English subject, especially English vocabulary. Students realize that by mastering English vocabulary, the

students can achieve better achievement and bright future. Therefore, the students very enthusiast with develop materials for English vocabulary. In order to make them more interest with developed materials, the researcher developed attractive and eligible English vocabulary based on their needs and appropriateness with their age and level.

On interview process, the researcher got some opinion and suggestion, from English teacher about the appropriate materials for English vocabulary. The opinion and suggestion from the teacher become a basic for researcher in developing supplementary English vocabulary. The teacher suggestion the researcher to develop attractive materials that could motivate the students to develop their vocabulary. And also, the English teacher suggested to developed the materials with students need and then and motivation, such as conversations, questions, match the pictures, and so on.

The last point of data collection, the researcher surveyed the syllabus that is being used by junior high school of Islamic boarding school. The researcher found that the syllabus which is being used is syllabus with curriculum of 2006. The researcher tried to discuss with the teacher and curriculum advisor board about the curriculum which is being used since the government is about to use new curriculum of 2013. the researcher offered to used curriculum of 2013 as basic in developing the materials, but the teacher and curriculum advisor board of Islamic boarding school claimed that curriculum of 2013 will be implemented

fully on 2015 since there is no valid referential book yet for teaching and learning process that exist recently. Therefore, they suggested the researcher to use the curriculum of 2006 as basic in developing the materials since the developed materials communicative language teaching suitable with curriculum of 2006 or curriculum of 2013

## **B.2. Discussion of Studens Responses on Need Assessment**

In this researcher, after getting valid data on students need English vocabulary from questionnaire, interview, and syllabus, the researcher developed the materials of English vocabulary with communicative language teaching approach as the principles and basic of the developed materials.

In order to make this material as more attractive and interesting. The researcher completed these materials with colorful picture and photos. As we saw on students preference on illustration, mostly of the students choose colorful pictures. The researcher also provided good lay out in order to make the materials easy understanding and make the students knowing well about what the materials are. In addition, these supplementary materials were also completed with attractive cover, preface, and table of contents book mapping, good and coherence illustration. The researcher arranged each chapter based on communicative language teaching. This is aimed to lead students knowing what ability that they have to be mastered in the end of learning process.

### **C.3. Discussion of Teacher Responses on Teaching Materials and Students Need**

This research, the researcher conducting interview toward English teacher at SMP BP Pancasila is the purpose of gathering information that is related to teaching and learning process on the teacher perspective as well as the basic in developing English vocabulary materials (appendix 3).

**Table 6. the resul of interview English teacher**

1. Bagaiman minat siswa/siswi kelas VIII SMP BP Pancasila dalam pembelajaran bahasa inggris khususnya vocabulary ?

The student of second year like learning english vocabulary, because the student know, vocabulary is very important to communication. But, the student can't express their idea because the student lack of vocabulary. So that, the student felt bored to learn about the english material.

2. Kendala apa yang sering ditemukan dalam pembelajaran bahasa inggris khususnya vocabulary ?

The teacher admitted that were several obstacles that she admitted, such as students felt bored when during learning and teaching process, and not have spirit because the student not understand about English vocabulary, so that the student don't care about that.

3. Bagaimanakah ketersediaan bahan ajar mata pelajaran bahasa inggris specially of vocabulary?



When the researcher asked about that, the teacher stated that, the availability of teaching material vocabulary just took in internet, and then, the teacher agree with the researcher to developed materials of vocabulary although generally in smp Pancasila does not have a special material vocabulary. therefore the researcher interested developed supplementary teaching vocabulary at SMP BP Pancasila.

4. Apa pendapat dan saran bapak/ibu jika di kembangkan bahan ajar bahan bahasa inggris khususnya vocabulary ?

When the researcher asked about that, the teacher said, she very agree and enthusiast. the materials of vocabulary is very important specially for student of SMP BP Pancasila, that reason is because the material of vocabulary in SMP BP Pancasila still take in internet.

5. Bagaimana jika peneliti mengembangkan bahan ajar khususnya vocabulary dengan menggunakan metode communicative language teaching ?

When the researcher told him that the researcher is going to develop supplementary English vocabulary materials, and the teacher agreed, she hope that are going to be developed can helped the student in the added their English vocabulary.

6. Bentuk pengajaran seperti apa yang di sukai oleh peserta didik khususnya vocabulary ?

When teresearcher asked about that, The teacher said, the student learns about realita life.

#### **D.4. Discussion of Syllabus Analysis**

The developed materials are supplementary teaching vocabulary materials. Therefore, it should be in line with the syllabus that was decided by Islamic boarding school as has been suggested by the English teacher. the result of data that collected from syllabus is include of standard competence, basic competence, and the materials of vocabulary for second grade students of junior high school at Islamic boarding school of Bengkulu city as follow: giving asking and refusing, announcement, invitation, short message, narative text, and recount text.

#### **E.5. Discussion of Materials Development**

Every chapter was start with conversation stage that leads the student to know what kind of materials that they are going to be learned. At the first part of the materials, the researcher provided conversations passage with aim is the student can practice or can tried their vocabulary ability. The second part of these materials, the researcher provided and let's know vocabulary, the aimed of let's know vocabulary is the students can know what the their utterance.

The third and four part of this materials is let's get reading and it's time to write , the aimed is where the students can knowing the content of the text and then every part of the materials, the researcher gave of vocabulary, the Aimed is that the students can understand the content of each material. Finally, at the end of materials part is match the pictures

with the appropriate sentence, the aimed are can develop their vocabulary ability through the pictures.

#### **F.6. Discussion of Expert Validation and Revision**

Based on the expert who validated content of the developed materials, language usage in developed materials, evaluation on instructional media, and the with communicative principle of the developed materials. the expert said that the content of the developed was appropriate with students' need on vocabulary materials. the content was attractive and could motivate the students to be more active in vocabulary activities. on contrary with the main book, these developed materials gave space and dan opportunity for the students to developed their vocabulary with appropriate contents and materials which in line with the syllabus that is being used in SMP BP Pancasila of Bengkulu City.

The language that is used in these developed materials also communicative and understandable the students could understand the materials well and it could encourage the students to developed their vocabulary better than before. the language is also appropriate with their level and age.

In these developed materials, the instructional media was very attractive and interest. through good instructional media within these developed materials, the students were not bored anymore like what they did in previous materials of the main book.

And then, the expert also said that the developed materials are appropriate with the principle or the concept of communicative language teaching. The materials have various topics that could encourage student's activeness. So, the students can developed their English vocabulary.

### **G. Discussion of Try-Out the Teaching Materials ( Product )**

As the researcher explained in previous chapter, try-out process is used to know the strength, weakness, and appropriateness of developed materials, the researcher identified it through five aspects, those aspects are the attractiveness on materials, level of difficulties, steps, and aspect of Increase vocabulary ability.

From the aspect of attractiveness on the materials, the researcher arranged these materials with attractive and colorful picture or photos. Therefore, the students are very excited and highly motivated during teaching and learning in try -out process because the attractive materials that make them active during learning and practice their vocabulary.

From the aspect of difficulty level, all of the students stated that the developed materials are easy to be comprehended where the students can comprehend well every material within this product.

From the aspect of activities steps, the students said that the developed materials are logically good order. The students could understand the materials well because of the materials according to their needs.

From the aspect of usefulness of materials in supporting English vocabulary, almost the students stated that these developed materials are very important and useful in order to improve their English vocabulary ability and decrease their problems.

The last aspect of aspect of Increase vocabulary ability. For this aspect, almost of the student stated that these developed materials influenced them significantly to solve their problems in vocabulary ability. Finally the try-out process, the teacher did not find any problem and the students also did not have any difficult to discuss the developed materials.

During the process of try-out, the researcher saw that the effectiveness of the developed materials is very good. The students could understand every topic within every unit very well and it could be seen from student's activities and responses during teaching and learning process in the classroom. The students also very active during teaching and learning process in try-out the developed materials. In addition, the students said that developed materials were very appropriate with their need, age and level. Therefore these developed materials, the students can solve their problems.

