

STRATEGI GURU BAHASA INGGRIS DALAM MENINGKATKAN KOSAKATA SISWA SMA MUHAMMADIYAH I PALANGKA RAYA

ABSTRAK

Mujahadah 2009, *Strategi guru bahasa inggris dalam meningkatkan kosakata siswa SMA Muhammadiyah I Palangka raya* jurusan Tarbiyah program tadaris bahasa Inggris STAIN Palangka Raya. Pembimbing (1) Dra. Halimah, M.Pd. Pembimbing (2) Siminto, M.Hum.

Rumusan masalah dari penelitian adalah: (1) Bagaimana Strategi guru dalam meningkatkan kosakata siswa di SMA Muhammadiyah I Palangka Raya? (2) Bagaimana strategi guru dalam memperbaiki masalah siswa dalam menguasai kosakata Bahasa Inggris di SMA Muhammadiyah I Palangka Raya? Sehingga, tujuan dari penelitian adalah: (1) Untuk mengetahui strategi guru di dalam meningkatkan kosakata siswa SMA Muhammadiyah I Palangka Raya dan (2) Untuk mengetahui strategi guru dalam memperbaiki masalah siswa dalam meningkatkan kosakata Bahasa Inggris di SMA Muhammadiyah I Palangka Raya.

Penelitian ini menggunakan metode kualitatif, Subjek dari penelitian ini adalah 2 guru ; mereka yang telah mengajar bidang studi Bahasa Inggris pada kelas 1 di SMA Muhammadiyah I Palangka Raya.

Di dalam pengumpulan data, penulis menggunakan teknik: (1) observasi, (2) wawancara (3) dokumentasi. Data dianalisis menggunakan tehnik dari Miles dan Hubberman yaitu: 1) Pengumpulan Data, 2) reduksi data, 3) display data dan 4) data membuat kesimpulan.

Temuan penelitian ini meliputi:

1. Strategi – Strategi guru bahasa Inggris untuk meningkatkan kosakata pada siswa seperti : Menghafal, memahami, mengulang.
2. Strategi – Strategi guru bahasa Inggris dalam memperbaiki masalah – masalah pada siswa dalam menguasai kosakata bahasa Inggris seperti : Menterjemahkan bacaan kedalam bahasa Indonesia, menemukan ide pokok melalui membaca, mencari kata kunci.

ACKNOWLEDGMENTS

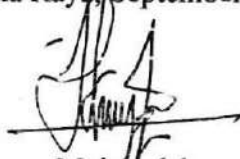
Alhamdulillah, first of all, the writer says thanks you Allah who has given me the healthy. In this right chance the writer would like to give her the greatest thanks to:

1. Dr. H. Khairil Anwar, M. Ag., as the Director of the State Islamic college of Palangka Raya;
2. Hj. Hamidah, M.A., as the Chair of the Department of Education;
3. Drs. H. Abdul Qodir, M.Pd., as the Coordinator of English Education Program of the Department Education.
4. Dra. Hali nah, M.Pd., the first advisor for her guidance and advices during the completion of the thesis and Siminto, M.Hum., as the second advisor for his valuable criticism, patience and suggestions.

Finally, the writer realized that this thesis could not be perfect; there are many mistakes and errors. Therefore, the writer would like to ask the readers to criticize or to enlighten on these mistakes and errors. The writer would like greatly appreciate any constructive criticism of this thesis from the readers.

The writer hopes this thesis will be useful for the readers in generally and for the writer herself specially. May Allah bless us every time.

Palangka Raya, September 2009



Mujahadah

DECLARATION OF AUTHENTICATION

In the name of God,

I myself make declaration that this thesis entitled: **THE ENGLISH TEACHERS' STRATEGY IN IMPROVING THE STUDENTS' VOCABULARY IN SMA MUHAMMADIYAH 1 PALANGKA RAYA** is truly my own writing. If it is not my own writing, it is given a citation as shown in the list references.

If my own declaration is not right in this thesis so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, September, 2009

My own declaration,



MUJAHADAH
NIM 0301120114

MOTTO

BERUSAHALAH DENGAN SINGGUH - SINGGUH
DALAM MERAIH CITA - CITA JANGAN MUDAH PUTUS
ASA TETAP SEMANGAT DAN JANGAN LUPA BERDO'A
KEPADA ALLAH
(Eni mawarti)

DEDICATION

The thesis is dedicated to:

- ❖ My beloved parent H. Nanang Fachrorruzi and Hj. Kudusiyah and my brother Muhammad Jarni, who always wish me all the best in every night prayer, give me loves and everything, advise that I will always remember.
- ❖ My beloved husband, Muhammad Fahmi Syahputra who always prays and gives me support until I finish this thesis.
- ❖ My best friends; Srie, Amel, Mba'e who also always help and give suggestions for my thesis.
- ❖ All of my friends in English Education 2003 that can't be mentioned one by one.
- ❖ All of students and the English teachers' in SMA Muhammadiyah 1 Palangka Raya who become the subjects and give the information during the thesis is done.
- ❖ All who have given me support, assistance and guidance to finish this writing.

May Allah always guide us in the straight path

TABLE OF THE CONTENTS

	Page
COVER PAGE	i
LIST OF THE APPROVAL.....	ii
OFFICIAL NOTE.....	iii
LIST OF LEGALIZATION.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vi
DECLARATION OF AUTHENTICATION.....	vii
MOTTO.....	viii
DEDICATION.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLE.....	xii
LIST OF FIGURE.....	xiii
LIST OF APPENDICES.....	xiiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Problems of the Study	3
C. Objectives of the Study	4
D. Significances of the Study	4
E. The definition of key term.....	4
F. Scope and Limitation.....	5
E. The Framework of the discussion.....	5
G. Method and Subject of the Study.....	5

a. Method and Subjects of the Study	5
1. Technique of Collecting Data	6
2. Validity of the Data	8
3. Analysis of the Data	8
H. Frame of Thinking	9
CHAPTER II REVIEW RELATED LITERATURE.....	11
A. Strategy, Technique, method.....	11
B. Teaching.....	13
C. Vocabulary.....	13
D. Kinds of Vocabulary.....	15
E. Development of Vocabulary.....	28
CHAPTER III RESULT OF THE STUDY AND DISCUSSION	30
A. English Teachers' Strategy in Encoraging the Students' Vocabulary.....	30
B. English Teachers' Strategy to Solve the Students' Problem In Mastery Of English Vocabulary At The First Year SMA Muhammadiyah I Palangka Raya.....	55
1. Teachers strategy.....	55
2. The Analysis of the Difficulties of Teacher in Teaching Process Vocabulary In SMA Muhammadiyah I Palangka Raya.....	59
CHAPTER IV CLOSING	62

A. Conclusion	62
B. Suggestions	63

REFERENCES

APPENDIX

LIST OF FIGURE

1. Figure 3.1 the frequency of strategy.....	41
2. Figure 3.2 the frequency of strategy.....	44
3. Figure 3.3 the percentage of strategy.....	56

LIST OF TABLES

1. Table 1.1 the subjects of the study.....	6
2. Table 2.1 Regular Verb.....	22
3. Table 2.2 Irregular Verb.....	25
4. Table 3.1 the English teaching process.....	45
5. Table 3.2 which were English Teaching strategies.....	45
6. Table 3.3 the purposes of teaching strategies.....	45
7. Table 3.5 the Way to know the students' ability.....	46
8. Table 3.6 Teaching Method.....	45
9. Table 4.1 the teacher' Strategy.....	55
10. Table 4.2 the students' Strategy.....	57
11. Table 4.3 the solution if did not understand the text.....	57
12. Table 4.4 the solution if found the difficult words.....	57
13. Table 4.5 the ways to memorize the words.....	57
14. Table 4.6 the students' opinion.....	58
15. Table 4.7 the difficulties that always be faced.....	58
16. Table 4.8 can the students understand the English Lesson.....	58

LIST OF APPENDIXES

1. Observation Guide
2. Observation data transcription
3. Interview guide
4. Interview data transcription
5. Documentation guide
6. Documentation data transcription
7. The approval of thesis title and the establishment of the consultant
8. The letter of program seminar
9. The letter of observation permission
10. Curriculum vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four language skills to be taught to the students, those are: listening, speaking, reading, and writing. However, these skills are impossible to master well if the students do not have good vocabulary mastery. It means that it is the essential aspect in learning English.

Endang Fauziaty states that vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learner from learning a foreign language. When do not know how to enrich their vocabulary, for example, they gradually lose interesting learning"¹

In teaching learning process of English, the teacher should be able to make a good learning situation in classroom. If a teacher can make a good learning situation in classroom and has good media in teaching, the material can be reached well. In fact, many students have problems in understanding vocabulary in English text. They get tired easily when facing the English text especially if the lecturers are asked to read and to speak. The purpose of English teaching in senior high school has been determined by the Department of National Education. Based

¹ Endang Fauziaty, *Teaching of English As foreign Language*: Muhammadiyah Universitas, 2002. p. 155.

on the Kurikulum Tingkat Satuan Pendidikan (KTSP) curriculum of senior high school as follows:

“Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/ atau menghasilkan teks lisan dan / atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca, dan menulis.”²

Dealing with this study, the writer found 3 related previous studies conducted by: Mynaryathy: 2005, Aisyah: 2003, Rachmawati: 2001).

1. Mynaryathy discussed about a Study on Teaching Vocabulary by Using Pictures to the Fourth Grade Students of SDN -1 Palangka Raya in academic year 2003/2004. Based on the result of the study, teaching vocabulary by using picture was not quite satisfying as it was hoped. It had to be improved. The failure of some students might be caused by the students' laziness, the lack of attention, or she schedule of the teaching.
2. Aisyah discussed about The Teaching of English Vocabulary through Picture Chart at Sixth Grade Students of SDN Langkai – 6 Palangka Raya in academic year 2002/2003. Based on the result of the study the students were not active when they were taught for the first time, the teacher had to find out the suitable vocabulary that had to be presented to the student and the picture that given for the students were too little.
3. Rachmawaty discussed about The Comparative Study between Teaching Vocabulary with and without Verbal Definition Technique at MTSN I Model Palangka Raya. Based on the result of the study teaching vocabulary with

² Badan Standar Nasional Pendidikan, *Model Kurikulum Tingkat Satuan Pendidikan dan Model Silabus Pelajaran SMA/MA*, Jakarta: BP Cipta Jaya, 2006, p.307.

definition technique is as good as teaching vocabulary without verbal definition technique.

In this study the writer only focuses on discussing about the English teachers strategies in improving the students' vocabulary. For that reason, the writer is interested in doing a study entitles: **"THE ENGLISH TEACHERS' STRATEGY IN IMPROVING THE STUDENTS' VOCABULARY IN SMA MUHAMMADIYAH I PALANGKA RAYA"**.

B. Problems of the Study

1. How do the English teachers' strategies encourage the students' vocabulary in SMA Muhammadiyah I Palangka Raya?
2. How do the English teachers' strategies solve the students' problems or improving of English vocabulary in SMA Muhammadiyah I Palangka Raya?

C. Objectives of the Study

Objective of the study they are:

1. To know the English teachers strategies in encouraging the students' vocabulary in SMA Muhammadiyah I Palangka Raya.
2. To know the English teachers' strategies in solving the students' problems in Improving of English vocabulary in SMA Muhammadiyah I Palangka Raya.

D. The significances of the Study

The study has two significances the first is theoretical significance and the second is practical significance. Theoretically, is to find the significant the

English teachers' strategy in improving vocabulary SMA Muhammadiyah I Palangka Raya. Practically, the result of the study is to give a real of English teachers' strategy in encouraging the students' vocabulary in SMA Muhammadiyah I Palangka Raya and to describe the difficulties of the English teachers' strategy in solving the students' problem in mastering of English vocabulary in SMA Muhammadiyah I Palangka Raya. The study purposes to help the students solve their vocabulary problems. Furthermore, the result of this study is it well is teacher and give support to the teacher and the students in improving the mastery of English vocabulary.

The significances of the study:

- a. To the students
 - The students know about mastery or improving vocabulary.
 - The students know about the problems vocabulary.
- b. To the teacher
 - The teacher to know about the strategies to improving the students' vocabulary.

E. The definition of key terms

- a) Strategy is a method of doing or performing something, especially in art or sciences³. Strategy is a way of doing something"⁴
- b) Improving is to become or make a better.⁵
- c) Vocabulary is all the words that a person.⁶

³ Hornby, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, 1995, p.1226

⁴As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 1995.p.734.

⁵ Ibid 1226

F. Scope and Limitation

The study is only conducted the English teachers all the first grade students at Muhammadiyah I Palangka Raya academic year 2008 / 2009. The study is conducted limited only to know the English teachers' strategy in improving the student vocabulary in SMA Muhammadiyah I Palangka Raya.

G. The Framework of the discussion

The framework of the discussion of this study as follows:

- Chapter I : Introduction, that consisted of the background of the study, the problem of the study, the objectives of the study, the significances of the study, the definition of key terms, the scope and the limitation, the Framework of the discussion, method of study and frame of thinking.
- Chapter II : Review of Literature that consisted of the strategies, kinds of teachers' strategy, definition of teaching, definition of vocabulary, kinds of vocabulary, and development of vocabulary.
- Chapter III : Result of the study that was researched by the writer.
- Chapter IV : Closing, this chapter included the conclusions and the suggestions from the writer based on the study had been done.

H. Method and Subject of the Study

a. Method of the Study

The form of this study is qualitative, According to Merriam in Creswell," qualitative research involves the field work. The researcher physically goes to the

people, setting, site, or institution to observe or record behavior in its natural setting.⁵

In this study, qualitative research means to find out and describe the phenomena through the process observed and interview in detail and clearly as reality.

b. The Subjects of the Study

According to Bogdan and Biklen in Moleong, "*Informan dimanfaatkan untuk berbicara, bertukar pikiran, atau membandingkan suatu kejadian yang ditemukan oleh subyek lain*"

Based on observation result determined by considerations of subjects needed, namely it can be seen in this table:

Table 1.1 the Subject of the Study

No	Name	Position	Info
1	Lidya Santi S. Pd	English Teacher	Non Permanent
2	Siti Soleha	English Teacher	Non Permanent

Based on the table above, it is known that subjects will be taken by the writer are two people. The writer knows the strategies used of the English teachers in SMA Muhammadiyah I Palangka Raya.

1. Technique of Collecting Data

a. Observation

Mashall stated, "Through observation, the researcher learns about behavior and the meaning attached to those behaviors."⁶ The observation to the subject of

⁵ John Cresswell, *Research Design Qualitative and Quantitative Approach*. California: SAGE publication, inc, 1994. p. 145.

⁶ Sugiyono, *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, R & D)*, Bandung: Alfabeta, 2007. p. 310

the study had been done to know the students who had good and low category in the classroom in understanding the English text from the score of each student from lecturer.

b. Interview Technique

Nasution stated, "*Wawancara atau interview adalah suatu bentuk komunikasi verbal jadi semacam percakapan yang bertujuan memperoleh informasi. Biasanya komunikasi ini dilakukan dalam keadaan saling berhadapan namun komunikasi dapat juga dilaksanakan melalui telepon.*"⁷

Interview was used to get information of the main study. The writer asked their Strategy and knew their reasons why they used that strategy. Related to interview, the writer conducted the guideline of interview structurally to focus on the problems of the study.

c. Documentation Technique

Sukardi states that "*Pada teknik ini, peneliti dimungkinkan memperoleh informasi dari bermacam-macam sumber tertulis atau dokumen yang ada pada responden atau tempat, dimana responden bertempat tinggal atau melakukan kegiatan sehari-harinya.*"⁸

This technique is used to collect written data related to this research. The Data would like to be look for are :

- 1) English teachers of senior high school Muhammadiyah I Palangka Raya.
- 2) The amount of the first year students of senior high school Muhammadiyah I Palangka Raya.

⁷ Nasution, *Metode research*, Jakarta: Bumi Aksara. 2004. p.113

⁶ Source: *Documentation of administration division* in SMA Muhammadiyah I Palangka Raya in 2009.

⁸ Sukardi, *Metodologi Penelitian Pendidikan: kompetensi dan praktiknya*, p.81

- 3) Syllabus of English education for tenth grade senior high school.
- 5) Lesson plan of English Education by the teacher of SMA Muhammadiyah of Palangka Raya.
- 6) The media used by English teachers
- 7) Students' English achievement / score
- 8) Recording and photos.

2. Validity of the Data

The relevant data were observed and investigated by the writer. The way to get validity of the data was talking the opinion from Lincoln and Guba in Moleong as follows;

- a. Triangulation, *pengecekan keabsahan data dengan cara membandingkan sumber-sumber data hingga sampai mencapai titik jenuh.*
- b. Member check, *peneliti berusaha untuk melibatkan melalui interview guna mencocokkan antara interpretasi peneliti dengan pandangan.*
- c. Peer debriefing, *adalah mendiskusikan data dan informant yang telah terkumpul dari berbagai pihak*

3. Analysis of the Data

Data yang sudah terkumpul akan direduksi, sehingga bisa dipilih dalam konsep tertentu, kategori tertentu, dan tema tertentu. Seperangkat hasil reduksi data akan diorganisasikan ke dalam suatu bentuk tertentu (data display) sehingga terlihat cocok secara utuh

The process of analysis based on Miles and Hubberman in Raharjo as follows:

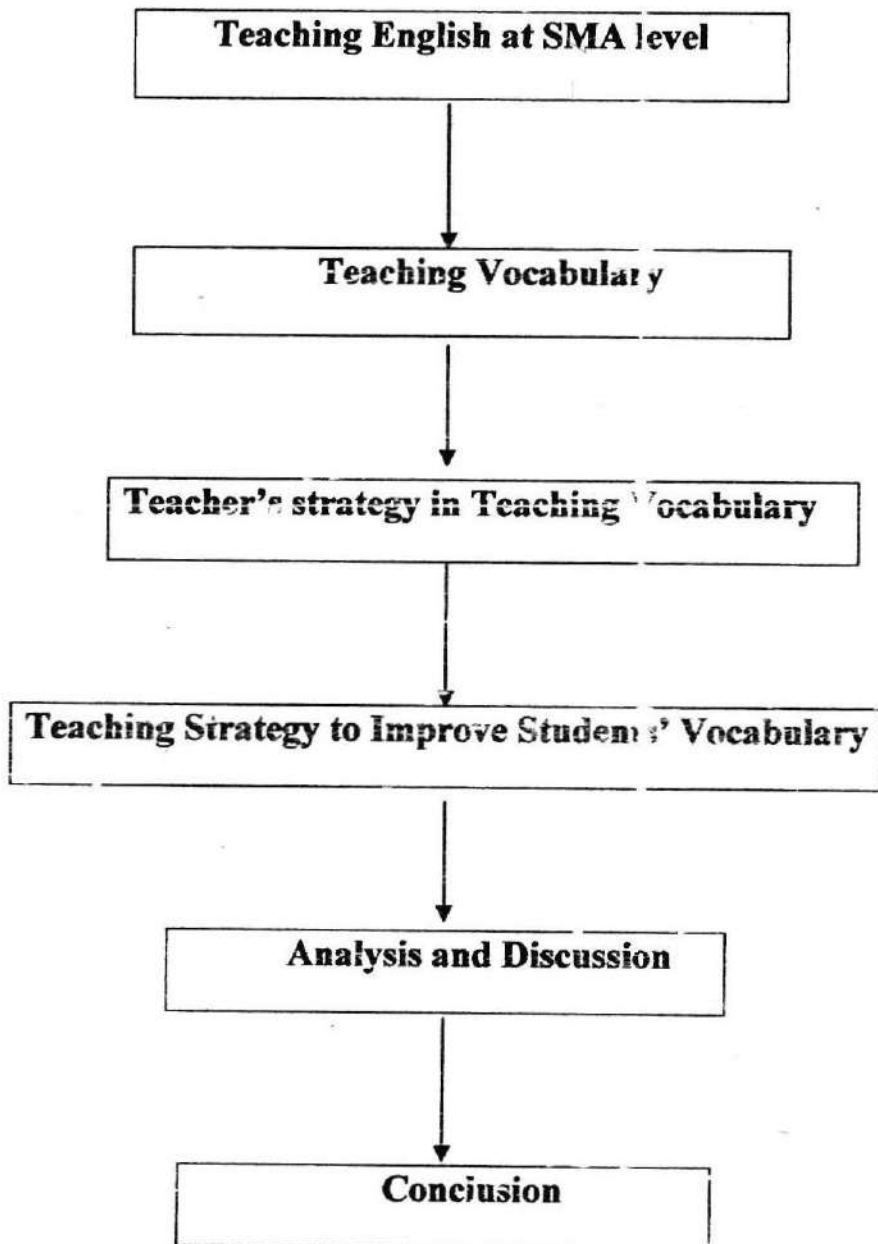
- a. Data reduction is all of the data that have been collected, and then it is processed between relevant and irrelevant to the problems.
- b. Data display is the relevant data reported.
- c. Conclusion is the writer gives conclusion in answering of the formulation of the problems.

I. Frame of Thinking

In teaching vocabulary, the students can get knowledge about vocabulary from a teacher.

Based on the explanation above, the writer studied about the strategy from the teachers in improving the students' vocabulary in English. It had two purposes first, to know the English teachers strategy in encourage the students. Second, to know the English teachers in solve the students' problem in improving of English vocabulary technique. The subjects of this study are the English teachers in SMA Muhammadiyah I Palangka Raya.

The scheme is as follows.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Strategy, Technique, and Method.

Generally, strategy has a meaning as accurate planning about activity to reach specific scope, the term "strategy and technique" often used by turns, they are synonym.¹ And strategy is a method of doing or performer something, especially in art or sciences². Technique is a method of doing or performing.³ Method is a way of doing something.⁴

Suwarna Pringgawidagda also states " *Secara umum strategi diartikan suatu cara, teknik, taktik, atau siasat yang dilakukan seseorang atau sekelompok orang guna mencapai tujuan yang telah ditentukan*",

According to Mahan via Simon and Schuster, technique or strategy is planning where and how to fight.⁵ Based on some definition, it can be concluded that plans or method, manner or way to achieve a goal success. In Oxford Advanced Dictionary, strategy is a way of doing something"⁶

According to Wina Sanjaya in her book Pembelajaran dalam Kompetensi Kurikulum Berbasis Kompetensi, strategy is stated as: " *Pola umum yang berisi rentetan kegiatan yang dapat dijadikan pedoman (petunjuk umum) agar*

¹ Henry Guntur Tarigan, *Strategi Belajar Dan Pembelajaran*, Bandung: Angkasa, 1993. p.2

² Hornby, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, 1995, p.1226

³ *Ibid*, p.1226

⁴ *Ibid*, p.734

⁵ Simon and Schuster Malmilian, *International Encyclopedia of the Social Sciences*, New York: Prentice Hall, 1968. p.281

⁶ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 1995. p.734.

kompetensi sebagai tujuan pembelajaran dapat dilaksanakan secara optimal".¹⁷ (General pattern which contains of some sequences activity which can be used as guidance (...general indicators) in order to optimize the objective of the learning).

Characteristics of the strategy, they are:

- 1) *Strategi belajar bahasa mengacu pada cara prosedur, atau tindakan khusus atau tak tik yang dilakukan bahasa yang dapat di pelajari*
- 2) *Strategi dapat di amati dan yang lain tidak dapat di amati adalah tindakan yang tercermin dalam perilaku lingual, yang tidak dapat di amati misalnya proses mental di dalam diri pembelajar berkaitan dengan strategi di gunakan.*
- 3) *Strategi berorientasi pada masalah. Pembelajaran cenderung untuk memahami pelajaran tidak hanya hafalan, harus dengan pemahaman.*
- 4) *Strategi belajar memiliki kontribusi terhadap keberhasilan pembelajaran. Setiap mempelajari secara khusus akan memiliki strategi tersendiri walaupun strategi yang mereka gunakan memiliki ciri umum.*
- 5) *Strategi dapat diulang. Pengalaman belajar yang menyenangkan dan memuaskan cenderung di ulang oleh pembelajar.*
- 6) *Strategi belajar bahasa dapat di ubah apabila dengan strategi tertentu pembelajaran bahasa gagal mencapai tujuan murid akan berusaha menggunakan. Memperbaiki, atau mengganti dengan strategi yang lain.*

¹⁷Wina Sanjaya, *Pembelajaran dalam Kompetensi Kurikulum Berbasis Kompetensi*, Jakarta: Kencana Prenada Media Group, p. 99.

7) *Strategi belajar bahasa dapat digabungkan*.¹⁸

B. Teaching

In Oxford Advanced learner's Dictionary teaching is the work of a teacher, while suwarna state " Teaching is working helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand".¹⁹ Teaching is not an easy job for the teacher. Teacher's magnificence will be seen in good attitude of the students. In class, teacher will face to group of the students by the all of their differences and similarities. The varieties of students' creative, stand alone and responsible to their action.

