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**A PSYCHOLINGUISTIC ANALYSIS
OF VOCABULARY ENRICHMENT:
A Cast Study At the Master English School Palnan**

A THESIS



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SPECIAL PAGE

Merangkak aku, ketika mereka berjalan
Melangkah aku, ketika mereka berlari
Menapak setapak demi setapak
Mengusuri jalan masa depan

UNIVERSITAS A

Banyak ezrita dalam kehidupan
Banyak air mata dalam perjuangan
Banyak keringat dalam perjalanan
Untuk mēnggapai masa depan

Skripsi ini akhir dari perjuangan
Awal dari masa depan
Semoga ezrita berganti bahaglia
Air mata berganti tawa

Ya Rabb...
Tuntunlah langkahku
Kan ku sonsong masa depan
Kan ku bawa perubahan
Tunggu aku kebahagiaan.

Ku persembahkan skripsi ini kepada kedua orang tuaku (Asri n Simbur yati).
Semoga ini bisa mengobati sedikit kelelahan kalian, menghentikan cucuran
air mata n bisa membuat kalian bangga.

Special thanks to my beloved Mukhtar Hadi Abdullah and family (Palprianto,
Mimi Asri Ayu, Tina Mardatillah, Uncu n Mintuo, Ni Sias, Mak gak, Hafisah,
n Antz Nur).

My biggest thanks to all my friends who helped me about everything

ABSTRAK

Dalam skripsi ini penulis membahas pemerayaan kosakata peserta kursus “*Master English School*” Painan, sebuah studi kasus pada kelas “*Pre-Basic*”. Siswanya sebanyak 10 orang dalam satu kelas. Muridnya rata-rata duduk di kelas III dan IV sekolah dasar. Penelitian ini dilakukan untuk melihat proses pemerayaan kosakata Bahasa Inggris dan mengidentifikasi strategi yang dilakukan oleh siswa.

Metode yang digunakan adalah observasi nonpartisipatori. Selanjutnya, penulis melakukan analisis data secara deskriptif. Penulis melakukan observasi sebanyak dua puluh kali pertemuan berturut-turut dalam waktu tiga bulan. Untuk pengambilan data penulis melakukan teknik catat (*note taking technique*) setiap kali pertemuan, mengumpulkan latihan harian dan ujian akhir dari peserta kursus untuk melihat perkembangan kosakata bahasa inggris anak-anak tersebut. Penulis menggunakan metode analisis *distributional* dan *referential* menurut Sudaryanto (1993). Dalam menganalisis data, penulis merujuk pada teori perilaku pemerolehan bahasa (*Behaviorism*) oleh B. F. Skinner (Denny D. Steinberg, 1986), kemampuan dan dayaguna bahasa (*language competence and performance*) oleh Noam Chomsky (Denny D. Steinberg, 1986), pemerolehan bahasa kedua (*second language acquisition*) oleh Stephan D. Krashen (1984), dan sebagai teori pendukung yaitu teori an strategi-strategi pembelajaran (*learning strategies*) oleh Rod Ellis (1994). Terakhir, hasil analisis tersebut dipresentasikan dengan menggunakan bahasa, tanpa menggunakan simbol-simbol tertentu.

Dari hasil penelitian, penulis menemukan bahwa proses pemerayaan kosakata dilakukan siswa dengan memahami input, menanggapi ransangan, melakukan pengulangan kata, dan mencari kaidah bahasa berdasarkan konteks yang disajikan guru. Strategi yang dilakukan siswa melalui meniru (*imitation*), menjadikan kaidah berlaku umum (*generalization*) dan mengingat (*memorization*) dapat memperkaya kosakata siswa dalam pemerolehan bahasa kedua.

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The Writer

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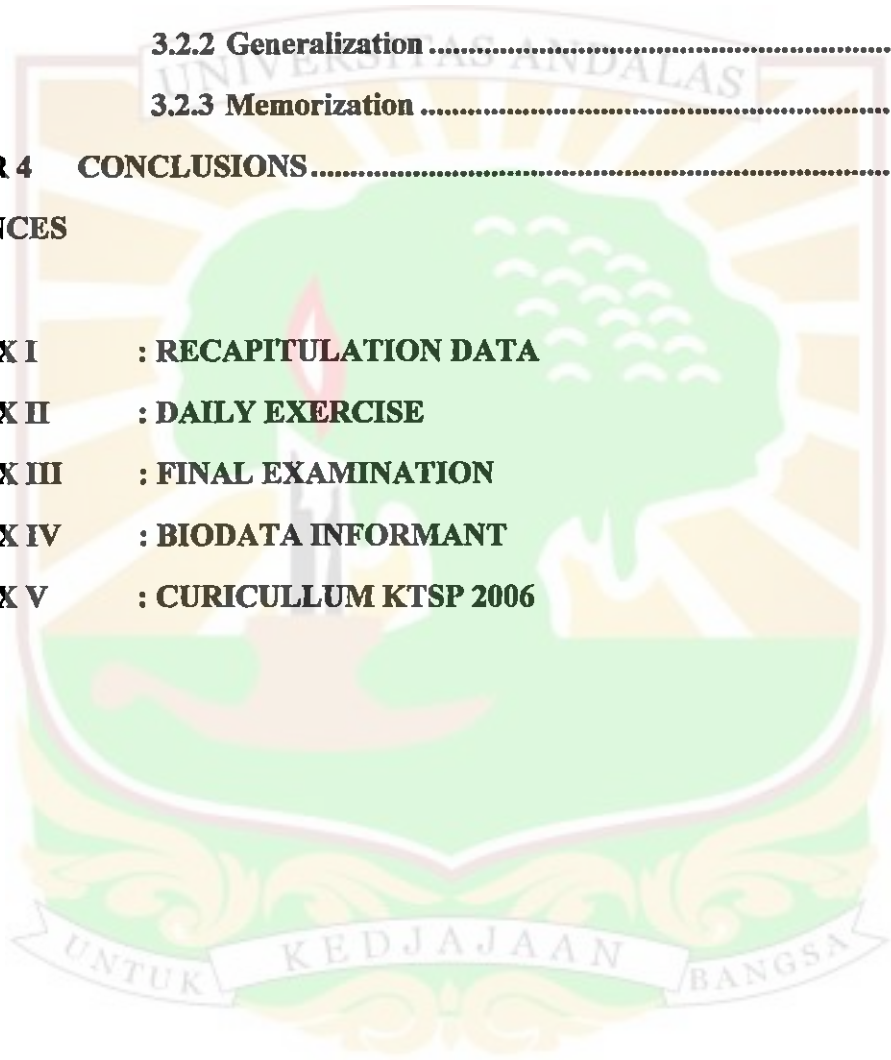
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CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Language is a tool for human communication. Language is meaningful which is related to aspects of life and natural environment. Nowadays, most people realize that they should master not only their mother tongues, but also foreign languages. Everyone is possible to acquire some languages because basically, as Fromkin and Rodman (1983) stated, "Naturally, human left brain is prepared for language." The study of language acquisition is one of the most dramatic aspects of child development. Language acquisition is the term which is used either for first language (mother tongue) or second (foreign) language.

In this thesis, the writer chooses the acquisition of vocabulary among elementary school students at an English course. English is a foreign language which is most widely used in the world and plays important role in science, technologies, and literary works. In mastering language, many aspects should be taught over. One of them is that how the learners acquire the vocabulary in supporting the use of a language as a tool of communication.

Mastering English means that knowing vocabularies, because vocabulary is the total number of words that establish a language (Marshreffel,1969:236), and also knowing how to pronounce it and understanding the structure and grammar. Learning

and acquiring vocabulary do not only focus on pronouncing the words but also understand the meaning and how to use them in sentences. Rivers (1986:113) stated that the basic purpose of learning will always be to find the meaning, and reading for comprehension and understanding.

Nowadays, English has been learnt by students from elementary school until Senior High School. Students should know and have a good proficiency and must apply it in communication. The vocabulary mastery of elementary school students is one of the causes that make them failed in grasping the lesson especially to get the standard mark of English subject. We know that reading ability must be supported by the mastering of vocabulary. One who has good vocabularies will read well (Snovitch,1986). So, it is important to find the strategies to improve and to enrich students' vocabulary. Developing student's vocabulary through reading actually is one of the strategies.

For this reason, the government has included English as one of compulsory subjects in National Curriculum since it plays important roles in all aspects of life. It can help to improve the ability of Indonesian learners in using English through all communication. But, learning in school is just limited for one or two hours in every meeting that are exactly not enough for the students to master this subject well.

Concerning to the fact above, many students take English course outside school. By doing so, they have much time to study English better in addition to study

level of beginner class at Master English School Painan which normally sits in elementary school. At this age, the children have started to study English, but just simple words. Based on the stages of second language acquisition (Judie Haynes,2005) children at these ages have been categorized into the early production stage. This stage may last up to six months and students will develop a receptive and active vocabulary of about 100 words. During this stage, students can usually speak in one-or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly. All new learners of English progress through the same stages to acquire language. However, the length of the time each student spends at a particular stage may vary greatly.

1.5 Method of the Research

This study is qualitative research (Danim (2002), Stainback (1984), Spradley (1980), and Molleong (1990 and 1991), since qualitative method concerns with interpretative, selective procedures and stick each other. In conducting this study, there are three stages followed namely collecting data, analyzing data and presenting the result of analysis.

1.5.1 Collecting the Data

In collecting the data, the writer applies field research (Mason,1996). In another words the data are collected through observation to the English course students, in which the writer involves herself in research setting.

The data have been collected by doing observation to Master English School Painan especially students at beginner class. The steps of data collection undergo several processes. First the writer came to the Master English School Painan and makes cooperation with this institution in taking the data and observation as long as one period about three months. Next, the writer interviewed the teacher to ask the learning program of Master English School Painan. Then, the writer came to the beginner class for twenty times meetings to observe this class and took daily exercises, final test, and also took a note about things related to the process of enriching vocabulary and its influences toward English ability.

Master English School is an institute of informal education which supports student's English ability. It has been existed since 1996 on Painan at Trikora street No. 30. The good development of this institute appeared in 2000. It has three branches in other territories, they are, Painan, Lenggayang and Bukit Tinggi. Master English School has many levels of class, such as, Pre-Basic, Basic, Intermediate, Toeic, and Toefl classes. It takes three months learning in one period. There are ten until fifteen students in one class and it takes one hour and half to study in every meeting. The important thing, the certificate is acknowledged by the National Education Office of Painan.

1.5.2 Analyzing the data

In analysis, the writer uses the psychological approach (Steinberg,1986) to see

the problem deeply. Methods of analysis are distributional and referential ones (Sudaryanto,1993). Distributional method involves the internal language itself, while the referential method is to find the relationship the language with the context.

The theories used are second language acquisition by Stephen D. Krashen, Behaviorism by Skinner (Danny D. Steinberg,1986), Chomsky's theory on competence and performance (Steinberg,1986), and learning strategies in second language acquisition (Ellis,1994).

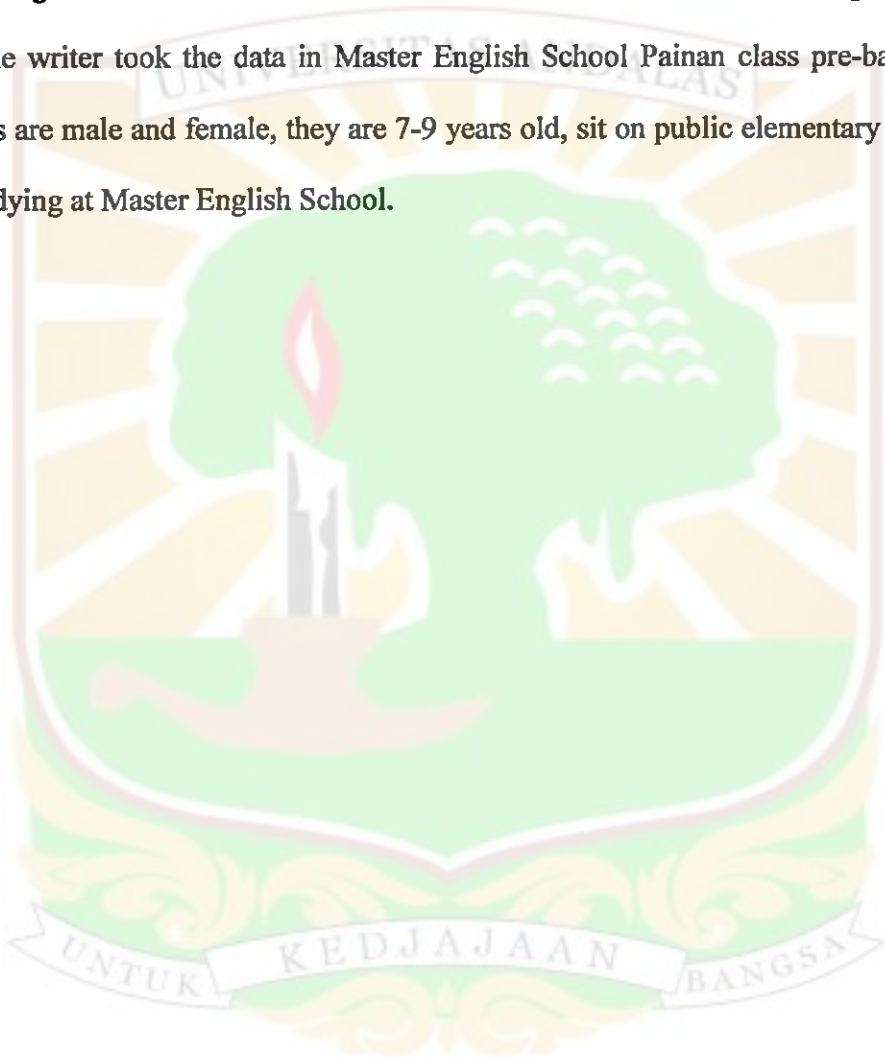
This research is conducted by applying qualitative method. Researcher chooses qualitative method as main method in analyzing the vocabulary enrichment by children at Master English School Painan at the beginner class. It was recommended by Danim (2002), Stainback (1984), Spradley (1980), and Molleong (1990 and 1991). Qualitative approach is used for analyzing naturally occurring data in the field. This research is useful to find the scientific truth. Here, the writer focuses on the aspects of psycholinguistic.

1.5.3 Presenting the Result of Analysis

In presenting the result of analysis, there are two methods that they are: formal and informal method (Sudaryanto,1993:145). In formal method, the result of analysis is presented by using table while in informal method the result of analysis is written in the form of simple and explanatory sentences. The writer only applies informal method to present the result of analysis.

1.6 Source of the Data

The writer takes the data from the informants who take the course at the Master English School. The data consist of exercises of students, note taking and final test. The writer took the data in Master English School Painan class pre-basic. The students are male and female, they are 7-9 years old, sit on public elementary schools and studying at Master English School.



CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Review of Related Study

In this section the writer reviews some of researches about vocabulary enrichment by children. Among the researches, the writer reviews those conducted by researchers; Monique S  n  chal (2002), Jeft G. Mehring(2000) and Khuat Thi Thu Nga (2001).

Monique S  n  chal (2002), studied “on the importance of repeated reading for the development of language” through picture book. She sees how young children can learn one to three of new word from book reading. She was observed the learning vocabulary from picture book. In this observation, she has 164 participants, five years old who show the development of language after reading the picture book for three times. She uses experimental studies with children the age five, and one intervention study language delay. She has one class control with reading picture book for several times, and one class normal. In this research she uses psycholinguistic, language learning and language acquisition. She found that after learning reading book once, children could comprehend 1.6 new words, as reflected by the difference between the numbers of word correctly identified before and after the book reading. But, the children could not speak any new word after single book reading. Learning after reading the book twice, children learned to comprehend new word in each situation, but they learned more when they were actively involved in the book reading.

Learning after reading the book three times, she found that the children could comprehend and speak one new word after listening to the book three times; most impressively, they could comprehend and speak three new words when they answered labeling question during the three book reading events. She analyzed two types of vocabulary; spoken and comprehension vocabulary. Spoken vocabulary refers to the words children can actually produce and is often labeled expressive vocabulary. In contrast, comprehension vocabulary refers to the words that children can understand, but not necessarily produce, and is often labeled receptive vocabulary. This distinction is important to see the factors might facilitate the acquisition of the two types of vocabulary. Research on spoken vocabulary suggests that young children can learn spoken vocabulary through imitation. In contrast, repeated exposure to new words might be sufficient for the acquisition of comprehension vocabulary.