#### **H. Final Product**

The last step of this research is final product of the developed teaching English vocabulary which is completely with suggested on revision after validated by expert. the materials were completely developed.

The expert approved the final product and the expert stated that the product of this research is really important for students of Islamic boarding school because these materials are useful for the students in order to solve their problem on vocabulary. The final product of this researcher is set of supplementary teaching English vocabulary for second year students in junior high school at Islamic boarding school of Bengkulu city. Especially for second semester, academic year 2015/2016. These supplementary materials were completed with attractive cover, preface, and table of contents, book mapping, colorful pictures and pictures within each chapter.

These supplementary materials of consist of six chapters and those six chapters are giving, asking and refusing, announcement, invitation, short message, narrative text and recount text.

Every chapter was started with conversation stage that lead the students to know what kind of the materials, the researcher provided reading passage, the second writing passage, the aimed is the student can found new English vocabulary more. And the end, matching pictures.

**Table 7. The draf of final product**

No	Chapter	Topic	Activities
1.	Let's give opinions	Giving, asking and refusing	<ol style="list-style-type: none"> <li>1. .Let's speak English <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul> </li> <li>2. Let's get reading <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> </li> <li>3. Lets time to write <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> </li> <li>4. It's time to practice <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> </li> </ol>
2.	Let's coming in the party birtday	Announcement	<ol style="list-style-type: none"> <li>1. .Let's speak English <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul> </li> <li>2. Let's get reading <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> </li> <li>3. Lets time to write <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> </li> <li>4. Its time to practice <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> </li> </ol>
3.	Let's invitation	Invitation	<ol style="list-style-type: none"> <li>1. .Let's speak English <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul> </li> </ol>

	your friends		<ol style="list-style-type: none"> <li>2. Let's get reading</li> <li>• Let's know vocabulary</li> <li>3. Lets time to write</li> <li>• Let's know vocabulary</li> <li>4. It's time to practice</li> <li>• Let's know vocabulary</li> </ol>
4.	Sent message with your friends	Short message	<ol style="list-style-type: none"> <li>1. .Let's speak English</li> <li>• Let's know vocabulary.</li> <li>2. Let's get reading</li> <li>• Let's know vocabulary</li> <li>3. Lets time to write</li> <li>• Let's know vocabulary</li> <li>4. Its time to practice</li> <li>• Let's know vocabulary</li> </ol>
5.	Long time ago	Narative text	<ol style="list-style-type: none"> <li>1. .Let's speak English</li> <li>• Let's know vocabulary.</li> <li>2. Let's get reading</li> <li>• Let's know vocabulary</li> <li>3. Lets time to write</li> <li>• Let's know vocabulary</li> </ol>



			<p>4. It's time to practice</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul>
6.	Holiday	Recount text	<p>1. .Let's speak English</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul> <p>2. Let's get reading</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> <p>3. Lets time to write</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> <p>4. It's time to practice</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul>

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is developing to present the conclusion on suggestion of the research. The conclusion would describe about developed materials in this research that include the strength and the weaknesses of the product while suggestion were given to teacher, student, and further research.

#### **A. Conclusion**

In this research, the developed materials are in form of supplementary materials that supplementary and cover the lack of main book of English subject which are focused on vocabulary for second year student of SMP BP Pancasila, especially for second semester, based on Communicative Language Teaching. These developed materials are also aimed to help the teacher in teaching English vocabulary what were rarely exists on the main book in order to solve student's problems in vocabulary as well as to help the students by providing more in ability their English vocabulary.

These supplementary materials were completed with attractive cover, preface, and table of contents, book mapping. Colorful picture and photo within each chapters, good and coherence illustration. therefore, in order to make these materials in line with the syllabus that was decided by SMP BP Pancasila, the researcher sequenced the materials from several sources that selected, adopted, and adapted by considering the students' need about vocabulary materials which are appropriate and line with standard competence, basic competence, and indicators in the syllabus.

In these developed materials, every topic was chosen by determining students need and interest. The developed materials consist of six chapter, there are giving, asking and refusing, announcement, invitation, short message, narrative text, and recount text. All of these materials were developed based on Communicative Language Teaching. In every unit, the materials were started with the title, let's speak English, let's get reading, let's to write, and let's practice, where every unit also have vocabulary the aimed to improve their vocabulary. And then, the result of research is: The results of students responses on need assessment are the discussing about the data were collected from questionnaires, interview, and syllabus. That all the used to take impormation in the materials development. The result of the teacher responses on teaching materials and students need are to get all impormation that is related to the students needs in overcoming their problem in the materials development based on communicative language teaching. The result of syllabus analysis are the used of developed English materials especially vocabulary. Therefore, the researcher used syllabus to make the vocabulary materials. The result of materials development are the researcher will develop materials of vocabulary. The result of expert validation and revision are the researcher consultation with expert to revision of product. The aimed is making the product to be good product.

## **B. Suggestion**

As the researcher explained on the previous chapter that this research is aimed to solve students' problems in English vocabulary through developing supplementary teaching vocabulary materials for students SMP BP Pancasila, especially for second semester through Communicative Language Teaching. therefore, in order to make these materials better, the researcher suggested the teacher to complete the materials with lesson plan in order to supply students' need in English vocabulary based on their necessity, condition, and time accuracy. Since these materials are supplementary only, the researcher also suggested the English teacher to combine it white the main book or other resources.

For students, the researcher suggested to use these materials effectively by practicing the content of the materials that is not only in classroom, but also outside classroom. By practicing it effectively, the researcher believes that their problems in vocabulary could be solved well. Since these materials covered students need on materials for second semester, the researcher suggested the next researcher who interested in develop English vocabulary for students in SMP BP Pancasila to develop another one that cover student need on English vocabulary in first semester. In addition, the researcher also suggested developing the materials that are not only for second year's students, but also for all level with better and more attractive products.

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## Appendix 1

### Angket Untuk Mengetahui Kebutuhan Siswa Terhadap Bahan Ajar Vocabulary

Berilah tanda silang (x) pada jawaban yang akan anda pilih sesuai dengan pendapat anda.

1. Apakah anda menyukai pelajaran bahasa inggris ?
  - a. Suka sekali
  - b. Suka
  - c. Kurang suka
  - d. Tidak suka
2. Apakah menurut anda pelajaran bahasa inggris itu sulit ?
  - a. Sulit sekali
  - b. Sulit
  - c. Kurang sulit
  - d. Tidak sulit
3. Dari keempat keterampilan bahasa inggris (mendengarkan, berbicara, membaca, dan menulis ), keterampilan manakah yang menurut kalian sulit dikuasai ?
  - a. Mendengarkan
  - b. Berbicara
  - c. Menulis
  - d. Membaca
4. Apakah menurut anda keterampilan berbicara bahasa inggris saat ini sangat penting untuk dikuasai?
  - a. Penting sekali
  - b. Penting
  - c. Kurang penting
  - d. Tidak penting
5. Apakah anda memiliki kosa kata yang sangat cukup?
  - a. Sangat cukup
  - b. Cukup
  - c. kurang cukup
  - d. Tidak cukup





## Appendix 2

### The result of questionnaire about students' needed for vocabulary materials

No	Indicators	Response	Total	Percentage
1	Students interest in english	- Very interest - Interest - Less interest - Not interest	- 3 students - 13 students - 5 students - 5 students	- 11,53 % - 50 % - 19,23 % - 19,23 %
2	Students' opinion on learning english	- Very difficult - Difficult - Less difficult - Not difficult	- 5 students - 15 students - 6 students - 0 students	- 19,23 % - 57,69 % - 23,07 % - 0 %
3	Students' opinion on english skill	- Listening - Speaking - Reading - Writting	- 3 students - 13 students - 6 students - 4 students	- 11,53 % - 50 % - 23,07% - 15,38 %
4	Students' opinion on vocabulary	- Very important - Important - Les important - Not important	- 12 students - 11 student - 1 students - 2 students	- 46,15 % - 42,30 % - 3,84 % - 7,69%
5	Students have of vocabulary	- <b>really enough</b> - Enough - Less enough - Not enough	- 2 students - 5 students - 14 students - 5 student	- 7,69 % - 19,23 % - 53,84 % - 19,23%
6	Students interest in vocabulary activity	- Audio - Visual - Audio-visual - Memorizing	- 1 students - 9 students - 4 students - 12 students	- 3,84 % - 34,61 % - 15,38 % - 46,15%
7	Students opinion on the need for vocabulary materials	- Really needed - Needed - Less needed - Not needed	- 10 students - 11 students - 3 students - 2 students	- 38,46 % - 42,30 % - 11,53 % - 7,69 %
8	Students' opinion on the illustration	- Really needed - Needed - Less needed - Not needed	- 12 students - 10 students - 1 students - 3 students	- 46,15 % - 38,46 % - 3,84 % - 11,53 %
9	Students' preference on the illustration	- Colourfull pictures - Black & white pictures - Colourfull photo - Black & white photo	- 12 students - 4 students - 6 students - 4 students	- 46,15 % - 15,38 % - 23,07 % - 15,38%

### **Apendix 3**

#### **INSTRUMENT WAWANCARA**

Untuk mengetahui kebutuhan pembelajaran bahasa inggris terhadap bahan ajar khusus vocabulary.