William Burton in Ali states that, teaching is the effort in giving stimulus, guiding, direction and supporting for the students in order to be happened learning process.²⁰ Teaching is the process to give guidance or help the students to do learning process.²¹ From the teaching learning process, a teacher is supposed to develop student's skill, change their attitudes and guide them to do something and make them to understand about knowledge that has been taught.

C. Vocabulary

About vocabulary, there are some definitions, Hatch and Brown state that the term of vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of language might use.

¹⁸ Suwarno Pringgawigda, *Strategi Penguasaan Berbahasa*, Yogyakarta, Adicita Karya Nusa:2002,P.88 -9

¹⁹ Suwarno Pringgawigda, *Strategi Penguasaan Berbahasa*, Yogyakarta, Adicita Karya Nusa:2002,P.20.

²⁰ M. Ali, *Guru Dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo . 2002. p. 13.

²¹ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. 2002. p. 45.

Talking about the vocabulary is needed to develop English language in process mastering it. vocabulary is like a way to learn new language. language is combined by words. It means vocabulary is needed to construct a sentence to communicate with others.

According to Wallace learning a foreign language is basically a matter of learning the vocabulary of that language.²²

According to Hornby, the word "Vocabulary" is defined as follows :

1. The total number of words in language.
2. All the words known to a person or used in a particular book, subject, etc.
3. A list of words with their meanings, especially one that accompanies a textbook in a foreign language.²³

According to Joseph G. Stockdale III definition and collocation are both important in vocabulary learning and teaching. Definition is concerned with establishing a single word meaning typically appear with any particular word the verbs that might occur with a noun, for example such collocational information often enables a word to be used.²⁴

Vocabulary is very important to be learned, because the students can communicate with the other students. If they have enough vocabulary to speak. Based on the dictionary above, it can be summarized that vocabulary is a total number of words used in particular book, subject or even by the people that have certain meaning. from the definition of vocabulary, it can be known that. Learning

²² Hadi, Sutrisno. *Methodology Research*, Yogyakarta: Yayasan Penerbit Fakultas Psikologi UGM.

²³ As Hornby, *oxford advanced learner's dictionary of current english*, oxford university press, 1995, p.1331.

²⁴ [http:// www.iteslj.org](http://www.iteslj.org). Online 5 May 2008.

Vocabulary is the process of helping learner to learn about words that have meaning for a particular language. In teaching vocabulary, the students can get knowledge about vocabulary from a teacher.

According to students; English mastery, It is necessary that every student must have note books on vocabulary which contain of English vocabulary whether about noun, adjective, verb, adverb, or other vocabularies. By having them, The students are expected to be able to memorize English Vocabularies easier and well.

By memorizing English vocabularies especially vocabularies. According to Fauziati "Vocabulary system seems to be the most effective and Practical way of memorization to accomplish new vocabulary. It is a technique which relies on repetitive note memorization to combat forgetting. Students are supposed to collect a certain number of cards per week. They are to memorize the work on the cards plus the words on the cards of previous work. Students even can utilize this card system to study, review, and test themselves with their vocabulary development, and Memory is also very important in the development of a second language, and it is vocabulary which requires more generous treatment for memorization compared with other aspect of second language development."²⁵

D. Kinds of vocabulary

According to Nation there are two kinds of learning vocabulary, namely receptive learning and productive learning receptive learning is the process of vocabulary through listening and reading, while productive learning is the process

²⁵ Endang fauziati, *Teaching of English as a Foreign Language*, Surakarta: Muhammadiyah University Press, 2002.

of learning vocabulary not only through listening and reading but also through speaking and writing.

To develop the whole range of language skills, the productive vocabulary and the receptive vocabulary are required for the learners. The productive learning is important for using vocabulary in speaking and writing. And the receptive learning is important for using vocabulary in listening and reading. The techniques which give familiarity with a target of words are needed.

There are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary is words that the students can understand, pronounce correctly and use appropriately in speaking and writing. While passive vocabulary is the words which the students can recognize and understand when they occur in a context, but they can not produce or use correctly in speaking and writing.

A particular word can be a productive or active vocabulary if a learner knows how to use it actively and appropriately in a correct context. The transition of a passive or receptive or passive vocabulary into active vocabulary can happen because of listening or reading the words repeatedly.

There are five essential steps in vocabulary learning. They are :

1. Having sources for encountering new words.
2. Getting a clear image.
3. Learning the meaning of words
4. Making a strong memory connection between the forms and meaning of the words.

5. Using words in sentence.²⁶

In English, all of the words are classified into the eight parts. They are known as the eight parts of speech. The parts of speech are consisted of.²⁷

a) Nouns

Nouns are words that indicate people, thing, place, plant, animal, idea, and etc.

Kinds of Nouns

In English, there are five kinds of noun. They are: abstract and concrete noun.

1) Abstract Nouns

Abstract Nouns are the nouns that cannot be touched by the five senses.

Example:

- Sadness, happiness,

2) Concrete Nouns

Concrete Nouns are the nouns that can be touched by the five senses.

Examples:

- Book, pen, table, people, etc.

b) Common Nouns

Common Nouns are the nouns that indicate the kinds, class of things, places and etc.

Example:

²⁶ Abdul Qodir, *A paper about vocabulary building/How to improve vocabulary mastery of the students of English Palangka Raya Department of STAIN* .2202.

²⁷ Fuad Mas'ud, *Essential of English Grammar: a practical guide*, Yogyakarta: BPFE, 2005, P. 44-116.

- City, Book, tool.

c) Proper Nouns

Proper Nouns are the name of person, place that only for it.

Example:

- Moeza, Bandung, Indonesia, England, etc.

d) Collective Nouns

Collective Nouns are the names of units or groups as the groups or units of its members.

Example:

- A committee, a team, a jury, etc.

e) Material Nouns

Material Nouns are the names that indicate the name of material.

Example:

- Gold, fish, iron, etc.

f) Pronouns

Pronouns are the words that replace the place of nouns.

1) Personal pronouns

Personal Pronouns are pronouns which indicate the first, second and third speaker.

a) Nominative Subjective

The pronouns function as the subject in sentence.

Examples:

- I, You, She, It (Singular).

- We, You, They (Plural).

b) Objective Pronouns

The Pronouns function as the object in sentence.

Example:

- Me, You, Him, Her, It (Singular).
- Us, You, Them (Plural).

2) Demonstrative Pronouns

Example:

- This, That (Singular).
- These, Those (Plural).

3) Indefinite Pronouns

Example:

- Who, what, whom, which.

4) Interrogative Pronouns

Interrogative Pronouns are the questions words.

Examples:

- Who, what, whom, which.

5) Reflexive Pronouns

Examples:

- Myself, yourself, himself, herself.
- Ourselves, yourselves, themselves.

6) Reciprocal Pronouns

Examples:

- Each other.
- One other.

7) Relative Pronouns

Relative Pronouns are the words that replace the previous subject which is mentioned before and functions as linking between nouns and adverb.

Examples:

- Who, whom, whose, that, which.

8) Possessive Pronouns

Possessive pronouns are pronoun that indicates or show the possession of something.

Examples:

- Mine, your, his, her, its (singular).
- Our, your, their (Plural).

g) Adjective

Adjective is any of a class of word used to limit quality a noun or other substantive.

Examples:

- Big, bad, small, good, long, tall, happy, beautiful, etc.

1) Adjective of Quality

Examples:

- Small, fat, lazy, poor, etc.

2) Adjective of Quantity

Examples:

- Much, little, all, some, bit, etc.

3) Adjective of Numeral

Examples:

- One, two, three, etc. (Cardinal).
- First, second, third, etc. (Ordinal)
- Double, single, triple, etc. (Multiplication)

4) Demonstrative Adjective

- Definite: this, that, those, such other, etc.
- Indefinite: another, any certain, some, a, an, any, etc.

5) Proper Adjective

Examples:

English, Javanese, Indian, etc.

6) Interrogative Adjective

Examples:

- Where do you live?
- What your name?

7) Possessive Adjective

Examples:

- My, our, your, his, her, its, their, etc.

8) Distributive Adjective

Examples:

- Each, every either, neither.

h) Verb

Defiaiton Verb

According Fika, Verb is a word that indicates name, action, activity, or whatever done and it can be a word that states of being.

This statement is also in accordance with Hornby's Statement that verb is a word or phrase indicating an action, an event or a state. From the statement above, it is used to express something done or states of being.²⁸

1. Regular Verb.

According to Murphy regular verb is the simple past and past participle of regular verbs end in -ed, for example :

Table 2.1

Base Form	Hope	Open	Start
	Use	Look	Process
	Jog	Whip	Beg
	Report	Explain	Ask
Simple Past	Hoped	Opened	Started
	Used	Looked	Processed
	Jogged	Whipped	Begged
	Reported	Explained	Asked

Regular verb From the statement above, it is summarized that regular verb of past tense and past participle is commonly formed by adding "ED" in its invinitive It also said that : Kata kerja yang bentuk PAST TENSE (Verb II) dan

²⁸ Betty Schramper, *Understanding and using English Grammar*, New jersey, Prentice all Regents, 1989.

bentuk PAST PARTICIPLE (Verb III) di bentuk dari kata kerja dasar (infinitive) hanya di tambahkan “ ED / D” saja.

Regular Verb : The simple past tense and past participle and in ed. Regular Verb : The simple past tense and past participle and in ed.

In using regular verb, it is necessary to know pattern of regular verb formation in order that students are able to use the verbs well. According to Fika there are six patterns of regular verb formation, they are:

- 1) Commonly, Regular verbs are only added by “ ED” From its basic form (infinitive)

For Examples :

- Abash abashed abashed : Memalukan
- Watch watched watched : Menonton
- Push pushed pushed : Mendorong.

- 2) If the basic form / infinitive is ended by “E” so to make verb II and Verb III only added by ‘D’

For Examples :

- Change Changed Changed : Mengubah
- Danced danced danced : Menari
- Erase erased erased : Menghapus
- advise advised advised : Menasehati
- Operate operated operated : Mengoperasikan

- 3) If the basic form / infinitive is ended by 'y' and preceded by consonant, So to make verb II and Verb III, the infinitive that is ended by 'Y' change to be 'I' and then added by 'ED'.

For Examples :

- | | | | |
|-----------|-----------|-----------|----------------|
| - dry | dried | dried | : Mengeringkan |
| - Fry | fried | fried | : Menggoreng |
| - cry | cried | cried | : Menangis |
| - Supply | supplied | supplied | : Menyediakan |
| - Satisfy | Satisfied | satisfied | : Memuaskan |

- 4) If the basic form / infinitive is ended by 'Y' and preceded by Vowel, So to make verb II and Verb III, the infinitive that is ended by 'Y' unchanged and it is added by 'ED' directly.

For Examples :

- | | | | |
|-----------|-----------|-----------|-----------------|
| - Decay | decayed | decayed | : Membusuk |
| - Destroy | destroyed | destroyed | : Membasmi |
| - Enjoy | enjoyed | enjoyed | : Menikmati |
| - Play | played | played | : Bermain |
| - Annoy | annoyed | annoyed | : Menjengkelkan |

- 5) If the basic form / infinitive is ended by consonant and preceded by vowel, so to make verb II and Verb III, the last letter of the infinitive is double and added by 'ED'

For Examples:

- | | | | |
|--------|-------|-------|--------------|
| - Drip | dripp | dripp | : Meneteskan |
|--------|-------|-------|--------------|

- Admit admitted admitted : Mengizinkan
- Occur occured occured : Terjadi
- Orbit orbitted orbitted : Mengorbit
- Abhor abhorred abhorred : Membenci

6) If the basic form / infinitive is ended by 'C' and preceded by vowel, so to make verb II and Verb III, the infinitive that is ended by 'C' is added by 'K' : First and then it is added by 'ED'

For Examples :

- Picnic picnicked picnicked : Berpiknik
- Mimic mimicked mimicked : Memimikkan.
- Frolic frolicked frolicked : Bersenang.

2. Irregular Verb

According to Azar, Irregular verb is the simple past and past participle do not end in - ed. From the statement summarized that irregular verb is verb II and verb III that are formed irregularly and it has its own rules.

Irregular verb : The simple past and past participle do not end in - ed.²⁹

Table 2.2

Simple Form	Simple Past	Past Participle
Arise	Arose	Arisen
Awake	Awoke	Awaked
Be	Was	Been
Beat	Beat	Beaten

²⁹ Azar, Betty schramfer, *understanding and using English Grammar*. New jersey, Prentice hall regents. 1989

Irregular verb can be classified into four types :

1. All of verb that have the same form (verb I, verb II, and verb III unchanged).

For Examples :

- Bet	bet	bet	: Bertaruh
- Beset	beset	beset	: Mengelilingi
- Put	put	put	: Meletakkan
- Shut	shut	shut	: Mengunci
- Let	let	let	: Membiarkan

2. All of verbs that have two same types (Verb II and Verb III)

For Examples :

- Awake	awoke	awoke	: Membangunkan
- Bring	brought	brought	: Membawa
- Build	built	built	: Menbangun
- Find	found	found	: Menemukan
- Make	made	made	: Membuat

3. All of verbs that have three different types (verb I, verb II, verb III, are different in types)

For Examples :

- Drink	drank	drunk	: Minum
- Go	went	gone	: Pergi
- eat	ate	eaten	: Makan
- Do	did	done	: Mengerjakan

- Give gave given : Memberi

4. All of verbs that two same types (verb I, verb II, verb III, are the same)

For Examples :

- Run ran run :Berlari
- Come came come :Datang
- Become became become : Menjadi³⁰

3. Transitive verbs

Transitive verbs are verbs that have function to connect the subject and its complement.

Example:

- Be (am, is, are)
- Become,
- look, etc.

4. Intransitive verbs

Intransitive verbs are verbs that do not need an object, because it has a complete meaning.

Example:

- The cat *slept*.
- The sun *shines*

5. Finite Verbs

Finite Verb is the usual verb. The characteristics are;

- in negative sentence it use do, does or did

³⁰ Dony Hariyanto – Rudy hariyono, *English grammar for general application*. Gitamedia press Surabaya. 2003.p.97 – 117.

- It can be changed by the tenses.
- Usually it has forms; past tense, present tense, past

6. Auxiliary Verbs

Auxiliary Verbs are verbs which used with other verbs to express an action or situation.

7. Linking Verbs

Linking Verbs are verbs that have function to connect the subject and its complement.

Examples: Become, feel, be (am, is, are), etc.

E. Development of vocabulary

All the teachers' language ought to see the growth or develop of that vocabulary as conceptual growth of conception or growth. Development of vocabulary has more than addition of new vocabulary into exchequer of new better in concept into formation. Change vocabulary meant to change life: To change your vocabulary is to change your life. One of fundamental duty growth of vocabulary by the teachers helps all the students to see difference and equation. Which they are never seeing all the teachers have to strive by exploiting is multifarious technique of growth of word.

In the effort him to increase the quality and quality of vocabulary which burden also.

The development technique of vocabulary, they are:

- a. Improving life level all the students.
- b. Improving level bounce ability all the students.

- c. Improving conceptual growth level of the students.
- d. Studying of process critical to the students.
- e. Extending firmament of live all the students.³¹

³¹ H.G. Tarigan, *Pengajaran kosa kata*, Angkasa Bandung; 1984, P.23

CHAPTER III

THE RESULT OF THE STUDY

There were some problems that would be purposed in this section/chapter.

A. English Teaching Strategies in Encouraging the Students' Vocabulary

By teaching, teacher's ability will increase. This case of course will reinforce teachers' desire to reach teaching target by using certain teaching strategies. In order to know teaching strategies used by the teachers, the writer did observation and interview with English teachers who taught and some students from X-1, X-2, X-3, X-4, X-5 class at SMA Muhammadiyah Palangka Raya, So it can be taken description as follows:

1. First Teacher. (Ls)

a. The first Observation

1) First Activities

Based on the first observation on Thursday, 16th May 2009 at 09.40 – 11.40 am. The teachers greeted the students and the students answered the teacher's greeting. Next, the teacher call the name of the students one by one, The teacher prepared the material related to the taught this day. The teacher ordered the students to open their book." Look Ahead".

1) Core Activities

The teacher read the text "The most beautiful bird "firstly, and the students ordered to read the text " The Most Beautiful Bird follow her. After she read the

text, the teacher ordered the students to look for the difficult word. Then the teacher translates the text by slowly and the students write down in their book. When the teacher teaching it She also give reward to students who can translate the word list. After the teacher finish translated the text, she explains the text more clearly what the content the text. And the teacher ordered the students to read again the text.

3) Closing Activities

After that, the teacher gave a task to the students to doing it. After their finish doing the task, she ordered the students to collect with friends to checked it. The teacher gave correction and told them when the student has mistakes. The teachers asked the student's difficulties and guide them to be better. When the time was over, the teacher conclude the material and closed the meeting by saying Hamdallah and greeting to the students before leaving the class.

4) Time

teaching about Vocabulary the topic was The Most Beautiful Bird in academic 2009, it was taught by English on Thursday, May 16th 2009 at 09.45 – 11.40 West Indonesia time.

5) Material

the teacher gave the material about The Most Beautiful Bird

6) Method

the teacher used GTM Grammar Translation Method.

7) Media

the teacher used the media are "Look a Head. An English Course for Senior High School Students Year X"

8) Evaluation

The teacher asked the students to do task or evaluation in 60 minutes about vocabulary.

Writer's comment;

a. Teacher

The writer saw the teacher had great enthusiasm to become the students be more active when she reviewed the material, the teacher and the students were looked active and enjoy. According to the research the strategies were used by Mrs. Ls namely question and answer

b. Students

When the students started to learning activities the writer saw they were involved actively in learning activities and to know the students have understood or not about the material and when the students were ordered the question that related to the material, the students were looked active.

2) Second Teacher. (Ss)

a. The first Observation.

1) First activities

Based first observation (on Wednesday April 30th 2009) at 09.45 – 11.40 pm. When the teacher entered into the classroom, the teachers greeted the students

and the students answered the teachers greeting. The teacher asked the students to present the material in front of the class.

2) Core Activities

Next, the teacher ordered the students to open their book "Look a Head" and told them about the material would be learn on the day. Firstly the teacher asked to the students about the material the main topic is Direct and Indirect Speech. From the beginning till the end of the meeting, the teacher interacted by using English language.

The teacher asked to the students' What the definition of the Direct and Indirect Speech, if the students could not find it the teacher give to ask or give code his / her hand. And try out guide the students until they are able to answer.

After the teacher gave other exercise to write in white board to give answer the students can be able to understand, in this moment the teacher tried to support the students to give own thinking.

3) Closing Activities

The teacher told them and gave correction. The students' tasks were checked one by one. The teacher asked the students' difficulties and guided them in order to be better. In the end of meeting when the time was over the teacher close activities by saying greeting "Hamdallah"

4) Time

teaching vocabulary included in Direct and Indirect Speech in academic 2009 was taught by English on Wednesday April 30th 2009 at 09. 45 – 11.40 West Indonesia time.

5) Material

the teacher gave the material about Direct and Indirect Speech.

6) Method

the teacher used Communicative Approach

7) Media

the teacher used the media is “ Look Ahead and Dictionary”

8) Evaluation

the teacher gave writing test.

b. The second Observation.**1) First activities**

The second observation (on Friday May 8nd 2009) at 09.45 – 11.40. When the teacher entered into the classroom, the teachers greeted the students and the students answered the teachers greeting. The teacher called the name of the students one by one, so the students raised their Hands up as a code.

2) Core Activities

Next, the teacher ordered the students to open their book “Look a Head” and told them about the material would be learn on the day. Page 63 about Modal Auxiliary. .

The teacher asked to the students’ what the functions of Modal Auxiliary verb and the teacher give explain about definition, functions, and some examples.

After the teacher gave other exercise. Having answered the task, the teacher ordered some students to review the Modal Auxiliary that had been

complete. After that, the teacher asked about the meaning Modal auxiliary. When finishing the task, the teacher ordered to correct their task with other friend. From beginning till the end of the meeting the teacher used mother tongue or Indonesian but sometimes she used target language or English.

3) Closing Activities

Furthermore, the teacher gave opportunities to ask some questions if explanations were not clear. From beginning till end the meeting she also taught with Indonesian but sometimes used target language or English. The teacher used the white board.

When the time was over, the teacher gave the opportunities before closing the meeting; she gave advice to the students to learn at home. Then, she closed the meeting by saying Hamdallah and greeting to the students before leaving the class. The students gave shake hands with Miss Ss.

4) Time

Teaching about Modal Auxiliary in academic 2009 were taught by English on Friday, May 8nd 2009 at 09.45 – 11.40 West Indonesia time.

5) Material

The teacher gave the material about Modal Auxiliary

6) Method

The teacher used Communicative Approach and GTM.

7) Media

The teacher used the media are "Look Ahead and Dictionary.

8) Evaluation

The teacher asked the students to do task or evaluation 60 minutes.

c. The Third Observation

1) First activities

The Third observation (on Wednesday May 20th 2009) at 12.00 – 13.30. When the teacher entered into the classroom, the teachers greeted the students and the students answered the teachers greeting. The first time the teacher started the subject by reading the student present list. The teacher called the name one by one. So, the teacher asked the students to present the material in front of the class.

2) Core Activities

The teacher asked the students to open their book “Look A Head” The teacher ordered the students to read the text follow her. Then the teacher asked the students what is the meaning of the text. The teacher ordered the students to look for some words list and he wrote it on white board and the students wrote down in their note book. And the students write down in their note book after finishing the example: Greatest, town, large, course, near, building, male, female, upper. The students read by following her with good pronunciation. Then, the teacher the text one more and the teacher ordered the students to follow his reading. After that the teacher gave instruction to write the difficult words of the text. The teacher helped the students to translate the difficult words and wrote down what the teacher translated

Translated, the teacher instruction the students to read the text one by one firstly. When finishing on reading the text, the teacher gave opportunities to

students asking some questions if there is something less clearly. After that the teacher gave instruction the students to answer the questions and the teacher asked each student to write the difficult words a piece of paper and collect the list under the text and the students give sixteen minutes to done it. When finishing the task, the teacher ordered to correct their task with other friend. From beginning till the end of the meeting, the teacher used mother tongue or Indonesian language.

3) Closing Activities

After the time finished the teacher gave the opportunities to asking. Before he closed the meeting, She gave game to students and advise to students so that learn in the class actively the teacher gave a question and the teacher helped them by giving description about the meaning of the word.. Then he closed the subject by saying Hamdallah and greeting to the students before he leaving that class and he leaved that class by saying bye...bye, see you next time.

4) Time

teaching about Modal Auxiliary in academic 2009 was taught by English on Friday, May 8 nd 2009 at 09.45 – 11.40 West Indonesia time.

5) Material

The teacher gave the material about Vocabulary

6) Method

The teacher used GTM (Grammar Translation Method) and Communicative Approach.

7) Media

The teacher used the media are Look Ahead and Dictionary “

8) Evaluation

The teacher asked the students to do task or evaluation in 60 minutes about the difficult word.

Writer's Comment:

a. Teacher

The teacher's strategy was good, for the students active and the teacher must add with other strategist like the strategies from the teacher for example if the students had been the teacher gave game English Lesson. According the writer in teaching process be more attention from the teacher like presence activity such as discussion that become the students more active.

b. Students

From the first observation the students' active was seen when the teaching learning process went on, the students got punished from the teacher. After that the teaching learning process went on. Because they were have a something wrong. From the second observation the students' active in teaching learning followed in determining the successful in next examination. The students had brave spoken in English directly. And from the third observation for the students they were not silent, their voice was loud, many discuss the writer think the problem English strategies each the material that was explained by Miss Ss was easy to be understood.

a. The first teacher (Ls)

From some resume of observation above, it was found that there were three teaching strategies used by the teacher. The first was lecturing when the teaching

learning process went on, the teacher was most roles or called teacher center learning. The teacher explained the material. The second was discussion session or question and answered between teacher and students. The students ask to the teacher about the material and the teacher answered it. The third while the students were given exercises for example about vocabulary.

a. Skill Performance :

- Pre instructional procedures
- Introduction techniques
- Questioning techniques
- Instruction techniques
- Lecturing techniques
- Giving the – re Enforcement techniques
- Correcting of mistake techniques.
- The depend on the students motivation in learning

b. Learning Scenario :

a. Preface activity

Opening activity: The teacher greets the students and the students answered the teacher's greeting, checking presence list. The teacher needs 10 minutes for adopting.

b. Core activities:

The teacher ordered the students to open their books "Look & Head" and told about the material would be learn on the day. After the teacher give

explanation to the students to teacher ask the students to find what the topic about.

The teacher needed the 30 minutes

- Convey the material to be thought
- Introduction techniques
- Lecturing techniques
- Closure Procedure
- Questions techniques
- Instruction techniques
- Reinforcement techniques
- Error correction techniques
- Creation and good situation techniques
- Defending of interest techniques
- Using media techniques
- Evaluation. The teacher needs the time for 50 minutes.

c. Closing: activities

After the students finished doing the task, the teacher checked their task. If there was mistake on the students' task, the teacher told them and gave correction, or giving commend and suggestion about the student's answer and closing the activities, don't forget by saying Hamdallah and greeting. The teacher needs the 10 minutes.