Jeft G. Mehring (2000) observed learning vocabulary is an ongoing process which requires systematic repetition to help students learn, especially low context vocabulary. His purpose is to retain the vocabulary they find useful and relevant to their subject matter by learning vocabulary through context, cooperative learning, and using technology. He used the theories behind vocabulary acquisition and some result when they were put into practice during his students teaching and using contextualized approach to learning vocabulary. He has participant eighteen students, eleven female and seven males. The finding of this research is students can acquire the necessary vocabulary. Students are to be taught vocabulary in context so that they

and spelling of certain lexical items.

“Vocabulary is the total number of words that establish a language”
(Marshffel,1969: 236).

2. Enrichment

The word enrichment is synonymous to the word improvement, in which, it is an improving or being improved; betterment, an increase in value or in excellence of quality or condition, and also a person or thing representing a higher degree of excellence (Oxford Dictionary).

3. Case Study

Case study refers to the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves. A form of qualitative descriptive research, the case study looks intensively at an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context. One way of examining developmental stages in the acquisition of a second language is to follow a given subject longitudinally (McLaughlin,1967)

4. Psycholinguistics

Psycholinguistics is a field of study that combines aspects psychology and linguistics (McLaughlin,1967). Psycholinguistics is study understanding,

producing, and remembering language. This concerns with listening, reading, speaking, writing, and memory for language. The interested study is in how acquire the language and the way in which it interacts with other psychological systems (Trevor A. Harley,1995).

2.3 Theoretical Framework

Studying language is the complex problem of human being which contains the problem of language itself and the problem of the activity that language. The activity that language does not mechanically, but also mental process. It means the activity of language connected to the brain activity. Hence, in studying language, it's complicated with the study of linguistic and psychology which calls psycholinguistics. Psycholinguistic explains the psychology process when people utter sentences which they hear when they communicate and how the speaking ability acquired by them. Theoretically, the main purpose of psycholinguistic is to find the theory which linguistically can be accepted and psychologically can be explained the fact and the acquisition of language(Harley,1995).

In this research, the writer analyzed the data by using psycholinguistic approach by Steinberg (1986), behaviorism by Skinner (in Steinberg,1986), knowledge of language by Chomsky (in Steinberg,1986), second language Krashen (1984), and the supporting theory is learning strategies (Ellis,1994). Briefly, the writer will be explain in the following explanation.

2.3.1 Behaviorism

B. F. Skinner (Danny D. Steinberg, 1986) in behaviorism perspective state that acquiring knowledge includes knowledge of language based on stimulus and then following the response. So, he said that by repetition of this process appears a behavior. Language is behavior. A behavior acquired from the drill.

2.3.2 Knowledge of Language

There are two knowledge of language by Chomsky:

a. Language Competence

Competence refers to a presumed underlying ability. Competence is what one knows, can be developed, maintained and developed through performance. Here, competence is our underlying knowledge of the system of a language its rules of grammar, its vocabulary, all the pieces of a language and how those pieces fit together.

b. Language Performance

Performance refers to the overt of manifestation of the ability, it is what one does and observable. In other word, performance is actual production (speaking and writing) and understanding (listening and reading).

2.3.3 Second Language Acquisition

Stephen D. Krashen is an expert in the field of linguistics, specializing in

theories of language acquisition and development. He states that acquisition requires meaningful interaction in the target language (Schutz,1997). In another words, the speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

Krashen has five hypotheses about second language acquisition, they are:

a) The Acquisition-Learning Hypothesis

There are two different ways to develop competence in a language: language acquisition and language learning. Language acquisition is a subconscious process not like the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather developing a “feel” for correctness. “In non-technical language, acquisition is ‘picking-up’ a language (Krashen,1984).” Language learning, on the other hand, refers to the “conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them (Krashen,1984).”

b) The Monitoring Hypothesis

The language that one has subconsciously acquired “initiates our utterances in a second language and is responsible for our fluency(Krashen,1984)” whereas the language that we have consciously learned acts as an editor in situations where the learner has enough time to edit, is focused on form, and knows the rule, such as on a grammar test in a language classroom or when carefully writing a composition. This conscious editor is called the monitor.

c) The Natural Order Hypothesis

The natural order hypothesis states that “the acquisition of grammatical structures proceeds in a predictable order”. For a given language, some grammatical structures tend to be acquired early, others late, regardless of the first language of a speaker.

d) The Input Hypothesis

Krashen attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen’s explanation of how second language acquisition takes place. So, the input hypothesis is only concerned with “acquisition”. According to this hypothesis, the learner improves and progresses along the ‘natural order’ when he/she receives second language ‘input’ that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at stage ‘i’, than acquisition takes place when he/she is exposed to ‘comprehensible input’ that belongs to level ‘i + 1’. Since not all of the learners can be at the same level of linguistic competence at the same time.

e) The Affective Filter Hypothesis

Motivation, self-confidence, and anxiety all affect language acquisition, in effect raising or lowering the “stickiness” or “penetration” of any comprehensible input that is received.

It is better for us to see the role and the form of the output. It can be the possibility for us to get the spoken fluency by practicing the language as well as in our conversation. It has proved by Lenneberg (1962), in which, he has done

observation to a boy who does not have disorder of the peripheral speech organs. He had acquired “competence” without over producing. It is quite possible that if he had been able to speak, he would have acquired language somewhat faster.

Second Language Acquisition, or SLA, is the process by which people learn languages in addition to their native language. The term second language is used to describe any language whose acquisition starts after early childhood (including what may be the third or subsequent language learned). The language to be learned is often referred to as the “target language” or “L2”. SLA is sometimes called L2A, for “L2 acquisition” (Krashen (2002) in Schütz, 2005).

Informal aspects are the crucial thing in second language acquisition. Even though each learner has LAD (Language Acquisition Device), it cannot be sure that he will be able to use it if the good input data of that language is not available. Most of that input data can be found in the language environment. In acquiring language, learner only passes one way that, understands the meaning of the message that is sent to him (Krashen,1982). On the other hand, learners know his second language because he has got a message that the meaning has been known.

Krashen briefly stated that the effect of informal aspects is bigger than the formal aspects in order to get the second language. Environment of language can be divided into two part, artificial environment (formal) and natural environment (informal), (Krashen,1981:40). He said that, to learn the second language can be passed in two ways. They are learning and acquisition. Learning is the conscious

internal mechanism constitutes an attempt to explain how L2 take place.

The last area, the acquisition of individual learner differences and what causes them. Learners set about the task of acquiring an L2 in different ways. They differ with regard to such general factors as motivation and aptitude, and in the use of various strategies such as inference and self-monitoring for obtaining input and for learning from it. The study of these general factors and learner strategies, help to explain why some learners learn more rapidly than others do and why they reach higher levels of proficiency.

2.3.4 Learning Strategies

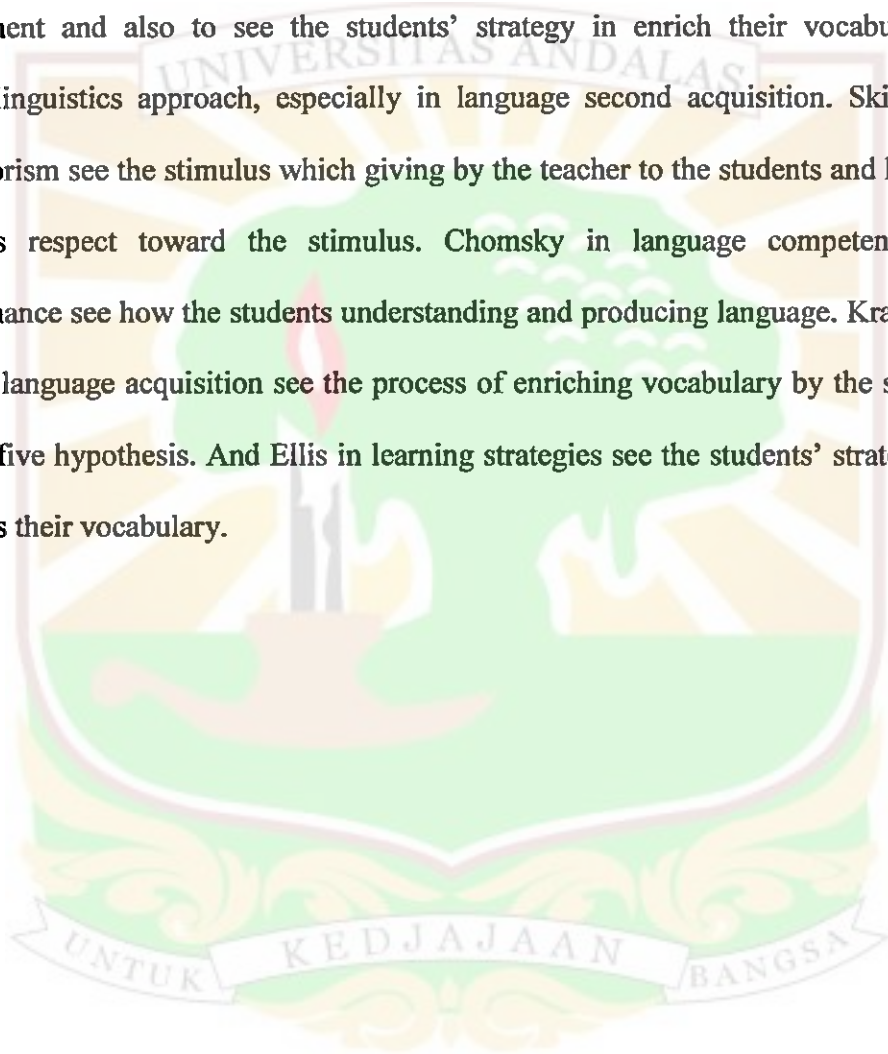
Related to the last area (Ellis,1994) in investigating Second Language Acquisition, O'Malley & Chamot list of strategies (1990:44), they groups the strategies into:

1. Metacognitive strategies: higher order executive skills that may entail planning for monitoring, or evaluating the success of a learning activity, there are:
 - a. Advance organizers: planning the learning activity in advance, “you review before you go into class”.
 - b. Directed attention: deciding to concentrate on general aspects of a learning task.
 - c. Selective attention: deciding to pay attention to specific parts of the language input or the situation that will help learning.

- d. **Self-management:** trying to arrange the appropriate conditions for learning “I sit in the front of the class so I can see the teacher”.
 - e. **Advance preparation:** planning the linguistic components for a forthcoming language task.
 - f. **Self-monitoring:** checking one’s performance as one speaks “sometimes I cut short a word because I realize I’ve said it wrong”.
 - g. **Delayed production:** deliberately postponing speaking so that one may learn by listening I talk when I have to, but I keep it short and hope I’ll be understood”.
 - h. **Self-evaluation:** checking how well one is doing against one’s own standards.
 - i. **Self-reinforcement:** giving oneself rewards for success.
2. **Cognitive strategies:** the brain process to develop it performance, they are:
- 1 **Repetition:** imitating other people’s speech overtly or silently.
 - 2 **Resourcing:** making use of language materials such as dictionaries.
 - 3 **Directed physical response,** responding physically, as with directives.
 - 4 **Translation:** using the first language as a basis for understanding and/or producing the L2.
 - 5 **Grouping:** organizing learning on the basis of common attributes.
 - 6 **Note-taking:** writing down the gist etc of texts.
 - 7 **Deduction:** conscious application of rules to processing the L2.
 - 8 **Recombination:** putting together smaller meaningful elements into new

- Cooperation: working with fellow students on language.

These theories used to analyze the data to see the process of vocabulary enrichment and also to see the students' strategy in enrich their vocabulary in psycholinguistics approach, especially in language second acquisition. Skinner in behaviorism see the stimulus which giving by the teacher to the students and how the students respect toward the stimulus. Chomsky in language competence and performance see how the students understanding and producing language. Krashen in second language acquisition see the process of enriching vocabulary by the students trough five hypothesis. And Ellis in learning strategies see the students' strategies in enriches their vocabulary.



CHAPTER 3

A PSYCHOLINGUISTIC ANALYSIS OF VOCABULARY ENRICHMENT:

A Case Study at Master English School Painan

The aim of this chapter is to present the analysis of vocabulary enrichments at master English school Painan. The syllabus is appropriate with standard curriculum KTSP 2006 for children in elementary school class three (see appendix). Here, the writer deals with the process of enriching the vocabulary for the children in the level of beginner class at Master English School Painan and the strategies used by the students to enrich vocabulary based on the theories.

3.1 Process of Enriching Vocabulary

Datum 1 July, 15 2009	process	Inter-language
Introduction (Greetings) Good morning Good afternoon Good evening Good night Short conversation: Teacher: good morning every body Students: good morning sir Teacher: how are you today? Student: I am fine. Thank you. And you? Teacher: I am fine too. Thank you	Giving response to the communicative utterances. Producing the topic by listen to the topic, repeat it, practice, and write on the paper. Comprehend the greetings and try to make the output in conversation.	Good (Gud) Afternoon (afternun) Night (nait)

In the first meeting, the teacher gives the topic about greetings. There are some vocabularies and simple sentences which are; *good morning sir, good afternoon, good evening, good night, today, fine* as the opening or introduction of class. The vocabulary and simple sentence lists on the white board, the teacher explain it and then read aloud followed by the students in several times. Students practice it with their friends. Here, the ways teacher explain is as stimuli, and then students give response with follow her. This activity runs in several times, so it can be a habit and they are enriching their vocabulary.

The vocabulary and simple sentence *good morning sir, good afternoon, good evening, good night, today, fine* are the input. Then students are in silent period for a few minutes to comprehend the input. In practice this conversation, students are quiet difficult in pronouncing the word "*how /haw/*" and "*fine /fain/*". Students pronounce the word "*how /haw/*" and "*fine /fain/*" as it written. It is caused by their first language (L1). In their L1, the alphabet "o" must read "O", "i" must read "I" not "əu" and "aɪ". This is the filter. But, after reading in several times, repetition that words, students quiet understand and comprehend the input. At the end, the teacher erased the vocabularies and asks students to write the vocabulary that they are still remembering on the paper as the exercise.

From the exercise, the writer sees that the students are able to write some vocabulary from conversation above such as, *good morning sir, good afternoon, good evening, good night, today, fine* and also the meaning of that vocabulary into their L1.

Datum 2 July, 17 2009	Process	Inter-language
Topic: Massage Vocabularies: Flower Friend Give Come In front of Class Write White board Take a flower and give to your friend Mr. John ask you to come in front of the class Write your name on the white board	Using games as the stimuli and students giving response to the communicative utterances in massage. Students develop their competence to find the meaning of the massage. Students develop their performance in utter the utterances. Students comprehend the vocabulary input and giving the output by making the meaning of the sentences in their L1.	Spoken error: Flower /flower/ Come /kom/ Take /tak/

Datum 2 in the second meeting is giving input vocabularies *flower, friend, come, in front of, class, write, and white board*. In this topic, the teacher listed this vocabulary and explains the meaning in students' L1 which is related to the sentence that will be given by the teacher to the student. Then the students read aloud that vocabularies after the teacher read it. After that, class is divided into several groups. The instructor whispers a sentence to one student each group. This sentence will be sent by the student in whispering to their friend from one to other. The student who receives the sentence in last section should do the command in that sentence and say it aloud. The teacher makes this topic like a game to make the student interested and enjoy in doing this lesson. The more important is to make the students comprehensible input. In the second meeting before class is started, the teacher

Datum 3 July, 22 2009	Process	Inter-Language
Topic: classroom talk Vocabularies: excuse me sir Present Absent Repeat again What does it mean by...	Student listening to the teacher and response to the teacher question by answering it. Develop their competence by repeat, practice and write the input vocabulary. Comprehend the input and giving the output by applying the vocabulary in class activity.	Written error: Present (presont) Absent (absont)

In this meeting, the teacher gives the vocabularies and phrase; *excuse me sir, present, absent, repeat again, and what does it mean by* as the input about something that often use in the class such the datum 2. Before the teacher explains this topic, she repeats the conversation in the last meeting about fifteen minutes, and then review some vocabulary in the last meeting, the teacher monitors and does the corrections. After some days, the students still remember some vocabulary which learned in the last meeting. For example, short conversation in the first meeting. This conversation is always used every meeting at beginning class. So, this conversation becomes lexicon in their mind, and become students' behavior. They enjoy in answering the question, confident, and it runs naturally.