**Jawablah pertanyaan berikut ini sesuai dengan pendapat bapak/ibu. Pertanyaan-pertanyaan berikut mencakup tentang minat siswa, kebutuhan akan bahan ajar khusus vocabulary dan pertanyaan yang berkaitan dengan buku pegangan guru ?**

1. Bagaimana minat siswa/siswi kelas VIII SMP BP Pancasila dalam pembelajaran bahasa inggris khususnya vocabulary ?

The student of second year like learning english vocabulary, because the student know, vocabulary is very important to communication. But, the student can't express their idea because the student lack of vocabulary. So that, the student felt bored to learn about the english material.

2. Kendala apa yang sering ditemukan dalam pembelajaran bahasa inggris khususnya vocabulary ?

The teacher admitted that were several obstacles that she admitted, such as students felt bored when during learning and teaching process, and not have spirit

because the student not understand about English vocabulary, so that the student don't care about that.

3. Bagaimanakah ketersediaan bahan ajar mata pelajaran bahasa inggris specially of vocabulary?

When the researcher asked about that, the teacher stated that, the availability of teaching material vocabulary just took in internet, and then, the teacher agree with the researcher to developed materials of vocabulary although generally in smp Pancasila does not have a special material vocabulary. therefore the researcher interested developed supplementary teaching vocabulary at SMP BP Pancasila.

4. Apa pendapat dan saran bapak/ibu jika di kembangkan bahan ajar bahan bahasa inggris khususnya vocabulary ?

When the researcher asked about that, the teacher said, she very agree and enthusiast. the materials of vocabulary is very important specially for student of SMP BP Pancasila, that reason is because the material of vocabulary in SMP BP Pancasila still take in internet.

5. Bagaimana jika peneliti mengembangkan bahan ajar khususnya vocabulary dengan menggunakan metode communicative language teaching ?

When the researcher told him that the researcher is going to develop supplementary English vocabulary materials, and the teacher agreed, she hope that

are going to be developed can helped the student in the added their English vocabulary.

6. Bentuk pengajaran seperti apa yang di sukai oleh peserta didik khususnya vocabulary ?

When teresearcher asked about that, The teacher said, the student learns about realita life.

## Appendix 4

### Kurikulum Tingkat Satuan Pendidikan ( KTSP )

Kelas/Semester: VIII/2

#### Pondok Pesantren SMP BP Pancasila Di Kota Bengkulu

Standar Kompetensi	Kompetensi Dasar
<b>Mendengarkan</b>  Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar	Merespon makna yang terdapat dalam percakapan transaksional ( <i>to getthings done</i> ) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi.
<b>Berbicara</b>  Mengungkapkan makna dalam percakapan transaksional dan	Mengungkapkan makna dalam percakapan transaksional ( <i>to</i>

<p>interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p><i>getthings done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p>
<p><b>Reading</b></p> <p>Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p>

**VALIDATION FORM OF THE EXPERT**

**A. Evaluation on the content**

Topic	Judgment					Notes
	Very poor	Poor	Average	Good	Excellence	
Giving, asking and refusing		✓		✓		teks lang
Announcement		✓		✓		teks lang
Invitation		✓				teks lang
Short message		✓		✓		teks lang
Narrative text		✓				teks lang
Recount text				✓		

B. Evaluation on the Language

Unit	Topic	Judgment					Notes
		Very poor	Poor	Average	Good	Excelance	
	Giving, asking and refusing		✓		✓		
	Announcement				✓		
	Invitation				✓		
	Short message				✓		
	Narrative text				✓		
	Recount text			✓			Care full in misspelling



**C. Evaluation on Instructional Media**

Unit	Topic	Judgment					Notes
		Very poor	Poor	Average	Good	Excelance	
1	Giving, asking and refusing				✓	✓	
2	Announcement				✓	✓	
3	Invitation				✓	✓	
4	Short message				✓	✓	
5	Narrative text				✓	✓	
6	Recount text				✓	✓	

**Evaluation on the appropriateness with Communicative Principles**

Topic	Judgment					Notes
	Very poor	Poor	Average	Good	Excelance	
Giving, asking and refusing					✓	
Announcement					✓	
Invitation					✓	
Short message					✓	
Narrative text					✓	
Recount text					✓	

## Appendix 6

### QUESTIONNAIRE FOR STUDENTS AFTER TRY-OUT

Berilah tanda silang (x) pada pertanyaan berikut ini yang sesuai dengan pendapat anda ?

1. Bagaimana daya tarik materi pembelajaran bahasa inggris khusus vocabulary yang baru saja ikuti ?
  - a. Sangat baik
  - b. Baik
  - c. Cukup
  - d. Kurang
  
2. Bagaimana tingkat kesulitan bahan ajar bahasa inggris khusus vocabulary yang baru saja ikuti ?
  - a. Sangat sulit
  - b. Sulit
  - c. Cukup sulit
  - d. Kurang sulit
  
3. Bagaimana langkah-langkah pembelajaran bahasa inggris khusus vocabulary yang baru saja ikuti ?
  - a. Sangat baik
  - b. Baik
  - c. Cukup
  - d. Kurang
  
4. Bagaimana manfaat materi pembelajaran bahasa inggris khusus vocabulary yang baru saja anda ikuti ?
  - a. Sangat baik
  - b. Baik
  - c. cukup
  - d. Kurang
  
5. Apakah materi pembelajaran bahasa inggris khusus vocabulary yang baru saja ikuti memberikan pengaruh yang signifikan untuk meningkatkan kemampuan anda khususnya vocabulary ?
  - a. Sangat baik
  - b. Baik
  - c. Cukup
  - d. Kurang

## Appendix 8

### Result of the Questionnaires for the Students afer Try-Out

No	Indicators	Response	Total of Respondent	Percentage
6.	Attractiveness on the materials	- very good - good - fair - poor	-10 students - 9 students - 5 students - 2 students	- 38, 46% - 34, 61% - 19, 23% - 7, 69%
7.	Level of difficulties	- very difficult - difficult - less difficult - not difficult	- 4 students - 5 students - 6 students - 11 students	- 15, 39% - 19, 23% - 23, 07% - 42, 30%
8.	Steps of activities	- very good - good - fair - poor	- 7 students - 13 students - 4 students - 2 students	- 26, 92% - 50% - 15, 38% - 7, 69%
9.	Usfullness of the materials in supporting vocabulary materials	- very good - good - fair - poor	- 7 students - 12 atudents - 6 students - 1 students	- 26, 92% - 46, 15% - 23, 07% - 3, 84%
10	Aspect of practicality	- very good - good - fair - poor	- 10 students - 10 students - 3 students - 3 students	- 38, 46% - 38,46% - 11,53% - 11, 53%

EIGHT GRADE SMP BP PANCASILA  
AT BENGKULU CITY

Let's Know The  
Vocabulary  
Through Communicative  
Language Teaching

2016

**EFILIA PRANSIKA**

## **FREFACE**

First of all, Alhamdulillah robil ‘alamin, I would like to say all praise be to Allah SWT who helped and protected me in developing this supplementary English vocabulary with the title “ Let’s Know The Vocabulary” as the implementation of Communicative Language Teaching approach .