To make it much clearer, the writer presented the findings in the following figure.

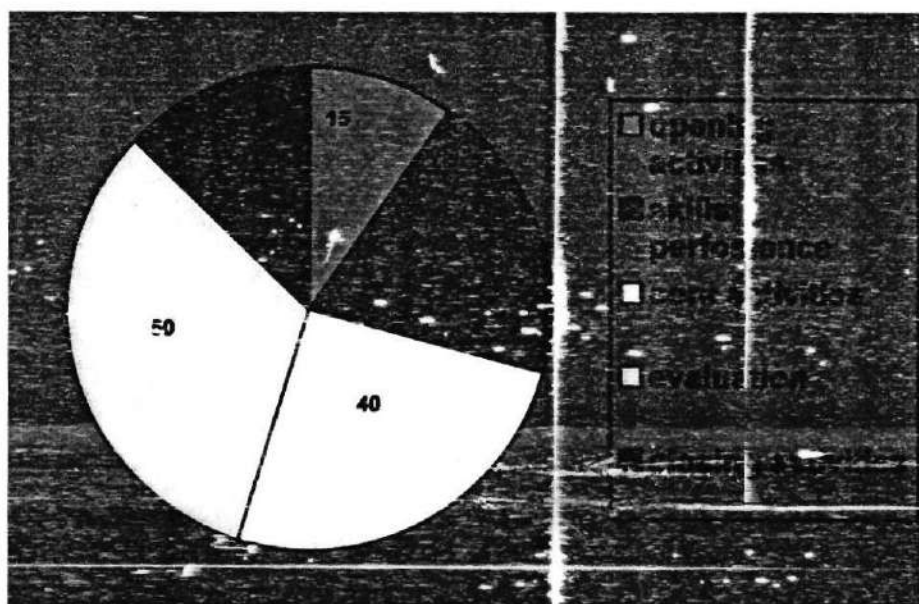


Figure 3.1 the Frequency of Strategy

b. The second teacher (Ss)

From some resume of observation above, it was found there were there teaching strategies used by the teacher. The first was speech when the teaching learning process went on, the teacher was most roles or called teacher center learning. The teacher explained the material. The second was discussion session or question and answer between teacher and students. The students ask to the teacher about the material and the teacher answer it. The third as giving task or exercises, the students were given exercises for example about vocabulary

1. Skill Performance :

- Pre instructional procedures
- Introduction techniques
- Questioning techniques
- Giving Instruction techniques
- Lecturing techniques
- Giving the – re Enforcement techniques
- Correcting of mistake techniques.
- Grating various situation techniques
- The depend on the students motivation in learning
- Skill to using media in teaching learning process

2. Learning Scenario:

a. First activities

- Greeting
- Answering
- Preparing the class
- Paying attention
- Opening the lesson by saying “Basmallah”
- Checking presence list.,
- Adopting the teacher needs the times for 10 minutes.

b. Core activities:

The teacher ordered the students to open their books “Look A Head” and told about the material to be learn on the day. After the teacher give explanation to

the students to teacher ask the students to find what the topic about. The teacher needs 40 minutes to under take this process.

- Introducing of material
- Teacher read the text
- Teacher asked the students to read the text after the teacher read
- The teacher ask the students read text one by one
- The teacher translates the text together with the students
- The teacher ask the students about the difficulties in the text
- Evaluation. Kinds of test oral and written. The teacher needs the times for 50 minutes.

C. Closing : activities

- Giving comment about the students answer.
- Giving concluding the material
- Closing the lesson by saying "Hamdallah"
- Greeting
- Answering. The teacher needed 10 minutes to conduct this activity .To be much clearer, the data are presented in the following figure.

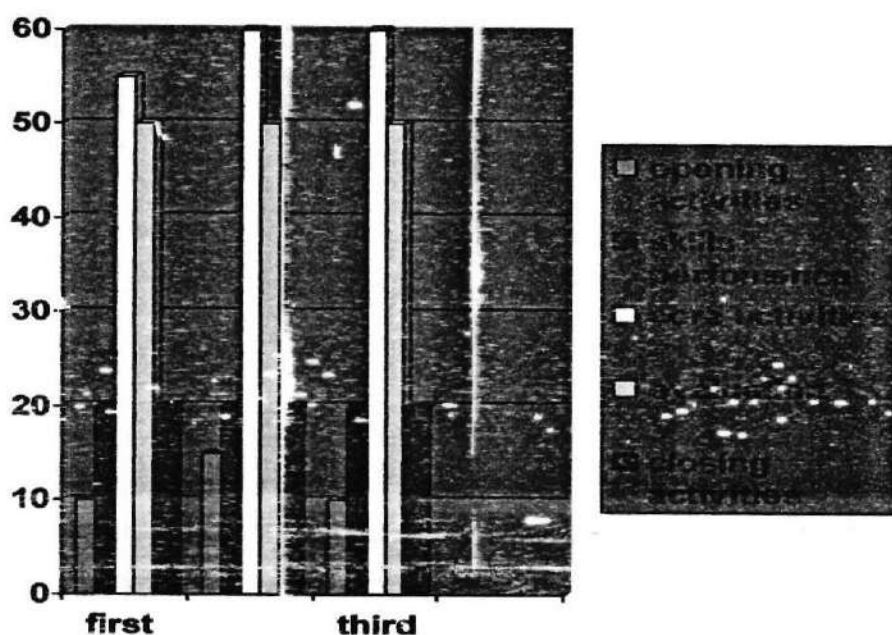


Figure 3.2 the Frequency of Strategy

1. Strategies Used by the Teacher To Encourage the Students' Vocabulary

Related to the interview the teachers. They tried to use the most suitable strategies for themselves in vocabulary teaching process. Each teacher had some strategies to face the problems that come in Vocabulary process.

The analysis of the English teachers' strategies to encourage the students at the first year SMA Muhammadiyah I Palangka Raya.

The analysis can be seen in table below

Table 3.1 the process in teaching English of vocabulary are

No	Process	Number	Name
1	Begun with greeting, core activities and closing activities.	2 teachers	Ls and Ss
2	Teaching process which was started with opening, present list next was core activities and The teacher would explain the materi with the method lecturing or discussion and closing activities say greeting and give resume or conclusion and the suggestion	1 teacher	Ss

Table 3.2 the strategies that was used in teaching of English

No	Strategy	Number	Name
1	In English teaching strategies each the material that is explained by the teacher was easy to be understood.	1 teachers	Ls
2	In English teaching strategies the teacher use two language like English and Indonesia so the students could be understand about the material from the teacher. And to exercises English speaking into core activities the teacher gave games.	2 teachers	Ls and Ss

Table 3.3 the purposes of teaching used strategy

No	Purpose	Number	Name
1	The purpose of used the strategies are to become be eazier the teaching process	1 teachers	Ls
2	The purpose of used the strategies to make the students be more understand and using of strategy make be easier for teaching process intended the purposes could be reached well.	2 teachers	Ls and Ss

Table 3.4 the way to motivate students in teaching process

No	Motivation	Number	Name
1	The teacher gave the suggestions to the students, and the deepest was always open the dictionary and watch the television like as the film that used English language.	1 teacher	Ls
2	The way of teacher to give motivation for students gave suggestions to students for study English that were gave suggestions to the students, and solve opinion and gave explanation and increasing vocabulary or progress to our selves, give direction about so easier to understood English study. The teacher gave system the score to the students with oral or writing.	1 teacher	Ss

Table 3.5 the way to know students' ability

No	Way or solution	Number	Name
1.	To know students' ability by giving test.	2 students	LS and SS
2.	Answer the questions	2 teacher	LS and SS
3.	Translate and found the difficult words	2 teacher	LS and SS

Table 3.6 the method that used in teaching process

No	Method	Number	Name
1	The English teacher use GTM Method.	2 teachers	Ls and Ss
2	The English teacher used Communicative approach and direct method.	1 teacher	Ss

After the teacher finished teaching English lesson. The writer asked for taking permission to Miss Ls.

Based on interview, it can be known that.

a. Ls

1. The data of interview with Mrs. Ls and Miss the teaching English strategies in improving students' vocabulary.

a. Mrs. Ls in teaching strategies in improving students' vocabulary.

The characteristic of strategies in teaching vocabulary by Mrs. Ls were:

The characteristics of the teacher's strategies in language learning were by teaching process we could see firstly by opening, core activities, and closing activities. According to Mrs. Ls there was no the difficulties She thought had not problems in the learning process. Seldom had she always used the kognitif strategy with giving vocabularies to help the learning process with the books media the using of strategy to make be casier in learning process. Therefore the purpose of learning could be reached well, to examined the students usually by giving the questions and answering the questions that related with reading text.

So, from explanations above the writer know that Mrs. Ls also, GTM also had the objectives to increase the ability the students in vocabularies and to make easy in translating English text into Indonesian fluently. To get the result of the study, the teacher gave ³² test to the students. And the media were very important to the learning process.

The ways in teaching strategies in vocabulary used by Mrs. Ls were

³² The result of interview with Mrs.Ls

The steps in teaching vocabulary she used GTM method: as We should know tenses in the text, using Indonesian well so could understand clearly, in using of cognitive strategy with giving the words in the white board and the students would search them in the dictionary. After that if words were in a text, she would order to match and translate according to text so not all words in dictionary were taken. We should choose the Suitable words.

From explanation above the writer know that Mrs. Ls always gave explanation in learning. She used Indonesian in teaching especially in reading and vocabulary to get the students be more understand, choose the vocabularies every text and give material with Indonesian well. And the cognitive method in the teaching strategies was from the teacher.

The motivation in strategy in teaching vocabulary used by Miss Ls was: The way of teachers to give motivation for students in English learning especially in Vocabulary were: gave the suggestions to the students, and the deepest was always open the dictionary and watch the television like as the film that used English language.

From explanation above the writer know that Mrs. Ls also give advice to students about advantages and the progress of English study were useful to our self, and the easier direction to understand in English study with media like as television, and the dictionary.

The difficulties and advantages in teaching vocabulary used Mrs. Ls were : The difficulties that is always faced in teaching process: when the students to did task they had some problems about it. Such as disability in making paragraph,

especially in choosing words as in grammatical and significant about tenses. Beside had problems rules in English teaching especially vocabulary using GTM got advantages for example we could give grammar directly, ideas of sentences, functional in text and understanding of text.

According from explanation above the writer know that Miss Ss when the in teaching strategies in improving vocabulary, She faced difficulties and advantages. Those advantages as she could explain more clearly to the students. So she could solve those problems or difficulties.

The ways to solve the problem when teaching learning using vocabulary and to measure the score by Mrs. Ls were:²⁹

To solve the problem when teaching of vocabulary using GTM she made flexibility for the time, if during teaching process were problems so we hoped it could explain in other time especially for the text that didn't explain in the last meeting. so the teacher have to explained until the students understand about the material. The way to know about the students' skills with she gave the test to measure the students' skills and the way to analyze the same questions to test scoring to measure students' ability and to the process learning, by the method of answer questions. Alhamdulillah, there were good the result to give score by and add up their ability, Mrs. Ls in teaching process, the teacher always walked around to control to make scoring³⁰.

²⁹ *Ibid*

³⁰ *Ibid*

2. The data of interview with Miss Ss the teaching English strategies in improving students' vocabulary.

b. Miss. Ss

The characteristic of strategies in teaching vocabulary by Miss. Ss were:

The characteristic of strategies in teaching vocabulary: according to Miss Ss:

The characteristics of the teacher's strategies in language learning were by teaching process we could see firstly with opening, coring activities, and closing activities. According to Mrs. Ls there was no the difficulties She thought had not problems in the learning process. Seldom she always used the kognotif strategy with giving vocabularies to help the learning process with the books media The using of strategy to make be easier in learning process. Therefore the purpose of learning could be reached well, to examined the students usually by giving the questions and answering the questions that related with reading text.

So, from explanations above the writer know that Mrs. Ss also, GTM also had the objectives to increase the ability the students in vocabularies and to make easy in translating English text into Indonesian fluently. To get the result of the study, the teacher gave test to the students. And the media were very important to the learning process.

The ways in teaching strategies in vocabulary used by Mrs. Ss were:

The steps in teaching vocabulary she used GTM method: as We should know tenses in the text, using Indonesian well so could understand clearly, in using of cognitive strategy with giving the words in the white board and the students would search them in the dictionary. After that if words were in a text, she would

order to match and translate according to text so not all words in dictionary were taken. We should choose the Suitable words.

From explanation above the writer know that Mrs. Ss always gave explanation in learning, She used Indonesian in teaching especially in reading and vocabulary to get the students be more understand, choose the vocabularies every text and give material with Indonesian well. And the cognitive method in the teaching strategies was from the teacher.

The motivation in strategy in teaching vocabulary used by Miss Ss was:

The way of teachers to give motivation for students in English learning especially in Vocabulary were: gave the suggestions to the students, and the deepest was always open the dictionary and watch the television like as the film that used English language.

From explanation above the writer know that Mrs. Ls also give advice to students about advantages and the progress of English study were useful to our self, and the easier direction to understand in English study with media like as television, and the dictionary.

The difficulties and advantages in teaching vocabulary used Miss. Ss were:

The difficulties and advantages in teaching of vocabulary She always got about difficulties into the process of English teaching such as: when the students to do task they had some problems about on it. Such as disability in making paragraph, in gram natical of structure more significant about tenses. Their difficulties from the students were about vocabulary they seldom to brought the dictionary, the students did not memorize but the students often open the dictionary.

According from explanation above the writer knew that Miss. Ss faced difficulties and advantages in improving students' vocabulary.

The ways to solve the problem when teaching learning using vocabulary and to measure the score by Miss. Ss were:

To solve the problem when teaching of vocabulary using GTM She made flexibility for the time, if during teaching process were problems so we hoped it could explain in other time especially for the text that didn't explain in the last meeting. so the teacher have to explained until the students understand about the material. the way to know about students' skills with She gave the test to measure the students' skills and the way to analyze the same questions to test scoring to measure student's ability and to the process learning, by the method of answer questions. Alhamdulillah, there were good the result to give score by and add up their ability. Miss Ss in teaching strategies in improving students' vocabulary and during teaching process, the teacher always walked around to control to make scoring.

The characteristic of strategies in teaching vocabulary by Miss Ss were:
(The characteristics of teacher's in strategies language learning process were by teaching process which was started with opening. and check the name to present list next was core activities. here the teacher would explain the materi with the method lecturing and discussion. and the closing activity. to the students and the last was the close greeting. Using of strategy made it easier for teaching process intended the purposes could be reached well.

So, from explanations above the writer know that Miss. Ss also input the tenses in the text to be learned, she gave some paragraph that had a simple form to the students, GTM also had the objective to increase the ability the students in vocabularies and translate English text into Indonesian fluently. To get the result of the study, the teacher had examined the students. Those exams were oral and writing exam. With evaluation teachers would get the purpose of the study

The ways in teaching strategies in vocabulary used by Miss Ss were:
(The steps that ere done by her in using GTM such as tenses on the text, using Indonesian well so could be understood clearly, knew about the supporting that related to teaching English, give suitable vocabulary with the text and the way how to range Indonesian well, tenses were used in the text, so the students would understand more clearly in using GTM).

From explanation above the writer know that Miss Ss always gave explanation in learning, She using Indonesian in teaching especially in reading and vocabulary to make the students more understood, chose the vocabularies every text and give material with Indonesian well.

The motivation in strategy in teaching vocabulary used by Miss Ss were:
The way of teacher to give motivation for students gave suggestions to students for study English that were gave suggestions to the students, and solve opinion and gave explanation and increasing vocabulary or progress to our selves, give direction about so easier to understood English study. The teacher gave system the score to the students with oral or writing.

From explanation above the writer knows that Miss Ss also gave advice to students about advantages and the progress of English study were useful to our selves, and give make easier to understand and English study.

The difficulties and advantages in teaching vocabulary used Miss Ss were:

The difficulties that is always faced in teaching process: when the students to did task they had some problems about it. Such as disability in making paragraph, especially in choosing words as in grammatical and significant about tenses. Beside had problems rules in English teaching especially vocabulary using GTM got advantages for example we could give grammar directly, ideas of sentences, functional in text and understanding of text.

According from explanation above the writer know that Miss Ss when the in teaching strategies in improving vocabulary, She faced difficulties and advantages. Those advantages as she could explain more clearly to the students. So, she could solve those problems or difficulties.

The ways to solve the problem when teaching learning using vocabulary and to measure the score by Miss Ss were:

To solve the problems when the process of teaching vocabularies which used GTM, she match the time, if during the teaching process there were problems. We were hoped could fill the empty time to add up and repair materi that had been given and she used communicative approach that were combine of some methods. The way to know students ability by giving.

So, the teacher have to explained until the students understand about the material and the teacher used the method communicative approach are combined

all of the method The way to know the skills of the students' not only oral but also writing. Gave the task in the class with structure task and not structure task. Although the task in examination, middle test, and final test. The result from t we can know about the score.³³

B. English Teachers' Strategy to Solve the Students' Problem In Mastery of English Vocabulary at The First Year SMA Muhammadiyah I Palangka Raya.

To know the analysis of problem the writer had searched the information about the problem faced by students.

Table 4.1 the Teacher' Strategies:

No	Teacher Strategies
1.	The teachers' strategy English in explaining the English lesson was very good to the students could understand.
2.	The teachers in learning process can give motivation and stimulus to the students in learning activity.
3.	The use of media in English teaching is more active one of the main functions of the teaching media is as teaching aid that will influence the climate, the condition and the environment of learning organizes and created by the teacher.
4.	The teachers used the material. The meaning of the material that to be taught is easy to understand and also make the purpose of teaching very well.
5.	The students are more diligent to study because they are not only listening to the teacher's explanation but the students also do other activities observe, to demonstrate and others the teachers used GTM method to make the students be more understood.
6.	In English teaching strategies the teacher use two language like English and Indonesia so the students could be understand about the material from the teacher. And to exercises English speaking into core activities the teacher gave games.
7.	In mastering vocabulary such as: Memorizes vocabulary, Research for the main idea and search for key words, Collected unfamiliar words. Repeatedly and make a resume to comprehend about vocabulary and Translated.

³³ The result of interview with Miss. Ss

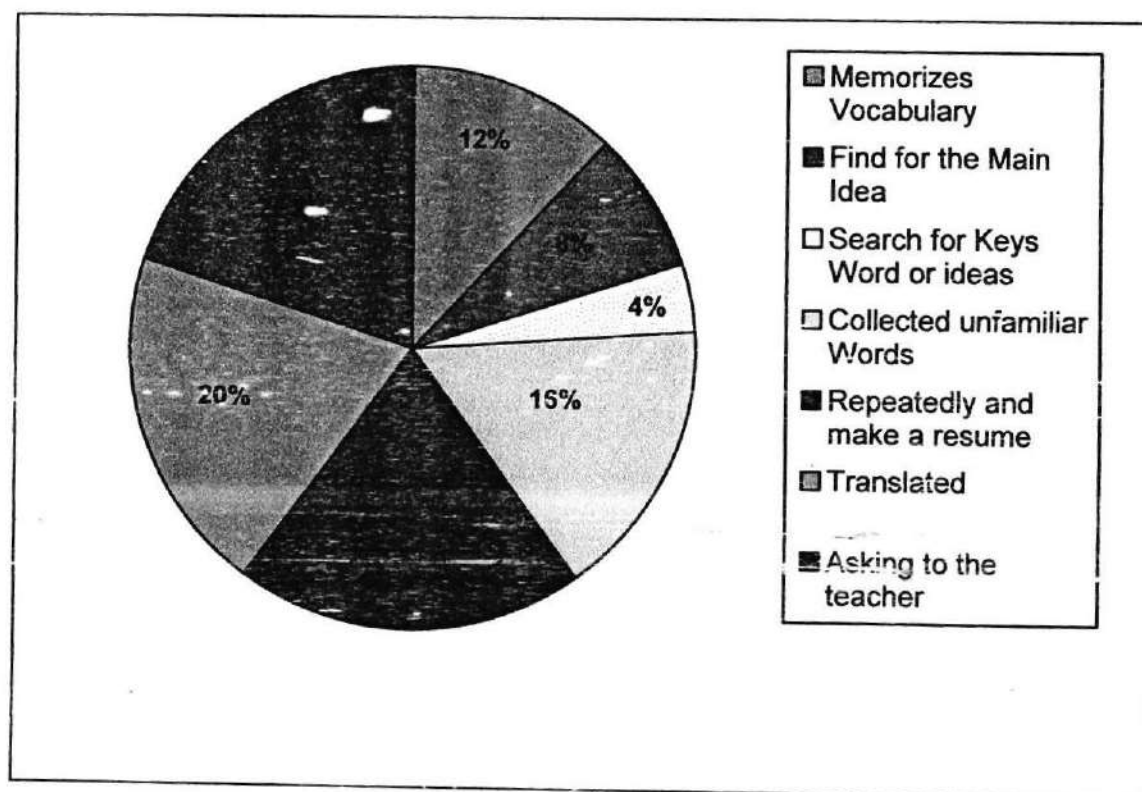


Figure 3.3 The Percentage of Strategy

The result of table above the total are 100%, the writer took 6 students as the information, they are in mastering vocabulary such as: Memorizes vocabulary is 12%, Find for the main ideas is 8 %, Search for keys or ideas is 4 %, Collected unfamiliar words is 16 %, Repeatedly and make a resume to comprehend about vocabulary is 20 %, Translated is 20 %, Asking to the teacher is 20 %.

To know the analysis of problem the writer had searched the information about the problem faced by students or the data can be seen as below: The writer had six students as the information:

Table 4.2 the students' strategy:

No	Strategies	Number	Name
1	Research for the main ideas by reading and concentrated on the first and the last paragraph to identify the main ideas of a text quickly	2 students	TR and EC
2	Search for key word or ideas, students know what they are looking for, so they are concentrating on finding a particular answer	1 student	TR
3	In mastering vocabulary in mastering vocabulary such as: Memorizes vocabulary	5 students	M,P,FP,EC,F and TR.
4	Collected unfamiliar words and repeatedly and make a resume to comprehend about vocabulary.	3 students	M,P,FP

Table 4.3 the solution if did not understand the text

No	Way or solution	Number	Name
1.	Read Repeatedly	4 students	M,P,EC and TR
2.	Read repeatedly and ask friends	1 student	M

Table 4.4 the solution if found the difficult words

No	Way or solution	Number	Name
1.	The students ask to English teacher.	4 students	M,P,EC and F
2.	The students would look for into dictionary.	6 student	M,P,,EC,FP,F and TR.

Table 4.5 the ways to memorize the words.

No	Way or solution	Number	Name
1.	Read repeatedly	4 student	M,P,EC, and F,
2.	Focus on the purposes	2 students	M and TR
3.	Make a note	2 students	M AND P
4.	Focus on main idea	1 student	TR
5	Focus to everything that correlated with the topic.	1 student	TR

Table 4.6 the Students' opinion about English teacher strategy.

No	Opinion	Number	Name
1.	The teachers' strategy English in explaining the English lesson was very good so the students could understand.	6 studentns	M,P,EC F,TR,FP,

Table 4.7 the difficulties that always be faced

No	Difficulties	Number	Name
1.	The students were difficult to memorize about vocabulary	4 student	M,P,EC,and F,
2.	The students forgot bright a dictionary and forgot the lesson last meeting.	2 students	M and TR
3.	The students' ability themselves in comprehending the material about difficult word.	2 studentns	M AND P
4.	The students have some problem when they took writing course; they are still misunderstood in writing's material especially making paper an article, grammatical structure and vocabulary.	1 student	TR

Table 4.8 Can the students, understand the English lesson?

No	Way or solution	Number	Name
1	The students can understand about the lesson	3 students	TR, FP,EC.
2	The students still comfused about the lesson	3 students	M,P,F .

From the data the writer had gotten the information to answer the second problem of the study

2. The Analysis of the Difficulties of Teachers in Teaching Process Vocabulary in SMA Muhammadiyah I Palangka Raya.

No	Difficulties	Solution
1	The students got problem when they must range the words to be a sentence that has the meaning in Indonesia. The students' just waited meaning word from their teachers give/the students cannot look for word meaning alone.	Using dictionary and to adapt the describing in the text with environment and the students used English calculator.
2	The difficulties faced are when forgot with vocabulary would learned, when the text more using functional others. and the students got problem about grammatical structure, such as disability in making a paragraph and poor vocabulary.	To adjust the time, at the longest in teaching there were problems so we would hope to fill up the long time however smallest to increase or repair that material not yet teach. And the teacher could give the students the knowledge of strategies if improving vocabulary so the students can try to use it. And memorizes vocabularies opened dictionary or the formuias.

Based on the observation and interview's result with Mrs. Ls said that "the solution in solving of the problems that faced in learning that is by doing review the material or it can be explained that a half of students understand comprehend about vocabulary. And to give support the students to speak better than before class.