The teacher explains the input; *excuse me sir, present, absent, repeat again, and what does it mean by* about fifteen minutes, twenty minutes repeat and practice it in several times, twenty minutes the students comprehend the input in client period, they remember and comprehend the input, and then the teacher erased the vocabulary

on the white board and ask the students to write on the paper what they still remember on the meaning in their first language about twenty minutes. And the fifteen minutes last, the teacher monitors the students by giving the question to the students one by one about vocabularies and phrase; *excuse me sir, present, absent, repeat again, and what does it mean by* to see the output by the students.

The Students repeat and practice the input in several times, so it became lexicon in their mind. Here, we can see the acquisition take place when the students give the feedback and show the output on the paper as the exercise and in short conversation at the end of class. The students are able to write the vocabulary after the vocabulary was erased on the white board. They understand what the meaning of the message which is conveyed to them.

The writer still finds some errors in pronunciation and in writing system on students' exercise. The errors is caused by the interference of their L1, complexities of English language, and their ability in comprehend the input. The common words error are; present (*presont*), absent (*absont*), and sir (*ser*). Letter on, the teacher monitors the feedback and the students make corrections about error transfer. When the students make the correctness, they involve their brain and doing cognition process. Its means the students were in the next level.

name is and my call name is as the stimuli, the students catch it and using L1 as a basis for understanding and producing L2 as the response. Here, the students practice the conversation; *how are you?, how do you do?, what is your full name? , what is your call name* and the way how to answer the short conversation; *my full name is and my call name is* in several times until this conversation becomes lexicon in their mind and involve the psychomotor of brain.

The writer sees the output when the students giving feedback on the speaking and writing to the teacher after client period and the input was erased on the white board. In client period the students try to comprehend the input and give the output. The students repeat the teacher's speech overtly and silently. They are using their L1 as a basis for understanding and producing L2. It means that the students give the response about the stimuli which is given by the teacher to them. Then, the students try to recall their mind in answer the question of the teacher in review the topic. They monitors and make correction to produce the output.

The students can write the language on the paper as the exercise, they comprehend the meaning of the messages in their L1. The writer still finds error in differentiating personal pronoun "you" and possessive "your" in using in the right ways and the right context. The students assume that the "you" same with "your". They do not know when using "you" and when using "your". This is caused by the complexities of the L2 which is not found in their L1 and also influence by students' ability in comprehends the L2.

Datum 5 July, 29 2009	Process	Inter-Language
Topic: residence Where do you come from? I come from Where do you live? I live in... With whom do you live? I live with ... Vocabulary: Where Come from	Students listen to the teacher and repeat the conversation. Students develop their competence by understanding and producing conversation. Students comprehend the conversation and giving output by produce it in speaking and writing.	Written error: Perent (parent) Strit (street)

In this meetings the teacher gives the short conversation and the way to answer the conversation about residence such as; *where do you come from?, I come from..., where do you live?, I live in..., with whom do you live?, I live with... and vocabularies where, come from, and live.* In explaining this topic the teacher does the way as found in datum 1 and 2. The teacher explains the topic related to the vocabulary and translate to students' L1 by using the vocabularies *where, come from, and live.* Then, students read aloud in good pronunciation and followed by the students. Then, the students practice it with their friend in pears. The students practice this conversation in several times. Then, the teacher erased the list of vocabulary in the white board.

In this meeting, the writer observes the progress of students' vocabulary when the teacher reviews some lesson in the meeting before. The teacher uses the conversation which was learned before in every meeting. Therefore, the students show the fluency as the progress from the first meeting to other meeting. The students

were able to make conversation with the teacher and their friends. They monitor the corrections in this meeting. It means this meeting is better than before.

In this meeting the writer sees the output when the students give feedback to teacher's question after silent period and the input was erased on the white board. In silent period the students try to comprehend the input *where do you come from?, I come from..., where do you live?, I live in..., with whom do you live?, I live with... and vocabularies where, come from, and live*. Then, giving the output as the response. The students repeat the teacher's speech overtly and silently. They use their L1 as a basis for understanding and producing L2. It means that the students give the response about the stimuli which is given by the teacher to them. Therefore, the students try to recall their mind to answer the question of the teacher in reviewing the topic. They monitor and make correction to produce the output. They also ask the teacher about something they don't know the meaning, for example, the word "whom". The students said "*what it means by whom sir?*". Then the teacher translates what the meaning of that word.

At the end of the class, the teacher asks the students to do the expression from the conversation *where do you come from?, I come from..., where do you live?, I live in..., with whom do you live?, I live with...* and make some word that they still remember. Example, *live= tinggal, where= dimana, etc.* from the exercise, the writer finds the common error in writing the vocabulary, that are; street (*stirit*) and Parent (*perent*). This is caused by the interference of their L1, the students' ability in cognitive process, and because of the complexities of that English.

Datum 6 July, 31 2009	Process	Inter-language
Topic: school Where Study Year Third How School Time Leave Where do you study? I study at elementary school What year are you? I am the third year. How do you go to school? I go to school by ojek What time do you leave for school? I live for school at 1 o'clock.	Students listen to the teacher and imitate the conversation. Students giving response to the communicative expression. Students develop their performance by producing the conversation. Students comprehend the input, store in their mind, and giving the output when producing its conversation.	Written error: Liv (leave) Skul (school) Stadi (study) Elementri (elementary)

Based on the topic in datum 6, the teacher gives the input conversation about school. The teacher translates vocabularies *Where, Study, Year, Third, How, School, Time, and Leave* in that sentence into students' L1. And then vocabularies *Where, Study, Year, Third, How, School, Time, and Leave* used to translate the sentence of conversation *Where do you study?, I study at elementary school, What year are you?, I am the third year., How do you go to school?, I go to school by ojek, What time do you leave for school?, I live for school at 1 o'clock.* As usual, the teacher uses twenty minutes to read that conversation and ask the students to practice with their friend. In this period repetition takes place. Then, twenty minute for client period to comprehend the input. Their brain works to connect the input the students to write what are the vocabularies that they still remember. But, before explaining the

topic in this meeting the teacher reviews the conversation which was learned in the first, fourth and fifth meeting. The teacher practices the vocabularies which were learned before. Every meeting, the teacher uses a view minutes to review students' vocabulary, to see the progress, and to make the correctness. Hence, unconsciously the conversations become a lexicon in their mind. When the teacher speak to them, suddenly they are able to answer naturally

In this meeting, the writer sees the output when the students give feedback to teacher's question after client period and the input was erased on the white board. In client period the students try to comprehend the input and give the output. The students repeat the teacher's speech overtly and silently. They are using their L1 as a basis for understanding and producing L2. It means the students give the response about the stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in review the topic. They monitor and make correctness to produce the output. When they are monitor and make correctness, it means the students were in the next level and acquisition take place.

Here, the writer still finds error in writing. The common errors are; *leave (liv)*, *study (stadi)*, *school (skul)*, and *elementary (elementri)*. This error is influenced by their mother tongue or their first language. As we know, they are children and quiet difficult to differentiate between English writing system and Indonesian language system. It also causes of the complexities of the second language itself and their ability in cognitive process.

Datum 7 Augustus, 03 2009	Process	Inter-Language
Topic: names of day Sunday Monday Tuesday Wednesday Thursday Friday Saturday Today Yesterday Tomorrow What day is it today? Today is ... What day was yesterday? Yesterday was... What day will be tomorrow?	Students listen to the teacher and repeat the topic. Students giving response to the communicative expression and sing a song which related with names of day. Students develop their competence and performance by understanding and producing the topic in practice and in written. Students comprehend the input, maintenance it in their mind and giving the output in speaking and writing.	Written error: Manday (Monday) Wenesday (Wednesday) Truesday (Thursday)

As usual, the teacher is does conversation that was learned before as warming up in beginner of class. Then, the teacher writes down the input of seven day in a week *Sunday, Monday, Tuesday, Wednesday, thursday, Friday, and Saturday* on the white board with arranged from Sunday until Saturday, and then the teacher also write other vocabulary and sentences; *What day is it today?, Today is ..., What day was yesterday?, Yesterday was..., What day will be tomorrow?, Tomorrow will be ...* And to motivate the students in learning, the teacher gives a song of day to make easy in memorizing. The students sing a song in several times. By the repetition of this song, it makes a lexicon in their mind and it is a behavior.

By singing a song in several times, unconsciously most of the students can mention names of day in a week. This is because of the arrangement the names of day. In that song the student just sticks it with names of day in their L1. But, the students are quite difficult to remember it. English day started from Sunday while in their first language start from Monday.

The students repeat the teacher's speech overtly and silently. They use their L1 as a basis for understanding and producing names of day. The writer sees the output when the students give feedback to the teacher's question after the input was erased on the white board. It means that the students give the response about the stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the topic. They monitor and make correction to produce the output of the day. When they monitor and make correctness, it means the acquisition takes place and the students show the progress as the next level.

Sing a song is interesting for most students. This can motivate the students in learning. After they are able to mention names of day in a week, the teacher gives the students question and ways to answer; *What day is it today?, Today is ..., What day was yesterday?, Yesterday was..., What day will be tomorrow?, Tomorrow will be* which relevant with day. Then after few minutes last of class, the teacher asks the students to make on the paper names of day that they remember. Here, the writer sees most of the students can pronounce it. But it still makes error in writing. The common errors appear in the word *Monday (manday), Wednesday (wenesday), and Thursday*

(*trusday*). Some of the students make error in this word. This is because of interference of their L1 in writing system. Then, it is also because of students' ability in involving their cognitive process and the complexities of that English language itself.

Datum 8 Augustus, 05 2009	Process	Inter-Language
<p>Topic: number (cardinal number) Vocabularies:</p> <ol style="list-style-type: none"> 1. One 2. Two 3. Three 4. Four 5. Five 6. Six 7. Seven 8. Eight 9. Nine 10. Ten 11. Eleven 12. Twelve 13. Thirteen 14. Fourteen 15. Fifteen 20. Twenty 30. Thirty 40. Forty 50. Fifty 100. one hundred 101. <i>One hundred and one</i> 1000. One thousand 1.000.000. One million 	<p>Listen to the teacher</p> <p>Giving response to the communicative expression which giving by the teacher.</p> <p>Develop their performance by producing the numbers and relate it to amount of thing.</p> <p>Comprehend the input, store in their mind, maintenance it and make the output in speaking and writing.</p>	

In this meeting, firstly the teacher gives the students question about day, such as “*what day is it today?*” Most of the students can answer this question. This is the progress of students’ vocabulary. The answer or the feedback of the students is the output. It means, they acquired the vocabulary about names of day and enrich their vocabulary. They are also better in pronouncing it.

In datum 8, the teacher shows the card numbers (cardinal number) and read aloud followed by the students. In this case, card contain two sides. In one side is the spelling of numbers, and one side other is the form of numbers. Firstly, the teacher shows the side of word and read it aloud followed by the students, after that the teacher shows the form of number in other side of card. This process is repeated in several times, and then the teacher gives the card to each student and asks the students to mention each number in English. After that, the teacher collects the card and asks the students to make the numbers that they still remembered on the paper. Here, in practicing these vocabularies the students are able to read that vocabulary in good pronunciation because they imitate the teacher. The students are also able in rewrite the vocabulary on the paper as the exercise.

The students repeat the teacher’s speech overtly and silently. They use their L1 as a basis for understanding and producing the numbers. The writer sees the output when the students giving feedback to teacher’s question after the input of card was collected. It means that the students give the response about the stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the

topic and to make the exercise. They monitor and make correction to produce the output of the numbers. When they monitor and make correction, it means the acquisition takes place and the students were in the next level.

Here, the writer sees most of the student can write about ten vocabularies at least. The students show the progress from the current level to the next level after catching the input. It means, ten vocabularies were acquired by the students. This is caused by the repetition of reading the card and using media to make it easy in remembering. When the students can write about tens vocabularies, it means that they recall their mind after the card was collected by the teacher. This is the output as the progress of students' vocabulary.

Datum 9 Augustus, 07 2009	Process	Inter-Language
Topic: number (ordinal number) Vocabularies: First Second Third Fourth Fifth Sixth Seventh Eighth Ninth Tenth	Listen to the teacher. See the picture about numbers then communicate with text. Develop their performance by answering teacher's question about amount based on the picture. Comprehend the input and giving the output by producing in speaking and writing the numbers.	

The topic in datum 9 input about ordinal number; *first, second, third, fourth, fifth, sixth, seventh, eight, ninth, and tenth*. The teacher explains what differences between cardinal numbers and ordinal numbers and also the use of it. Here, the writer sees the same process of acquiring in enriching vocabulary with the topic before. The teacher explains, while the students listen and follow, about fifteen minutes client period, and then, the teacher erased on the white board and the student makes the vocabulary that they still remembered on the paper. Before starting this topic, the teacher does the conversation as usual to warm up the class. Then, the teacher reviews the vocabulary in the last meeting to monitor students' vocabulary about the topic in that meeting. The teacher asks about date, such "what date is it today?" directly the student answers this question by using the vocabulary that were learned before. Date is related to the numbers. Naturally, they recall their mind in answering this question and doing editing to make the correctness.

When the vocabulary is erased, the students recall their mind about vocabulary before and involve their mind. Then their mind gives the response and they can write on the paper. This exercise is the output as the result of comprehends the input. As usual, still found error in writing because of the interference of their L1, the complexities of the second language and influenced by the cognitive process of the students.

The students repeat the teacher's speech overtly and silently. They are use their L1 as a basis of understanding and producing the ordinal numbers. The writer sees the output when the students give feedback to the teacher's question after the

ordinal numbers were erased on the white board. It means that the students give the response about the stimuli which is given by the teacher to them. Hence, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the topic and to make the exercise. They monitor and make correction to produce the ordinal numbers. When they monitor and make correctness, they involve their mind and give the response of the stimuli. It means that the students comprehend the input, acquisition takes place and the students were in the next level.

Datum 10 Augustus, 10 2009	Process	Inter-Language
Topic: alphabet Vocabularies: English alphabet A – Z	Students listen to the teacher about alphabet; sing a song about alphabet, and giving response to the sing and communicative expression. Develop their performance by trying singing the alphabet song. Comprehend the input, store in mind and maintenance it and make the output.	

In this meeting, before starting the class the teacher does short conversation with the students as usual as warm up activity. In this meeting the student was fluency in doing this conversation and their pronunciation better than before. The writer sees the students always edit their output every meeting and make correction. Therefore, they are more understand and comprehensible the input. It means, they show the progress of vocabulary from day into another day.

In the alphabet topic, the teacher writes on the white board English alphabet **A-Z** and pronounces it. Then, to motivate the students, to make the class interesting and enjoyable. To make the students comprehend the input, the teacher reads the alphabet with the tone and followed by the students. They sing alphabet song in many times. Hence, it is easy to memorize this alphabet. Repetition of the alphabet makes a lexicon in their mind and behavior.

The students repeat the teacher's speech overtly and silently. They use their L1 as a basis for understanding and producing names of the alphabet. The writer sees the output when the students give feedback to teacher's question after the alphabet was erased on the white board. It means that the students give the response about the stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the topic and to make the exercise. They monitor and make correction to produce the output of the alphabet. When they monitor and make correction, they involved their mind and give the response of the stimuli, it means they comprehend the input, acquisition take place and they were in the next level.

Datum 11 Augustus, 14 2009	Process	Inter-Language
Topic: asking something by doing action Vocabularies: Stand up Sit down Be quiet	Students listen to the teacher. Students response to the communicative expression, imitate, and produce it in develop their competence.	Ap (up) Quit (quiet)

stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the topic and to make the exercise. They monitor and make correction to produce the output of the utterances. When they monitor and make correction, they involved their mind and give the response of the stimuli, it means they comprehend the input, acquisition take place and the students were in the next level.