Let’s know the vocabulary is supplementary English vocabulary materials that supplement and cover the lack of the main book that used by English teacher, especially in English vocabulary. These English vocabulary were developed in line with syllabus that used by SMP BP Pancasila at Islamic boarding school of Kota Bengkulu.

The supplementary materials included six chapters and objective of the topic was stated at the beginning. The topics were chosen under the consideration that related to the students’ need and interest and aimed to enrich students’ experiences to support their daily activities. These six chapters are giving, asking and refusing, announcement, invitation, and short message.

Finally, for these materials, I would like to thank to all parties who supported the development of these English vocabulary materials. May it be useful for all students in order to overcome their problems in English vocabulary.

Writer

Efrilia Pransiska

### Book Mapping

No	Chapter	Topic	Activities
1.	Let's give opinions	Giving, asking and refusing	5. .Let's speak English <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul> 6. Let's get reading <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> 7. Lets time to write <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> 8. It's time to practice <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul>
2.	Let's coming in the birtday party	Announcement	5. .Let's speak English <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul> 6. Let's get reading <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> 7. Lets time to write <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> 8. Its time to practice <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul>
3.	Let's invite your friends	Invitation	5. .Let's speak English <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul>

			<p>6. Let's get reading</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> <p>7. Lets time to write</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> <p>8. It's time to practice</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul>
4.	Sent message to your friends	Short message	<p>5. .Let's speak English</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul> <p>6. Let's get reading</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> <p>7. Lets time to write</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> <p>8. Its time to practice</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul>
5.	Long time ago	Narative text	<p>5. .Let's speak English</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary.</li> </ul> <p>6. Let's get reading</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul> <p>7. Lets time to write</p> <ul style="list-style-type: none"> <li>• Let's know vocabulary</li> </ul>



2016

# Chapter 1

## **LET'S GIVE A Opinion !!!**

- *how to ask about somethings*
- *how to give opinions about question  
your friends*
- *how to refused invitation your  
friends*



# LET'S SPEAK ENGLISH

## CONVERSATION 1

Mrs Aksa : Can you help me ? please take my book on the table. It's thick and the colour is blue.

Andika : Don't worry mam. I'll find it.

Mrs. Aksa : Thank you very much.

Andika : By the way, I'am so sorry mam,, could I go to canteen righ now?

Mrs Aksa : No, it's time to study.

Andika : yes mam.

Aulia : excuse me mam, could I go home right now ? I want to take my book reading and listening.

Mrs.Aksa : ok,but just five minutes.

Aulia : yes mam. I am promise.

CONVERSATION II



- Debby : Can you help me, please ?  
Nova : yes, what I can do ?  
Debby : could I borrow your English book, please?  
Zenia : Sure, here are you.  
Debby : Thank you, by the way, what do you think about my characters ?  
Zenia : I think your characters is good characters.  
Debby : thank you so much. I have question for you ?  
Zenia : what is it?  
Debby : Can you help me about our homework ?  
zenia : ohh,, I'm so sorry,, I can't because I so busy.

A.



*Help (membantu)*

Can you *help* me please? ( bisakah kamu *membantu* saya )

B.



Dictionary( kamus )

I have a dictionary ( saya mempunyai sebuah *kamus* )

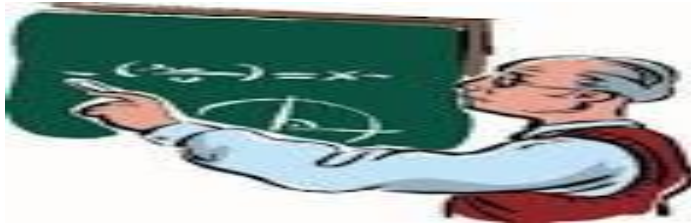
C.



*Think (berfikir)*

What do you think about English Teacher( apa yang pikirkan tentang guru bahasa inggis mu?

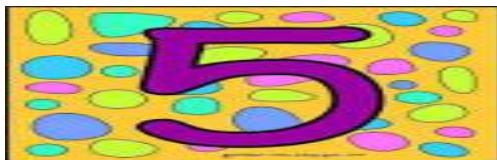
D.



Teacher (guru)

I have favorite *teacher* ( saya mempunyai *guru* favorit )

E.



Five (lima)

I have *five* brother and *fivesister* ( saya mempunyai lima saudara laki-laki dan limasaudara perempuan )

F.



Canteen (kantin)

Everday, The students junior highs chool of Pancasila always go to *canteen* setiap hari SMP Pancasila selalu pergi ke *kantin*

G.



Homework (pekerjaanrumah / PR)

Mrs. Aksa always give *homework* (ibu aksa selalu memberi *pekerjaanrumah/PR*)

H.



Learn (belajar)

They are students junior high school of Pancasila, the students always *learn* every day.

(mereka adalah siswa SMP Pancasila, siswa selalu *belajar* setiap hari)

I.



No	Words
1.	<i>Refuse</i>
2.	<i>Giving</i>
3.	<i>Asking</i>

*Education is the most powerful weapon  
which you can use to change the world.*

*Pendidikan adalah senjata paling  
ampuh yang dapat kamu gunakan  
untuk mengubah dunia.*





LET'S GET  
READING

*Read the text.*

### *PANTAI PANJANG OF BENGKULU*



In my opinion, Bengkulu is a beautiful city. In the Bengkulu city have nice tourism, like pantai panjang. Pantai panjang is where the people many visited in this area. And also



Let's know the vocabulary

<i>Opinions</i>	<i>Pendapat</i>
<i>beautiful</i>	<i>indah</i>
<i>City</i>	<i>kota</i>
<i>tourism</i>	<i>pemandangan</i>
<i>People</i>	<i>orang</i>
<i>Place</i>	<i>tempat</i>
<i>visit</i>	<i>mengunjungi</i>
<i>problems</i>	<i>masalah</i>
<i>because</i>	<i>Karena</i>
<i>happy</i>	<i>bahagia</i>
<i>then</i>	<i>kemudian</i>
<i>Take a bath</i>	<i>Mandi</i>
<i>picture</i>	<i>Gambar</i>

### Exercise:



1. *What do you think about fort marlborough ?*
2. *Let's describe and tell it to your friends in front of the class*



C

## It's Time to Write

Translate the sentence below.

1. I have favorite teacher. She is Mrs. Aksa.

---

2. What do think about my your english teacher ?

---

3. The students Junior High School of Pancasila always go to library.

---

4. The English teacher have good characters.

---

5. Andika is the best in the junior high school of Pancasila.

---

*If you have courage to begin, you have courage to success.*

*(Jika Anda memiliki keberanian untuk memulai, Anda memiliki keberanian untuk sukses.)*

Lets know the  
vocabulary

Word	Meaning
Junior High School	Sekolah Menengah Pertama ( Smp)
Favorite Teacher	Guru Favorit
English Teacher	Guru Bahasa Inggris
About	Tentang
Library	Perpustakaan
The Best	Terbaik
Characters	Tingkah Laku
Student	Siswa
Good Characters	Tingkah Laku Yang Baik
Have	Memiliki / Mempunyai

Complete the sentences based on the conversation and practice in the your class.



Zenia : Can you ..... me ?

Tambang : Yes, what I can do?

Zenia : You can close the door ?

Tambang : ..... I can.

Zenia : thank you.

Tambang :By the way can You help me,please?

Zenia : What I can do ?

Tambang : Can I borrow your book ?

Zenia : ..... I Have homework fromMrs.

Aksa.



Aulia : Hy Andika, how are ..... today ? are you oke ?

Andika : I fine, how about you ?

Aulia : I am ok. Btw what do you ..... about my new hanphone ?

Andik : In my ..... your new hanphone is so expensive .

Aulia : ..... This hanphone is so expensive.



## It's Time to Practice

Practice the Dialogue in front of your



Zenia : Hy nova, good morning.