Based on the observation and interview's result with Miss Ss said that "the solution in solving of the problem that be faced its student's vocabulary in learning that by doing the students and structure ability. They have taken vocabulary course and they have some problems about it. Such as disability to make a paragraph, for example to make the story, in grammatical structure more

significant about tense. So the teachers must give motivation to learn English language like give comment or suggestion and he teacher hoped it could explain in other time especially for the text that didn't explain in the last meeting

So, based on the observation, documentation, and the result of interview with Mrs. Ls and Miss Ss that the writer got is information about the background of the students can be influence the success or did not to learning English.

Based on it, the writer could be concluded that the effort do the teacher to solve the problems that they faced by developing the skill in English especially in vocabulary.

From the tables above, the writer got the data generally, that:

1. The strategies used by the teacher, at least were. The teacher' strategy English explaining the English lesson, The teachers in learning can give motivation and stimulus to the students in learning activity, The use two language like English and Indonesia so the students could be understand about the material from the teacher.
2. The strategies used by students, at least were: Researched for the main ideas by reading and concentrated on the first and the last paragraph to identify the main ideas of a text quickly, Search for key word or ideas, students know what they are looking for, so they are concentrating on finding a particular answer, In mastering vocabulary in mastering vocabulary such as: Memorizes vocabulary, Collected unfamiliar words and repeatedly and make a resume to comprehend about vocabulary.

CHAPTER IV

CLOSING

A. Conclusions

Based on the result of the study, the teaching English strategies in improving students' vocabulary by the first year SMA Muhammadiyah I Palangka Raya can be concluded as follows:

1. The teaching English strategy by Mrs. LS and miss SS was the teachers give the text and they read together, then the teacher translate the material. The teachers gave the difficult words to the students based on the text. They explained the material clearly. The teachers gave task to the student. In teaching learning process their teachers used Indonesian. As media supporting the teacher using English handbook" Look A head "white board.
2. The teacher always used GTM Method and CLL (Communicative Approach) has purpose to make the students are able to communicative directly. GTM Method is a focus on grammatical rules as the basis for translating from the second to the native language. The writer know about the teacher used GTM method because have the characteristics of Grammar Translation they are:
 - Classes are taught in mother tongue with little active use of the target language.
 - Much vocabulary is thought in the form lists of isolated words.
 - Long elaborated explanations of the intricacies of grammar are given.

- The grammar translation method focus on grammatical rules, memorization of vocabulary, and of various declensions and conjugations, translations of texts, doing written exercises.
3. there are some problem that will be faced by the teacher when teaching vocabulary by using oral instructions directly in classroom like as the students did not have a dictionary or forgot to brought and the students will not talk or say anything if the students not understand. and allocation of time was not enough
 4. The teacher's problems in using vocabulary English text are when the students must range the words to be a sentence that has the meaning in Indonesia. The students just wait meaning words from their teachers. And when forget with vocabulary would learned and when the text more using functional others.
 4. The teacher's efforts to solve the problems in using vocabulary the teachers and there were some students looked for a word by using dictionary. The teacher walked to check students' activities in doing exercises. The teacher must give motivation to learn English language like give comment or suggestion and he teacher hoped it could explain in other time especially for the text that didn't explain in the last meeting

B. Suggestions

Based on the result of the study above, there are some suggestions that can be given in the following ways:

1. The teacher could give the students the knowledge of strategies of improving vocabulary. The strategy is hoped to help the students in understanding of the vocabulary and English text. The teachers give the difficult words to the students based on the text. They explain the material with clearly. The teachers give task to the student to do. In teaching learning process their teachers use the Indonesian. As media supporting the teacher using English handbook "Look A Head" and white board.
2. The students should use the teachers' strategies seriously to themselves in understanding the English vocabulary.
3. The teaching English strategy should give more motivation to the students to study hard got good in structure, vocabulary, and also a lot of exercises for them. The teacher's efforts to solve the problems in using vocabulary are in teaching there are problems so we would hope to fill up the long time however smallest to increase or repair that material not yet teach, Using dictionary and to adapt the describing in the text with environment around.

REFERENCES

- Abdul Qodir, *A paper about vocabulary building/How to improve vocabulary mastery of the students of English Palangka Raya Department of STAIN .2202*
- Anas Sudijono, *pengantar Evaluasi Pendidikan*, Jakarta : PT. Raja Grafindo Persada, 2005.
- As Hornby, *oxford advanced learner's dictionary of current english*, oxford university press, 1995, p.1331.
- Azar, Betty schramfer, *Understanding and using English Grammar*. New jersey, Prentice hall regents. 1989
- Badan Standar Nasional Pendidikan, *Model Kurikulum Tingkat Satuan Pendidikan dan Model Silabus Pelajaran SMA/MA*, Jakarta: BP Cipta Jaya, 2006.
- Dony Hariyanto – Rudy hariyono, *English grammar for general application*. Gitamedia press Surabaya. 2003..
- Endang fauziati, *Teaching of English as a Foreign Language*, Surakarta: Muhammadiyah University Press, 2002.
- Hendri Guntur Tarigan, *Strategi belajar dan pembelajaran*, Bandung: Agkasa, 1999.
- Hornby, Oxford Advanced Learner's Dictionary OF Current English, Oxford: Uxford University Press, 1995

Hadi,Sutrisno *Methodology Research*, Yogyakarta: Yayasan Penerbit Fakultas Psikologi UGM.

Lexy Moleong, *Model Penelitian Kualitative*, Bandung: Bina Ilmu, 2001.

Mas'ud Fuad, *Essential of English Grammar: a practical guide*,
Yogyakarta:BPFE, 2005.

Mudjiyanto Rahardjo, *Pengantar Penelitian Bahasa*, Malang: Cendekia
Paramulya, 2002

Nasution . *Proses Belajar Mengajar di Sekolah*. Jakarta: PT Rineka Cipta. 1997.

Nasution, *Metode Research*, Jakarta: Bumi Aksara, 2004

Riduwan, *metode & teknik menyusun thesis*; Bandung, ALFABETA: 2004.

Simon, Schuster Malmilian, *International Encyclopedia of the Social Sciences*,
New York: Practice Hall, 1969.

Stanley. Johsin, *Learning Disabilities*, Boston: Allen and Bacon inc. 1994.

Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Pt.
Asdi Mahasatya, 2002.

Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta:
Rineka Cipta, 2002.

Sukardi, *Metodologi Penelitian Pendidikan: kompetensi dan praktiknya*, 2003

Sugiyono, *Metode Penelitian dan Pendidikan (pendekatan kuantitative,
kualitative, dan R&D)*, Bandung: Alfabeta, 2007.

Sugiyono, *Statistika untuk Penelitian*, Bandung: CV Alfabeta, 2003.

Suwarna P, *Strategi penguasaan Berbahasa*, Yogyakarta: Adicita Karya Nusa,
2002.

Appendix I

Observation Guideline

Pengamatan dimulai dengan pengamatan secara menyeluruh dan fokus bertujuan untuk mendapatkan catatan yang rinci, meliputi sebagai berikut :

- 1). Tempat / Lokasi yaitu gambaran umum kondisi tempat/ lokasi penelitian dilakukan.
- 2). Pelaku, yaitu orang – orang yang terlibat.
- 3). Kegiatan, yaitu aktivitas yang terkait dilakukan oleh pelaku.
- 4). Objek, yaitu benda- benda yang ada disekitar fisik yang ada.
- 5). Tindakan, yaitu Sikap atau tindakan yang dilakukan oleh pelaku.
- 6). Peristiwa, yaitu kejadian – kejadian yang terjadi pada saat itu.
- 7). Waktu, yaitu waktu yang secara berurut -- urutan tersedia selama penelitian.
- 8). Tujuan, yaitu suatu yang diusahakan oleh para pelaku untuk mencapai tujuan.
- 9). Perasaan, yaitu emosi yang dirasakan.

Observasi lebih fokus pada penelitian tentang:

- 1) Strategi – strategi yang di gunakan guru mengajar pada materi?
- 2). Bagaimana ke-aktifan dalam proses belajar mengajar mata pelajaran Bahasa Inggris.
- 3) Untuk mengetahui kemampuan siswa dalam penguasaan kosa kata..
- 4).Media yang di pakai oleh guru / siswa dalam process belajar mengajar.
- 5). Cara – Cara evaluasi yang dilakukan guru.
- 6). Hasil- hasil evaluasi mengajarkan materi Bahasa Inggris dalam menggunakan vocabulary

Appendix 2

Interview

1. Bisa dijelaskan bagaimana gambaran proses pengajaran Bahasa Inggris pada SMA Muhammadiyah I Palangka Raya?
2. Dalam pengajaran Bahasa Inggris itu sendiri menggunakan strategi atau tidak itu?
3. Bagaimana proses dari pengajaran Bahasa Inggris dengan menggunakan strategi?
4. Apa tujuan dari pengajaran menggunakan strategi itu?
5. Apakah ada efek atau manfaat dari pengajaran dengan menggunakan strategi itu sendiri?
6. Kesulitan – kesulitan apa sajakah yang anda hadapi dalam pengajaran Bahasa Inggris?
7. Bagaimana Cara guru dalam memotivasi murid untuk belajar Bahasa Inggris?
8. Bagaimana Cara anda membedakan siswa untuk mengukur kemampuan itu sendiri?
9. Metode – metode apa yang anda gunakan dalam pengajaran Bahasa Inggris di SMA Muhammadiyah I Palangka Raya?
10. Kesulitan – kesulitan apa saja yang di temukan oleh siswa dalam mengerjakan soal – soal?

Appendix 3

Basic For Document Data

- 1).The history of SMA Muhammadiyah I Palangka Raya, and learning program in SMA Muhammadiyah I Palangka Raya, etc The data can be found in SMA Muhammadiyah I Palangka Raya.
- 2) Number of Student SMA Muhammadiyah 1 of Palangka Raya as subject.
- 3) Number of English teacher
- 4) Syllabus of English education for tenth grade senior high school.
- 5) Lesson plan of English Education by the teacher of SMU Muhammadiyah of Palangka Raya.
- 6) Recording and photos.

Appendix 4

Sejarah Singkat SMA Muhammadiyah I Palangka Raya

SMA Muhammadiyah I Palangka Raya merupakan suatu lembaga pendidikan formal yang didirikan oleh persyarekatan Muhammadiyah pada tanggal 12 Desember 1977. Tujuan utama didirikan SMA Muhammadiyah I Palangka Raya adalah untuk terwujudnya manusia muslim yang berakhlak mulia, cakap, percaya pada diri sendiri, cinta tanah air, dan berguna bagi agama nusa dan bangsa, beramal menuju terwujudnya masyarakat adil dan makmur yang diridhoi Allah SWT.

Selama 28 tahun SMA Muhammadiyah I Palangka Raya berdiri dengan segala pasang surutnya, sehingga mulai tahun 1989 status SMA Muhammadiyah I Palangka Raya sudah disamakan berdasarkan Keputusan Direktorat Jenderal Pendidikan Dasar dan Menengah tanggal 1 Februari 1989 nomor : 001/c/Kep/1989. Dengan status disamakan ini peran SMA Muhammadiyah Palangka Raya sebagai mitra Pemerintah dalam mencerdaskan kehidupan bangsa Indonesia, terlebih lagi dengan adanya usaha pemerintah untuk meningkatkan sumber daya manusia di era teknologi sekarang ini.

PALANGKA RAYA, JUNI 2005

PANITIA

Appendix

Notes of interview result

Day : Thursday
Time : 16.30- 17.30 WIB.
Subject : Lidya Shanti SPd
Location : Jl. Meranti street

After the teacher finished teaching English lesson. The writer asked for taking permission to Mrs. Lidya Shanti S Pd, to ask for Mrs. Readiness to be interviewed and Mrs. was ready. When we did readiness to be interviewed the teacher was relax, because it was break time.

Interviewed guide

Mz : Bisa dijelaskan bagaimana gambaran proses pengajaran Bahasa Inggris pada SMA Muhammadiyah 1 Palangka Raya?

Ls : Gambaran proses mengajar itu sendiri hampir sama dengan sekolah lainnya. Kita bisa lihat dari awal pembuka, kegiatan inti dan penutup, menurut saya tidak ada kesulitan mudah – mudah aja dalam proses mengajar.

Mz : Dalam pengajaran Bahasa Inggris itu sendiri menggunakan strategi atau tidak ibu ?

Ls : Kadang – kadang ada. yang saya gunakan adalah strategi kognitif yaitu dengan memberikan kosa kata untuk melancarkan proses mengajar dan dengan menggunakan media buku.

Mz : Bagaimana proses dari pengajaran Bahasa Inggris dengan menggunakan strategi?

Ls : Dalam menggunakan strategi kognitif dengan memberikan kata – kata di papan tulis dan murid akan mencari di kamus setelah itu kalau itu didalam teks saya akan suruh menyesuaikan dan mengartikan sesuai teks jadi tidak semua yang di kamus itu kita sesuaikan dan kamus juga ada hubungannya dengan kosa kata.

Mz : Apa tujuan dari pengajaran menggunakan strategi itu?

Ls : Tujuannya adalah untuk meningkatkan vocab mereka

Mz : Apakah ada efek atau manfaat dari pengajaran dengan menggunakan strategi itu sendiri?

Ls : Alhamdulillah ada dari hasil – hasil mereka dan kosa kata mereka juga bertambah.

Mz : Kesulitan – kesulitan apa sajakah yang anda hadapi dalam pengajaran Bahasa Inggris?

Ls : Kesulitannya yaitu masalah kosa kata itu tadi mereka jarang membawa kamus, kalau mereka tidak menghafal; tetapi lebih di suruh untuk lebih banyak membuka kamus.

Mz : Bagaimana cara guru dalam memotivasi murid untuk belajar Bahasa Inggris?

- Ls : Yang paling dasar khususnya kosa kata lebih sering membuka kamus dan menonton televisi yaitu film yang menggunakan bahasa Inggris.
- Mz : Bagaimana cara anda membedakan siswa untuk mengukur kemampuan itu sendiri.
- Ls : Cara membedakan dari segi soal dengan memberikan soal yang sama untuk akhir penilaian untuk mengukur kemampuan siswa dan kalau dalam proses belajar sering berjalan – jalan untuk mengawasi siswa untuk melakukan penilaian adalah metode yang diberikan tanya jawab dan penugasan.
- Mz : Metode – metode apa yang anda gunakan dalam pengajaran Bahasa Inggris di SMA Muhammadiyah I Palangka Raya?
- Ls : Yaitu Communicative approach dan direct method.
- Mz : Kesulitan – kesulitan apa saja yang di temukan oleh siswa dalam mengerjakan soal – soal?
- Ls : Kesulitan yang sering ditemui oleh siswa adalah masalah kosa kata itu sendiri.

Note of Interview Result

Day : Thursday
Time : 08.00 – 09.30 WIB.
Subject : Siti Soleha.
Location : SMA Muhammadiyah I Palangka Raya

After the teacher finished teaching English lesson. The writer asked for taking permission to SS, to ask her readiness to be interviewed and she was ready, She taught by using good strategy.

Mz :Bisa dijelaskan bagaimana gambaran proses pengajaran Bahasa Inggris pada SMA Muhammadiyah I Palangka Raya?

Ss :Proses pengajaran Bahasa Inggris pada SMA Muhammadiyah I Palangkaraya adalah diawali dengan pembukaan. Biasanya guru memulai pelajaran dengan ucapan salam dan mengabsen siswa. Selanjutnya diikuti dengan kegiatan inti, disini guru akan memberikan penjelasan tentang baik itu dengan metode ceramah ataupun diskusi. Dan terakhir yaitu kegiatan inti penutup, disini guru akan memberikan kesimpulan tentang materi yang sudah di jelaskan dan juga memberikan saran – saran kepada siswa dan juga di akhiri dengan salam biasanya.

Mz :Dalam pengajaran Bahasa Inggris itu sendiri menggunakan strategi atau tidak ibu

Ss : Ya, dalam pengajaran Bahasa Inggris pasti kita biasanya saya selalu menggunakan strategi tergantung dengan RPP (Rencana pelaksanaan pembelajaran) untuk lebih mudah dalam proses belajar mengajar.

Mz : Bagaimana proses dari pengajaran Bahasa Inggris dengan menggunakan strategi?

Ss : Proses pengajaran Bahasa Inggris dengan menggunakan strategi diawali dengan kegiatan awal, seperti mengucapkan salam, mengabsen siswa dan menyiapkan media atau materi yang akan diajarkan. Selanjutnya di ikuti dengan kegiatan inti, di sini guru yaitu penjelasan materi, kemudian tanya jawab kepada siswa tentang materi yang akan disampaikan. Disini guru biasanya menggunakan dua bahasa yaitu Bahasa Inggris dan Bahasa Indonesia, supaya siswa lebih mudah memahami tentang materi yang telah di sampaikan oleh guru dan juga untuk melatih mereka berbicara atau speaking dalam bahasa Inggris. Dalam kegiatan inti ini juga guru biasanya akan memberikan sebuah game yang ada kaitannya dengan materi yang ada, Tujuannya agar siswa tidak merasa bosan atau jenuh selama belajar dalam kelas dan cara ini juga sangat bagus untuk melatih speaking mereka.

Kemudian dalam kegiatan inti ini juga guru akan memberikan tes sebagai evaluasi yaitu kegiatan penutup. Yaitu guru menyimpulkan materi yang disampaikan, terus pemberi tugas rumah dan juga diakhiri dengan Salam.

Mz : Apa tujuan dari pengajaran menggunakan strategi itu?

Ss Tujuan pengajaran dengan menggunakan strategi adalah untuk mempermudah proses belajar mengajar di dalam kelas sehingga tujuan pelaksanaan pembelajaran itu bisa tercapai dengan baik.

Mz : Apakah ada efek atau manfaat dari pengajaran dengan menggunakan strategi itu sendiri?

Ss : Ya, pasti ada. Guru lebih mudah menyampaikan materi dan siswa akan lebih mudah menyerap materi yang disampaikan oleh guru.

Mz : Kesulitan – kesulitan apa sajakah yang anda hadapi dalam pengajaran Bahasa Inggris?

Ss : Banyak ya kesulitan – kesulitan yang dihadapi dalam pengajaran Bahasa Inggris, salah satunya adalah siswa mengalami kesulitan dalam menterjemahkan suatu teks. Karena mereka masih belum banyak menguasai kosa kata Bahasa Inggris. Sehingga guru harus menjelaskan materi tersebut beberapa kali sampai siswa itu paham betul tentang materi yang disampaikan.

Mz : Bagaimana cara guru dalam memotivasi murid untuk belajar Bahasa Inggris.

Ss : Cara guru dalam memotivasi murid untuk belajar Bahasa Inggris yaitu dengan memberikan saran kepada mereka, kemudian saling ber tukar pendapat antara guru dan siswa. Disini juga guru menerapkan sistem penilaian (+,-).Penilaian ini diterapkan apabila siswa berani menjawab soal di dalam kelas secara lisan atau tertulis, walaupun misalkan jawaban mereka itu masih belum sempurna, maka siswa tersebut akan tetap mendapat nilai +, karena dia dianggap berani mengemukakan pendapatnya di depan teman – temannya yang lain. Alhamdulillah, sejak cara itu ini diterapkan ternyata pada saat ini siswa mampu termotivasi untuk belajar Bahasa Inggris.

Mz : Bagaimana Cara anda membedakan siswa untuk mengukur kemampuan itu sendiri?

Ss : Caranya adalah dengan memberikan tes yang di sajikan dalam bentuk soal, baik itu lisan ataupun tertulis.Tes ini di berikan pada saat di dalam kelas baik untuk tugas yang berstruktur, tugas yang berstruktur itu adalah tugas yang di berikan di kelas dan untuk tugas yang tidak berstruktur cont.anya seperti PR tugas yang diberikan untuk dikerjakan di rumah. Selain itu juga tes ini di berikan pada

saat ulangan harian, ujian, tengah semester maupun ujian akhir semester. Dan hasil tes tersebut maka akan di ketahui sejauh mana kemampuan dari masing – masing siswa itu sendiri.

Mz : Metode – metode apa yang anda gunakan dalam pengajaran Bahasa Inggris di SMA Muhammadiyah I Palangka Raya?

Ss : Metode – metode yang di gunakan dalam pengajaran Bahasa Inggris di sekolah ini adalah metode Grammar Translation Method, Direct Method. Dan yang sering saya gunakan adalah metode Communicative Approach yaitu gabungan dari beberapa metode yang ada. dan Direct method tidak terlalu sering saya gunakan karena tidak semua siswa yang bisa menggunakan Bahasa Inggris

Mz : Kesulitan – kesulitan apa saja yang di temukan oleh siswa dalam mengerjakan soal – soal?

Ss : Kesulitan – kesulitan yang di temukan siswa dalam mengerjakan soal yaitu mereka sulit memahami maksud dari soal yang ada dan cenderung kesulitan dalam menipisnya ke dalam bentuk kalimat, terutama dari segi pemilihan kesa kata maupun dari segi struktur kalimat atau grammarnya.

Appendix 4

Notes of interview result

Interview guided

Day : Saturday, 30 mei 2009

Time : 09.00 WIB

Subject : Mahmudah

Location : X-1 Class

In the day, I ask in the first break time to interview the students. The writer ask for readiness to be interviewed.

Mz : Strategi apa yang anda gunakan dalam memahami teks bacaan dalam pelajaran Bahasa Inggris? Dan apa alasan anda untuk memilih strategy tersebut ?

M : Memahami arti teks tersebut sehingga kita dapat mengetahui maksud dan tujuan agar dapat lebih paham dan mengetahui.

Mz :..Apa yang anda lakukan jika belum memahami isi teks yang telah and baca ?

M : Bertanya dengan guru dan mencari kosa kata.

Mz :. Apa yang anda lakukan jika belum memahami dan menemukan kata – kata yang sulit?

M : Saya akan mencari di kamus dan bertanya dengan guru dan teman – teman.

Mz :..Bagaimana menurut kamu tentang strategi – strategi guru dalam menjelaskan pelajaran Bahasa Inggris khususnya tentang kosa kata (vocabulary)?

M : Jelas dan dapat dipahami dan mengerti.

Mz :. Dengan cara apa anda dapat dengan mudah menguasai atau menghafal kosa kata?

M : Dengan mengingat dan mempelajari ulang pelajaran yang sudah dipelajari / setelah dijelaskan.

Mz :. Kesulitan – kesulitan apa saja yang sering anda temui i dalam pelajaran Bahasa Inggris?

M : Kesulitan yang sering saya hadapi adalah dalam mencari kosa kata yang belum kenal sehingga sulit untuk menterjemahkan?

Mz :Apakah anda dapat memahami dari penjelasan guru tentang pelajaran Bahasa Inggris (vocabulary) ?

M : Saya dapat memahami dari penjelasan guru

Interview guided

Day :Thuesday, 30 mei 2009

Time :08.30

Subject :Paniyem

Location :X-2 class.

After interviewing with hf, it was continued with P was ready to be interviewed. She was relax because the English teacher did not enter the class, there is meeting. at the first she was friendly, she live ai Jl.Murjani gg 1 suka maju street.

Mz : Strategi apa yang anda gunakan dalam memahami teks bacaan dalam pelajaran Bahasa Inggris? Dan apa alasan anda untuk memilih strategy tersebut?

F : Yaitu dengan strategi mencari kata – kata atau kosa kata yang sulit untuk diartikan dalam bahasa Indonesia karena begitu akan mudah memahami teks bacaan..

Mz : Apa yang anda lakukan jika belum memahami isi teks yang telah anda baca?

P : Mencari kosa kata yang sulit di dalam kamus bahasa Inggris dan jika belum mengerti saya akan bertanya kepada guru bidang studi bahasa Inggris.

Mz :. Apa yang anda lakukan jika belum memahami dan menemukan kata – kata yang sulit?

P : Yang saya lakukan jika belum memahami dan menemukan kata – kata yang sulit saya meminta penjelasan kepada guru yang mengajar bidang studi bahasa Inggris.

Mz :.Bagaimana menurut kamu tentang strategi – strategi guru dalam menjelaskan pelajaran Bahasa Inggris khususnya tentang kosa kata (vocabulary)?

P : Sangat baik dan jelas sehingga murid mudah untuk mengartikan kosa kata yang sulit tersebut.

Mz :. Dengan cara apa anda dapat dengan mudah menguasai atau menghafal kosa kata ?

P : Dengan cara mencari didalam kamus setelah dapat diringkas lalu di hafalkan atau dengan banyak menterjemahkan bahasa Inggris didalam bahasa Indonesia tetapi saya tak menggunakan calculator bahasa Inggris.

Mz : Kesulitan – kesulitan apa saja yang sering anda temui dalam pelajaran Bahasa Inggris?

P : Saya sering mengalami kesulitan dalam menterjemahkan bahas Inggris, kedalam bahasa Indonesia.

Mz : Apakah anda dapat memahami dari penjelasan guru tentang pelajaran Bahasa Inggris (vocabulary) ?

P : Kadang – kadang Saya dapat memahami dan ada yang tidak paham, tetapi kebanyakan paham dari penjelasan guru.