When the teacher asks and students do the action, naturally, it appears the concepts about the meaning of utterances in their mind. Contextualization ways appear and they try to connect the action with utterances and take a meaning based on the action and context. Here, the writer can see that they understand what the meaning of this utterances but, when the teacher asks them to write on the paper the meaning of that utterances the writer still finds the error. Most of the students translate the true meaning, but not in the writing.

The writer sees the students enjoy in this class, happy, laughing and kidding with other. This way motivated the students in learning. When they are able to translate in their L1, it means, they comprehend the input and they were in the next level. But, in writing the students still make error in writing. The common errors are; *be quiet (be quit) and stand up (stand ap)* as interference from their L1.

Here, the writer sees the students are able to do the exercise. It means they comprehend the input. The students go up from the current level into next stage. They was acquired the word when they recall their mind in making the word with the alphabet. They involved their mind when they recall their mind and there are cognitive processes.

They use their L1 as a basis for understanding and producing the word. The writer sees the output when students give feedback when they are able in arranged the random alphabet. It means that the students give the response about the stimuli which is given by the teacher to them. The students try to recall their mind about whatever that they acquired to make the vocabulary with the random word. They monitor and make correction to produce the output of the utterances. When they monitor and make correction, they involved their mind and give the response of the stimuli. It means the acquisition takes place and the students were in the next level.

Datum 13 Augustus, 31 2009	Process	Inter-Language
Topic: Telling about color Vocabularies: White Black Red Green Pink Blue Grey Brown Orange	Giving response to the communicative expression which conveying by the teacher. Imitate the words about colors based on the card about colors. Develop their performance by producing the word about colors. Comprehend the topic about colors, and try to produce it and make the output.	Written error: Blak (black) Blu (blue)

Yellow Purple What is this color? This color is...		
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In this meeting, as usual the teacher always doing conversation with the students as warm up activity, then, the teacher list the vocabularies *White, Black, Red, Green, Pink, Blue, Grey, Brown, Orange, Yellow, Purple* on the white board in English, the teacher read it aloud and follow by the students. Then, the teacher shows the students card of color. When the teacher says red, she shows the red card and says “*This is red*”. And when the teacher says “blue”, she shows blue card and says “*This is blue*”, and soon. The students follow this activity, repeat in several times and practice it. At the end of class, the teacher erased the list of vocabularies and asks the students to write on the paper what the vocabularies they are still remember. Here, the writer finds error transfer in writing as caused of interference their L1, the complexities of English language and cause of the cognitive ability of the students. The common errors are; *black (blak) and blue (blu)*.

The students repeat the teacher’s speech overtly and silently. They are using their L1 as a basis for understanding and producing the colors. The writer sees the output when the students giving feedback to teacher’s question after the colors was erased on the white board. It means that the students comprehend the input and give the response about the stimuli which giving by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the

Deer Mouse Cow Owl Lizard	English, and try to make the output.	
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In this meeting, doing the warm up activity with conversation learned before about fifteen minutes, the teacher lists English vocabularies *Lion, Butterfly, Horse Elephant, Wolf, Chicken, Rabbit, Buffalo, Zebra, Monkey, Bird, Cat, Dog, Turtle, Deer, Mouse, Cow, Owl and Lizard* on the white board and explains how to pronounce it. The teacher shows the picture about animal. When the teacher reads one vocabulary, she shows the picture to the students. Each vocabulary above has the picture. Hence, the teacher does not mention the meaning of that vocabulary, but she wants to make the students understand the meaning when the picture showed. This activity runs in several times. The teacher asks the students one by one to take the picture and mention the names of it. After that, the teacher erased the vocabulary on the white board and asks the students to write on the paper names of animal in English and in their first language.

The students repeat the teacher's speech overtly and silently. They use their L1 as a basis for understanding and producing the names of animals. The writer sees the output when the students give feedback to the teacher's question after the names of animal were erased on the white board. It means that the students give the response about the stimuli which is given by the teacher to them. The students try to

Uncle Aunt Nephew Niece	and recall their mind in making output.	
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In this meeting, the teacher does the conversation as usual as warming up activity about fifteen minute. Then, the teacher lists the vocabularies *Grand father, Grand mother, Father, Mother, Sister, Brother, Son, Daughter, Uncle, Aunt, Nephew, Niece* and explain the meaning into students' first language. They read aloud until they produce good pronunciation. The students repeat it in several times and memorize it silently.

The students repeat the teacher's speech overtly and silently. They use their L1 as a basis for understanding and producing the vocabulary about family. The writer sees the output when the students give feedback to teacher's question after the vocabulary was erased on the white board. It means that the students give the response about the stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the topic and to make the exercise. They monitor and make correction to produce the vocabulary about family. When they monitor and make correction, they involved their mind and give the response of the stimuli, it means the acquisition takes place and the students go up from current level into next level.

Here, the writer still finds the error in pronunciation and in writing system. As the explanation before, the error is because of the interference of L1, the complexities of English language and influence by students' ability. The common errors are; *the word mother, brother, and daughter.*

Datum 16 September, 11 2009	Process	Inter-Language
Topic: telling about family Input: What is your father? My father is ... What is your mother? My mother is ... What number are you in your family? I am the How many brother and sister do you have? I have ... sister and ... brother	Students giving response to the conversation by follow the students and repeat it. Students develop their competence and performance by understanding and producing its conversation. Students comprehend the input and give output in apply the conversation and write on the paper.	Spoken error: Mother /mother/ Brother /brother/

Datum 15 and 16 both are about family. In datum 15, the teacher explains some vocabularies about family relationship and in datum 16 the teacher tells about family. In datum 15, the teacher reads the vocabularies about thirty minutes, and followed by the students. And then, the teacher keeps the students in client to comprehend input about twenty minutes. After that the teacher erased the vocabulary and asked the students one by one the vocabulary was learned before, and the feedback of the students is the output.

In datum 16 the teacher tells about family. The teacher makes a short conversation *What is your father?, My father is ..., What is your mother?, My mother is ...,What number are you in your family?, I am the, How many brother and sister do you have?, I have ... sister and ... brother.* Before, the teacher reviews the vocabulary in the next meeting about fifteen minutes. That vocabulary is used in the topic “telling about family”. Therefore, the students are familiar with the conversation in datum 16. The students were experienced with this word. It helps the students to comprehend the input. The writer sees the students understand the conversation and use the vocabulary was learned to answer the question.

The students repeat the teacher’s speech overtly and silently. They use their L1 as a basis for understanding and producing the conversation. The writer sees the output when the students give feedback to teacher’s question after the conversation was erased on the white board. It means that the students give the response about the stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the topic. When they monitor and make correction, they involved their mind and give the response of the stimuli, it means the students comprehend the input, acquisition takes place and the students go up from current level into next level.

Datum 17 September, 07 2009	Process	Inter-Language
Topic: plural and singular noun) Vocabularies: A book → books A dog → dogs An apple → five apples Glass → glasses Bus → buses	Students listen to the teacher. Students response to the teacher by repeat the word after teacher say it. Students develop their competence by generalization the way to added <i>s</i> and <i>es</i> to make plural noun. Students comprehend the input, store in their mind, maintenance and make the output plural noun.	Error: A rulers for rulers

In this meeting, the teacher reviews the lesson in the last meeting about fifteen minutes and doing conversation. Then, the teacher explains about plural and singular noun and gives the vocabularies *a book: books, a dog: dogs, an apple: five apples, glass: glasses and bus: buses*. The teacher explains the singular noun is the noun which is amount one, and plural noun is more one. It is different with using “s/es”. After explaining this topic, the teacher asks the students to make another example of singular and plural noun. In the exercise, the writer sees the students are able to make singular noun, but not for plural noun. The students do not understand how to use “s” and “es”. It is because the teacher does not explain in detail of using “s/es” yet.

Students repeat the teacher’s speech overtly and silently. They use their first language as a basis for understanding and producing the topic. The writer sees the output when the students give feedback to teacher’s question after the topic was erased on the white board. It means that the students give the response about the

stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in review the topic. When they monitor and make correction, they involved their mind and give the response of the stimuli, it means that the students comprehend the input, the acquisition takes place and the students go up from current level into next level.

Here, the writer does not find the error in writing. Because it words was familiar for them. Yet, they are confused to differ between plural and singular noun. Hence, in this meeting the students are just able to make the singular noun not in plural noun. In plural noun, appears the error of using the “s/es” to make the plural.

Datum 18 October, 12 2009	Process	Inter-Language
Topic: plural noun Input: how to make plural noun by added s/es S : buses Ss: glasses Ch: watches Sh: brushes O: tomatoes X: boxes	Students listen to the teacher about explanation deeply how to make plural noun. Students develop their competence and performance by trying to make plural noun. Students comprehend the input and store to their mind and show it as the output in the exercise.	Error: Tomatos for tomatoes. Boxs for boxes.

In this meeting, the teacher explains again about plural and singular noun and gives the vocabularies *S : buses*, *Ss: glasses*, *Ch: watches*, *Sh: brushes*, *O: tomatoes*, *X: boxes*. The teacher explains briefly that the singular noun is the noun which is amount one, and plural noun is more then one. It different with the use of “s/es”.

After explaining this topic, the teacher asks the students to make another example of singular and plural noun. In the exercise, the writer sees the students are able to make singular noun, but not for plural noun. The students do not understand when to uses s and when to uses es. It is caused of the teacher not explain detail of using s/es yet.

In datum 18, the teacher explains how to use s/es. The teacher explains briefly when “s” is used and when “es” is used by giving the example. Here, the writer can see that the students comprehend the input. The exercise of the students is better than before. When the teacher explains how to use “s/es”, naturally their brain makes editing and makes correction.

The students repeat the teacher’s speech overtly and silently. They use their first language as a basis for understanding and producing the topic. The writer sees the output when the students give feedback to teacher’s question after the list of vocabulary was erased on the white board. It means that the students give the response about the stimuli which is given by the teacher to them. The students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the topic. When they monitor and make correction, they involved their mind and give the response of the stimuli, it means the students comprehend the input, acquisition takes place and the students go up from current level into next stage.

Datum 19 October, 16 2009	Process	Inter-Language
Topic: That is/ Those are and This is/These are Input: This is a book These are four books This is a chair These are two chairs That is a mountain Those are mountains That is a school Those are schools That is a teacher Those are teachers	Students listen to the teacher. Students repeat and imitate the teacher silently and overtly. Students develop their competence and performance by producing the language. Students comprehend the input and show the output.	

Datum 19 is about the use of “That is/those are and This is/These are”. The teacher explains and differentiates them, when using “that is/ those are” and when to use “this is/these are” by giving the example *This is a book/These are four books, This is a chair/These are two chairs, That is a mountain/Those are mountains, That is a school/Those are schools, That is a teacher/Those are teachers*. Then, the teacher also explains the plural form of “This and That”. This explanation makes the students more understand about plural and singular noun in the last meeting. They can apply what they know in this meeting. As usual, the teacher asks the students to make another example with using “That is/Those are and This is/These are”.

The students repeat the teacher’s speech overtly and silently. They use their L1 as a basis for understanding and producing the topic *that is/those are and this is/these are*. The writer sees the output when the students give feedback to teacher’s

question after the topic was erased on the white board. It means that the students give the response about the stimuli which is given by the teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in review the topic. When they monitor and make correction, they involved their mind and give the response of the stimuli, it means the students comprehend the input, acquisition takes place and the students go up from current level into next level.

The writer sees the students are able to make the sentences by using: *that is/Those are and This is/These are*” and they also use the vocabulary was learned before. This is the progress of their vocabulary. The students comprehend the input and give the good output. Most of the students are able to make ten sentences by using “This is/These are and That is/Those are”. The students shows the output.

Datum 20 October, 19 2009	Process	Inter-Language
Topic: personal pronoun Vocabularies: I, We, He, She, They, You, and It Occupation: Policeman Teacher Doctor Driver Nurse Farmer Fisherman	Students listen to the teacher, repeat and imitate. Students develop their competence and performance and trying to produce the language in writing and speaking. Students comprehend the input and show the output by trying to generalize the language.	

In this meeting, the teacher explains about personal pronoun *I, we, he, she, they, you, and it*. She explained briefly what the meaning, when it is used, what is the function and what “be” that follows them. In explaining this topic, the teacher gives example which is related to the occupation *Policeman, Teacher, Doctor, Driver, Nurse, Farmer, Fisherman* and directly, they learn about occupation. After the students understand, she asks to make another sentence by using personal pronoun and occupation as exercise.

The students repeat the teacher’s speech overtly and silently. They use their L1 as a basis for understanding and producing the topic. The writer sees the output when the students give feedback to teacher’s question after the topic was erased on the white board. It means that the students give the response about the stimuli which is given by teacher to them. Therefore, the students try to recall their mind about whatever that they acquired to answer the question of the teacher in reviewing the topic. When they monitor and make correction, they involved their mind and give the response of the stimuli, it means the students comprehend the input, acquisition takes place and the students go up from current level into next level.

When the writer analyzes students’ exercise, she sees most of the students make the right sentence. They know how to put “be: which follows the personal pronoun. When the students are able to make another sentence, it means that, the students comprehend input. When they know the rule of language, they comprehend the competence of language. It means the acquisition takes place and the students go

up from current level into next level.

Hence, the writer concludes that the psychological process in second language acquisition of enriching vocabularies by the students in the level of beginner class at Master English School are; giving response to the stimuli, develop competence and performance, comprehend the input, and find the rule of language based on the context.

3.2 Students' Strategies in Enriching Vocabulary

The strategies which is used by the students in enriching their vocabularies are; imitation, generalization, and memorization.

3.2.1 Imitation

In enriching vocabulary, the students used strategy imitation. They imitate what the teacher said and relate it to the context of vocabulary. Here, vocabulary input that given by the teacher is the stimuli and the output of the students is the response. As we know, children behavior often imitate to their environment. The students imitated when they do the action, repetition, observation about something and analyze it, and connect language to the form. The developing of their brain with imitation makes development of their vocabularies. Usually, the students make error in writing system because the students are easy to imitate what they heard than what the writing system. Furthermore, the students are easy to acquire how to pronounce it than how to write the spelling of the word.

The students also imitate based on the context of that language. Example, when the teacher says the “tiger”, the teacher shows the picture of the “tiger”. The picture is the context of that vocabulary. Their brain involves cognitive process in connecting language with the context. Therefore, the imitation process appears when they see the context. The ability of their brain connect something with the context through imitation affect the developments of student’s vocabulary.

3.2.2 Generalization

In enriching vocabulary, the students used strategy generalization. It means that, the students try to carry out the rule of language and also formulate its language. As we know, language and tough have the strongest relationship. So, when the students sees the vocabulary, the related it with the context and then, they formulate it and carry out the rule activity is generalization. The result, the students can acquire the meaning of the language, and enrich their vocabulary.

Based on the observation, we can see the generalization strategy from the data in the previous section. On the datum 8, about numbers, the writer sees that the students say “twenty” as “twenteen” when the white board was erased. The students try to formulate that numbers thirteen until twenty added “teen” at the end. Here, the teacher monitors the wrong and make correction. Hence, the students understand how the way of it. It means, directly their vocabularies was enriched. On the datum 13 and datum 14, the students try to carry out the relationship about language and context.

Here, the context is card. When the teacher says the vocabulary and shows the card, the students formulate that the cars is the meaning of that vocabulary. Here, the writer sees the students try to generalize the vocabulary to get the true meaning and enrich their vocabulary.