Nova : Good morning nova

Zenia : What do you think about charity?

Nova : I think charity is very important, right ?

: hmmz ...that right.

Zenia : By the way, I have new friend, he is

Bagas. He often play the guitar

everyday.

What do you think about your friend ?

Nova : I think, the hobby my friend is my

is read the book and learn together.

Zenia :hmmmzz... that is good.

Lets know the vocabulary



**Charity ( bersekah )**  
Let's give the *Charity*  
( mari *memberis*edekah )



**Play the guitar ( bermain gitar )**  
Bagas hobby is *play the guitar*  
( hobi bagas adalah *bermain gitar* )



**Read : membaca**  
Have your *reading*  
(sudahkah kamu *membaca*)



**Learn together (belajar bersama )**  
The student junior high school of  
Pancasila always *learn together*.  
( siswa SMP Pancasila selalu *belajar  
bersama* )



**Think ( berfikir )**  
What do you *think* about my school ?  
( apa yang kamu *fikirkan* tentang  
sekolah saya ?)



**B.**

*Match the pictures with the appropriate sentences*

a)



b)



c)



d)



e)



f)



1)

**The teacher and the student  
always learn together**

2)

**Have you learn ?**

3)

**Let's give a charity**

4)

**We are best friends forever**

5)

**My hobby is play the guitar**

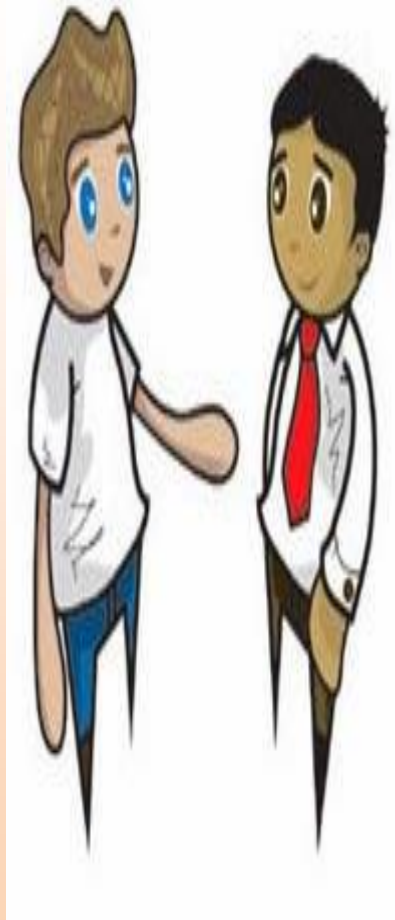
6)

**From now , Let's to reading**



## Let's Speak English

Practice the conversation in front of your class



Debbly : Hello Debb , how are you?

Andika : I am good, hi Debbly! Long time no see you. How have you been? What are you doing now?

Debbly : Well, you know, I have so many jobs and it makes me quite busy. I hear that you're doing a property business. Is that **true**?

Andika : Yeah, you're right. I tried it a year ago and today I'm still **struggling** with this business.

Debbly : Nice! I am proud to see your name on the news paper. It seems that you have been the most popular property business owner in this city.

Andika : hm, I'm just lucky Debb.

Debbly : Andika, I will get married. Will you come to my wedding and become the **female** companion? I need you, my best friend.

Andika : Of course I come!



## Conversation 2



Efril : Good morning, sir.

Teacher: Good morning. Can I **help** you?

Efril: I'm going to announce a painting competition for our school anniversary, sir. Can I have a time?

Teacher: Sure. Would you please tell your friends!

Efril: Thanks, sir. Good morning, guys!

Students: Good morning.

Efril: I have an interesting news. There will be a painting competition to celebrate our school anniversary.

Students: Wooooow.

Andika : When is it?

Efril: Okay. Listen! The painting competition will be held on 1 November 2016 at 8 - 12 am. If you're interested, please sign your name to your English teacher.

Zhenia: Is there any reward for the winner?

Efril: The first to fifth will get a **throphy** and sum of **money**. Interesting, right?

Students: Wooooow.

Arya: Okay, any questions?

Students: No!

Arya: Thanks for your attention and I'm **waiting** for your registration



A.1

*LET'S KNOW THE  
VOCABULARY*

**WORD**



**MEANING**

*True = benar  
Is not true = itu tidak benar*



*Female = wanita  
Female should wear hijab =  
wanita harus pakai jilbab*



*Best friend = teman baik  
Tasya and mia is my best  
friend forever = tasya dan  
mia adalah teman baik ku.*



*Help = membantu  
we should help people who  
need our help = kita harus  
membantu orang yang  
membutuhkan bantuan kita*



*Money = uang  
Time is maney = waktu  
adalah uang*



*Waiting = menunggu  
I am waiting for  
somebody = Saya  
menunggu seseorang*



*Trophy = piala  
That's a huge trophy=  
itu piala besar*

### ***Remember !!!***

*Announcement is a short passage or short functional text that contains information of facts, events or intentions that written or spoken are presented to the public.*

*Example:*

*Don't forget to bring a dictionary in the next English lesson*

*One student one dictionary is a must for the next meeting because we will read a story. No excuse for those who don't bring the dictionary. It is used to help you learn English.*

*Thank you*

*Mrs. Risna*



B.

LET'S GET  
READING

### **English Speech Contest**

*For all students of SMP BP Pancasila, we announce English Speech Contest.*

*Time: Saturday, 22 Januari 2017*

*Place: Hall of SMP 4 Shouth Bengkulu*

*Each class should register at least one student with one of these following topics:*

- *The Advantage of Learning English*
- *The Difficulties of Learning English*
- *The Effective Ways of Learning English*

*For further information, visit the committee of this English Speech Contest in [ENGLISHINDO.COM](http://ENGLISHINDO.COM)*

A.

## Let's know Vocabulary

WORDS	MEANING
<i>Saturday</i>	<i>Hari Sabtu</i>
<i>All</i>	<i>Semua</i>
<i>Announce</i>	<i>Pengumuman</i>
<i>Advantage</i>	<i>Keuntungan</i>
<i>Learning English</i>	<i>Belajar bahasa inggris</i>
<i>Speech</i>	<i>Pidato</i>
<i>Casual attire</i>	<i>Pakaian kasual</i>
<i>Difficulties</i>	<i>Kesulitan</i>



### Question

1. Please make the example about announcement ?
2. What do you know about

announcement?

3. Make the conversation about English speech contest.



C.

It's Time to Write

*Translate the example below*

Attention Please!

Our school will have Some **Competition** that will be held on 17 August 2016 to celebrate Indonesian's Independence day. There are Running, swimming, and many other competition.

**Registration** will be held on 10th-15th August at Osis room.

Free Registration and full of prize!

For More Information contact our Osis **chairperson**

### *Announcement*

*This is semester assignment for all students of 9grades. Prepare your library card and then borrow an English magazine after that find an English article about school activity. After that, you must write summary about it. Submit it next week, March 14<sup>th</sup> 2016.*

*For more information, feel free to ask Mr. Dion in teacher's room.*

*Mr. Dion*

<http://www.englishiana.com/2016/03/10-contoh-pengumuman-dalam-bahasa.html>

### *Let's know vocabulary*

<i>Word s</i>	<i>Meaning</i>
<i>Competition</i>	<i>Competisi</i>
<i>Registration</i>	<i>Pendaftaran/registrasi</i>
<i>Chairperson</i>	<i>Ketua</i>
<i>Grades</i>	<i>Kelas</i>
<i>Magazine</i>	<i>Maslah</i>
<i>Summary</i>	<i>Ringkasan</i>
<i>Prepare</i>	<i>Persiapan</i>
<i>Card</i>	<i>Kartu</i>
<i>Borrow</i>	<i>Meminjam</i>
<i>March</i>	<i>Bulan maret</i>



*Learn from rain sacrifice, who would fall many times  
in order to create a rainbow*

*(belajarlah dari pengorbanan hujan yang rela jatuh  
demi terciptanya sebuah pelangi)*

D

It's Time to  
Practice





A.1

Practice the Dialogue in front of your



Debby : Hy nov, what are you doing ? by the way, what do you think about announcement ?