Interview guided

Day Friday , 29 mei 2009

Time :08.30

Subject :Fajar pratomo

Location :X-3 class.

In the day day coincidentally the English teacher did not enter the class, it was continued with Fp, Fp was ready to be interviewed, He friendly and relax.

Mz : Strategi apa yang anda gunakan dalam memahami teks bacaan dalam pelajaran Bahasa Inggris? Dan apa alasan anda untuk memilih strategy tersebut?

Fp : Yaitu dengan strategi yang saya gunakan dalam memahami teks yaitu mengulang kembali pelajaran bahasa Inggris sambil mendengarkan musik dengan alasan karena belajar dengan mendengarkan musik lebih santai dalam belajar.

Mz : .. Apa yang anda lakukan jika belum memahami isi teks yang telah anda baca?

Fp : Yang saya lakukan jika belum memahami isi teks saya akan bertanya kembali apabila belum mengerti.

- Mz :. Apa yang anda lakukan jika belum memahami dan menemukan kata – kata yang sulit?
- Fp : Yang saya lakukan jika belum memahami dan menemukan kata – kata yang sulit saya meminta penjelasan kepada guru yang mengajar bidang studi bahasa Inggris.
- Mz :.Bagaimana menurut kamu tentang strategi – strategi guru dalam menjelaskan pelajaran Bahasa Inggris khususnya tentang kosa kata (vocabulary)?
- Fp : Strategi dalam menjelaskan sangat bagus mudah dipahami,
- Mz :. Dengan cara apa anda dapat dengan mudah menguasai atau menghafal kosa kata?
- Fp : Dengan cara menguasai atau menghafal kosa kata dengan bernyanyi..
- Mz :. Kesulitan – kesulitan apa saja yang sering anda temu i dalam pelajaran Bahasa Inggris?
- Fp : Kesulitan yan sering saya temu i adalah apabila kondisi badan sedang cape atau lelah dalam belajar.
- Mz : Apakah anda dapat memahami dari penjelasan guru tentang pelajaran Bahasa Inggris (vocabulary) ?
- Fp Dari penjelasan guru sedikit saja tetapi mengerti apa yang dijelaskan.

Day **Friday , 29 mxi2009**
Time **:09 – 30 Wib**
Subject **:Eko cakyono**
Location **:X-3 class.**

In the day day coincidentally the English teacher did not enter the class, it was continued with E E was ready to be interviewed, He friendly and diligent.

Mz : Strategi apa yang anda gunakan dalam memahami teks bacaan dalam pelajaran Bahasa Inggris? Dan apa alasan anda untuk memilih strategy tersebut?

E : Yaitu dengan strategi yang saya gunakan adalah dengan mengulang membaca agar lebih dapat memahami dan mengerti tentang bahasa Inggris.

Mz :. Apa yang anda lakukan jika belum memahami isi teks yang telah and baca?

E : Apabila saya belum memahami saya akan bertanya kembali kepada guru mata pelajaran bahasa Inggris..

Mz :. Apa yang anda lakukan jika belum memahami dan menemukan kata – kata yang sulit?

E : Saya akan mencari di kamus dan bila belum ketemu tanya lagi kepada guru mata pelajaran bahasa Inggris..

Mz :.Bagaimana menurut kamu tentang strategi – strategi guru dalam menjelaskan pelajaran Bahasa Inggris khususnya tentang kosa kata (vocabulary)?

- E : Menurut saya strategi guru dalam menjelaskan pelajaran bahasa Inggris sangat bagus sehingga murid – murid mudah mengerti dan memahami bahasa Inggris.
- Mz :. Dengan cara apa anda dapat dengan mudah menguasai atau menghafal kosa kata ?
- E :.Saya dapat dengan mudah menguasai dan menghafal kosa kata dengan mendengarkan rekaman bahasa Inggris dan belajar dari buku – buku di sekolah dan menggunakan kamus..
- Mz :. Kesulitan – kesulitan apa saja yang sering anda temui dalam pelajaran Bahasa Inggris?
- E : Kesulitan – kesulitan yang sering saya temui adalah membuat kalimat dengan menggunakan bahasa Inggris yang panjang jadi saya agak bingung.
- Mz : Apakah anda dapat memahami dari penjelasan guru tentang pelajaran Bahasa Inggris (vocabulary) ?
- E : Saya dapat mengerti tetapi ada juga yang tidak terlalu paham.

Day : Saturday ,30 maij2009
Time :10.00 Wib
Subject Fahtunnisa
Location :X-4 class.

In the day coincidentally the English teacher did not enter the class, because it was meeting. So The writer asked for F readiness to be intervied directly, She live at Jl Filately 3 street.

Mz : Strategi apa yang anda gunakan dalam memahami teks bacaan dalam pelajaran Bahasa Inggris? Dan apa alasan anda untuk memilih strategy tersebut ?

F : Strategi yang saya gunakan adalah menghafal kosa kata bahasa Inggris sebanyak mungkin mengartikan karena lebih mudah dalam, memahami teks bahasa Inggris dengan menghafal kosa kata.

Mz :. Apa yang anda lakukan jika belum memahami isi teks yang telah and baca?

F : Yang saya lakukan adalah membaca lagi dan bertanya kepada teman yang lebih paham

Mz :. Apa yang anda lakukan jika belum memahami dan menemukan kata – kata yang sulit?

F Saya akan mencari di kamus dan bertanya kepada guru.

Mz :.Bagaimana menurut kamu tentang strategi – strategi guru dalam menjelaskan pelajaran Bahasa Inggris khususnya tentang kosa kata (vocabulary)?

- F : Menurut saya strategi guru dalam menjelaskan pelajaran bahasa Inggris sangat bagus sehingga murid – murid mudah mengerti dan memahami bahasa Inggris.
- Mz : Dengan cara apa anda dapat dengan mudah menguasai atau menghafal kosa kata?
- F : Yaitu dengan cara menghafal kosa kata apabila ada waktu kosong..
- Mz : Kesulitan – kesulitan apa saja yang sering anda temui dalam pelajaran Bahasa Inggris?
- F : Kesulitan – kesulitan yang sering saya temui yaitu membuat kalimat menggunakan bahasa Inggris dan membuat cerita, tetapi berbentuk speaking masih bisa.
- Mz : Apakah anda dapat memahami dari penjelasan guru tentang pelajaran Bahasa Inggris (vocabulary) ?
- F : Ya saya dapat memahaminya..

Day : Friday, 29 May 2009
Time : 10.00 Wib
Subject Try Rahmanto
Location : X-5 class.

After interviewing with E, It was continued with TR,,TR was ready to be interviewed. He was relax but He was also serious.

Mz : Strategi apa yang anda gunakan dalam memahami teks bacaan dalam pelajaran Bahasa Inggris? Dan apa alasan anda untuk memilih strategy tersebut?

TR : Strategi yang saya gunakan yaitu dengan gagasan pokok atau ide pokok dalam sebuah teks karena dalam gagasan pokok memuat inti sebuah teks bacaan. Karena mudah dipahami.

Mz : Apa yang anda lakukan jika belum memahami isi teks yang telah anda baca?

TR : Yang saya lakukan adalah mencari kata – kata kunci.

Mz :. Apa yang anda lakukan jika belum memahami dan menemukan kata – kata yang sulit?

TR : Saya akan mencari kata – kata tersebut di kamus dan calculator bahasa Inggris.

Mz :.Bagaimana menurut kamu tentang strategi – strategi guru dalam menjelaskan pelajaran Bahasa Inggris khususnya tentang kosa kata (vocabulary)?

TR : Menurut saya strategi guru dalam menjelaskan pelajaran bahasa Inggris sangat mudah, baik dan jelas sehingga dapat mudah

dipahami oleh seluruh siswa dan kalau guru terlalu cepat juga tidak mudah untuk di mengerti khususnya dalam pendengaran.

Mz : ..Dengan cara apa anda dapat dengan mudah menguasai atau menghafal kosa kata?

TR : ∴. Yaitu dengan cara membuka dan membaca kamus dan mendengarkan lagu – lagu barat.

Mz : ∴. Kesulitan – kesulitan apa saja yang sering anda temui i dalam pelajaran Bahasa Inggris?

TR : : Kesulitan – kesulitan yang sering saya temui i yaitu menemui kata – kata yang susah dipahami dan diartikan.

Mz : : Apakah anda dapat memahami dari penjelasan guru tentang pelajaran Bahasa Inggris (vocabulary) ?

TR : : Ya saya dapat memahaminya..

**GENERAL DESCRIPTION OF SMA MUHAMMADIYAH I
PALANGKA RAYA IN 2008 / 2009.**

1. The Brief History Of SMA Muhammadiyah I PALANGKA Raya.

Senior High School (SMA) Muhammadiyah I Palangka Raya is one of formal. Educational institutions that has been founded since the decision letter number. E.G/0/MPMK/1997 gives by MPPK Muhammadiyah This formal. Educational institutions founded on September 12th 1977. It is located on RTA Milono street km.1,5 Palangka Raya.

Based on the formal document obtained from SMA Muhammadiyah Pusat, Cam/ majelis., the education runs formally and it is recognized with number : 4154 /11-1/KTG-77/1983 and the status is admitted by DEPDIBUD on January 17th 1989 with number, 001/C/ KEP/198.

2. The data of headmaster of SMA Muhammadiyah I Palangka Raya.

- | | |
|--------------------------------|-----------------|
| 1). Drs. H. Rinco Norkhim, | In 1977- 1979 |
| 2). Drs. H.A.A Ghani. | In 1979 – 1884. |
| 3). Ir. H. Sachriel Samadi. | In 1984.. |
| 4). Drs. H. Bachruddin HM | .In 1986 -1988. |
| 5). Sutati, BA. | In 1988 – 1997. |
| 6). Drs. Muchtar, | In 1993 – 1997. |
| 7). Drs. H. Marwan Sjukur | In 1997 – 1998. |
| 8) Drs. H. Soetoto Adiwinarno, | In 1998 – 2003. |
| 9). Subari, BA | In 2003 now. |

*Source : Documentation of SMA Muhannadiyah I Palangka Raya
in 2008/ 2009.*

THE FACILITIES OF SMA MUHAMMADIYAH I PALANGKA RAYA

ACADEMIC YEAR 2008 / 2009

To support of teaching learning process. SMA Muhammadiyah I Palangka Raya provides the facilities that can be seen in the table bellow.

NO	FACILITIES	THE SUM
1	Class Room	12 Class
2	The Room Of Headmaster	1 Room
3	The Teacher Room	1 Room
4	Administration Division	1 Room
5	Library	1 Room
6	Laboratory	1 Room
7	Computer Room	1 Room
8	Counseling Room	1 Room
9	Masque	1 Room
10	School health Unit and Scouts' Room	1 Room
11	School Keeping	1 Room
12	Osis Room	1 Room

LUAS TANAH DAN BANGUNAN TOTAL KOMPLEKS

Material	Luas (M2)
Bangunan (SMA)	7.240,000
Pekarangan	12.360,000
Kebun Sekolah	1.000,000
Jumlah	20.600,000

Source : Documentation of SMA Muhammadiyah I Palangka Raya in
2008/ 2009

Appendix

The Teachers in SMA Muhammadiyah I Palangka Raya in 2009

No	Name	Male / female	Subject
1	Subari.BA	M	Head Master
2	Halidin	M	Sosiologi
3	Dra.Hj.Mastainah	F	Kepala perpustakaan ekonomi
4	Kaminem,S Pd	F	Kewarganegaraan bimbingan konseling
5	Dra.Hj.Srumulyawindua	F	Sejarah
6	Dra.Sa'diyah	F	Al- Islam
7	Drs.Husni	F	Wakasek a.PPkn
8	Drs.M.Ramli	M	a.Ekonomi/Akuntansi
9	Dra.Siti Arofah	F	Bahasa Inggris
10	Drs. Suroso	M	Wakasek Kewarganegaraan
11	Drs.H.Rois Mahfud	M	Wakasek Bahasa Inggris
12	Hj.Yusriwati.S Pd	F	Wakasek Bahasa Indonesia
13	Dra.Hj. Riyani	F	Bimbingan Konseling Sosiologi
14	Drs. A. Wahyu Cahyono	M	KA.Tata Usaha / Kepala LAB IPA Kimia.
15	Dra.Tuti Ernawati	F	Matematika
16	Hj.Purna Haidah, S Pd	F	Fisika
17	Sri Winarsih	F	Fisika
18	Yulina Lamiang	F	Biologi
19	Maliani, S.Pd KOP	F	a.Geografi b.Ekonomii
20	Dra.Adha Yuniarti	F	a.KBA B.Al- Islam
21	H.M Syairi Abdullah	M	A.Kemuhammadiyah
22	H.M Zuhri.S.Hi	M	a.Bahasa Arab
23	Astutik, S.Pd	F	Kimia
24	Fantini Susilawati, S.pd	F	Matematika
25	Masrukin.S.Sos	M	a.Tik b.Sosiologi
26	Siti Soleha	F	Bahasa Inggris
27	Nursyafi'I, S.Pd	M	Bahasa Indonesia
28	M.Syaifullah.S.Pd	M	a. Bahasa Indonesia

29	Lin Isniyati.M.Si	F	a. Tik b. Sejarah c. Geografi
30	Puspitarini.S.Si	F	Biologi
31	Abd Hadi	M	Pendidikan Seni
32	M. Bagus Sekarbumi, S.Pd	M	Matematika
33	M.Rusydi.S.Pd	M	Olahraga
34	Lili Ernawatu.S.Pd	F	Perpustakaan Geografi
35	Mustakim	M	Olahraga
36	Sri Hartatik.S.Ag	F	Kemuhammadiyah
37	Lilik Kholishotin. S.Ag	F	Bahasa Arab
38	Lydia Shanti,S.Pd	F	Bahasa Inggris
39	Sri Patwinarsih,SSN	F	Pendidikan Seni
40	Ngismatui Khairiyah, S.Pdi	F	a.Kemuhammadiyah b.Al -Islam

Source : Documentation of SMA Muhammadiyah I Palangka Raya in 2008/ 2009.

**THE CONDITION OF TEACHERS IN SMA MUHAMMADIYAH I
PALANGKA RAYA IN 2009**

Jabatan	G O L O N G A N				Jml.
	I	II	III	IV	
Kepsek	-	-	-	1	1
Wakasek	-	-	-	4	4
G. Tetap	-	-	1	12	13
Guru TT	-	-	-	-	22
G. Agama	-	-	1	1	2
GTT Agama	-	-	-	-	1
Peg. TU	-	-	-	-	7
Penjaga S/keb	-	-	-	-	2
Jumlah	-	-	2	18	52

Source : Documentation of SMA Muhammadiyah I Palangka Raya in 2008/ 2009.

THE CONDITION OF STUDENTS IN SMA MUHAMMADIYAH I PALANGKA RAYA

The number of students in SMA Muhammadiyah I Palangka Raya academic year 2008 / 2009 is 465 students. In order to be clearer, the condition of the students in SMA Muhammadiyah I Palangka Raya can be seen in the following table.

The Condition of students in SMA Muhammadiyah I Palangka Raya

Kelas Tingkat	Jumlah Siswa	Jumlah Kelas
I	186	5
II	153	4
III	126	4
Jumlah	465	13

Source : *Documentation of SMA Muhammadiyah I Palangka Raya in 2008/ 2009.*

Appendix 5

Sample Of Interview Of SMA Muhammadiyah I Palangka Raya.

CODE	CLASS	NAME OF STUDENTS
M	X -1	Mahmudah
P	X -2	Pa iyem
FP EC	X -3 X-3	Fajar Pratomo Eco Cahyono
F	X -4	Fahrunnisa
TR	X -5	Try Fahmanto

1. Visi, Misi, dan Tujuan Sekolah

a. Visi

Berorientasi ke depan yang bertumpu pada peningkatan iman dan takwa kepada Allah Swt serta penguasaan ilmu pengetahuan dan teknologi.

b. Misi

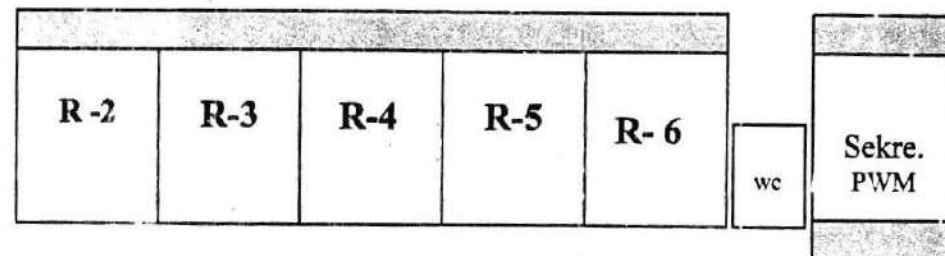
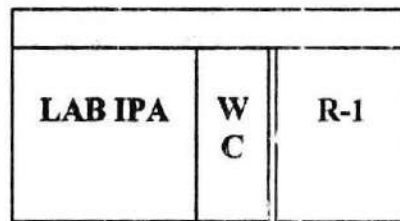
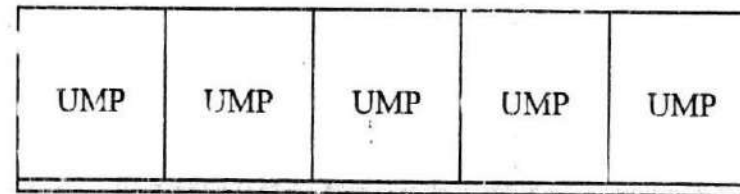
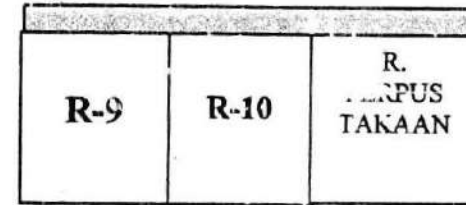
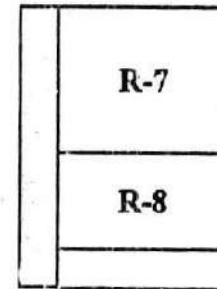
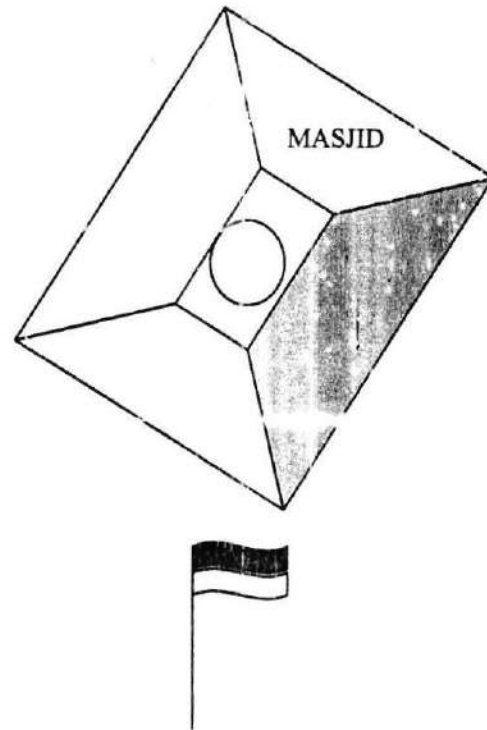
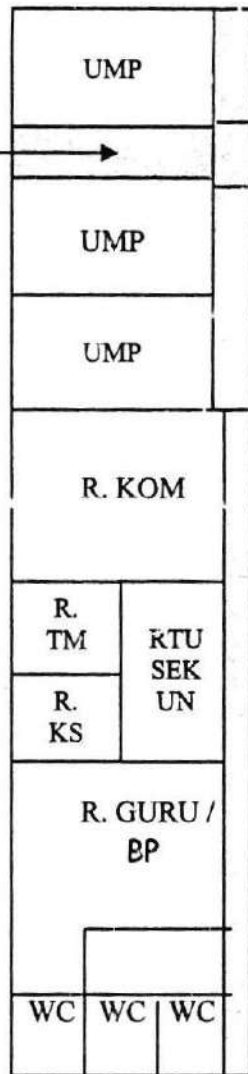
1. Mencerdaskan siswa beriman dan bertakwa kepada Allah Swt yang berakhlak mulia.
2. Menyelenggarakan pembelajaran dan bimbingan secara efektif untuk meningkatkan prestasi siswa secara optimal.
3. Menerapkan manajemen peningkatan mutu berbasis sekolah.
4. Mendorong dan mengembangkan semua potensi sehingga dapat berkembang secara optimal.
5. Menumbuhkan semangat pengamalan ajaran agama dan budaya bangsa yang dapat dijadikan sebagai dasar untuk bertindak.
6. Menyelenggarakan pembelajaran yang berbasis teknologi dan Informasi dan membuka cakrawala pengetahuan dunia global.

c. Tujuan Sekolah

1. Melahirkan siswa yang berakhlak mulia, beriman dan bertakwa kepada Allah Swt serta menyertai dengan pengetahuan dan teknologi.
2. Mampu meningkatkan nilai kelulusan dari tahun ke tahun minimal selisih 0,2 (nol koma dua).
3. Menciptakan Kelompok Karya Ilmiah, Tim Olahraga, Tim Kesenian, Tim Debat Bahasa yang tangguh dan terampil.

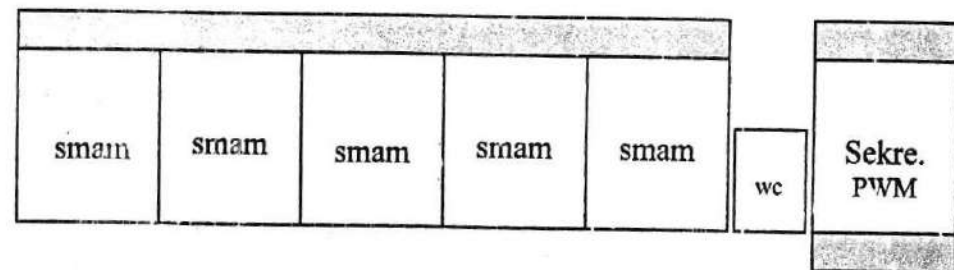
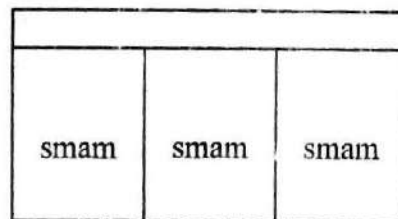
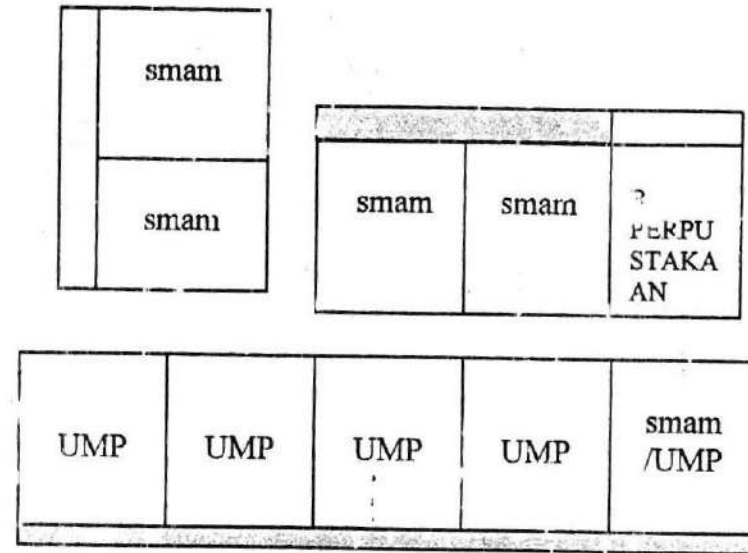
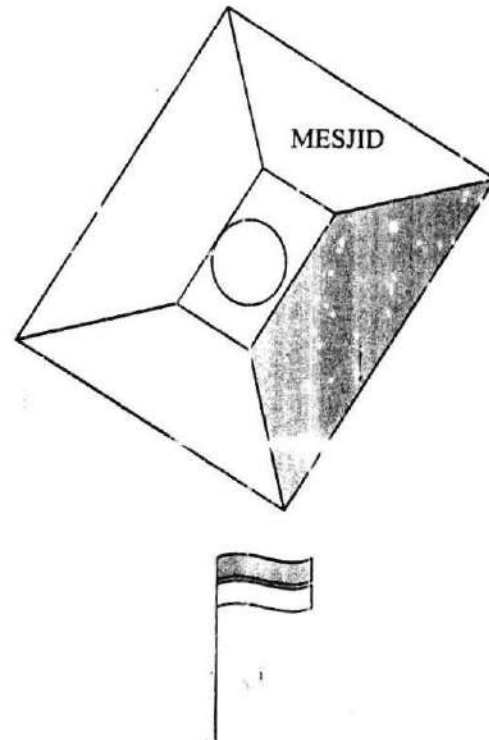
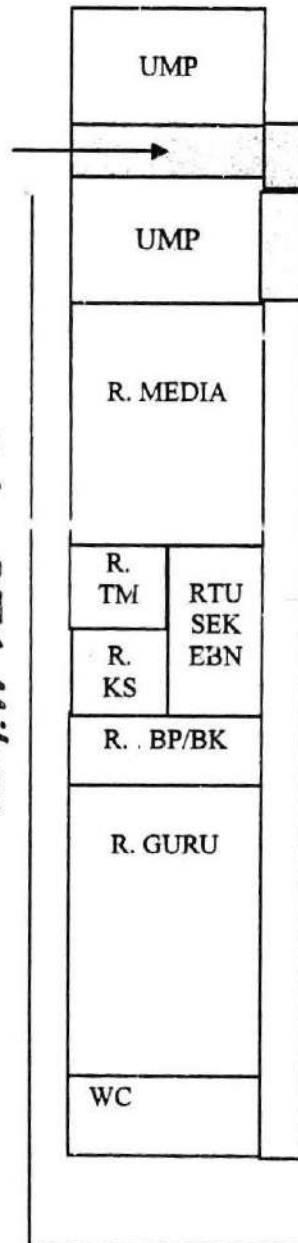
DENAH LOKASI UJIAN NASIONAL SMA MUHAMMADIYAH 1 PALANGKARAYA