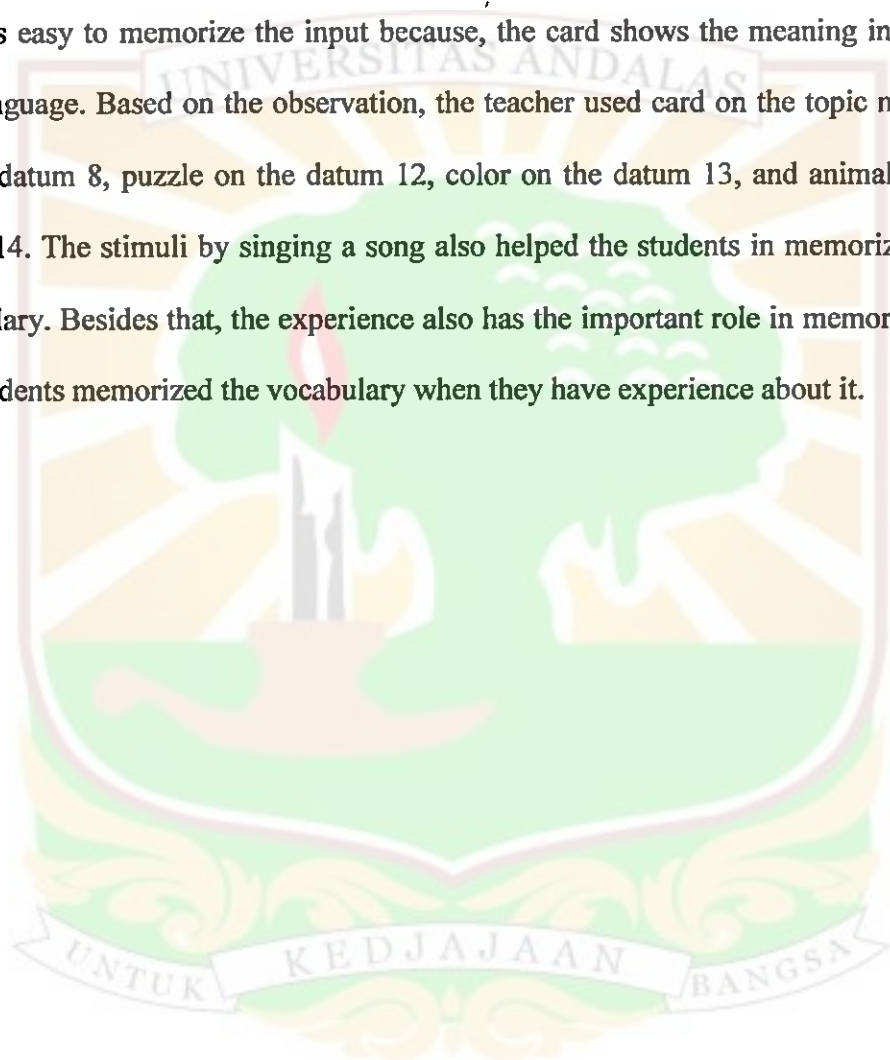
In writing, the students tried to generalize the rule in writing system. In their L1, the writing system as what we heard. In L2, it difference. Example, the sound of "I" in their L1 must write "I". but, in L2, the sound of "I" was "ai". And also about "u", in their L1 the sound of "u" must write "u", but in L2 was "A". The students tried to formulate that language and enrich their vocabulary.

On the datum 17 about plural and singular noun, students also try to formulate the vocabulary. Some of plural noun are made by adding s/es after singular noun. Therefore, in their mind, in making plural noun just by added es/es after singular noun without know how the rule to adding s/es. When the students make plural noun "dog", it becomes "doges". Here, the students do not understand the way to make plural noun. But, in the next meeting, they monitor and make correction and enrich their vocabulary.

3.2.3 Memorization

Memorizing is one of students' strategies in enriching their vocabulary. The students memorize the input and store to their mind. When the students repeat the input in several ways, their mind records it. And then, their memory process that input. After the input was processed, it is a lexicon in their mind. When the teacher

reviews the input, naturally their mind performs the output. The stimulus has the role in memorizing process. In the observation, the teacher gave stimuli by using pictured card, singing a song, and body movement to motivate the students. Card makes the students easy to memorize the input because, the card shows the meaning into their first language. Based on the observation, the teacher used card on the topic numbers on the datum 8, puzzle on the datum 12, color on the datum 13, and animal on the datum 14. The stimuli by singing a song also helped the students in memorizing the vocabulary. Besides that, the experience also has the important role in memorization. The students memorized the vocabulary when they have experience about it.



CHAPTER 4

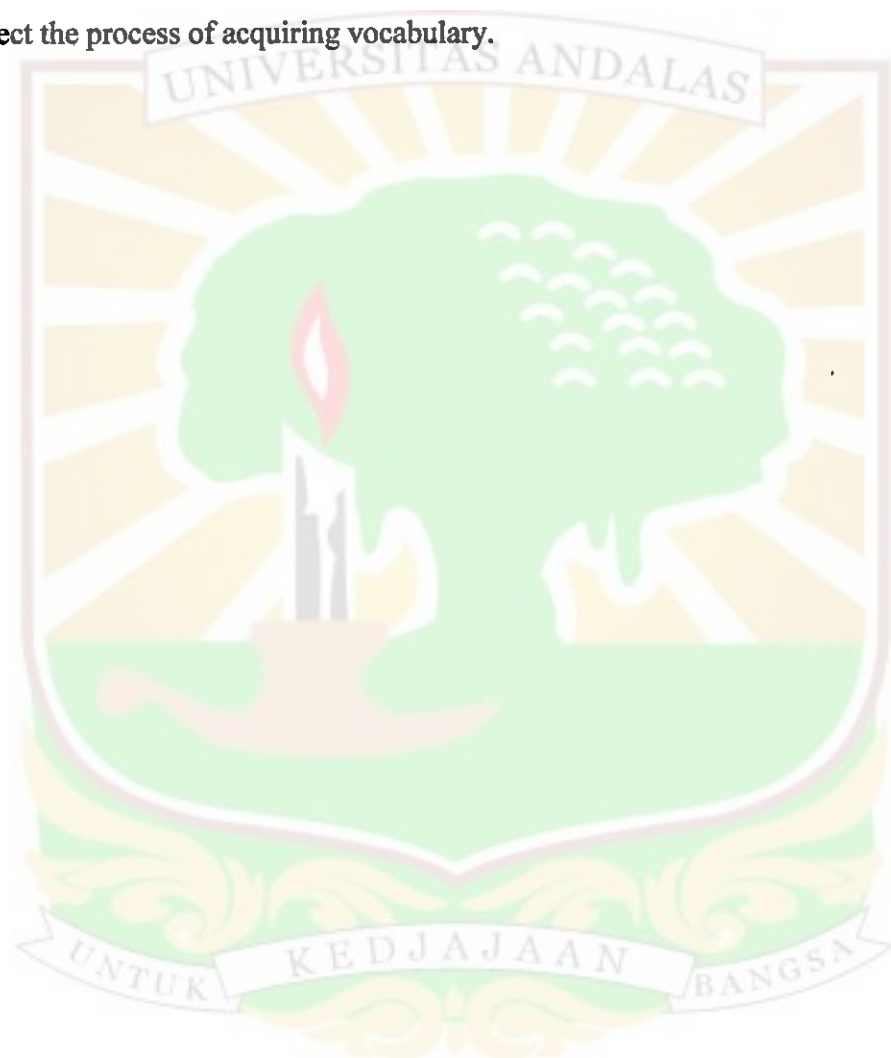
CONCLUSION

Based on the analysis in the previous chapter, the writer concludes that the processes given by Master English School Painan are the ways to acquire the vocabulary which produces the relax atmosphere and fun when it flows naturally, interesting, understand able and in low anxiety.

From that observation, the writer finds the topic as the inputs given by teacher at “Master English School” have several roles in acquiring the vocabulary. The topic is appropriate with the curriculum KTSP 2006 in their school (see appendix). Some of the roles are: it helps the learners to acquire the new words and retain their existing vocabulary; it can be as a motivation for the learners to be fluent in using use English and know more about English, especially, to participate in the class. Then, by comparing the daily exercises from first day to another day and also final test, it is found that the enriching processes; response toward stimulus, do repetition, find the general clues, develop their competence and performance, comprehend the input by store in their mind and maintainance it, and show the output as the enriching of their vocabulary. The strategies; imitation, generalization and memorization can enhance or enrich learners’ vocabulary and it can also maintain the confidence for the brave learners and take the participation for the shy learners.

Furthermore, there are some psychological and mental conditions which can affect the process of acquiring language. During the class, the learners tend to call out

the words that they have heard before without knowing the correct one in written form. Besides, it can be seen clearly that by using the physical movement or response, the learner can behave more spiritfull and high-enthusiasm in doing those processes that affect the process of acquiring vocabulary.



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MEETING/ TOPIC	INPUT	OUTPUT FROM DAILY EXERCISE										ORTOGRAPHY ERROR									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1/ Greetings	Good morning	√	√	√	√	√	√	√	√	√	√			gud	gud					gud	
	Good afternoon	√	√		√	√	√	√		√	√					afternun					afternun
	Good night	√	√	√	√	√	√	√	√	√	√			nait	naight	nait			naight	nait	naigh
	Good morning every body	√			√		√														
	Good morning sir	√	√	√	√		√	√	√	√										ser	
	How are you today	√	√	√		√	√				√									haw	
	I am fine.	√	√	√	√	√	√	√		√	√										
	Thank you.	√	√	√	√		√	√	√	√	√										
	And you	√						√													
	I am fine too	√						√				five									
2/ massage	Flower																				
	Friend																				
	Come																				
	In front of																				
	Class																				
	Write																				
	Give																				
3/ Classroom talk	White board																				
	Excuse me sir	√	√	-	√	√	√	√	√	√											
	Present	√	√	-	√	√	√	√	√	√	presont	presont	prese n							presont	
	Absent	√	√	-	√	√	√	√	√	√											
	Repeat again	√	√	-	√	√	√	√		√										raepaat	
4/ Telling name	What does it mean by	√	√	-	√	√	√	√		√			whet								
	Good morning	√	√	√	√	√	√	√	√	√					gud					gud	
	How are you	√	√	√	√	√	√	√	√	√											
	How do you do					√															
	What is your full name	√	√	√	√	√	√	√	√	√											
	My full name is	√	√	√	√	√	√	√	√	√											
	What is your call name	√	√	√	√	√	√	√		√											
5/ residence	My call name is	√	√	√	√	√	√		√	√											
	Where	√	√	√	√	√	√	√	√	√											
	Come from				√	√	√	√									kam				
	Live	√	√	√	√	√	√	√	√	√					liv				liv		
	Where do you come from	√			√	√	√	√													
	I come from	√			√	√	√	√													
	Where do you live	√	√	√	√	√	√	√	√	√										liv	
I live in street	√	√	√	√	√	√	√	√	√	steerit				liv					liv		

The table explains about recapitulation data from the first meeting until the end of observation. Colum 1 contains of topics every meeting, Colum 2 contains of input vocabulary which given by teacher to the students in different context, Colum 3 contains of the output of students which they are was acquire every meeting and the number until 1-10 refers to the students and their name each students written in the following section, the Colum 4 contains of the vocabulary error in orthography which has acquired by students.

Explanation:

Student 1: Nassyandra Azizah

Student 2: Alfiyah Kamila Putri

Student 3: Vederika Maria Teresia

Student 4: Shalsabila Juliani Indra

Student 5: Farel okvianza

Student 6: RIski Alhidayat

Student 7: Hanif Sani Akbar

Student 8: Habibillah

Student 9: Yoga Prasetyo

Student 10: Anisa Zita Pratiwi

√: acquired

—: student didn't come



NASSYANDRA AZIZAH

1. Bagi manakah manakah manakah ini dalam bahasa Inggris?
 A: cici L: el
 E: ie I: a:
 N: en S: es
 G: ge H: eik

2. Lengkapi di bagian di bawah ini

Jenny: Good morning
 John: Good morning
 Jenny: What is your name
 John: My name is John please
 Jenny: How are you John
 John: I am fine

3. Stikkan nama binatang sayuran dan buah-buahan. Mana?

Animal	Fruit	Vegetable	Bank
Lion	Apple	Bean	Bank
Tiger	Grape	Leek	Shoe
Cat	Mango	Pean	Pencil
Oog	Cumpa	Tomato	Globe
Horse	Dase	Onion	Globe
Snake	Parana	Carlie	Calendar
mouse	Par	Letuce	matras

tanggal: 07 October 2009 Nassyandra Azizah

▷ Kalau singular di dikasih awalnya huruf a atau an kalau plural dikasih akhirnya dengan huruf s atau es

singular	plural
a pen	two pens
a ruler	five rulers
a pencil	four pencils
an apple	apples
a chair	chairs
a table	tables
a room	rooms
a door	doors
a book	books
a bus	buses

NASSYANDRA AZIZAH Wednesday, August 26, 2009

Animals
 Binatang/Hewan

1. singa = Lion
2. cicak = lizard
3. serigala = wolf
4. harimau = tiger
5. kucing = cat
6. anjing = dog
7. babi = pig
8. kuda = horse
9. ayam = chicken
10. bebek = duck
11. sapi = cow
12. kambing = goat
13. burung = bird
14. ikan = fish
15. kelinci = rabbit
16. babi = pig
17. kuda = horse
18. ayam = chicken
19. sapi = cow
20. kambing = goat
21. burung = bird
22. ikan = fish

NASSYANDRA AZIZAH Monday, 31 August 2009

Colours = warna

1. Brown = coklat
2. Grey = Abu-Abu
3. Yellow = kuning
4. Red = merah
5. Pink = merah muda
6. Vio Green = hijau
7. White = putih
8. Blue = biru
9. orange = oranye
10. violet = ungu
11. Black = hitam

Tomki

NASSYANDRA AZIZAH

1. Excuse me = Permisi
2. Present sir = hadir Pak
3. Absent = tidak hadir
4. What does it mean? = apa artinya?
5. Excuse me sir, I am sorry for being late = maaf saya terlambat
6. Repeat again please = ulangi ulang kembali
7. How are you? = apa kabarmu

Excellent

NASSYANDRA AZIZAH

1. FIVE = LIMA
2. NOON = BELUM SIANG
3. GOOD MORNING = SELAMAT PAGI
4. WHERE = DIMANA
5. SLEEP = TIDUR

Very good.

NASSYANDRA AZIZAH

1. ONE
2. TWO
3. THREE
4. FOUR
5. FIVE
6. SIX
7. SEVEN
8. EIGHT
9. NINE
10. TEN
11. ELEVEN
12. TWELVE
13. THIRTEEN
14. FOURTEEN
15. FIFTEEN
16. SIXTEEN
17. SEVENTEEN
18. EIGHTEEN
19. NINETEEN
20. TWENTY
- 100 = ONE HUNDRED
- 1000 = ONE THOUSAND
- 1000000 = ONE MILLION
- 10000000 = TEN MILLION

NASSYANDRA AZIZAH

- Name = nama
1. There are = ada
 2. Seven = tujuh
 3. Sunday = Minggu
 4. Monday = Senin
 5. Friday = Jumat
 6. Saturday = Sabtu
 7. Wednesday = Rabu

Very good.

1. I am a driver
2. I am a President
3. I am a teacher
4. I am a President
5. I am a driver
6. I am a President
7. I am a driver
8. I am a President
9. I am a driver
10. I am a President
11. I am a driver
12. I am a President
13. I am a driver
14. I am a President
15. I am a driver
16. I am a President
17. I am a driver
18. I am a President
19. I am a driver
20. I am a President

Excellent

1. DINNER = MAKAN MALAM
2. YES I DO = SAYA SUDAH MENGETUI
3. DO YOU UNDERSTAND? = APAKAH KAMU MENGETUI
4. DO YOU LIKE? = APAKAH KAMU SUKA
5. SORRY JUST KIDDING = MAAF BERLANDA
6. NO PROBLEM = TIDAK APAR
7. HOW POOR YOU ARE = KASIHAN DEH LU
8. DO YOU KNOW? = APAKAH KAMU TAHU
9. HAMB = MAKAN
10. NO I DON'T = SAYA BELUM MENGETUI

NAMA: NASSYANDRA AZIZAH
 KEL: III^D
 SEKOLAH: DI SU SELIA BUDI, NO. 23. PAJAN UTARA

ALFIYAH KAMILAH PUTRI Monday 31 August 2009

Calours = warna-warna

- 1 Red = merah
- 2 yellow = kuning
- 3 Blue = biru
- 4 orange = oranye
- 5 pink = merah muda / pink
- 6 black = hitam
- 7 green = hijau
- 8 white = putih
- 9 brown = coklat
- 10 grey = abu-abu

Very Good

Wednesday October 29, 2009

ALFIYAH KAMILAH PUTRI

1. Perhatikan gambar di bawah ini dan jawablah pertanyaan.

1. Apple	1. apel
2. Banana	2. pisang
3. Egg	3. telur
4. Fish	4. ikan
5. Milk	5. susu
6. Orange	6. jeruk
7. Pear	7. pir
8. Potato	8. kentang
9. Tomato	9. tomat
10. Watermelon	10. semangka

2. Lengkapi dialog di bawah ini.

Jenny: Good morning.