Nova : I just reading novel book, I think, Announcement is a short passage or short functional text that contains information of facts, events or intentions that *written* or spoken are presented to the public.

Debby : Okay ...thanks you so much...

*Let's know the vocabulary*



*Letter ( surat )*

*I wrote a letter to my mother ( saya menulis surat untuk ibu saya )*



*Novel book ( buku novel )*

*What do you think about this novel book? ( apa pendapat anda tentang buku novel ini ?)*



*Read: membaca*

*Have your reading ( sudahkah kamu membaca )*



*Write ( menulis )*

*It's time to write ( waktunya menulis )*



*Think ( berfikir )*

*What do you think about my school ?*

*( apa yang kamu pikirkan tentang sekolah saya ?)*

C.

Match the pictures with the appropriate sentences

l)



m)



n)



o)



p)



7)

The teacher gave announce in the school field

8)

The announce about mourning

9)

The announcement of wedding party

10)

The Teacher gave announce in the class

11)

Students saw the announcement in madding



## *Let's Speak English*



*Riki*

*: Hi wiki , do you remember, we've had a  
appointment to go **swimming** after school.  
I'll be waiting for you at home.*

Wiki : *hmmm I am forget, thanks for your rememeber*

Riki

Wiki : *please be prepared to go*  
: *oke !*

Riki

:*by the way, Don't forget to bring your swimsuit. We will cycle there.*

Wiki

: *oke, thanks*

---

### ***Remember !!!***

*Short Message is a brief to convey something to others that the person is doing or not doing something. Short message is written piece information that you send/leave to another person.*

### ***Example***

*Dear Efrilia*

*I had come to return your book. But, unfortunately you weren't at home. I gave the book to your mother.*

*By Noralita*

*To: Albert*

*Please take care of Jane while I am away. She has to take a nap and eat at five o'clock in the afternoon. I will be back at home at 21.00 o'clock.*

*By Your sister*

### *Let's Know The Vocabulary*

<i>No</i>	<i>Words</i>	<i>Meaning</i>
1.	<i>Remember</i>	<i>Mengingat</i>
2.	<i>Oppointment</i>	<i>Janji</i>
3.	<i>Home</i>	<i>Rumah</i>
4.	<i>Prepared</i>	<i>Persiapan</i>
5.	<i>Bring</i>	<i>Membawa</i>
6.	<i>Short message</i>	<i>Pesan singkat</i>
7.	<i>Unfortunately</i>	<i>Sayangnya</i>
8.	<i>Afternoon</i>	<i>Siang</i>
9	<i>Return</i>	<i>Kembali</i>
10	<i>Person</i>	<i>Orang</i>

*Questions:*

- 1. What do you think about short message?*
- 2. Please make the example short message about holiday, and invitation your friends.*
- 3. Please make the conversation about short message with your friend and practice in the front of your class.*

**“BELIEVE THAT ALL OBSTACLES THAT OCCUR WHEN THIS IS JUST A TRIAL ORDER OURSELVES TO BE BETTER IN THE FUTURE”**

**“PERCAYALAH BAHWA SEGALA HAMBATAN YANG TERJADI SAAT INI ADALAH HANYA COBAAN AGAR DIRI KITA MENJADI LEBIH BAIK DI MASA MENDATANG”**





B.

LET'S GET  
READING

*Read the text.*



<http://kerjaonline-aisah.blogspot.co.id/2013/02/latihan-soal-short-message.html>



Question



---

1. *The short message is written to ?*

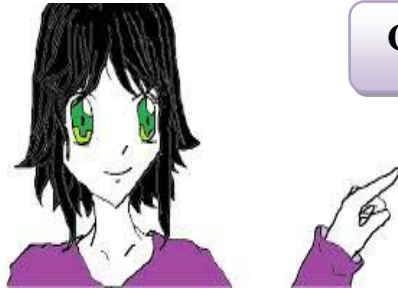
2. *Who send the short message number 2?*

3. *Who send the short message number 1?*

A.

## Let's know Vocabulary

WORDS	MEANING
<i>Tomorrow</i>	<i>Besok</i>
<i>Together</i>	<i>Bersama</i>
<i>Assignments</i>	<i>Tugas</i>
<i>Cencel</i>	<i>Batal</i>
<i>Will</i>	<i>Akan</i>
<i>Arrive</i>	<i>Tiba</i>



C.

It's time to write

### Example of short message

*Dear Novan,*

*Do you have any arrangements for next occasion? Mira and I are going to spend our vacation at grandmother's home and father will drive us to the town. In the event that you might want to go along with us, please tell us soon. Remember to ask close relative and uncle's authorization first. Keep in mind, last occasion you didn't visit grandmother!*

*Rio*

*Dear Putra*

*Do you have any plans for next holiday? Mira and I are going to spend our holiday at grandma's house and dad will drive us to the village. If you would like to join us, please let us know soon. Don't forget to ask aunt and uncle's permission first. Remember, last holiday you didn't visit grandma!*

*Yobi*



## It's Time to Practice

Practice the Dialogue in front of your class

### **Conversation 1:**

Tony : Terry, wait a minute.  
Terry : Hi, Tony. What's up?  
Tony : I have a message from Jody.  
Terry : Jody? What is his message?  
Tony : He said he didn't mean to hurt you.  
Terry : Really?  
Tony : Are you angry at him?  
Terry : It's none of your business.  
Tony : Never mind.

### **Conversation 2:**

Nina : Teddy. Wake up!  
Teddy : I have.  
Nina : Mom said not to forget tidy up your room!  
Teddy : Okay.  
Nina : Mom said not to take a bath too long.  
Teddy : No problem.  
Nina : Mom said she didn't give you pocket money today.  
Teddy : What?  
Nina : I've told you.  
Teddy : Oh my God

<i>Words</i>	<i>Meaning</i>
<i>Message</i>	<i>Pesan</i>
<i>Hurt</i>	<i>Menyakiti</i>
<i>Angry</i>	<i>Lapar</i>
<i>Never</i>	<i>Tidak pernah</i>
<i>Forget</i>	<i>Lupa</i>
<i>Wake up</i>	<i>Bangun</i>
<i>Room</i>	<i>Ruangan</i>
<i>She</i>	<i>Dia(perempuan)</i>
<i>Money</i>	<i>Uang</i>
<i>Today</i>	<i>Hari ini</i>
<i>What</i>	<i>Apa</i>

*Match the pictures with the appropriate sentences*

v)

26<sup>th</sup> June, 2011  
To : Siwon  
Today is your special day.  
Happy birthday to you.  
Mandy

w)

Dear Rina,  
Congratulations on your winning the singing contest.  
We are very proud of you.  
Uncle and Aunt Setyo

x)



y)

z)

12)

**Short message about birthday**

13)

**The example short message about singing**

14)

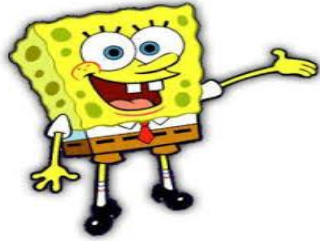
**The example short message about invitation wedding party**

15)

**Short message**

16)

**The example short message about Invitation campus.**



## Let's Speak English

### CONVERSATION



Tambang : hy Debb, what are you doing in here  
Debby : just read novel book , by the way have you reading this book ?

Tambang : **not yet**, by the way what do you thing about narative text ?

Debby : A narative text is a text which tells a story and entertains the **reader** or **listener**. By the way, what do you thing about **generic** structure of narative text ?

Tambang : I thing the generic structure narative teks, the are : Complication : **Where** the problems in the story developed.

Resolution : Where the problems in the story is solved.

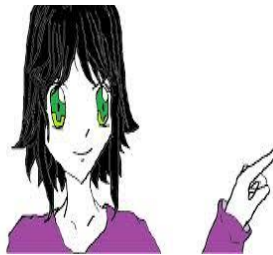
Re-orientationis **closing** that remarks to the **story** and it is optional. It consists of a moral lesson, advice or **teaching** from the **writer**

Debby : ohh.. so the **example** narative teks is the story of Malin Kundang.