Jalan RTA Milono



Jalan Cristopel Mihing

Jalan RTA Milano



Lampiran

: I

Surat Keputusan Nomor

: 420/ /IV.421/SMA-1M/PhI/XII/2008

Tentang

: PEMBAGIAN TUGAS MENGAJAR SEMESTER GENAP SMA MUHAMMADIYAH 1 PALANGKARAYA
TAHUN PELAJARAN 2008/2009

NO	NAMA GURU	KODE	MATA PELAJARAN	KELAS X					KELAS XI					KELAS XII			
				X-1	X-2	X-3	X-4	X-5	PA-1	PA-2	PA-3	PS-1	PS-2	PA-1	PA-2	PS-1	PS-2
01	SUBARI, BA	01	KEPALA SEKOLAH SENI RUPA	2	2	2	2	2						BK	BK	BK	BK
02	HALIDIN	02	SOSIOLOGI									4				4	4
03	Dra. Hj. MASTAINAH	03	KEPALA PERPUSTAKAAN EKONOMI	3	3	3	3	3									
04	KAMINEM, S.Pd	04	KEWARGANEGARAAN BIMBINGAN KONSELING	2	2	2	2	2	BK	BK	BK	BK	BK				
05	Dra. HJ. SRUMULYAWINDU A	05	SEJARAH	1	1	1	1	1				3	3			3	3
06	Dra. SA'DIYAH	06	AL ISLAM							3		3	3	3	3	3	3
07	Drs. HUSNI	07	WAKASEK a. PPkn						2	2	2	2	2				
08	Drs. M. BAKI	08	a. EKONOMI/AKUNTANSI b. TIK													5	5
09	Dra. SITI AROFAH	09	BAHASA INGGRIS						4	4	4	4	4			2	2
10	Drs. SUROSO	10	WAKASEK KEWARGANEGARAAN											2	2	3	3
11	Drs. H. ROIS MAHFUD	11	WAKASEK BAHASA INGGRIS													4	4
12	Hj. YUSRIWATI, S.Pd	12	WAKASEK BAHASA INDONESIA											4	4	4	4
13	Dra. Hj. RIYANI	13	BIMBINGAN KONSELING SOSIOLOGI	BK 2	BK 2	BK 2	BK 2	BK 2									
14	Drs. A. WAHYU CAHYONO	14	KA. TATA USAHA/Kepala LAB IPA KIMIA							4	4			4	4		
15	Dra. TUTI ERNAWATI	15	MATEMATIKA	4	4	4	4	4									
16	Hj. PURNA HAIDAWATI, S.Pd	16	FISIKA							5	5			5	5		
17	SRI WINARSIH, S.Pd	17	FISIKA	3	3	3	3	3	5								
18	YULINA LAMIAH	18	BIOLOGI	2	2	2	2	2						5	5		
19	MALIANI, S.Pd.KOP	19	a. GEOGRAFI b. EKONOMI									5	5			2	2
20	Dra. ADHA YUNIARTI	20	a. KBA b. AL ISLAM	1 3	1 3	1 3	1 3	1 3									
21	H.M. SYAIRI ADBULLAH	21	a. KEMUHAMMADIYAHAN											2	2	2	2

NO	NAMA GURU	KODE	MATA PELAJARAN	KELAS X					KELAS XI					KELAS XII			
				X-1	X-2	X-3	X-4	X-5	PA-1	PA-2	PA-3	PS-1	PS-2	PA-1	PA-2	PS-1	PS-2
22	H.M. ZUHRI, S.Hi	22a	a. BAHASA ARAB								2	2	2	2	2	2	2
23	ASTUTIK, S.Pd	23	KIMIA	2	2	2	2	2	4					2	2	2	2
24	FRANTINI SUSILAWATI, S.Pd	24	MATEMATIKA						5	5	5			5	5		
25	MASRUKIN, S.Sos	25	a. TIK b. SOSIOLOGI	2	2	2	2	2					4	2	2		
26	SITI SOLEHA	26	BAHASA INGGRIS			4	4	4									
27	NURSYAFI'I, S.Pd	27	BAHASA INDONESIA	4	4	4	4	4									
28	M. SYAIFULLAH, S.Pd	28	a. BAHASA INDONESIA						4	4	4	4	4				
29	LIN ISNIYATI, M.Si	29	a. TIK b. SEJARAH c. GEOGRAFI	1	1	1	1	1	2 1	2 1	2 1	2 2	2 2				
30	PUSPITARINI, S.Si	30	BIOLOGI						4	4	4						
31	ABD HADI	31	PENDIDIKAN SENI						2	2	2	2	2				
32	M. BAGUS SEKARBUMI, S.Pd	32	MATEMATIKA									4	4			4	4
33	M. RUSYDI, S.Pd	33	OLAHRAGA	2	2	2	2	2	2	2	2						
34	LILI ERNAWATI, S.Pd	34	PERPUSTAKAAN GEOGRAFI									3	3				
35	MUSTAKIM	35	OLAHRAGA									2	2	2	2	2	2
36	SRI HARTATIK, S.Ag	36	KEMUHAMMADIYAHAN	2	2	2	2	2									
39	LILIK KHOLISHOTIN, S.Ag	39	BAHASA ARAB	2	2	2	2	2	2	2							
40	LYDIA SHANTY, S.Pd	40	BAHASA INGGRIS	4	4									4	4		
41	SRI PATWINARSIH, SSN	41	PENDIDIKAN SENI											2	2	2	2
42	NGISMATUL KHAIRIYAH, S.Pd	42	a. KEMUHAMMADIYAHAN b. AL ISLAM						2 3	2	2 3	2	2				

PALANGKARAYA, DESEN
KEPALA SEKOLAH,

SUBARI, BA
NIP. 130 516 756

Documentation

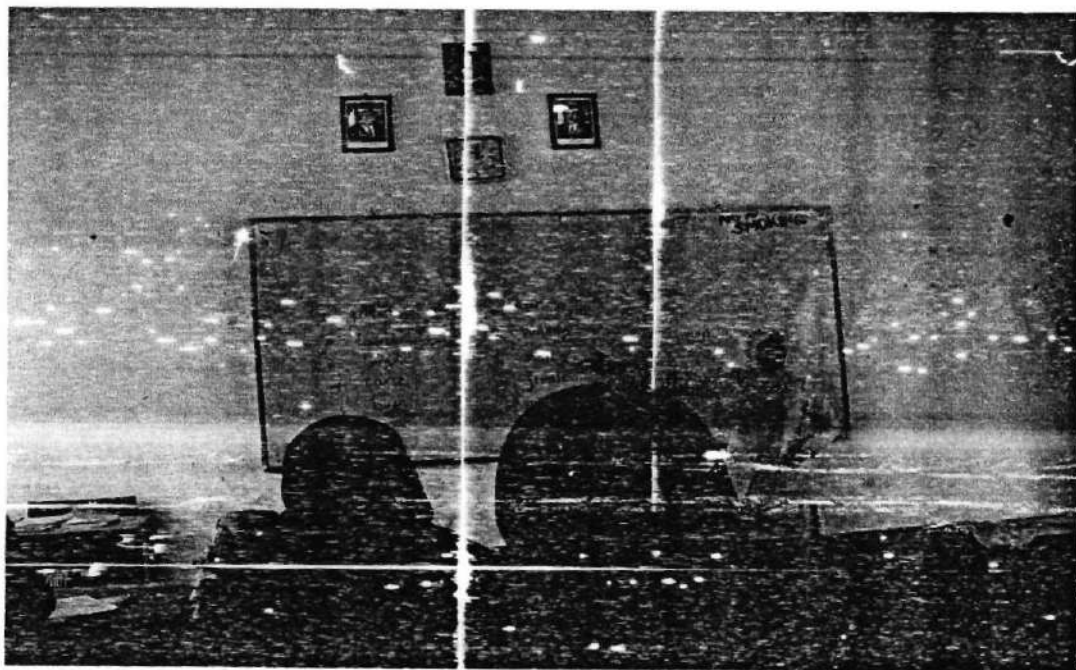


Picture 1. Interview with Miss Ss

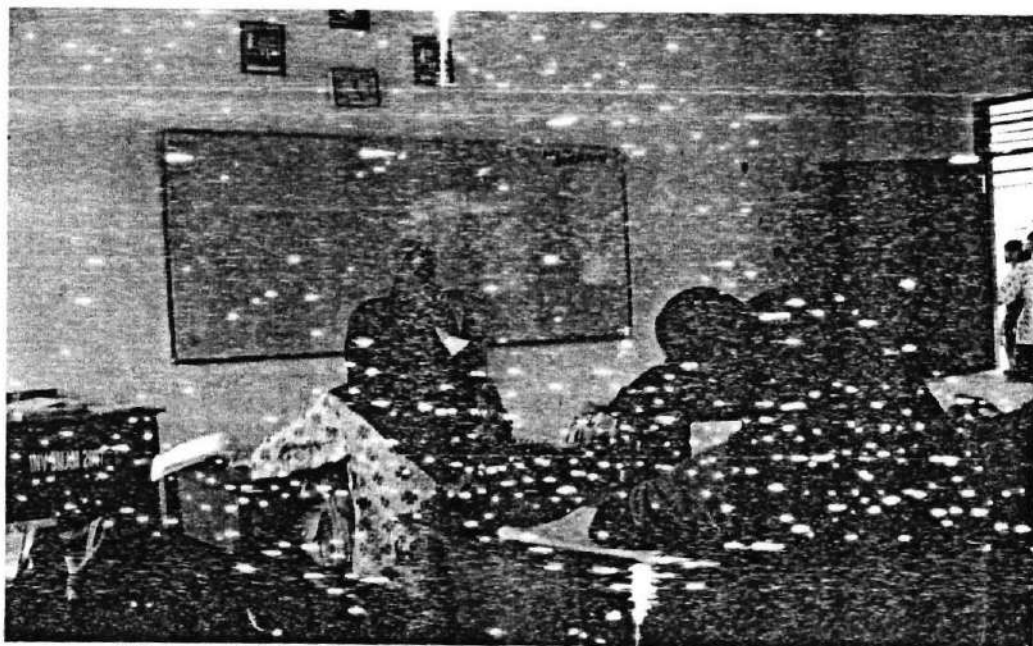


Picture 2, interview with Mrs Ls

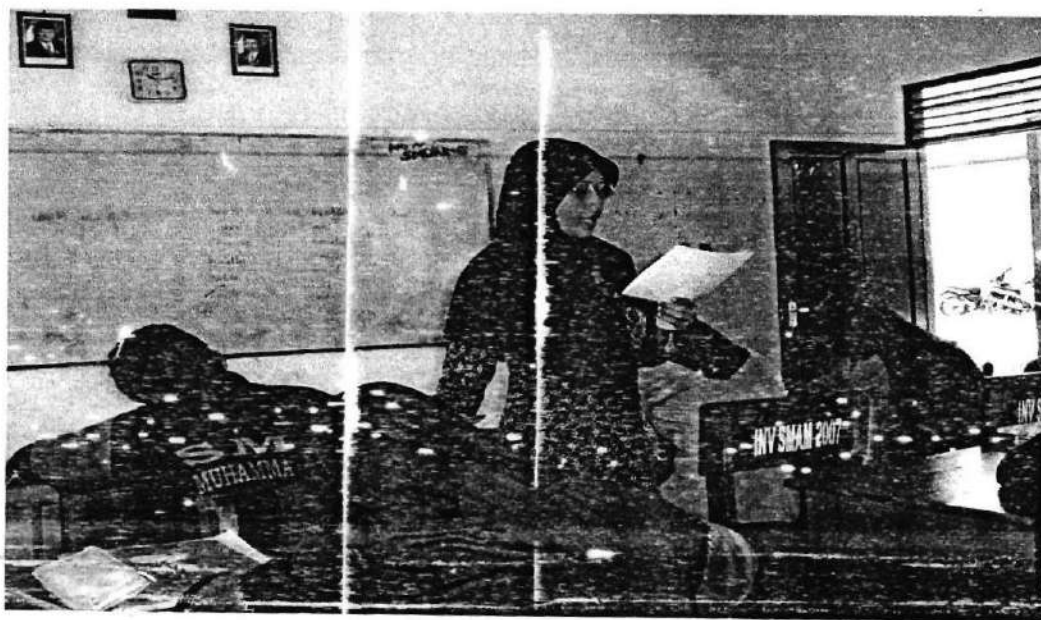
The teaching process in the class room



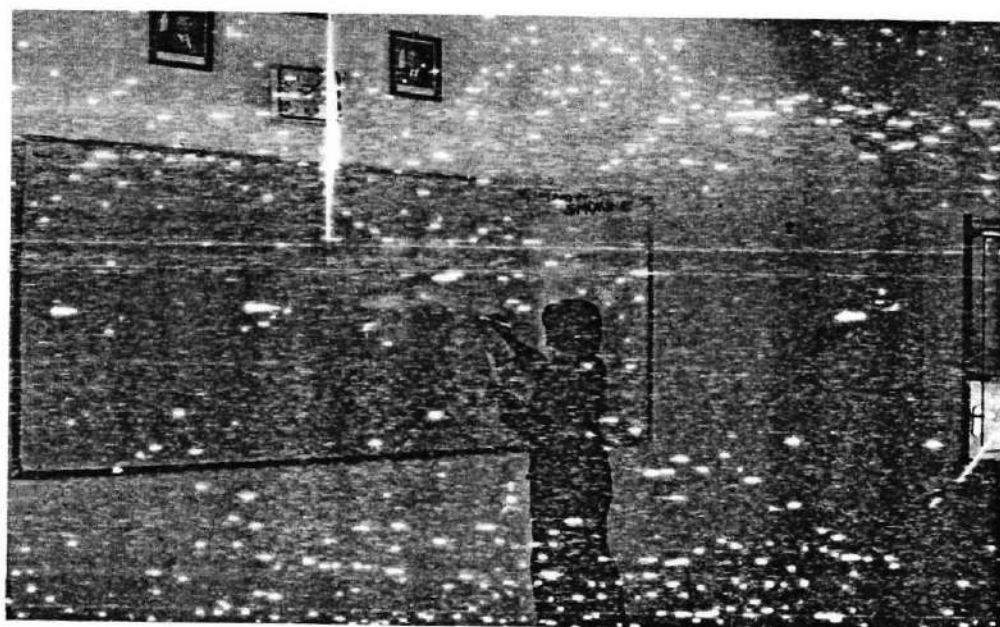
**Picture 3. The Teaching Learning Process with Miss SS
On Wednesday 20th 2009**



**Picture 4. The Teaching Learning Process with Miss Ss
On Wednesday 20th 2009**



Picture 5. The Teaching Learning Process with Miss Ls 16th May 2009



Picture 6. The Teaching Learning Process with Mrs Ls 16th May 2009

**SYLLABUS OF ENGLISH LESSON IN X GRADE AT SMA
MUHAMMADIYAH I PALANGKA RAYA**

1.) The Curriculum of English Teaching in SMA Muhammadiyah I

Palangka Raya

Kelas X, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat 7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan
8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> ,	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks

Standar Kompetensi	Kompetensi Dasar
<i>descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	kehidupan sehari-hari 8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i>
Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat 9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan
10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks	10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari

Standar Kompetensi	Kompetensi Dasar
kehidupan sehari-hari	10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>
Membaca 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>
Menulis 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari 12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Muhammadiyah I Palangka Raya
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X -1 / 2

Standar Kompetensi : 7 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

Kompetensi Dasar 7.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji dan mengucapkan selamat.

Indikator :

- Mengidentifikasi makna tindak tutur berterima kasih
- Merespon dengan benar tindak tutur berterima kasih
- Mengidentifikasi tindak tutur memuji
- Merespon tindak tutur memuji
- Mengidentifikasi tindak tutur mengucapkan selamat
- Merespon tindak tutur mengucapkan selamat

Alokasi Waktu : 6 x 45 menit (3 x pertemuan)

1. Tujuan Pembelajaran

Siswa dapat mengawali dan menutup percakapan serta merespon tindak tutur berterima kasih, memuji dan mengucapkan selamat.

2. Materi Pembelajaran

Way to say it. Expressing thanks, expressing appraisal, and expressing congratulation.

3. Metode Pembelajaran

Pemodelan, diskusi, dan demonstrasi

4. Langkah-langkah Pembelajaran

Pertemuan Pertama

a. Kegiatan Awal

- 1) Do'a
- 2) Absensi
- 3) Guru menciptakan suasana yang nyaman dengan memberikan beberapa pertanyaan sederhana seperti:
 - Have you ever said thanks to your friends?
 - How do you express it?

b. Kegiatan Inti

- 1) Siswa mendengarkan percakapan interpersonal/transaksional yang dibacakan oleh guru
- 2) Siswa mengidentifikasi makna tindak tutur berterima kasih yang terdapat dalam percakapan

- 3) Guru dan siswa mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam berterima kasih
- 4) Siswa mendiskusikan berbagai respon yang diberikan terhadap tindak tutur berterima kasih yang didengar secara bersama-sama
- c. Kegiatan Akhir/Penutup
 - 1) Guru bersama siswa melakukan refleksi.
 - 2) Guru menutup pelajaran dengan salam.

Pertemuan Kedua

- a. Kegiatan Awal
 - 1) Do'a
 - 2) Absensi
- b. Kegiatan Inti
 - 1) Guru melanjutkan materi pelajaran sebelumnya.
 - 2) Guru memberikan materi tambahan mengenai tindak tutur memuji.
 - 3) Guru memberikan contoh tindak tutur memuji.
 - 4) Guru dan siswa mendiskusikan berbagai tindak tutur lain yang dapat digunakan ketika memuji.
 - 5) Siswa mendiskusikan berbagai respon yang diberikan terhadap tindak tutur memuji yang didengar secara bersama-sama
- c. Kegiatan Akhir/Penutup
 - 1) Guru bersama siswa merangkum dan menyimpulkan materi yang telah dipelajari.
 - 2) Guru memberikan soal latihan.
 - 2) Guru menutup pelajaran dengan salam

Pertemuan Ketiga

- a. Kegiatan Awal
 - 1) Do'a
 - 2) Absensi
 - 3) Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi sebelumnya yang belum dipahami
 - 4) Guru menciptakan suasana yang nyaman dengan memberikan pertanyaan awal : "Have you ever said congratulation to your friend?"
"Have you ever been given congratulation by your friend?"
"How do you express it?"
- b. Kegiatan Inti
 - 1) Guru meminta untuk membaca sebuah dialog tentang tindak tutur mengucapkan selamat
 - 2) Guru menjelaskan materi kepada siswa
 - 3) Guru menanyakan kepada siswa tindak tutur mengucapkan selamat lainnya yang mereka ketahui
 - 4) Guru menuliskan tindak tutur memberikan selamat yang siswa sebutkan dipapan tulis
 - 5) Guru memberikan tugas kepada siswa untuk mengidentifikasi tindak tutur mengucapkan selamat yang ada dipapan tulis
 - 6) Guru bersama siswa mengoreksi jawaban siswa
- c. Kegiatan Akhir/Penutup
 - 1) Guru bersama siswa melakukan refleksi.
 - 2) Guru menutup pelajaran dengan salam.

V. Sumber Belajar

- a. Buku Paket Bahasa Inggris Look Ahead An English Course for Senior High School Students Year X. Penerbit: Erlangga.
- b. Buku Window on the world, Penerbit Erlangga
- c. Buku-buku lain yang relevan

VI. Penilaian

- a. Mention the other expression of thanks and its response that you know! (untuk pertemuan pertama).
- b. Mention the other expression of appraisal and its response that you know! (untuk pertemuan kedua).
- c. Mention the other expression of congratulation and its response that you know! (untuk pertemuan ketiga).

Palangka Raya,

2009

Mengetahui:

Kepala SMA Muhammadiyah I Palangka Raya

Guru Bahasa Inggris,

Subari BA
NIP.130 516 756

Lydia Shanti, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMA Muhammadiyah I Palangka Raya
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	X -1 / 2
Standar Kompetensi	:	10 Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari
Kompetensi Dasar	:	10.1 Mengungkap makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari
Indikator	:	- Mengidentifikasi topik sebuah pengumuman lisan - Mengidentifikasi informasi tertentu dari undangan lisan - Mengidentifikasi tujuan dari pengumuman yang didengar
Alokasi Waktu	:	4 x 45 menit (2 x pertemuan)

1. Tujuan Pembelajaran

Siswa dapat mengidentifikasi makna tindak tutur berterima kasih, memuji, mengucapkan selamat dan meresponnya

2. Materi Pembelajaran

Way to say it. Expressing thanks, expressing appraisal, expressing complement and expressing congratulation.

3. Metode Pembelajaran

Pemodelan, diskusi, dan demonstrasi

4. Langkah-langkah Pembelajaran

Pertemuan Keempat

a. Kegiatan Awal

- 2) Do'a
- 2) Absensi

b. Kegiatan Inti

- 6) Guru mengulang kembali pelajaran sebelumnya mengenai tindak tutur berterima kasih
- 7) Guru menjelaskan dan mendemonstrasikan cara mengungkapkan tindak tutur berterimakasih.
- 8) Guru juga menjelaskan dan mendemonstrasikan tindak tutur berterima kasih
- 9) Beberapa siswa diminta untuk mendemonstrasikan cara mengungkapkan tindak tutur berterima kasih.
- 10) Siswa bersama teman sebangkunya diberi tugas untuk membuat percakapan pendek mengenai tindak tutur berterima kasih dan mendemonstrasikannya pada pertemuan berikutnya.

c. Kegiatan Akhir/Penutup

- 1) Guru bersama siswa melakukan refleksi.
- 2) Guru menutup pelajaran dengan salam.

Pertemuan Kelima

- a. Kegiatan Awal
 - 1) Do'a
 - 2) Absensi
- b. Kegiatan Inti
 - 1) Guru melanjutkan materi pelajaran sebelumnya dengan menyuruh siswa mendemonstrasikan tindak tutur memuji
 - 2) Guru memperbaiki kesalahan yang dibuat siswa dalam mendemonstrasikan tindak tutur memuji
- c. Kegiatan Akhir/Penutup
 - 2) Guru bersama siswa merangkum dan menyimpulkan materi yang telah dipelajari.
 - 2) Guru menutup pelajaran dengan salam

Pertemuan Keenam

- a. Kegiatan Awal
 - 2) Do'a
 - 2) Absensi
- b. Kegiatan Inti
 - 5) Guru mengulang kembali pelajaran sebelumnya mengenai tindak tutur mengucapkan selamat.
 - 6) Guru menjelaskan dan mendemonstrasikan cara mengungkapkan tindak tutur mengucapkan selamat
 - 7) Beberapa siswa diminta untuk mendemonstrasikan cara mengungkapkan tindak tutur mengucapkan selamat.
 - 8) Siswa bersama teman sebangkunya diberi tugas untuk membuat percakapan pendek mengenai tindak tutur mengucapkan dan mendemonstrasikannya.
- c. Kegiatan Akhir/Penutup
 - 3) Guru bersama siswa melakukan refleksi.
 - 4) Guru menutup pelajaran dengan salam.

V. Sumber Belajar

- a. Buku Paket Bahasa Inggris Look Ahead An English Course for Senior High School Students Year X. Penerbit: Erlangga.
- b. Buku Window on the world, Penerbit Erlangga.
- c. Buku-buku lain yang relevan

VI. Penilaian

b. Tes Performans

Siswa diminta untuk membuat dan mendemonstrasikan percakapan tindak tutur berterima kasih, memuji dan mengucapkan selamat dengan teman sebangkunya.

Palangka Raya,

2009

Mengetahui:

Kepala SMA Muhammadiyah I Palangka Raya

Guru Bahasa Inggris,

Subari.EA
NIP.130 516 756

Lydia Shanti, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Muhammadiyah I Palangka Raya

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X -1 / 2

Standar Kompetensi : 7 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 7.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran dan ajakan.