John: Good morning.

Jenny: What is your name?

John: My name is John Pratomo.

Jenny: How are you John?

John: I am fine. Thank you.

3. Sebutkan nama binatang sayuran dan buah-buahan. Nama benda yang kamu ketahui.

1. Ayam	1. Kambing	1. Jeruk
2. Kambing	2. Ayam	2. Pisang
3. Ayam	3. Ayam	3. Pisang
4. Ayam	4. Ayam	4. Pisang

4. Apakah ini Inggris? warna di bawah ini.

Merah = Red, Kuning = Yellow, Hijau = Green, Putih = White, Coklat = Brown, Biru = Blue.

- 1 Dinner → makan malam
- 2 Yes I Do → ya saya mengerjakan
- 3 Do you understand? → apakah kamu mengerti?
- 4 Do you like? → apakah kamu suka?
- 5 Sorry just kidding → maaf bercanda
- 6 No problem → tidak apa-apa
- 7 How poor you are → kasihan deh itu
- 8 Do you know? → apakah kamu tahu?
- 9 Have a good time → jangan malas
- 10 What is your call name? → siapa nama panggilanmu?

ALFIYAH KAMILAH PUTRI

ALFIYAH KAMILAH PUTRI

1. Where = di mana

2. Where = di mana

3. Where = di mana

4. Where = di mana

5. Where = di mana

6. Where = di mana

7. Where = di mana

8. Where = di mana

9. Where = di mana

10. Where = di mana

Very Good

ALFIYAH KAMILAH PUTRI Wednesday 29 October 2009

Animals

1. Ayam = chicken
2. Ciconi = ayam
3. Ikan = ikan
4. Seba = seba
5. Monyet = monyet
6. Layang-layang = layang-layang
7. Kuda = kuda
8. Coklat = coklat
9. Lizard = kadal
10. Kucing = kucing
11. Kucing
12. Kucing
13. Kucing
14. Kucing
15. Kucing
16. Kucing
17. Kucing
18. Kucing
19. Kucing
20. Kucing
21. Kucing

Very Good

LOVE

ALFIYAH KAMILAH PUTRI

1. Excuse me, Sir = permisi, pak

2. Present, Sir = hadir, pak

3. Absent = tidak hadir

4. What does it mean by =

5. Excuse me, I am sorry for being late = maaf, pak

6. Repeat again please

7. How are you? = apakah kabar mu

Very Good

ALFIYAH KAMILAH PUTRI

ALFIYAH KAMILAH PUTRI

Sunday = Minggu

Monday = Senin

Seven = tujuh

Saturday = Sabtu

Friday = Jumat

Good

ALFIYAH KAMILAH PUTRI

1. Tulislah nama hari dalam bahasa Inggris.

Minggu = Sunday

Senin = Monday

Selasa = Tuesday

Rabu = Wednesday

Kamis = Thursday

Jumat = Friday

Sabtu = Saturday

2. Tulislah nama hari dalam bahasa Inggris.

1 = Monday

2 = Tuesday

3 = Wednesday

4 = Thursday

5 = Friday

6 = Saturday

7 = Sunday

Very Good

ALFIYAH KAMILAH PUTRI

1. One = satu

2. Two = dua

3. Zero = kosong

4. Three = tiga

5. Four = empat

6. Five = lima

7. Six = enam

8. Seven = tujuh

9. Eleven = sebelas

Wednesday October 07th 2009

ALFIYAH KAMILAH PUTRI

1. Sebutkan perbedaan perbedaan Singular and Plural

2. Tulislah minimal 5 kata benda Plural dan minimal 5 kata benda Singular

1. Singular	1. Plural
2. Singular	2. Plural
3. Singular	3. Plural
4. Singular	4. Plural
5. Singular	5. Plural

Very Good

ALFIYAH KAMILAH PUTRI

1. I go to school

2. We are students

3. She is beautiful. She is a chemist

4. He is a student

5. You are a president

6. They are drivers

7. It is a eraser

Very Good

NAME: VEDERIKAMARIA TERESYA
 TANGGAL: 31-8-2009

COLOURS = Warna-warna

- 1 BLACK = hitam
- 2 PINK = merah muda
- 3 RED = merah
- 4 YELLOW = kuning
- 5 VIOLET = ungu
- 6 GREY = abu-abu
- 7 GREEN = hijau
- 8 BLUE = biru
- 9 BROWN = coklat
- 10 ORANGE = oranye
- 11 WHITE = putih

9. APAKAH BINGGRIS WARNA DI BAWAH INI

- Merah = red
- Hitam = black
- Putih = white
- Kuning = yellow
- Hijau = green
- Biru = blue

Excellent

Excellent

Monday 10 October 19th 2009
 VEDERIKAMARIA TERESYA

Personal pronoun

- 1 I am Beautiful
- 2 We is Students
- 3 She goes to school
- 4 He is Handsome
- 5

Good

Wednesday 10 October 19th 2009
 nama: VEDERIKAMARIA

exercise = latihan:

1. Sebutkan perbedaan singular and plural
 kalau singular diawali dengan huruf S dan
 plural diakhiri dengan huruf S dan jadi
 dengan bedanya adalah singular diawali
 dengan huruf dan plural diawali dengan
 huruf S

2. Tulis minimal 5 kata benda plural dan singular

- Singular
- 1. apple
 - 2. chair
 - 3. ruler
 - 4. bus
 - 5. dog
 - 6. pen

1. Sebutkan perbedaan singular and plural
 kalau singular untuk benda satu
 kalau plural untuk benda banyak

2. Tulis minimal 5 kata benda plural dan singular

- Plural
- 1 books
 - 2 bags
 - 3 doors
 - 4 pens
 - 5 computers
- Singular
- 1 a book
 - 2 a bag
 - 3 a door
 - 4 a pen
 - 5 a computer

Excellent

Wednesday 10 August 2009
 VEDERIKAMARIA TERESYA

ANIMALS
 Binatang / hewan

1. tikus = mouse ✓
2. zebra = zebra ✓
3. ular = snake ✓
4. serigala = wolf ✓
5. cicak = lizard ✓
6. singa = lion ✓
7. kuda = horse ✓
8. ayam = chicken ✓
9. harimau = tiger ✓
10. monyet = monkey ✓
11. buaya = crocodile ✓
12. kucing = cat ✓
13. anjing = dog ✓
14. kupu-kupu = butterfly ✓
15. kelinci = rabbit ✓
16. rusa = deer ✓
17. sapi = cow ✓
18. gajah = elephant ✓

Excellent

Name: VEDERIKAMARIA TERESYA

- 1 Sunday = minggu
- 2 seven = tujuh
- 3 Monday = senin
- 4 Saturday = Sabtu
- 5 Friday = Jumat

Good

Vegetable

nama: shalsabilla juliani indra

- wednesday = Rabu
- mondai = senin
- Tuesday = Selasa
- Thursday = Kamis
- Friday = Jumat
- Saturday = Sabtu

Good

Nama: shalsabilla juliani indra

Kls: III B

1. Makan pagi = breakfast
2. Makan siang = lunch
3. Makan malam = dinner

- 1 I go to school
- 2 we are students
- 3 she is a chemis
- 4 he is a student
- 5 you are a resident
- 6 They are driven

Very Good

orange	Bech
apple	Bech
banana	Bech
mango	Bech
watermelon	Bech
avocado	Bech
almond	Bech
coconut	Bech
cashew	Bech
pineapple	Bech

1. Merah = Red
2. Hitam = Black
3. Putih = White
4. Hijau = Green

Vegetable

Latihan

nama: shalsabilla juliani indra

1. Finish = selesai
2. Parent = orang tua
3. Live = tinggal
4. Freyadi = siap
5. Parent
6. Wohn = siara

Very good

nama: shalsabilla juliani indra

1. Coba sebutkan nama hari 1 minggu dalam bahasa Inggris
2. Minggu = Sunday
3. Selasa = Tuesday
4. Rabu = Wednesday
5. Kamis = Thursday
6. Jumat = Friday
7. Sabtu = Saturday

2. Tulis bahasa Inggrisnya angk 1-20
- 1 = one
- 2 = two
- 3 = three
- 4 = four
- 5 = five
- 6 = six
- 7 = seven
- 8 = eight
- 9 = nine
- 10 = ten
- 11 = eleven
- 12 = twelve
- 13 = thirteen
- 14 = fourteen
- 15 = fifteen
- 16 = sixteen
- 17 = seventeen
- 18 = eighteen
- 19 = nineteen
- 20 = twenty

2. Tulis abjad dalam Inggris A-Z
- a = a
- b = b
- c = c
- d = d
- e = e
- f = f
- g = g
- h = h
- i = i
- j = j
- k = k
- l = l
- m = m
- n = n
- o = o
- p = p
- q = q
- r = r
- s = s
- t = t
- u = u
- v = v
- w = w
- x = x
- y = y
- z = z

nama: shalsabilla juliani indra

1. Coba sebutkan nama hari 1 minggu dalam bahasa Inggris

1. minggu = Sunday
2. senen = Monday
3. Selasa = Tuesday
4. Rabu = Wednesday
5. Kamis = Thursday
6. Jumat = Friday
7. Sabtu = Saturday

2. Tulis bahasa Inggrisnya angk 1-20

- 1 = one
- 2 = two
- 3 = three
- 4 = four
- 5 = five
- 6 = six
- 7 = seven
- 8 = eight
- 9 = nine
- 10 = ten
- 11 = eleven
- 12 = twelve
- 13 = thirteen
- 14 = fourteen
- 15 = fifteen
- 16 = sixteen
- 17 = seventeen
- 18 = eighteen
- 19 = nineteen
- 20 = twenty

2. Tulis abjad dalam Inggris A-Z

- a = a
- b = b
- c = c
- d = d
- e = e
- f = f
- g = g
- h = h
- i = i
- j = j
- k = k
- l = l
- m = m
- n = n
- o = o
- p = p
- q = q
- r = r
- s = s
- t = t
- u = u
- v = v
- w = w
- x = x
- y = y
- z = z

4. Tulis Inggris bilangan

0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Very good

Nama: shalsabilla juliani indra
Tanggal: manday 31st August 2009

Colours = warna-warna

1. Blue = biru
2. Brown = coklat
3. Red = merah
4. Green = hijau
5. White = putih
6. Violet = ungu
7. Yellow = kuning
8. Grey = abu-abu
9. Black = hitam
10. Pink = merah muda
11. Orange = oren

excellent

Mr. Hendra
TIAO FOR
Pre-Basik

Class room
Talk

- * Excuse me I sit = permisi pak
- * Presenter = hadir pak
- * Anset = tidak hadir
- * What does it mean by...?
- * Excuse me Sir, I am sorry for being late.
- * Repeat again please =
- * How are you =

900 &

1. Bagaimana cara menyebut angka di bawah ini dalam bahasa Inggris

- 1 = one
- 2 = two
- 3 = three
- 4 = four
- 5 = five
- 6 = six
- 7 = seven
- 8 = eight

2. Lengkap dialong dibawah ini:

Jenny: Good morning
 Jhon: Good morning
 Jenny: What is your name
 Jhon: My name is Jhon Perdana
 Jenny: How are you Jhon?
 Jhon: I am fine thank you

3. Sebutkan nama "benda", "buah" dan "buah-buahan" nama "benda" yang kamu ketahui.

Animal	buah-buahan	benda
Rabbit	Watermelon	Table
Tiger	Tomato	Chair
Hon	Banana	lamp
Cow	Pineapple	Book
Crocodile	strawberry	Pen
TROA	apple	Ruler
Cat	cherry	Duler
Bird	orange	crayon
Snake	pepper	Key
Fly	broccoli	ladder
Hermit	carrot	scissors
Monkey	pea	ball

Excellent

1. Good morning : Selamat Pagi
2. Good afternoon : Selamat siang
3. Good evening : Selamat sore
4. Good bye : Selamat tinggal
5. How are you : Apa kabar

Farel

4. Sebutkan "Bilangan" warna di bawah ini

- Merah = Red
- Hitam = Black
- Putih = White
- Kuning = Yellow

Farel Okfianta

1. Tikus = mouse
2. Gajah = elephant
3. Ayam = chicken
4. Zebra = zebra
5. Ular = snake
6. Monyet = monkey
7. Singa = lion
8. Kelinci = rabbit
9. Burung hantu = owl
10. Rusa = deer
11. Kucing = cat
12. Anjing = dog
13. Srigala = wolf
14. Kura-kura = turtle
15. Kuda = horse
16. Burung = bird
17. Sapi = cow
18. Cicak = lizard

19. Perahu = buffalo
20. Kupu-kupu = butterfly
21. Laba-laba = spider

Excellent

1	one = satu	11. eleven = sebelas
2	two = dua	12. twelve = dua belas
3	three = tiga	13. thirteen = tiga belas
4	four = empat	14. fourteen = empat belas
5	five = lima	15. five = lima
6	six = enam	16. six = enam
7	seven = tujuh	17. seven = tujuh
8	eight = delapan	18. eight = delapan
9	nine = sembilan	19. nine = sembilan
10	ten = sepuluh	20. twenty = dua puluh

Angka
 Monday, October 19th 2009

Name: Farel Okfianta

1. I am handsome
2. We are children
3. She is a chemist
4. He is a doctor
5. You are politician
6. They are kangas
7. It is a Tiger

Very Good

Farel okfianta

Colours = Warna?

1. Brown = coklat
2. Red = merah
3. Blue = biru
4. White = Putih
5. Yellow = Kuning
6. Orange = oren
7. Violet = ungu
8. Pink = merah muda
9. Green = Hijau
10. Grey = abu-abu
11. Black = Hitam

Excellent

Wednesday, July 23, 2009

1. Buatlah kalimat-kalimat yang menggunakan kata-kata tersebut dalam kalimat yang benar!

- Apur - Laili
- Fitri - Ika
- Nita - Siti
- Eric - Hani

2. Tentukan siapa yang dimaksudkan?
 Johnny: siapa itu Nita?
 John: siapa yang dimaksudkan?
 Johnny: siapa itu Nita?
 John: siapa yang dimaksudkan?
 Johnny: siapa itu Nita?
 John: siapa yang dimaksudkan?

3. Sebutkan nama-nama hewan yang ada di kebun binatang tersebut! Berapa jumlah masing-masing hewan?

Hewan	Jumlah
Harimau	1
Gajah	1
Burung	1
Kucing	1
Ular	1
Kelelawar	1
Penyu	1
Biawak	1
Belalang	1
Lebah	1
Penyusut	1
Ulat	1
Kelelawar	1
Penyu	1
Biawak	1
Belalang	1
Lebah	1
Penyusut	1
Ulat	1

Handwritten signature

4. Apakah binatang-binatang tersebut termasuk hewan?
 a. Harimau
 b. Gajah
 c. Burung
 d. Kucing
 e. Ular
 f. Kelelawar
 g. Penyu
 h. Biawak
 i. Belalang
 j. Lebah
 k. Penyusut
 l. Ulat

Risqi Alhidayat

Date: _____
Page: _____

Numbers	Angka
1: One	11: Eleven
2: Two	12: Twelve
3: Three	13: Thirteen
4: Four	14: Fourteen
5: Five	15: Fifteen
6: Six	16: Sixteen
7: Seven	17: Seventeen
8: Eight	18: Eighteen
9: Nine	19: Nineteen
10: Ten	20: Twenty

name: risqi Alhidayat Monday 31 August 2009 kobarsi

- 1. Brown = coklat
- 2. Grey = abu-abu
- 3. Black = hitam
- 4. White = putih
- 5. Red = merah
- 6. Blue = biru
- 7. Green = hijau
- 8. Orange = oranye
- 9. Violet = ungu
- 10. Pink = merah muda
- 11. Yellow = kuning

Handwritten signature

Risqi Alhidayat

Date: _____
Page: _____

- 1. Sunday: minggu
- 2. Monday: Senin
- 3. Tuesday: Selasa
- 4. Wednesday: Rabu
- 5. Thursday: Kamis
- 6. Friday: Jumat
- 7. Saturday: Sabtu

Handwritten signature

Wednesday, July 23, 2009 Risqi Alhidayat

1. Excuse me - Sila = Permisi
 2. Present - Sila = Hadir
 3. Absent - Sila = Tidak hadir
 4. What does mean by -
 5. Excuse me - Sila = Permisi
 6. Please - Tolong
 7. How are you - Kabar
 8. Very good

Risqi

Date: _____
Page: _____

- 1. Live - tinggal
- 2. Whom - siapa
- 3. Parent - orang tua
- 4. Where - dimana
- 5. St. Feet - jalan
- 6. Finish - Selesai

Risqi Alhidayat

Date: _____
Page: _____

- 1. Cat - kucing
- 2. Dog - anjing
- 3. Turtle - kura-kura
- 4. Snake - ular
- 5. Deer - rusa
- 6. Mouse - tikus
- 7. Buffalo - kerbau
- 8. Elephant - gajah
- 9. Lion - singa
- 10. Bird - burung
- 11. Butterfly - kupu-kupu
- 12. Rabbit - kelinci
- 13. Goat - kambing
- 14. Tiger - harimau
- 15. Horse - kuda
- 16. Pig - babi
- 17. Cow - sapi
- 18. Chick - ayam
- 19. Chicken - ayam
- 20. Monkey - monyet
- 21. Lamb - domba
- 22. Sheep - domba

Handwritten signature

Risqi Alhidayat

- 1. I am a policeman
- 2. I am a boy

Handwritten signature

Wednesday, October 27, 2009 RISQI AL HIDAYAT

- 1. Sebutkan beberapa fungsi dari angka!
 2. Tulis minimal 5 kata baru dari angka dan gambarkan!