Tambang ; hmmm **of course**...

## Let's know Vocabulary

WORDS	MEANING
<i>Not yet</i>	<i>Belum</i>
<i>reader</i>	<i>Pembaca</i>
<i>listener</i>	<i>Pendengar</i>
<i>Where</i>	<i>Dimana</i>
<i>Generic</i>	<i>Umum</i>
<i>Close/closing</i>	<i>Penutup</i>
<i>Story</i>	<i>Cerita</i>
<i>Teaching</i>	<i>Mengajar</i>
<i>Writer</i>	<i>Penulis</i>
<i>Example</i>	<i>Contoh</i>
<i>Of course</i>	<i>Tentu saja</i>



### Question

4. Make some group in the your class !
5. Make conversation with your friend about narative text!
6. Practice with your friend in the front of your Class !



B.

LET'S  
READING

*Read the text*

### Timun Mas



Picture source:

<https://www.google.com/search?q=gambar+timun+emas&tbm=isch&imgil>

Long time ago, living a couple of farmers. They live in a village near the forest. They live happy, **unfortunately** they have not only was a child also.



Every day they pray to the God. They pray to be soon be a child. One day a giant passes where they reside. Giant prayer is heard that wife's husband. Giant then **provide** them with seeds cucumber.

"Plant seeds of this, Later you will soon get a female child," said the giant.

"Thank you, giant," said the couple.

"But there is condition, at the age of 17 years the child must be **submitted** with you to me," the giant reply

Without thinking long they agree, because it wanted a child.

Husband and wife **farmers** to plant the seeds cucumber. Every day they start caring for the plants that grow with it as best as possible. Many months and then bear a cucumber with golden color. Fruit **cucumber** that the longer become larger and **heavier**. When the fruit is ripe, they take it, carefully slit the fruit. Suddenly, in the fruit is found in infants of women who are very beautiful. Couple was very happy, they gave the name of the baby Timun Mas.

Year after year passed, Timun Mas grown into a beautiful girl. Both parents are very proud of her. But they became very afraid, because in the anniversary Timun Mas at 17, the giant will back. The giant take back that **promises** to take Timun Mas.

Farmers are trying to calm. "Wait a moment. Timun Mas playing. My wife would called her," he said. Farmers find it **immediately** to her daughter. "My girl, take this," she said while giving a cloth bag. "This will help fight the giant. Now flee as soon as possible," she said. So even Timun Mas immediately fled.

Couple on the sad departure Timun Mas. But they are not willing if their child become food giant. Giant waiting long time. He was not a patient. He knew, was that lied by couple of farmers. And he also destroyed the huts of the farmers. Then it was to pursue Timun Mas to forest.

Giant run chase immediately Timun Mas. Near the gian, Timun Mas immediately take the handful of salt from the cloth pouch. Then salt spread it to the giant. Suddenly a wide sea also unfold. Giant forced to swim with great difficulty.

Timun Mas ran again. But then most successful giant come closer. Timun Mas again taking bizarre objects from a cloth bag. He took the **handful** chili. Chili throwed to the giant. At once the tree branches and sharp thorns of the giant trap. Giant cried in pain. Timun Mas while running to save herself.

But the giant is really strong. He was again nearly captured Timun Mas. So Timun Mas is also a third issue of miraculous. She sow seeds Cucumber magic. At once grow the cucumber garden very knowledgeable. Giant very tired and hungry. He also eat the fresh cucumber with oneself. Because of too much eating, giant was slept

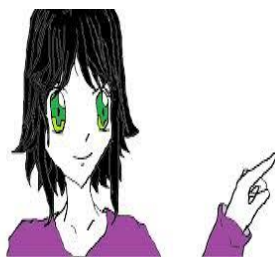
Timun Mas again fled. She ran for dear life. But long run power out. More unlucky again because a giant awakened from sleep. Giant again almost catch her. Timun Mas very terrified. He also threw the last tool handful shrimp paste. Again, miracles happen. A lake of mud spread wide. Giant fall into it. Hands almost reach Timun Mas. But the lake mud is basic to withdraw it. Giant panic, he can not breathe, then submerged.

Timun Mas **relieved**. She has survived, Timun Mas is also return to home to their parents. Father and mother's Timun Mas happy to see Timun Mas be save. They held, "Thank you, God. You have to save my girl," said their delighted.

Since that time Timun Mas can live quietly with her parents. They can be happy without living in fear again

## Let's Know the Vocabulary

<i>Words</i>	<i>Meaning</i>
<i>Unfortunately</i>	<i>Sayangnnya</i>
<i>Provide</i>	<i>Menyediakan</i>
<i>Female child</i>	<i>Anak perempuan</i>
<i>Submitted</i>	<i>Dikirim</i>
<i>Farmers</i>	<i>Petani</i>
<i>heavier</i>	<i>Lebih berat</i>
<i>Promises</i>	<i>Janji</i>
<i>Immediately</i>	<i>Segera</i>
<i>Handful</i>	<i>Segenggam</i>
<i>Relives</i>	<i>Lega</i>



### Question

1. What do you think about narrative text?
2. Mention the generic structure of narrative text?

---

3. Make some example the narrative text

?

---

*Education is the most powerful weapon which  
you can use to change the world.*

*Pendidikan adalah senjata paling ampuh  
yang dapat kamu gunakan untuk mengubah  
dunia.*



C.

Let's Discuss

### The generic structure of narative text

*Orientation : It is about the opening paragraph where the characters of the story are introduced*

*Complication : Where the problems in the story developed.*

*Resolution : Where the problems in the story is solved.*

*Re-orientation : This is closing that remarks to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.*

*Let's know vocabulary*

<i>Words</i>	<i>Meaning</i>
<i>Character</i>	<i>Sifat</i>
<i>Introduction</i>	<i>Perkenalan</i>
<i>Problems</i>	<i>Masalah</i>
<i>Developed</i>	<i>Di kembangkan</i>
<i>Solved</i>	<i>Memecahkan</i>
<i>Remark</i>	<i>Komentar</i>
<i>Optional</i>	<i>Pilihan</i>
<i>Consist</i>	<i>Terdiri</i>
<i>Advice</i>	<i>Nasehat</i>
<i>Lesson</i>	<i>Pelajaran</i>

*Complete the sentences based on the conversation and practice in front of your class.*

Tambang : hy ....., what are you .....in here ?

Debby : just readingmagazine book, by the way have you reading this book ?

Tambang : **not yet**, by the way what do you thing about example narative text ?

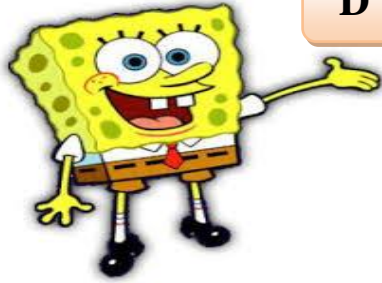
Debby : the example narative text is....., sangkuriang story etc. By the way, what do you thing about **generic** structure of narative text ?

Tambang : I thing the generic structure narative teks, the are : .....: **Where** the problems in the story developed.

..... Where the problems in the story is solved.

..... is **closing** that remarks to the **story** and it is optional. It consists of a moral lesson, advice or **teaching** from the **writer**

Debby : ohh...thank you..



D

## It's Time to Practice

A.1

Practice the Dialogue in front of your



Tambang : hy Debb, what are you doing in here  
Debb : just reading novel book , by the way have you reading this book ?

Tambang : not yet, by the way what do you thing about narative text ?

Debb : A narative text is a text which tells a story and entertains the reader or listener. By the way, what do you thing about generic structure of narative text ?

Tambang : I thing the generic structure narative teks, the are : Complication : Where the problems in the story developed.

Resolution : Where the problems in the story is solved.

Re-orientation is closing that remarks to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

Debb : ohh.. so the example narative teks is the story of Malin Kundang.

Tambang ; hmmm of course...