Indikator : - Mengidentifikasi makna tindak tutur menyatakan rasa terkejut
- Merespon dengan benar tindak tutur menyatakan rasa terkejut
- Mengidentifikasi makna tindak tutur menyatakan rasa tak percaya
- Merespon dengan benar tindak tutur menyatakan rasa tak percaya
- Mengidentifikasi tindak tutur menerima undangan, tawaran dan ajakan.
- Merespon tindak tutur menerima undangan, tawaran dan ajakan.

Alokasi Waktu : 6 x 45 menit (3 x pertemuan)

1. Tujuan Pembelajaran

Siswa dapat mengawali dan menutup percakapan serta merespon tindak tutur menyatakan rasa terkejut, menyatakan rasa tak percaya serta menerima undangan, tawaran dan ajakan.

2. Materi Pembelajaran

Way to say it. Expressing being surprised in an interview, expressing inviting.

3. Metode Pembelajaran

Pemodelan, diskusi, dan demonstrasi

4. Langkah-langkah Pembelajaran

Pertemuan Ketujuh

a. Kegiatan Awal

1) Do'a

2) Absensi

3) Guru menciptakan suasana yang nyaman dengan memberikan beberapa

pertanyaan sederhana seperti:

- Have you ever been surprised?
- How do you express it?

b. Kegiatan Inti

- 1) Siswa mendengarkan percakapan interpersonal/transaksional yang dibacakan oleh guru
- 2) Siswa mengidentifikasi makna tindak tutur menyatakan rasa terkejut yang terdapat dalam percakapan
- 3) Guru dan siswa mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam menyatakan rasa terkejut
- 4) Siswa mendiskusikan berbagai respon yang diberikan terhadap tindak tutur menyatakan rasa terkejut yang didengar secara bersama-sama

c. Kegiatan Akhir/Penutup

- 1) Guru bersama siswa melakukan refleksi.
- 2) Guru menutup pelajaran dengan salam.

Pertemuan Kedelapan

a. Kegiatan Awal

- 1) Do'a
- 2) Absensi

b. Kegiatan Inti

- 1) Guru melanjutkan materi pelajaran sebelumnya.
- 2) Guru memberikan materi tambahan mengenai tindak tutur menyatakan rasa tak percaya
- 3) Guru memberikan contoh tindak tutur menyatakan rasa tak percaya
- 4) Guru dan siswa mendiskusikan berbagai tindak tutur lain yang dapat digunakan ketika menyatakan rasa tak percaya
- 5) Siswa mendiskusikan berbagai respon yang diberikan terhadap tindak tutur menyatakan rasa tak percaya yang didengar secara bersama-sama

c. Kegiatan Akhir/Penutup

- 1) Guru bersama siswa merangkum dan menyimpulkan materi yang telah dipelajari.
- 2) Guru memberikan soal latihan.
- 3) Guru menutup pelajaran dengan salam

Pertemuan Kesembilan

a. Kegiatan Awal

- 1) Do'a
- 2) Absensi
- 3) Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi sebelumnya yang belum dipahami
- 4) Guru menciptakan suasana yang nyaman dengan memberikan pertanyaan awal : "Do you know some expressions of inviting someone?"

b. Kegiatan Inti

- 1) Guru menjelaskan kembali materi tentang inviting someone yang telah dipelajari pada semester sebelumnya
- 2) Guru menambahkan materi tentang expression of inviting yang telah dipelajari sebelumnya

- 3) Siswa diberi cerita yang didalamnya berisi percakapan yang belum lengkap kemudian guru membacakan dialog tersebut dan siswa mengisi percakapan yang kosong sesuai dengan kalimat yang dibaca oleh guru
- 4) Guru bersama siswa mengoreksi jawaban siswa
- c. Kegiatan Akhir/Penutup
 - 1) Guru bersama siswa melakukan refleksi.
 - 2) Guru menutup pelajaran dengan salam.

V. Sumber Belajar

- a. Buku Paket Bahasa Inggris Look Ahead An English Course for Senior High School Students Year X. Penerbit: Erlangga.
- b. Buku Window on the world, Penerbit Erlangga.
- c. Buku-buku lain yang relevan

VI. Penilaian

- a. Mention the other expression of invitation and its response that you know! (untuk pertemuan ketujuh dan kedelapan).
- b. Listen to the dialogue between two people read by your teacher. After listening, fill the blank and then answer these questions! (untuk pertemuan kesembilan)

Paul : Hello ... is this Clara?

Clara : _____

Paul : This is Paul.

Clara : _____

Paul : Fine, thanks. By the way, I was wondering _____

Clara : Great, what time?

Paul : _____

Clara : Hmm ...how about 08.00 o'clock?

Paul : _____ I'll pick you up at 7.45.

Clara : That would be great.

Palangka Raya,

2009

Mengetahui:

Kepala SMA Muhammadiyah I Palangka Raya

Guru Bahasa Inggris,

Subari .BA
NIP.130 516 756

Lydia Shanti, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- Sekolah : SMA Muhammadiyah I Palangka Raya
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X -1 / 2
Standar Kompetensi : 8 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative*, *descriptive*, dan *news item* sederhana dalam konteks kehidupan sehari-hari
- Kompetensi Dasar : 8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari
- Indikator :
- Mengidentifikasi topik sebuah pengumuman lisan
- Mengidentifikasi informasi tertentu dari pengumuman lisan
- Mengidentifikasi tujuan dari pengumuman yang didengar
- Mengidentifikasi topik sebuah iklan lisan
- Mengidentifikasi informasi tertentu dari sebuah iklan lisan
- Alokasi Waktu : 4 x 45 menit (2 x pertemuan)

1. Tujuan Pembelajaran

Siswa dapat mengidentifikasi isi dari pengumuman dan menyampaikannya kepada orang lain serta siswa dapat mengidentifikasi isi dari iklan dan menyampaikannya kepada orang lain

2. Materi Pembelajaran

- Teks fungsional pendek berbentuk pengumuman dan iklan

3. Metode Pembelajaran

Ceramah, diskusi, dan praktik

4. Langkah-langkah Pembelajaran

Pertemuan Kespuluh

a. Kegiatan Awal

- 1) Do'a
- 2) Absensi
- 3) Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi sebelumnya yang belum dipahami.

b. Kegiatan Inti

- 1) Siswa mendengarkan pengumuman yang dibaca oleh guru
- 2) Siswa mendiskusikan isi dan bahasa yang digunakan dalam pengumuman tersebut.
- 3) Guru menyuruh siswa menemukan beberapa pengumuman ditempat umum secara berkelompok
- 4) Siswa mengidentifikasi beberapa pengumuman yang ditemukan oleh mereka

c. Kegiatan Akhir/Penutup

- 1) Guru bersama siswa melakukan refleksi.
- 2) Guru menutup pelajaran dengan salam.

Pertemuan kelimabelas

a. Kegiatan Awal

- 1) Do'a
- 2) Absensi
- 3) Guru dan siswa bertanya jawab tentang kegiatan mengidentifikasi pengumuman sebelumnya.

b. Kegiatan Inti

- 1) Guru meminta beberapa siswa untuk melaporkan hasil diskusi mereka
- 2) Guru memberikan perbaikan terhadap kesalahan siswa
- 3) Siswa menjawab pertanyaan-pertanyaan tertulis yang berhubungan dengan isi pengumuman

c. Kegiatan Akhir/Penutup

- 1) Guru bersama siswa merangkum dan menyimpulkan materi yang telah dipelajari.
- 2) Guru memberikan pekerjaan rumah kepada siswa
- 3) Guru menutup pelajaran dengan salam.

V. Sumber Belajar

- Buku Paket Bahasa Inggris Look Ahead An English Course for Senior High School Students Year X. Penerbit: Erlangga.
- Buku-buku lain yang relevan

VI. Penilaian

Tes jawaban singkat (untuk pertemuan kelimabelas)

Answer these questions based on the announcement !

1. Who is Amir Daud?
2. For what the announcement is written?
3. When did Amir Daud pass away?
4. Where is Amir Daud's body is laid out?
5. When and where will Amir Daud be buried?
6. Who gives the condolences for Amir Daud?

• Tes tertulis berbentuk jawaban singkat

Answer these questions based on the advertisement!

1. What is the topic of the advertisement?
2. How many positions that have been looking for in the advertisement?
3. Where do we send our CV based on the advertisement?
4. Who makes the advertisement?
5. Find out the sentence that consists of present continuous tense in the advertisement!

Palangka Raya,

2009

Mengetahui:

Kepala SMA Muhammadiyah I Palangka Raya

Guru Bahasa Inggris,

Subari.BA
NIP.130 516 756

Lydia Shanti, S.Pd

Rencana Pelaksanaan Pembelajaran

Sekolah	: SMA Muhammadiyah 1 Palangka Raya
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 2
Standar Kompetensi	: 1. Memahami makna dalam teks monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer. 2. Mengungkapkan makna dalam teks monolog berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.
Kompetensi Dasar	: 1. Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk: <i>descriptive</i> 2. Mengungkapkan makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk: <i>descriptive</i>
Indikator	: - Menemukan makna kata sesuai teks bacaan - Menuliskan kata-kata yang didengar beserta artinya
Alokasi Waktu	: 2 x 45 menit (1 x pertemuan)

1. Tujuan Pembelajaran

- Siswa dapat menemukan makna kata sesuai teks bacaan
- Siswa dapat menuliskan kata-kata yang didengar beserta artinya dengan benar

2. Materi Pokok

Teks monolog berbentuk *descriptive* contohnya:

Do you like birds ? Do you have one at home? I have one. It's a cockatoo. It's the most beautiful bird I have ever had. I call it BB. Well, BB is originally native to Philippines. BB has a stiff feathered crest and powerful hooked beak. Her body size lies between 30 and 32 centimeters. You see, BB is a clever cockatoo. She is clever at mimicking a human's speech. She can say, "Good morning. How are you today?" or sing "Twinkle, twinkle Little Stars". She whistles very loudly when she is cheerful. Every body finds her amusing. BB has wonderful feathers. She has blue feathers with bright markings. The combination of blue, orange and pink makes her look cute. You know what, she can finish up two ears of corn every day and she drinks a lot of water.

3. Metode Pembelajaran/Teknik: Ceramah, diskusi, dan praktik

1. Langkah-langkah Kegiatan

- Kegiatan Awal (10')
 - 1) Do'a
 - 2) Absensi
 - 3) Guru menjelaskan kegiatan yang akan dilakukan sambil membagikan lembar kerja kepada setiap siswa.

- **Kegiatan Inti (70')**

- 1) Guru menuliskan beberapa kata sulit yang terdapat dalam teks yang belum diketahui siswa di papan tulis.
- 2) Guru melafalkan kata-kata tersebut kemudian siswa mengikuti.
- 3) Siswa mencari arti dari kata-kata sulit tersebut dalam kamus.
- 4) Guru membacakan teks berbentuk descriptive terlebih dahulu.
- 5) Guru membacakan teks kembali dan siswa mengisi kata-kata yang hilang dengan kata-kata yang mereka dengar.
- 6) Guru dan siswa bersama-sama menterjemahkan teks yang telah sempurna.

- **Kegiatan Akhir (10')**

- 1) Siswa mendapat feedback dari guru mengenai teks yang diterjemahkan
- 2) Siswa mendapat tugas dari guru untuk menuliskan kata yang diucapkan oleh guru dan menterjemahkan kata tersebut.

2. Sumber/Bahan/Alat

- Buku Look Ahead 1 (hal 118-119)
- Script dari Look Ahead 1

3. Penilaian

Tes tertulis berbentuk Listening test

1. Listen to your teacher and write down the teacher's say!

- | | | | | |
|-----------|-------------|-----------|------------|--------------|
| 1. Bright | 2. Whistles | 3. Speech | 4. Amusing | 5. Powerful |
| 6. Clever | 7. Stiff | 8. Beak | 9. Crest | 10. Cheerful |

2. Give the translation for the words you have written!

Penilaian:

Setiap skor apabila benar semua (sempurna) diberi skor 1, apabila salah diberi skor 0, jadi nilai tertinggi adalah 10 dan terendah 0.

Mengetahui

Palangka Raya....., 2009

Kepala Sekolah

Guru Mata Pelajaran,

SUBARI, BA
NIP.130 516 7 56

LYDIA SHANTI, S.Pd

Lesson plan based on the first observation

Name of school : SMA Muhammadiyah 1 Palangka Raya
 Subject : English
 Kelas/Semester : X / 2
 Time Allocation : 2 X 45 Minutes

Standard Competence	Understanding the meaning of functional written text and simple short essay in recount, narrative, procedure text in daily life context to access the knowledge.
Basic Competence	- Vocabulary - Responding the meaning and rhetorical steps of simple short essay accurately, fluently and acceptable in daily life context to access the knowledge in recount, narrative and procedure text form.
The Goal Teaching Learning Process	- To make students are able to identify the structure Direct and indirect speech - To make the students are able to read the narrative text fluently - To make the students are able to answer the question from narrative text
Indicators	- Students are able to practice some dialogue transactional dialogue - Students are able to answer the question from text
Main Material	Direct and Indirect speech
Learning Method	Communicative Approach
Media and Source	Media - Whiteboard - Handout Sources - Sudarwati. TH.M and Eudia Grace. 2006. <i>Look Ahead</i> Jakarta: Erlangga
Teaching Learning	<u>Pre Activity</u> 1. Greeting 2. Adapting <u>Core Activity</u> 1. Students read the text one by one 2. The teacher give explaining the materia about Direct and indirect speech 3. Teacher asks students to make some examples about Direct and in Direct speech.

	4. Giving evaluation <u>Post Activity</u> 1.The teacher give some tasks 2.The teacher motivates the students 3.Closing
Evaluation	Written Test

Lesson plan based on the second observation

Name of school : SMA Muhammadiyah 1 Palangka Raya
 Subject : English
 Kelas/Semester : X / 2
 Time Allocation : 2 X 45 Minutes

Standard Competence	Understanding the meaning of functional written text and simple short essay in recount, narrative procedure text in daily life context to access the knowledge.
Basic Competence	- Vocabulary - Responding the meaning and rhetorical steps of simple short essay accurately, fluently and acceptable in daily life context to access the knowledge in recount, narrative and procedure text form.
The Goal Teaching Learning Process	- To make students are able to identify Modal Auxiliary Verb - To make the students are able to answer the question from text
Indicators	- Students are able to identify Modal Auxiliary Verb - Students are able to understand the function of Modal Auxiliary Verb - Students are able to answer the question from a text
Main Material	Modal Auxiliary
Learning Method	- Communicative Approach - Grammar Translation Method
Media and Source	Media - Whiteboard - Handout Sources - Sudarwati. TH.M and Eudia Grace. 2006. <i>Look Ahead</i> Jakarta: Erlangga
Teaching Learning	<u>Pre Activity</u> 1 Opening Activity 2. Greeting 3. Adopting <u>Core Activity</u> 1. Teacher explain about Modal Auxiliary Verb. 2. Students discuss about Modal Auxiliary Verb 3. Students ask about the main material (Modal Auxiliary Verb)

	4..The teacher evaluates the students by giving a written test <u>Post Activity</u> 1.The teacher asks one of the students to conclude the main material 2. Giving comment about the students answer 2.The teacher motivates the students 3.Closing
Evaluation	Written Test

Lesson plan based on the third observation

Name of school : SMA Muhammadiyah 1 Palangka Raya
 Subject : English
 Kelas/Semester : X / 2
 Time Allocation : 2 X 45 Minutes

Standard Competence	Understanding the meaning of functional written text and simple short essay in recount, narrative, procedure text in daily life context to access the knowledge.
Basic Competence	- Reading - Responding the meaning and rhetorical steps of simple short essay accurately, fluently and acceptable in daily life context to access the knowledge in recount, narrative and procedure text form.
The Goal Teaching Learning Process	- To make students are able to identify the structure of narrative text - To make the students are able to read the narrative text fluently - To make the students are able to answer the question from narrative text - To make the students are able to translate about the text
Indicators	- Students are able to identify the structure of narrative text - Students are able to read the narrative text fluently - Students are able to answer the question from narrative text - The students are able to find about the difficult word.
Main Material	Narrative text
Learning Method	- Communicative Approach - Grammar Translation Method
Media and Source	Media - Whiteboard - Handout Sources - Sudarwati, TH.M and Eudia Grace. 2006. <i>Look Ahead</i> Jakarta: Erlangga
Teaching Learning	<u>Pre Activity</u> 1. Greeting 2. Teacher says relevant sentences with the sub topic to stimulate the new atmosphere.

	Do you know the story about Tangkuban Perahu ? What kind of story is that ? <u>Core Activity</u> 1.Students read the narrative text one by one 2.Students discuss the narrative text 3.Students ask about the main material (narrative text) 4. The teacher and the students translate the text to Indonesia language 5. The teacher asks the students to do exercise individually . 6.The teacher evaluate the students by giving a written test <u>Post Activity</u> 1.The teacher asks one of the students to conclude the main material 2.The teacher motivates the students 3.Closing
Evaluation	Written Test

LESSON PLAN

Name of School : SMA Muhammadiyah 1 P.Raya
 Subject : English
 Topic : Reading
 Sub Topic : Narrative Text
 Class/Semester : X/I
 Time Allocation : 2 x 45 Minutes

Standard Competence	Understanding the meaning of functional written text and simple short essay in recount, narrative, procedure text in daily life context to access the knowledge.
Base Competence	Responding the meaning and rhetorical steps of simple short essay accurately, fluently and acceptable in daily life context to access the knowledge in recount, narrative and procedure text form.
The Goal of Teaching Learning Process	- To make students are able to identify the structure of narrative text - To make the students are able to read the narrative text fluently - To make the students are able to answer the question from narrative text
Indicators	- Students are able to identify the structure of narrative text - Students are able to read the narrative text fluently - students are able to answer the question from narrative text
Main Material	Narrative Text
Learning Method	Communicative Approach

Media and Source	Media - Whiteboard - Handout Sources - Sudarwati. TH. M and Eudia Graces. 2006. <i>Look Ahead</i>. Jakarta: Erlangga
Teaching Learning Activity	<u>Pre Activity</u> 1. Greeting 2. Teacher says relevant sentences with the sub topic to stimulate the new atmosphere. Examples: Do you know the story such Tangkuban Perahu? What kind of story is that? <u>Core Activity</u> 1. Students read the narrative text one by one 2. Students discuss the narrative text 3. Students ask about the main material (narrative text) 4. The teacher evaluates the students by giving a written test <u>Post Activity</u> 1. The teacher ask one of the students to conclude the main material 2. the teacher motivates the students 3. Closing
Evaluation	Written Test

Palangkaraya, Mei 24th, 2009

Legalized by,

Headmaster of SMA
Muhammadiyah
Palangka Raya

Student Teacher

Subari, B.A.
NIP.130516756

Siti Sholeha

1.

Narratives

Purpose

To amuse or entertain the readers with actual or imaginary experiences in different ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

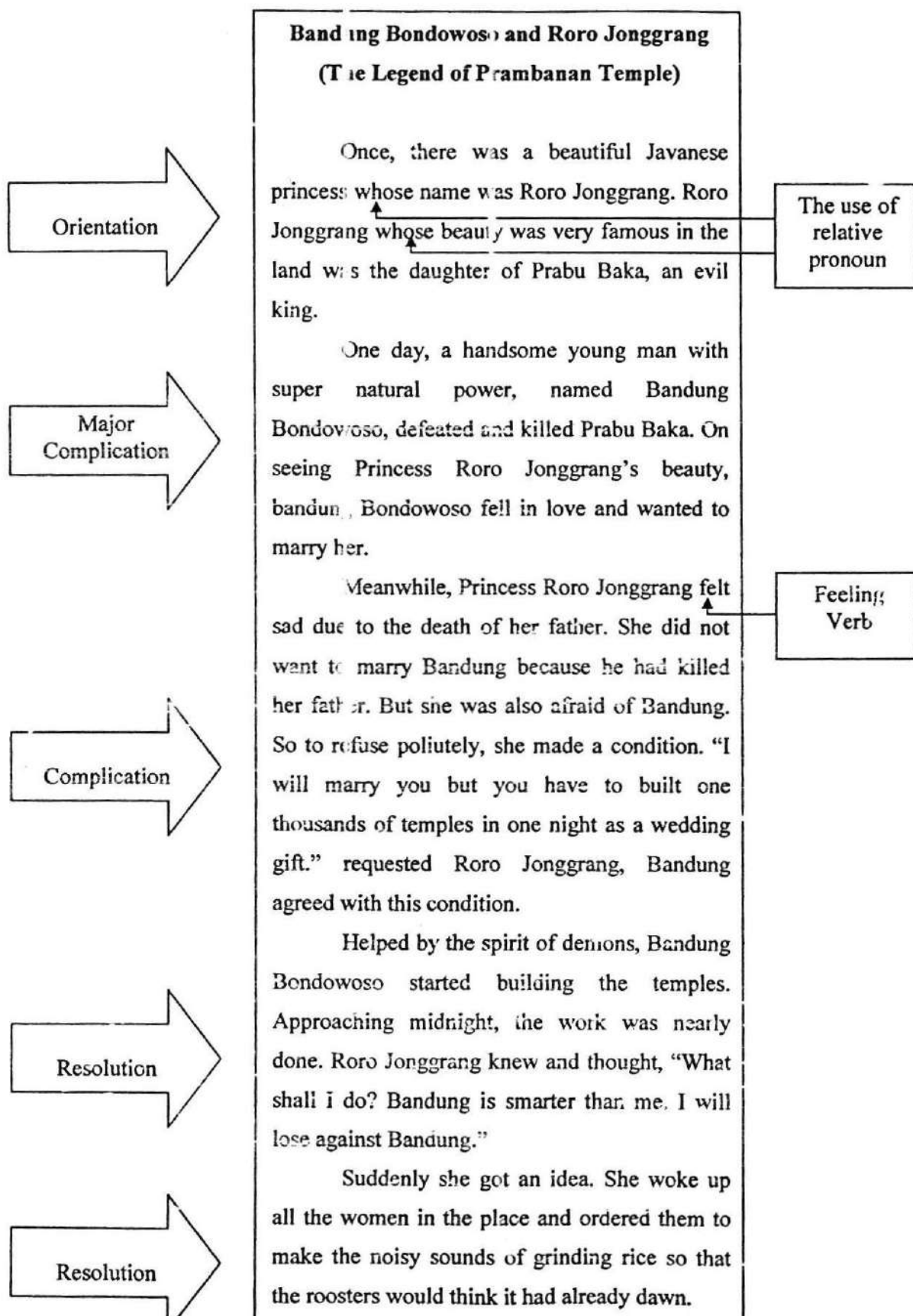
Text Organization

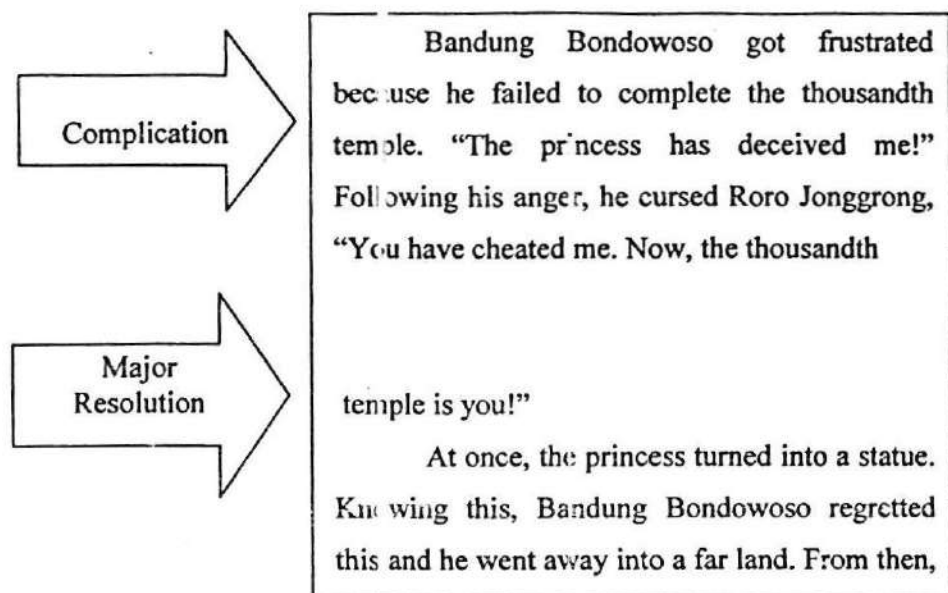
- Orientation
(who were involved in story, when and where)
- Complication
(a problem arises followed by other problems)
- Resolution
(solution to the problem)

Language Features

- ↓ The use of noun phrases
(*a beautiful princess, a huge temple*)
- ↓ The use of connectives
(*first, before that, then, finally*)
- ↓ The use of adverbial phrases of time and place
(*in the garden, two days ago*)
- ↓ The use of simple past tense
(*He walked away from the village*)
- ↓ The use of action verbs
(*walk, sleep, wake up*)
- ↓ The use of thinking verbs, feeling verbs, verbs of senses
(*She felt hungry, she thought she was clever, she smelt something burning*)

2. The Narrative Text





3. The Evaluation

- 1) Who were the participants in the story?
- 2) What problem did Bandung Bondowoso have?
- 3) What problem did Roro Jonggrang have?
- 4) How did they solve their problem?
- 5) Does the story have happy or sad ending?
- 6) What tenses is mostly used in the story?