Monday, October 19th 2009
Habibillah

1. I am a policeman
2. we are policemen
3. he is a policeman
4. he is a policeman
5. you are policeman
6. they are policemen
7. it is a bat

Very Good

nama: Habibillah

- 1. name = nama
- 2. teacher = guru
- 3. book = buku
- 4. air = udara
- 5. Dima: makan malam
- 6. white = putih
- 7. sweet = manis
- 8. smile = senyum
- 9. blue = biru
- 10. black = hitam

1. good morning = selamat pagi
2. pencil = pensil

Riko

Very Good

1. Merah = Red

1. Merah = Red
2. Hitam = Black
3. Putih = White
4. Kuning = Yellow
5. Hijau = Green
6. Biru = Blue

Wednesday, October 07, 2009
Habibillah

* exercise
exercise = latihan

1. sebutkan perbedaan singular and Plural
2. tulis minimal 5 kata benda Plural dan singular

- Singular
- 1 - a dog
 - 2 - a bus
 - 3 - a book
 - 4 - an apple
 - 5 - an umbrella

- Plural
- 1 - two dogs
 - 2 - books
 - 3 - apples
 - 4 - umbrellas
 - 5 - Pulpens

Monday 31 August 2009 2009

Climb up 2x

Friday October 23rd 2009

exercise

1. bagaimana menyebutkan abjad di bawah ini dalam bahasa Inggris

- | | |
|-------|---------|
| a:ei | Li:el |
| e:ei | l:oo |
| n:en | s:es |
| g:wei | h:ei:ts |

2. longkapi dialog dibawah ini:

Jen: Good morning?
John: Good morning
Jen: What is your name?
John: Name is John pertama
Jen: What are you John



1. no. nabi bilal

1. Six = enam
2. two = dua
3. Wan = satu
4. Four = empat
5. Five = lima
6. Seven = tujuh

Sunday = minggu
Monday = senin
Wednesday = Rabu
Tuesday = Selasa

Good

nama: Habibillah

3. Selekturnama binatang jagad raya dan buatlah nama benda yang serupa kearah

ani mal	fruit & vegetable	benda
dog	apple	table
cat	banana	pencil
Rabbit	watermelon	computer
fish	broccoli	pen
lion	tomato	book
monkey	avocado	chair
tiger		eraser
elephant		luster
urodon		dog

Monday 31 August 2009
nama: Habibillah
hur: senin

color's
warna

1. Red = merah
2. Yellow = kuning
3. Blue = biru
4. Black = hitam
5. White = putih
6. Brown = coklat
7. Green = hijau
8. Orange = oranye
9. Pink = merah muda
10. Yellow = kuning

Very Good

Good

1. dinner = makan malam
2. drink = minuman
3. where = dimana
4. live = tinggal

1. A a I
E e I
N n H
G g J

2. Jenny good morning
John good morning
John says I name is John Pratomo
John no problem

3. animal Fruit dan vegetable
Lina apple
Lina banana
dog wortel melon
Rabbit avokado
jerape
4. per kubis
Coke Ren
Kang pensil
penul book
ruler ladder

5. merah bed
hitam black
putih white
kuning yellow
hijau green
biru blue

Excellent

1. Sunday = Minggu
2. Monday = Senin
3. Tuesday = Selasa
4. Wednesday = Rabu
5. Thursday = Kamis
6. Friday = Jumat
7. Saturday = Sabtu

Good

BE HAPPY yoga

- Wednesday, July 27, 2009
Kipuu Friend
Mr. Wanda A. yoga prasastia
pre-besic
- * Excuse me sir = madam
madam = atase/mel susir
 - * present sir = menghormati
 - * A book = membintamata
 - * what does it mean by = keluarga
 - * Excuse me sir I am sorry for being late =
bermana = teman
 - * Repeat after me = ulangi lagi
 - * How are you =

I am a doctor
We are doctors
She is a doctor
He is a doctor
You are doctor
They are doctors
It is a cat

Excellent

Good

Wednesday October 07, 2009
Name = yoga prasastia
exercise = latihan
1. Gg bukan perbedaan singular and plural
2. Trisko minimalis ke 0 dan dep lural and sing
ular

Singular	Plural	Singular	Plural
1. book	2. books	1. book	2. books
2. dog	3. dogs	3. apples	4. buses
3. apple	4. buses	5. umbrella	5. umbrellas
4. bus	5. umbrella		
5. umbrella			

- yoga
1. live = tinggal
 2. whom = siapa
 3. parent = orang tua
 4. where = dimana
 5. come again

Very good

yoga

P:

- 1 = one
- 2 = two
- 3 = three
- 4 = four
- 5 = five
- 6 = six
- 7 = seven

NAMA ANNISA ZITA PRATIWI

- 1. Where = di mana
- 2. Parent = orang tua
- 3. Surti = tinggal
- 4. Pinis = selesai

Very good

Monday, October 19 "2008
Annisa zita pratiwi

Personal pronoun

- 1. I am Beautiful
- 2. we is student
- 3. she is beautiful
- 4. he hand some
- 5.

Good

My first story
Wednesday July 23, 2008 08:10:10
PRE-BASIC
ANNISA ZITA PRATIWI
CLASSROOM TALK

- 1. Excuse me sir ?
- 2. Present sir ? basic
- 3. Absent ? tidak hadir
- 4. What does mean by ?
- 5. Excuse me sir I am sorry for being late ?
- 6. maaf saya terlambat
- 7. Maaf Again please ?
- 8. How are you ?

good

- 1. Book 2 buku
- 2. Books 7 beberapa buku
- 3. That is a Rabbit ? itu adalah seekor Kelinci
- 4. That is not a dog ? itu bukan seekor Anjing
- 5. That is not a Rabbit ? itu bukan seekor Kelinci

1. Berilah nama-nama binatang di bawah ini dengan bahasa Inggris!

A. cat	L. cow
B. fish	M. pig
C. dog	N. rabbit

2. Lengkapi dialog di bawah ini!

John : Good morning!
Jane : Good morning!
John : What is your name?
Jane : My name is Jane.
John : How old are you?
Jane : I am nine years old.

3. Perhatikan cara berbicara di bawah ini!

English	Indonesian
What is your name?	Siapa namamu?
How old are you?	Seberapa umurmu?
What is your name?	Siapa namamu?
How old are you?	Seberapa umurmu?

NAMA ANNISA ZITA PRATIWI
NIS 5110
SISWA SDI SD SeCIA Budi

NAMA ANNISA ZITA PRATIWI

- 1. Sunday = minggu
- 2. Monday = senin
- 3. Saturday = sabtu
- 4. Friday = jumat

Good

NAMA ANNISA ZITA PRATIWI

- 1. 1 = one
- 2. 2 = two
- 3. 3 = three
- 4. 0 = zero
- 5. 5 = five
- 6. 10 = ten
- 7. 11 = eleven
- 8. 9 = nine
- 9. 4 = four
- 10. 6 = six
- 11. 7 = seven
- 12. 8 = eight
- 13. 21 = twenty one
- 14. 22 = twenty two
- 15. 23 = twenty three

UNTUK KEDJAJAAN BANGSA

STUDENTS' IDENTITY



Name : Nassyandra Azizah
Date Of Birth : November 23, 2000
Address : jln. Prof. Dr. Hamka Painan
SD Setia Budi no 23 Painan Utara
Class : III SD
Age : 9 Years Old



Name : Alfiyyah Kamila Putri
Date Of Birth : Salido, April 18, 2001
Address : Salido
School : SD Setia Budi No. 23 Painan
Class : III SD
Age : 8 Years Old



Name : Vederika Maria Teresyia
Date Of Birth : Painan, July 10, 2001
Address : Jln. RA. Kartini
School : SD Setia Budi No. 23 Painan
Class : III SD
Age : 8 Years Old

TABEL EVALUATE OF FINAL TEST

NAME	SCORE			AVERAGE	EXPLANATION
	TEST I	TEST II	TEST III		
Nassyandra Azizah	100	100	100	100	Perfect
Salsabilla Juliani I.	90	80	100	90	Very Good
Annisa Zita Pratiwi	60	70	100	77	Good
Hanif Sani Akbar	65	55	60	60	Near Good
Rizki Alhidayat	85	100	85	90	Very Good
Farel Okvianza	95	100	100	98	Near Perfect
Habibillah	70	80	60	70	Good
Vederika Maria T.	95	100	100	98	Near Perfect
Alfiyah Kamilah P.	85	100	100	95	Near Perfect
Yoga Prasetyo	85	55	100	80	Good





Name : Shalsabilla Juliani Indra
Date Of Birth : July 31, 2001
Address : Jln. Setia Budi, Depan Emitter
School : SD Setia Budi No. 23 Painan Utara
Class : III B
Age : 8 Years Old



Name : Farel Okvianza
Date Of Birth : Painan, October 9, 1999
Address : Jln. Sutan Agung No. 35 A
School : SDN No. 13 Painan Utara
Class : IV SD
Age : 10 Years Old



Name : Rizki Alhidayat
Date Of Birth : Painan, October 23, 2001
Address : Jln. Tentara Pelajar No. 43
School : SD 09 Painan
Class : III C
Age : 8 Years Old



Name : Hanif Sani Akhbar
Date Of Birth : Painan, January 18, 2000
Address : Jln. Paga Ruyung 4
School : SDN 13 Painan
Class : IV SD
Age : 9 Years Old



Name : Habibillah
Date Of Birth : Bogor, March 10, 2001
Address : Bunga Pasang II
School : SD 08 Bunga Pasang
Class : III SD
Age : 8 Years Old



Name : Yoga Prasetyo
Date Of Birth : Painan, January 04, 2000
Address : Painan Timur, Simpang Perumnas
School : SD 10 Painan
Class : IV SD
Age : 9 Years Old



Name : Annisa Zita Pratiwi
Date Of Birth : Painan, March 3, 2001
Address : Rawang Painan
School : SD Setia Budi No. 23 Painan
Class : III SD
Age : 8 Years OLd

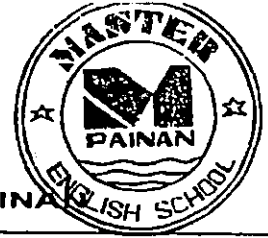




MASTER

ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21636- PAINAN



LEMBARAN SOAL UJIAN

ENGLISH FOR CHILDREN

I. Pilihlah jawaban yang paling benar dibawah ini dengan membubuhkan tanda silang pada lembaran jawaban !

1. What's your name ? jawabnya adalah
 - a. My name is Primus Yudistiro
 - b. My name is Primus Yudistiro
 - c. I name is Primus Yudistiro
 - d. Your name is Primus Yudistiro
2. My call name is Primus. Artinya
 - a. Nama kepanjangan saya adalah Primus
 - b. Nama panggilan saya adalah Primus
 - c. Nama lengkap saya adalah Primus
 - d. Nama samaran saya adalah Primus
3. Good evening Rudy ! jawabnya adalah
 - a. Good morning
 - b. Good afternoon
 - c. Good night
 - d. Good evening
4. How do you do ! Jawaban dari sambutan ini adalah
 - a. I am fine
 - b. I am Just fine
 - c. How do you do
 - d. I don't know
5. How are you ! Jawabnya adalah
 - a. No problem
 - b. Never mind
 - c. I am fine
 - d. You are fine
6. Apa bila hari sudah larut malam teman bicara anda mohon diri (pulang) apa yang sebaiknya dia katakan ?
 - a. Good morning
 - b. Good Afternoon
 - c. Good evening
 - d. Good night
7. I am sorry. Jawabnya adalah
 - a. No problem
 - b. Never mind
 - c. No what what
 - d. a dan b adalah benar
8. Is it good ? Artinya
 - a. Apakah itu bagus
 - b. Itu tidak bagus
 - c. Itu bagus
 - d. a, b, dan c salah
9. Do you have grand mother ?
 - a. Yes. I don't have
 - b. Yes. I have
 - c. No. I does't have
 - d. No. I has not
10. I don't know. Artinya
 - a. Saya tidak suka
 - b. Saya tidak mengerti
 - c. Saya tidak punya
 - d. Saya tidak tahu/entahlah
11. Itu adalah sekolah saya. Bahasa Inggrisnya
 - a. This is my school
 - b. That is my school
 - c. It is your school
 - d. That is I school



MASTER

ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21636- PAINAN

12. Is he a teacher ? Jawabnya

- a. Yes. She is
- b. Yes. He is
- c. No. He is
- d. No. She is not

13. Are you a Pilot ? Jawabnya

- a. No. I am
- b. No. You are
- c. Yes. I am
- d. Yes. I am not

14. Rp. 1000,- Bahasa Inggrisnya ?

- a. One-hundred rupiah
- b. One thousand rupiahes
- c. One million rupiah
- d. Semua salah

15. Do you like pineapple ?

- a. No. I do
- b. No. I don't have
- c. Yes. I do
- d. Yes. I have

16. We eat rice. Artinya

- a. Kita makan nasi
- b. Kami makan jagung
- c. Kita tidak makan nasi
- d. Apakah kita makan nasi

17. Saya tinggal di Painan. Bahasa Inggrisnya adalah

- a. My live on Painan
- b. I live in Painan
- c. Do you live in Painan
- d. a dan b betul

18. Can you speak English

- a. Yes. I can
- b. Yes I can not
- c. No. I can
- d. No. you can

19. Saya punya sepuluh buah mobil. Apa bahasa Inggrisnya ?

- a. I have ten cars
- b. I have ten cors
- c. I have ten cers
- d. I have ten curs

20. I am tired. Artinya

- a. Saya ngantuk
- b. Saya haus
- c. Saya lapar
- d. Saya letih

II. Cocokkanlah kata-kata / Phrase-phrase dibawah ini, dengan kata-kata yang telah tersedia di samping kanan!

What's the English word for

- | | |
|---------------------------|--------------|
| 1. Kebun binatang = | - Train |
| 2. Tukang kebun = | - Butterfly |
| 3. Tas = | - Plate |
| 4. Kereta api = | - Forchcad |
| 5. Kupu-kupu = | - Zoo |
| 6. Piring = | - Dag |
| 7. Hari minggu = | - Gardener |
| 8. Manggis = | - Uncle |
| 9. kening = | - Sunday |
| 10. Paman = | - Mangosteen |