*Let's know the vocabulary*

<b>WORDS</b>	<b>MEANING</b>
<i>Reading</i>	<i>Membaca</i>
<i>Novel book</i>	<i>Buku novel</i>
<i>About</i>	<i>Tentang</i>
<i>Where</i>	<i>Dimana</i>
<i>Generic</i>	<i>Umum</i>
<i>Close/closing</i>	<i>Penutup</i>
<i>Consist</i>	<i>Terdiri</i>
<i>Teaching</i>	<i>Mengajar</i>
<i>Writer</i>	<i>Penulis</i>
<i>Example</i>	<i>Contoh</i>
<i>Not yet</i>	<i>Belum</i>



D.

Match the pictures with the appropriate sentences

ff)



gg)



hh)



ii)



17)

*Sangkuriang  
story*

18)

*Timun emas story*

19)

*cinderela story*

20)

*Malin kundang  
story*



## *Let's Speak English*

*Practice the conversation below*

Ilmi : Hello Friends. How are you today?  
Tissa : I'm fine.  
Nina : Me too. How about you Ilmi? Are you fine?  
Ilmi : Of course. I'm fine. Thank you.  
Tissa : By the way, was your holiday great? Tell us about your holiday?  
Ilmi : Ok guys. I went to Bali island last holiday. Bali was the most popular destination to visited, I think.  
Tissa : Did you go alone?  
Ilmi : Oh no. There were so many places to see in Bali, so my family decided to join the tours to see as much as possible.  
Nina : What did you do there?  
Ilmi : My cousins stayed in Kuta, so we spent the first two days to swimming and surfing on Kuta beach.  
Nina : And then what?  
Ilmi : I just stayed in my cousins home for three days after that. It was so boring to me. Where did you go on this holiday guys?  
Tissa : Owh. Same with you. Nina and me went to Bali island on this holiday. We visited some tour agents and selected two tours.  
Ilmi : hmmm wow amazing

*Let's know vocabulary*

<i>Words</i>	<i>Meaning</i>
<i>Holiday</i>	<i>Liburan</i>
<i>Great</i>	<i>Besar</i>
<i>Destination</i>	<i>Tujuan</i>
<i>Family</i>	<i>Keluarga</i>
<i>Decided</i>	<i>Memutuskan</i>
<i>Possible</i>	<i>Mungkin</i>
<i>Cousins</i>	<i>sepupu</i>
<i>Agent</i>	<i>Agen</i>
<i>Boring</i>	<i>Membosankan</i>
<i>Tour</i>	<i>Wisata</i>
<i>Selected</i>	<i>Terpilih</i>



**Question**

7. Make some group in the your class !
8. Make conversation with your friend  
about recount text!
9. Practice with your friend in the front  
of your class !

B

## LET'S GET READING



### *Read the text*

*Last week my friends and I had to go to Ungaran Mountain for the requirement of school program. was one of school activity which is focused on activity that related with nature.*

*On this occasion we tried to climbed Ungaran Mountain together. Before we going to the mountain, firstly we met in B3 park to checked the participant and the logistic. We had to checked it because of safety. We always paid attention with safety, because the place that we came was dangerous place.*

*After checking all of thing, we went to the mountain together. We tried to go on foot, because it was one of the physical train. We saw many beautiful sceneries on all day long. There is tea garden, waterfall, beautiful farm, etc.*

*Finally we got to the mountain, it was very amazing. Over there we saw a hidden waterfall and we took arrest. We were exhausted but we didn't felt that because we enjoyed it and that was a very fantastic trip.*

Let's Know the Vocabulary

<i>Words</i>	<i>Meaning</i>
<i>Last week</i>	<i>Minggu lalu</i>
<i>Requirement</i>	<i>Kebutuhan</i>
<i>related</i>	<i>Terkait</i>
<i>Climed</i>	<i>Memanjat</i>
<i>Together</i>	<i>Bersama</i>
<i>Participant</i>	<i>Peserta</i>
<i>Firsly</i>	<i>Pertama</i>
<i>Dengerous</i>	<i>Berbahaya</i>
<i>Mountain</i>	<i>Gunung</i>
<i>Garden</i>	<i>Taman</i>
<i>Waterfall</i>	<i>Air terjun</i>



Question

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4. What do you think about recount text?

5. Mention the generic structure of  
recount text?

6. Make some example the recount text ?

---



c

It's time to write

### DEFINITION OF RECOUNT TEXT

*Recount text is a text which retells events or experiences in the past.*

#### *Generic Structure dari Recount Text:*

*Orientation: tells who was involved, what happened, where the events took place, and when it happened.*

*Events: tell what happened and in what sequence.*

*Reorientation: consists of optional- closure of events/ending*

*Let's know vocabulary*

<i>Words</i>	<i>Meaning</i>
<i>Experiences</i>	<i>Pengalaman</i>
<i>Retells</i>	<i>Menceritakan kembali</i>
<i>Recount</i>	<i>Menceritakan</i>
<i>Involved</i>	<i>Terlibat</i>
<i>Happened</i>	<i>Terjadi</i>
<i>Place</i>	<i>Tempat</i>
<i>sequence</i>	<i>Urutan</i>
<i>Tell</i>	<i>Memberitahu</i>
<i>Ending</i>	<i>Akhir</i>
<i>Event</i>	<i>Peristiwa</i>

*Complete the sentences based on the conversation and practice in front of your class.*

Efri : Hello Friends. How .....today?  
Dwi : I'm fine.  
Efri : Me too. ....about you Ilmi? Are you fine?  
Dwi : Of course. I'm ..... Thank you.  
Efri : By the way, was your holiday great? Tell us about your.....?  
Dwi : Ok guys. I ..... to Bali island last holiday. Bali was the most popular destination to visited.  
Efri : Did ..... go alone?  
Dwi : Oh ..... . There were so many places to see in Bali, so my family decided to join the tours to see as much as possible.  
Efri : What did you do there?  
Dwi : My cousins stayed in Kuta, so we spent the first two days to swimming and surfing on Kuta beach.  
Efri : And then what?  
Dwi : I just stayed in my cousins home for three days after that. It was so boring to me. Where did you go on this holiday guys?  
Efri : Ow. Same with you. Nina and me went to Bali island on this holiday. We visited some tour agents and selected two tours.  
Dwi: hmmm wow amazing



D

## It's Time to Practice

Practice the Dialogue in front of your



*Ana: hy Herfiana . How are you today?*

*Herfiana: Hi Ana. I am fine. How about you?*

*Ana: I am fine too. How was your holiday?*

*Herpiana: It was so interesting. I go to many beaches in Indonesia like, linau beach , waihawang beach , and many more beautiful beaches.*

*Ana : That was so fun I think.*

*Herpiana : Yes of course. I love Indonesia and I decide that in all of my holiday, I must visit a place in Indonesia.*



CONVERSATION



Ani: *I'm so happy that it is finally weekend.*

Surya: *Me too. I have waited it for so long. It's a long weekend. Three days in a row.*

Ani: *So, what are you doing for the three days?*

Surya: *I don't know. I don't have any plans yet. How about you?*

Ani: *My family and me are going to visit grandma in the village. There we can play at the farm. Feed some animal and go fishing in the river.*

Surya: *That sounds exciting! I think I will ask my parent to visit our grandma to.*

Ani: *Oh, it is my idea. But that's fine.*

Surya: *Well. Then I will ask my father now.*

*Let's know the vocabulary*



*Father= ayah  
My father is my life  
(ayah ku adalah hidup ku )*



*Village = Desa  
My village is very  
beautiful (desa ku sangat  
indah )*



*Animal ( hewan )  
This animal was smiling  
( hewan ini sedang  
tersenyum )*



*Happy ( bahagia )  
I am so happy( saya sangat  
bahagia )*



*Beautiful ( cantik )  
my friend so beautiful  
( teman ku sangat cantik )*

*Match the pictures with the appropriate sentences*

oo)



pp)



qq)



rr)



e)



21)

**Benteng marlborough**

22)

**Candi borobudur**

23)

**I want to go Paris**

4)

**Last week, my friend and I go  
to Jakarta**

5)

**My friends and I Visited in  
Pantai panjang**

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## Documentasi

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