4. Find The Meaning of The Words Below

- 1) Beautiful
- 2) Handsome
- 3) Killed
- 4) Built
- 5) Started
- 6) Woke up
- 7) Ordered
- 8) Make
- 9) Request
- 10) Knew

5. The Key Answer

- 1) Roro Jonggrang and Bandung Bondowoso
- 2) Bandung Bondowoso fell in love and wanted to marry with Roro Jonggrang, but he must build one thousand temples in one night as a wedding gift.
- 3) Roro Jonggrang did not want to marry Bandung, because he had killed her father.
- 4) Bandung Bondowoso : Helped by the spirit demons
Roro Jonggrang : She woke up all the women in the palace to make noisy sounds of grinding rice
- 5) The story is sad ending
- 6) The tenses is mostly used in the story is past tense.

6. The Key Answer

- 1) Cantik
- 2) Ganteng
- 3) Membunuh
- 4) Membangun
- 5) Memulai
- 6) Bangun
- 7) Menyuruh
- 8) Membuat
- 9) Meminta
- 10) Mengetahui

Appendix

**Curriculum Vitae Of English Teacher In X
At SMA Muhammadiyah I Palangka Raya.**

Name : Lidya Shanti. S.Pd
Date and place of Birth : Palangka Raya, 18 Oktober 1981.
Address : Jl. Meranti Gg. Istikomah no 01.
Status : Merit.

Education Background :
1. TK ISLAM BUDI ASIH : TAHUN 1994
2. SDN PALANGKA 5 : TAHUN 1995
3. MTsN PALANGKARAYA : TAHUN 1997
4. MAN PALANGKA RAYA : TAHUN 2000

Organization Experience :
1. PMR
2. OSIS.
3. MPK
4. Qasidah Rebana.

Hobbies : Reading.

Curriculum Vitae Of English Teacher In X At SMA Muhammadiyah I Palangka Raya.

Name : Siti Soleha
Date and place of Birth : Muara Teweh, 23 January 1986.
Address : Jl. G.Obos IX, Gg Kemiri No 175
Status : Single

Education Background :
1. SDN LANJAS 1 MUARA TEWEH : TAHUN 1998
2. MTSN MUARA TEWEH : TAHUN 2000
3. SMAN -1 MUARA TEWEH : TAHUN 2004

Organization Experience :
1. BEM STAIN PALANGKA RAYA
2. KOPMA STAIN PALANGKA RAYA.
3. HMI KOMISARIAT STAIN PALANGKA RAYA

Hobbies : Reading, Listening the music, Singing.

CURRICULUM VITAE

A The Writer's identity

- 1. Full name : MUJAHADAH
- 2. Place and date of birth : Palangka Raya, 20th 1984
- 3. Sex : Female
- 4. Hobby : Listen to the music.
- 5. Address : Jln Damang Batu No 02.
- Education : a. TK Al- Hidayah (graduated 1990)
b. SDN Langkai 18 Central Kalimantan (graduated 1996)
c. MTs Al – Muhajarin Kereng Pangi, (graduate 1999)
d. SMK-3 Central Kalimantan (graduated 2003)

B. The parents Identity

1. Father

- a. Name : H.Nanang Fakhurrozi
- b. Job : Swasta
- c. Address : Kuala Kapuas, Central Kalimantan

2. Mother

- a. Name : Hj. Kudusiyah
- b. Job : House Wife
- c. Address : Jl. Damang Batu no 02, Central Kalimantan

Finally, the writer thanks to all friends, family, and all relatives for their support and encouragement until her finishing of the study.

Palangka Raya

The Writer

MUJAHADAH

Apper dix

a. The score of students in the first year in Class X -1 In SMA

Muhammadiyah I Palangka Raya.

1. Teacher : Mrs. Ls.

No	Name	Score
1	Achmad Faadi. H	-
2	Adi Fatma Maulana	-
3	Agus Kuswanto	100
4	Ali Zulfikar	100
5	Amirudin Ayumi	90
6	Angga Ardiyanto	100
7	Aspy Ariza Pahlevy	100
8	Azizah	80
9	Chairunnisa Saafridasari	90
10	Darman	70
11	Dewi Astuti	100
12	Haris Kurniawan	80
13	Hendri Gunawan	80
14	Johar Latifah	70
15	Juniatul Yazizah Jahwa	100
16	Lilis	70
17	M.Gufron	60
18	Mesy Dewi Rokayah	100
19	Mukli Sa'i	100
20	Norpiah	80
21	Nur Sri Yatmi F	-
22	Nurizila Fitri	70
23	Pujianto	100
24	Rahmadi	100
25	Ruliah	100
26	Sadam Husien	90
27	Siti Juhana	50
28	Siti Komariah	90
29	Siti Muflihah	90
30	Siti Zubaidah	100

31	Sri Merdekawati	80
32	Syarif Muhammad Haikal	70
33	Syazaya Ulfah	90
34	Tri Rahmanto	90
35	Triana Sekar Wardani	90
36	Riska	-

b. The score of students in the first year in Class X -2 In SMA

Muhammadiyah I Palangka Raya.

2. Teacher : Miss. Ss

No.	Nama Siswa	Score
1	AHMAD RIYATNO	80
2	ALFIAH	75
3	ANITA PUJI NINGSIH	95
4	ARIF FAJAR KURNIAWAN	85
5	DWIKI AHMAD AGRIYANTO	75
6	GUSTI NURWIDA	-
7	HAIRIN FITRIANI	-
8	IBNU YUDISTIRA. H.	-
9	JOHDI MAULANA	-
10	M. LUKMAN SALEH	60
11	M. SYAHRONI	70
12	MAHRINI	85
13	MARHAMAH	80
14	MAULIDA ELIZAH	50
15	MIRNA	45
16	NORMADINAH	80
17	NOVITA SARI	95
18	NURUL HUDA	50
19	ONY ANIYANTI	-
20	RAHMAD PRIMA	65
21	RAHMATIAH	95

22	REZKIE AULIA FAJAR	80
23	RUSMIDAH	60
24	SHINTA WIDYA SUSANTY	60
25	SITI JUWAIRIYAH	75
26	SITI MAISARAH	80
27	SUMARSIH	95
28	VINNA CICI APRIYANTI	95
29	WAHYU ARIANTO	75
30	WTCORO	75
31	YASID MARSADA	75
32	PANIYEM	65
33	AAN DARWATI	-
34	DENNY PRIMASTA	-
35	M. IKHSANUDIN	-

c. The score of students in the first year in Class X -3 In SMA

Muhammadiyah I Palangka Raya.

2. Teacher : Miss. Ss

No.	Nama Siswa	Score
1	ADE HIDAYAT	-
2	ASUNG EKA PRATAMA	-
3	AGUS SETIWAN	-
4	AGUSTIA WINDARTI	90
5	AHMAD RIZKY F	-
6	AS'ARI USMAN	-
7	BAYU PANGESTU	-
8	DWI JAYANTI F.	75
9	EKA TRISLINA	-
10	EKO CAHYONO	90
11	ENDALIA	90
12	ERWI RUSTAMAH	70

13	FAJAR PRATOMO	70
14	FARIDAH ANGGRAINI	95
15	JUMAIDI	-
16	KHOIRUNISA	-
17	M. ALFIANI	-
18	M. NURKHOLIS	-
19	MERRY JUANA	95
20	NURHALIMAH	90
21	NURJAMAN ADITYA	-
22	NYAI	-
23	QHAORUL IHSAN	-
24	RIZKIYAH	75
25	ROMITRO	-
26	SITI AISYAH	75
27	SITI NURBAYAH	55
28	TUTI SETIAWATI A.	60
29	WILIS PUSPARINI	95
30	YUDHA HADINATA	-
31	YUSNIARTI HANDAYANI	85
32	FITRI NILAM SARI	-
33	RAJENDRA	-

d. The score of students in the first year in Class X -4 In SMA Muhammadiyah I Palangka Raya.

2. Teacher : Miss. Ss

No.	Nama Siswa	Score
1	ALFIANOR MARZUKI	80
2	AMELIA WAHYU SALSABILA	95
3	ANGGIEH ANGGARA	100
4	ANNISA SARI	-
5	ARBAATUN FITRIYANI	100
6	AZIS HARYONO	90

7	DENI ARIONO	90
8	EDI PRAYITNO	75
9	ERLINA	80
10	HENDRA KUSUMA WARDANA	20
11	HIKMAH	-
12	IIS HARYATI	100
13	IKE MULYANI	90
14	ILUNA ANALISA VUSPA	90
15	ITA RAHMAWATI	100
16	KHARISMAWAN	90
17	KURNIAWAN ADEANSYAH	95
18	LUKY FIDIANA	-
19	MAHMUDAH	95
20	MAULIDA	-
21	MONALISA	90
22	NUR LATIFAH	90
23	NURUL WAFDANI	90
24	PARSI SAHARA	90
25	RABIUL HIKMAH PUJIATI	-
26	RISNA HAYATI	90
27	WAHYUDI	90
28	MIFTAH PARIT	-
29	NUR INAYAH	-

e. The score of students in the first year in Class X -5 In SMA

Muhammadiyah I Palangka Raya.

2. Teacher : Miss. Ss

No.	Nama Siswa	Score
1	A. SYAFIQ HALWAN	95
2	ADAM RAHMADAN SP	90
3	AHMADI	-
4	AIDHA DWI JUNE S.	80

5	BUDI UTOMO	95
6	BUNGA DARA PUSPITA	90
7	DEWI JAYANTI	90
8	DEWI SURYANI	90
9	DINI MARIATI	-
10	DWI KUSUMAWATY	70
11	ELVAH WASILAH	85
12	FAHRUNNISA	100
13	FAISAL CHANDRA	80
14	HELDA YANTI	90
15	INAYATUL MUKARRAMAH	95
16	ISPURWANTO	75
17	M. BASHOR	70
18	MARLI JULIADI	70
19	MAWARNI	75
20	MERY ANNASTHARINI	85
21	NIA RESTIANA	95
22	NURHIKMAH	-
23	PIT RODI	-
24	RAHMADANI	-
25	RIFKY MAULANA	-
26	RIZKA SAFITRI	95
27	ROHMAT	-
28	RUDI	90
29	RULI SYAHRANI	-
30	SERI MARLINA	80
31	SITI MARIANI	-
32	TAUFIK RAHMAN	75
33	TIAS ARI ZUNAIDAH	80
34	WIWI KURNIAWATI	85



**DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA**

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.09/107/2008
Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Palangka Raya, 29 Januari 2008

Kepada
Yth. Sdr. **Mujahadah**
NIM. 0301120114

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"The Correlation between the Mastery of Vocabulary Meaning and Flrency Speaking at the First Year Student of SMU Muhammadiyah Palangka Raya"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Dra. Halimah, M.Pd sebagai Pembimbing I
2. Siminto, M.Hum sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



Dra. HAMDANAH HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Dra. Halimah, M.Pd sebagai Pembimbing I
3. Yth. Siminto, M.Hum sebagai Pembimbing II

SURAT PERNYATAAN

Assalamu'alaikum wr wb

Yang bertanda tangan di bawah ini :

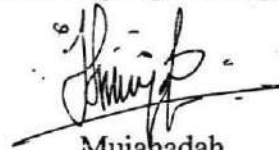
Nama : Mujahadah
Nim : 0301120114
Semester : X (sepuluh)
prodi : Tadris Bahasa Inggris

Telah selesai berkonsultasi dengan pembimbing I dan II tentang judul skripsi yang telah ditetapkan oleh Tim seleksi judul skripsi jurusan Tarbiyah STAIN palangka Raya.

Demikian surat pernyataan ini dibuat untuk diketahui sebagaimana mestinya.

Palangka Raya, 1 Juli 2008

Mahasiswa yang bersangkutan



Mujahadah
Nim 0301120114

Mengetahui

Pembimbing I



Dra Halimah, M.Pd
Nip 150 278 004

Pembimbing II



Sinjinto M. Hum
Nip. 150 320 413

Hal : Mohon diseminarkan
Seminar Proposal Skripsi

Palangka Raya, 1 Juli 2008

Kepada
Yth. Ketua Panitia Seminar
Proposal Skripsi
Di -
Palangka Raya

Assalamua'laikum wr.wb.

Yang bertanda tangan dibawah ini :

Nama : Mujahadah
Nim : 0301120114
Semester : X (sepuluh)
Jurusan : Tarbiyah Bahasa Inggris
Judul skripsi : **THE CORRELATION BETWEEN THE MASTERY OF
VOCABULARY AND WRITING NARRATIVE TEXT AT THE
FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH
PALANGKA RAYA**

Pembimbing : 1. Dra. Halimah M.Pd.
2. Siminto, M. Hum

Dengan ini mengajukan kepada ketua panitia seminar proposal skripsi untuk dapat di
perkenalkan mengikuti seminar proposal skripsi.

Bersama ini saya lampirkan 5 (lima) eksemplar proposal skripsi saya.
Demikian, atas perkenan dan kesediaan bapak / ibu di ucapkan terima kasih.

Wassalamua'alaikum wr.wb.

Mengetahui

Pembimbing I



Dra. Halimah, M.Pd
NIP 150 278 004

Pemohon


Mujahadah

NIM 0301120114

Correction Note

Name/SRN : Mujahadah / 030 112 0114
Proposal Title : The Correlation between the Mastery of Vocabulary and Writing Narrative Text at the First Year Students of SMU Muhammadiyah P. Raya
Advisor : I. Dra. Hafimah, M.Pd
II. Siminto, M. Hum
Examiner : Drs. H. Abdul Qodir, M.Pd

1. Revise the bibliography into good order (Alphabetical System)
2. The sample of the study should be revised into become 20 students teach class (The sum of the sample = 100 student)
3. Master your research / proposal further.
4. The writing style should refers to the guidance book of thesis proposal writing of STAIN P. Raya.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Palangka Raya, 23 Juli 2008
Moderator,


Agus Handi S.

SURAT PERNYATAAN

Assalamu'alaikum wr wb

Yang bertanda tangan di bawah ini :

Nama : MUJAHADAH
Nim : 0301120114
Semester : XI (Sebelas)
Prodi : Tadris Bahasa Inggris

Telah selesai berkonsultasi dengan pembimbing I dan II tentang judul skripsi yang telah ditetapkan oleh Tim seleksi judul skripsi jurusan Tarbiyah STAIN palangka Raya.

Demikian surat pernyataan ini dibuat untuk diketahui sebagaimana mestinya.

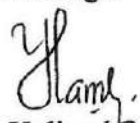
Palangka Raya, 20 Sept 2008

Mahasiswa yang bersangkutan

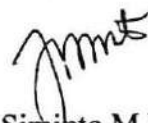

MUJAHADAH
Nim 0301120114

Mengetahui

Pembimbing I


Dra. Iialimah M.Pd
Nip 150 278 004

Pembimbing II


Siminto M.Hum
Nip.150 320 413

Hal : Mohon diseminarkan
Seminar proposal skripsi

Palangka Raya, 20 Sept 2008

Kepada
Yth. Ketua panitia seminar
Proposal skripsi
Di –
Palangka Raya

Assalamua'laikum wr.wb.

Yang bertanda tangan dibawah ini :

Nama : Mujahadah
Nim : 0301120114
Semester : XI (Sebelas)
Jurusan : Tarbiyah Bahasa Inggris
Judul skripsi : **THE CORRELATION BETWEEN THE MASTERY OF
VOCABULARY AND WRITING NARRATIVE TEXT AT THE
FIRST YEARS STUDENTS OF SMU MUHAMADIYAH
PALANGKARAYA.**

Pembimbing : 1. Dra. Halimah M.Pd
2. Siminto M.Hum

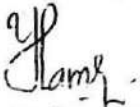
Dengan ini mengajukan kepada ketua panitia seminar proposal skripsi untuk dapat di
perkenankan mengikuti seminar proposal skripsi.

Bersama ini saya lampirkan 7 (tujuh) eksemplar proposal skripsi saya.
Demikian, atas perkenan dan kesediaan bapak / ibu di ucapkan terima kasih.

Wassalamua'alaikum wr.wb.

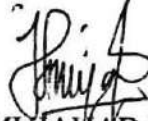
Mengetahui

Pembimbing I



Dra. Halimah M.Pd
NIP 150 278 004

Pemohon



MUJAHADAH
NIM 03011200114



PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447 3226356 Fax 3222105 Palangka Raya 73112

CATATAN HASIL SEMINAR

Penyaji / NIM : Mujahadah / 030 112 0114
Jurusan / Prodi : Tarbiyah / TPI
Judul : The Correlation between the Mastery
of Vocabulary and Writing Narrative
Text at the First Year Students
of SMU Muhammadiyah P. Raya

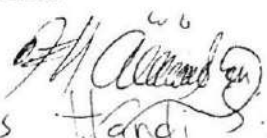
Pananggap Utama :
Pembimbing : 1. Dra. Halimah, M. Pd
2. Siminto, M. Hum

CATATAN PERBAIKAN :

1. Revise the background of the study.
2. Put the previous study in your study.
3. Be careful in using the capital letter.
4. Use the space after full stop.
5. Revise the writing of punctuation.

1. Revise the cover of your thesis.
 2. Consult the title with your advisors.
 3. Revise your writing style.
ex. them selves → themselves.
 4. Don't use the word "I" in your thesis.
Use the words "the writer".
 5. Revise the statements in the problem of
the study (page. 6).
- Explain the variables of the study in det

Palangka Raya, 3 - 3 - 2009
Moderator


Agus Handi
NIP.



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT KETERANGAN

No: 12 /PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

Nama : MUJAHADAH
NIM : 030 112 0114
Jurusan / Prodi : TARBIYAH/TBI
Judul Proposal : THE CORRELATION BETWEEN MASTERY VOCABULARY
AND WRITING NARRATIVE TEXT AT THE FIRST YEAR
STUDENTS OF SMU MUHAMMADIYAH PALANGKA RAYA

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 3 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggung Utama : **Dr.MUHAMMAD,M.Ag** Moderator : **AGUS HANDI.S,S.PdI** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 13 Maret 2009

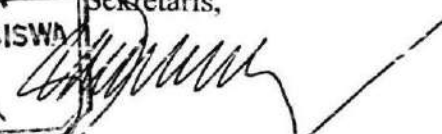
PANITIA

Ketua,



Sekretaris,


ASMAWATI,M.Pd
NIP. 150 311 460


HARLES ANWAR,M.Si
NIP.150 292 523

AGREEMENT OF DESIGN PROPOSAL

Title of the thesis : THE ENGLISH TEACHERS' STRATEGY IN
IMPROVING THE STUDENTS' VOCABULARY IN
SMA MUHAMMADIYAH 1 PALANGKA RAYA.

Name : MUJAHADAH

SRN : 030 112 0114

Department : Education

Study program : English Education

Level : S-1

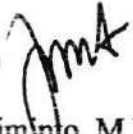
Palangka Raya, 16 April 2009

Approved by

Advisor I


Dra. Halimah, M.Pd
NIP. 150 278 004

Advisor II


Siminto, M Hum
NIP. 150 321 413

Known by:

The department of education chair


Hj. Hamidah, M.A
NIP. 150 279 310

Palangka Raya, 16 April 2009

Hal : Mohon Izin Riset/Penelitian
Kepada Yth.
Ketua STAIN Palangka Raya
Di Palangka Raya

Assalamualaikum Wr.Wb.

Saya yang bertanda tangan dibawah ini:

Nama : Mujahadah.
Nim : 0301120114
Jurusan /Program : TARBIYAH /TBI
Alamat : Jln. Damang Batu

Dengan ini mengajukan permohonan untuk mendapat izin riset dalam rangka penyusunan skripsi saya yang berjudul :

THE ENGLISH TEACHERS' STRATEGY IN IMPROVING THE STUDENTS' VOCABULARY IN SMA MUHAMMADIYAH 1 PALANGKA RAYA

Tempat / Lokasi penelitian:

SMA MUHAMMADIYAH 1 PALANGKARAYA Jln Rta Milono

Penelitian ini akan dilaksanakan selama 2 bulan dari tanggal **17 April** s/d tanggal **17 Juni** tahun 2009

Dan Akan menggunakan metode:
Observasi, Interview, Dokumentasi.

Demikian permohonan ini disampaikan, atas perkenan bapak disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb

Mengetahui
Pembimbing I/II Skripsi


Simanto, M.Hum
NIP 150 321 413

Pemohon

Mujahadah
NIM 0301120114



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 17 April 2009

Nomor : Sti.15.8/TL.00/ 911 /2009.
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Kepala Kantor Dinas Pendidikan Pemuda Dan Olahraga
Palangka Raya
di -
Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama : MUJAHADAH
NIM : 0301120114
Jurusan/Prodi : TARBIYAH /TBI
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : SMA Muhammadiyah I Palangka raya
Judul Skripsi : "THE ENGLISH TEACHERS' STRATEGY IN IMPROVING THE STUDENTS' VOCABULARY IN SMA MUHAMMADIYAH 1 PALANGKA RAYA.
Metode : Observasi, Interview dan Dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 17 April 2009 s/d 17 Juni 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua
Pembantu Ketua I



Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Yth. Kepala SMA Muhammadiyah Palangka Raya
3. Arsip.



PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

Jalan R.A. Kartini Telp. (0536) - 3222372 Fax. (0536) - 3221654

PALANGKA RAYA 73111

Palangka Raya 25 April 2009

Urutan : 420// 1827 /870.Um-Peg/IV / 2009.
Iran : -
ul : Ijin Observasi/Penelitian
a.n. MUJAHADAH

Kepada
Yth. Ketua Sekolah Tinggi Agama Islam Negeri
Palangka Raya
di-

Palangka Raya.

Menindak lanjuti surat saudara Nomor : Sti.15.8/TL.00/911/2009 TANGGAL 17 April 2009 perihal Mohon Ijin mengadakan Observasi/Penelitian bagi mahasiswa untuk menempuh tugas akhir melaksanakan penelitian, diberikan kepada :

Nama : MUJAHADAH
NIM : 0301120114
Jenjang : Strata (S1).
Jurusan /Prodi : Tarbiyah /TBI
Judul Skripsi : THE ENGLISH TEACHER' STRATEGY IN IMPROVING THE STUDENTS' VOCABULARY IN SMA MUHAMMADIYAH 1 PALANGKA RAYA.

Pada prinsipnya dapat kami ijinakan pada SMA 1 MUHAMMADIYAH Palangka Raya dengan memperhatikan hal-hal sebagai berikut :

1. Pelaksanaan diatur dengan Kepala Sekolah yang bersangkutan agar tidak mengganggu pelaksanaan kegiatan kursus.
2. Apabila setelah selesai mengadakan Observasi/Penelitian agar membuat laporan tertulis kepada Kepala Dinas Pendidikan, Pemuda dan Olahraga Kota Palangka Raya dengan tembusan Kepala Sekolah yang bersangkutan.
3. Surat ijin Observasi/Penelitian ini berlaku sejak tanggal 14 April s/d 14 Juni 2009 (selama 2 bulan).
4. Surat ijin Observasi/Penelitian ini tidak dapat dipergunakan untuk kegiatan lain, sebagaimana perihal diatas.

Demikian Surat Ijin Observasi/Penelitian ini diberikan, atas perhatian dan kerja sama yang baik diucapkan terima kasih.



in kepada Yth :

kota Palangka Raya di Palangka Raya.
la SMA 1 MUHAMMADIYAH di Palangka Raya
MUJAHADAH di Palangka Raya



MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN WILAYAH KALIMANTAN TENGAH
SMA MUHAMMADIYAH 1 PALANGKARAYA DISAMAKAN
TERAKREDITASI A

Jalan RTA Milono Km. 1,5 Telepon (0536) 322 717 Palangkaraya 73111
e-mail : smam.plk77@yahoo.co.id

SURAT KETERANGAN

No : 420/723 /IV.421/SMA-1M/Pht/VY/2009

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah 1 Palangkaraya status " Akreditasi A" di Palangkaraya , menerangkan :

Nama : MUJAHADAH
NIM : 0301120114
Jurusan/Prodi : Tarbiyah/ TBI
Jenjang : Strata 1/ S-1
Perguruan Tinggi : STAIN Palangkaraya

Bahwa yang bersangkutan benar telah melaksanakan Observasi- Penelitian di SMA Muhammadiyah 1 Palangkaraya mulai tanggal 17 April s.d 17 Juni 2009, untuk keperluan Skripsi dengan Judul :

" THE ENGLISH TEACHERS' STRATEGY IN IMPROVING THE STUDENTS' VOCABULARY IN SMA MUHAMMADIYAH 1 PALANGKARAYA "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palangkaraya, 17 Juni 2009

Kepala Sekolah,



SURARI, BA

NIP.130 516 756