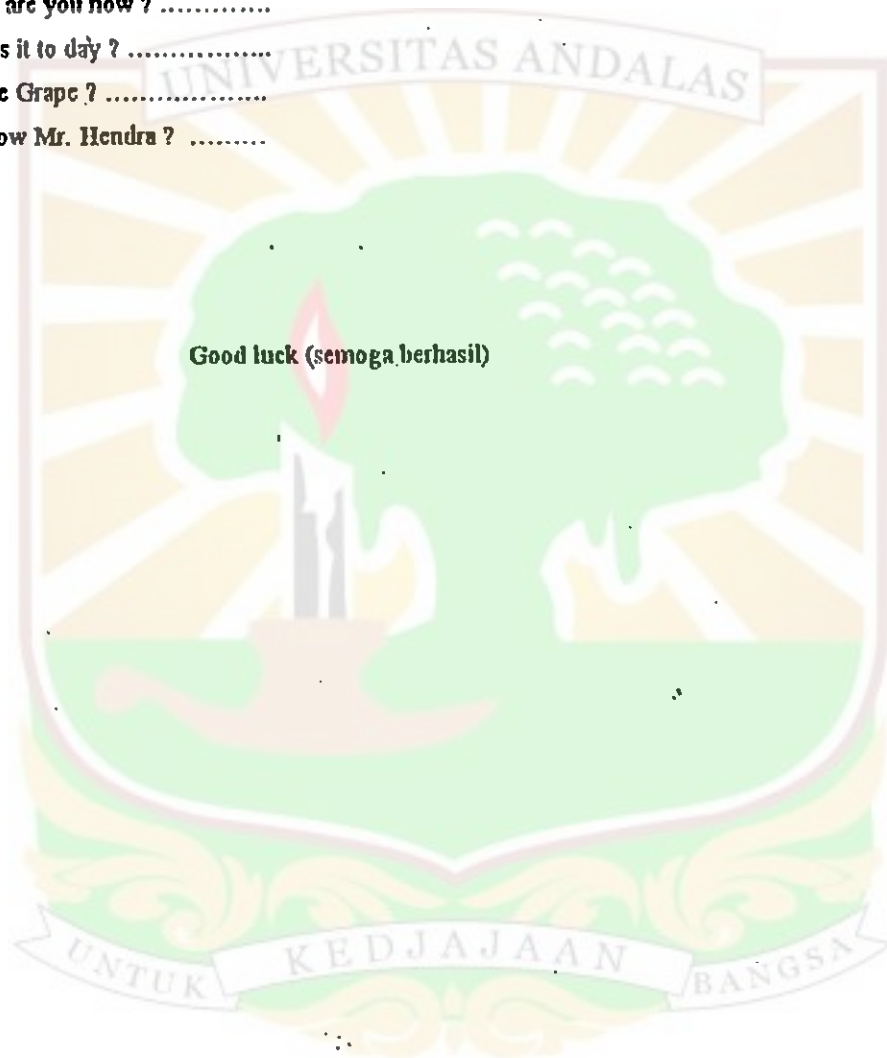
MASTEIR

ENGLISH SCHOOL

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III. Jawablah pertanyaan-pertanyaan dibawah ini dengan bahasa Inggris pada lembaran yang telah tersedia.

1. What is your name ?
2. Where do you live ?
3. What do you want to be ?
4. What class are you now ?
5. What day is it today ?
6. Do you like Grape ?
7. Do you know Mr. Hendra ?





YAYASAN MASTER PAINAN
MASTER
ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

LEMBARAN JAWABAN
ENGLISH FOR CHILDREN

NAMA: Massyandra Azizah

I.

- | | |
|---------------------------|--------------------------|
| 1. X B C D ✓ | 11. A X C D ✓ |
| 2. A X C D ✓ | 12. A X C D ✓ |
| 3. A B X C D ✓ | 13. A B X D ✓ |
| 4. A B X D ✓ | 14. A X C D ✓ |
| 5. A B X D ✓ | 15. A B X D ✓ |
| 6. A B C X ✓ | 16. X B C D ✓ |
| 7. A B C X ✓ | 17. A X C D ✓ |
| 8. X B C D ✓ | 18. X B C D ✓ |
| 9. A X C D ✓ | 19. X B C D ✓ |
| 10. A B C X ✓ | 20. A B C X ✓ |

100

II.

- | | | |
|-------------------|--------------|---|
| 1. kebun binatang | = zoo | ✓ |
| 2. Tukang kebun | = Gardener | ✓ |
| 3. Tas | = Bag | ✓ |
| 4. Kereta api | = Train | ✓ |
| 5. kupu-kupu | = Butterfly | ✓ |
| 6. Piring | = Plate | ✓ |
| 7. Hari minggu | = Sunday | ✓ |
| 8. manggis | = mangosteen | ✓ |
| 9. kening | = Forehead | ✓ |
| 10. Paman | = uncle | ✓ |

100

III.

- | | |
|--|---|
| 1. my name is Massyandra Azizah | ✓ |
| 2. I live in Painan | ✓ |
| 3. I want to be a doctor | ✓ |
| 4. I am class III SD | ✓ |
| 5. Today is wednesday Wednesday | ✓ |
| 6. Yes, I do | ✓ |
| 7. Yes, I do | ✓ |

100



YAYASAN MASTER PAINAN
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ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

LEMBARAN JAWABAN
ENGLISH FOR CHILDREN

NAMA: ALFIYAH KAMILAH PUTRI

I.

- | | |
|--|--|
| 1. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 11. <input type="checkbox"/> A <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 2. <input type="checkbox"/> A <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 12. <input type="checkbox"/> A <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 3. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 13. <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 4. <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 14. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 5. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 15. <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 6. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 16. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 7. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 17. <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 8. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> | 18. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 9. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 19. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> |
| 10. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> | 20. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> |

85

II.

- | | | |
|-----------------------------|-------------------------|-------------------------------------|
| 1. Kebung. bintang ang..... | = Zoo..... | <input checked="" type="checkbox"/> |
| 2. Tukang. kebun..... | = Gardener..... | <input checked="" type="checkbox"/> |
| 3. Tas..... | = Bag..... | <input checked="" type="checkbox"/> |
| 4. Kereta api..... | = Engine and Train..... | <input checked="" type="checkbox"/> |
| 5. Kupu. Kupu..... | = Butterfly..... | <input checked="" type="checkbox"/> |
| 6. Piring..... | = Plate..... | <input checked="" type="checkbox"/> |
| 7. Hari minggu..... | = Sunday..... | <input checked="" type="checkbox"/> |
| 8. Kandung. manggis..... | = Mangosteen..... | <input checked="" type="checkbox"/> |
| 9. Kening..... | = forehead..... | <input checked="" type="checkbox"/> |
| 10. Paman..... | = Uncle..... | <input checked="" type="checkbox"/> |

100

III.

- | | |
|--|-------------------------------------|
| 1. My name is ALFIYAH KAMILAH PUTRI..... | <input checked="" type="checkbox"/> |
| 2. I live in Salido..... | <input checked="" type="checkbox"/> |
| 3. I want to be a doctor..... | <input checked="" type="checkbox"/> |
| 4. I'm in class III SD..... | <input checked="" type="checkbox"/> |
| 5. Today is Wednesday..... | <input checked="" type="checkbox"/> |
| 6. Yes I do..... | <input checked="" type="checkbox"/> |
| 7. Yes I do..... | <input checked="" type="checkbox"/> |

100



YAYASAN MASTER PAINAN
MASTER

ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

LEMBARAN JAWABAN
ENGLISH FOR CHILDREN

NAMA: VEDERIKAMARIA TERESYA

I.

- | | |
|-----------------------------|----------------------------|
| 1. X B C D ✓ | 11. A B C D ✓ |
| 2. A B C C D ✓ | 12. A B C D ✓ |
| 3. A B B C C D ✓ | 13. A B C D ✓ |
| 4. A B B C C D X | 14. A B C D ✓ |
| 5. A B B C D ✓ | 15. A B C D ✓ |
| 6. A B B C C D ✓ | 16. X B C C D ✓ |
| 7. A B B C C D ✓ | 17. A B C C D ✓ |
| 8. X B B C C D ✓ | 18. X B C C D ✓ |
| 9. A B C C C ✓ | 19. X B C C D ✓ |
| 10. A B C D ✓ | 20. A B C D ✓ |

95

II.

- | |
|------------------------------|
| 1. kebun binatang = Zoo ✓ |
| 2. Tukang kebun = gardener ✓ |
| 3. T.A.S = bag ✓ |
| 4. Kereta Api = Train ✓ |
| 5. kupu-kupu = Butterfly ✓ |
| 6. Piring = Plate ✓ |
| 7. Hari Minggu = Sunday ✓ |
| 8. Manggis = mangosteen ✓ |
| 9. Kening = Forehead ✓ |
| 10. Paman = Uncle ✓ |

100

III.

- | |
|---------------------------------------|
| 1. My name is VEDERIKAMARIA TERESYA ✓ |
| 2. I LIVE in Painan ✓ |
| 3. I Want to be a bank ✓ |
| 4. I AM CLASS III SD ✓ |
| 5. Today is Wednesday ✓ |
| 6. YES I do ✓ |
| 7. YES I do ✓ |

100



YAYASAN MASTER PAINAN
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ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

LEMBARAN JAWABAN
ENGLISH FOR CHILDREN

NAMA: Shalsa Billa Juliani Inpra

I.

- | | |
|--------------------------|--------------------------|
| 1. X B C D ✓ | 11. A B C D ✓ |
| 2. A B C D ✓ | 12. A B C D ✓ |
| 3. A B C D ✓ | 13. A B C D ✓ |
| 4. A B C D ✓ | 14. A B C D ✓ |
| 5. A B C D ✓ | 15. A B C D ✓ |
| 6. A B C D ✓ | 16. X B C D ✓ |
| 7. X B C D ✓ | 17. A B C D ✓ |
| 8. X B C D ✓ | 18. X B C D ✓ |
| 9. A B C D ✓ | 19. X B C D ✓ |
| 10. A B C D ✓ | 20. A B C D ✓ |

90

II.

- | | | | |
|-------------------|---|------------|---|
| 1. kebun binatang | = | Zoo | ✓ |
| 2. Tukanng kebun | = | Gardener | ✓ |
| 3. Tas | = | Bag | ✓ |
| 4. Kerteta api | = | T.Pain | ✓ |
| 5. Kupu-kupu | = | BUTTERFLY | ✓ |
| 6. Piring | = | PLATE | ✓ |
| 7. hari minggu | = | SUNDAY | ✓ |
| 8. manggis | = | MANGOSTEEN | ✓ |
| 9. Kening | = | UNCLE | ✓ |
| 10. Paman | = | FOREHEAD | ✗ |

80

III.

- | | | |
|-------------------|--------------------------|---|
| 1. my name is | Salsabilla Juliani Inpra | ✓ |
| 2. I live in | painan | ✓ |
| 3. I want to be a | doctor | ✓ |
| 4. I s.d. | | ✓ |
| 5. To day is | sunday | ✓ |
| 6. yes I do | | ✓ |
| 7. yes I do | | ✓ |

100



YAYASAN MASTER PAINAN
MASTER

ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

LEMBARAN JAWABAN
ENGLISH FOR CHILDREN

NAMA: Farel Okvianza

I.

- | | |
|--|---|
| 1. <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ | 11. <input type="checkbox"/> A <input checked="" type="checkbox"/> C <input type="checkbox"/> D ✓ |
| 2. <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ | 12. <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ |
| 3. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D ✓ | 13. <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D ✓ |
| 4. <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D ✓ | 14. <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ |
| 5. <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D ✓ | 15. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D ✓ |
| 6. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D ✓ | 16. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ |
| 7. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ | 17. <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ |
| 8. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ | 18. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ |
| 9. <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ | 19. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D ✓ |
| 10. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D ✓ | 20. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D ✓ |

95

II.

- | | | |
|-------------------|--------------|---|
| 1. Kebun binatang | = zoo | ✓ |
| 2. tukang kebun | = Gardener | ✓ |
| 3. Tas | = bag | ✓ |
| 4. Kereta api | = Train | ✓ |
| 5. kupu-kupu | = Butterfly | ✓ |
| 6. piring | = Plate | ✓ |
| 7. Hari minggu | = Sunday | ✓ |
| 8. Manggis | = Mangosteen | ✓ |
| 9. Keriting | = Forehead | ✓ |
| 10. Pam | = Article | ✓ |

100

III.

1. My name is Farel Okvianza ✓
2. I live in Painan ✓
3. I want to be a doctor ✓
4. I am class IV SD ✓
5. A day is Wednesday ✓
6. Yes I do ✓
7. Yes I do ✓

100



YAYASAN MASTER PAINAN
MASTER

ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

**LEMBARAN JAWABAN
ENGLISH FOR CHILDREN**

NAMA: Rizki Alhidayat.....

I.

- | | | | | | | | | | |
|-------|---|---|---|---|-------|---|---|---|---|
| 1. X | B | C | D | ✓ | 11. A | B | C | X | X |
| 2. A | X | C | D | ✓ | 12. A | X | C | D | ✓ |
| 3. A | B | C | X | ✓ | 13. A | B | X | D | ✓ |
| 4. A | B | X | D | ✓ | 14. A | X | C | D | ✓ |
| 5. A | B | X | D | ✓ | 15. A | B | X | D | ✓ |
| 6. A | B | C | X | ✓ | 16. A | X | C | D | X |
| 7. A | B | C | X | ✓ | 17. A | X | C | D | ✓ |
| 8. X | B | C | D | ✓ | 18. X | B | C | D | ✓ |
| 9. A | X | C | D | ✓ | 19. X | B | C | D | ✓ |
| 10. X | B | C | D | X | 20. A | B | C | X | ✓ |

85

II.

- | | | | |
|------------------------|---|------------|---|
| 1. Kebun binatang..... | = | Zoo | ✓ |
| 2. Tukang kebun..... | = | Gardener | ✓ |
| 3. Tas..... | = | Bag | ✓ |
| 4. Kereta Api..... | = | Train | ✓ |
| 5. Kupu-kupu..... | = | Butterfly | ✓ |
| 6. Piring..... | = | Plate | ✓ |
| 7. Hari minggu..... | = | Sunday | ✓ |
| 8. Manggis..... | = | Mangosteen | ✓ |
| 9. Keating..... | = | Forchard | ✓ |
| 10. Paman..... | = | Uncle | ✓ |

100

III.

- What is your name? - My name is: Rizki Alhidayat ✓
- Where do you live? - I live in: Jl. Tertera, Pelatap ✓
- What do you want to be? - I am: Pegawai Bank ✓
- What class are you now? - I am class: III SD ✓
- What day is today? - Today is: Wednesday ✓
- Do you like green? - Yes, I do ✓
- Do you know Mr. Henry? - Yes, I do ✓

85



YAYASAN MASTER PAINAN
MASTER
 ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

LEMBARAN JAWABAN
 ENGLISH FOR CHILDREN

NAMA: HaniF sari akbar

I.

- | | |
|------------------------------|------------------------------|
| 1. X A B C D ✓ | 11. A X C D ✓ |
| 2. X A B C C D ✓ | 12. A X C E D ✓ |
| 3. A B B C C D ✓ | 13. A B C C D ✓ |
| 4. A B B C C D ✓ | 14. X A B C C D ✓ |
| 5. X A B C C D ✓ | 15. X A B C C D ✓ |
| 6. A X B C C D ✓ | 16. X A B C C D ✓ |
| 7. X A B C C D ✓ | 17. A B C C D ✓ |
| 8. X A B C C D ✓ | 18. X A B C C D ✓ |
| 9. A X B C C D ✓ | 19. X A B C C D ✓ |
| 10. X A B C C D ✓ | 20. A B C X ✓ |

65

II.

- | | |
|-----------------------------|--|
| 1. kebun binatang = zoo | |
| 2. lubang kelain = gutter ✓ | |
| 3. las = bag ✓ | |
| 4. kereta api = train ✓ | |
| 5. kuku - karpas = nail ✓ | |
| 6. Pinyin = uncle ✓ | |
| 7. hari minggu = Sunday ✓ | |
| 8. nangkis = train ✓ | |
| 9. kening = forehead ✓ | |
| 10. Paman = Uncle ✓ | |

50

III.

- | | |
|----------------------------------|--|
| 1. My name is HaniF sari akbar ✓ | |
| 2. I like Painan? ✓ | |
| 3. I am want to be pegawai ✓ | |
| 4. class IV ✓ | |
| 5. I am want to know are you ✓ | |
| 6. yes yes I do ✓ | |
| 7. yes yes I do ✓ | |

55



YAYASAN MASTER PAINAN
MASTER

ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

LEMBARAN JAWABAN
ENGLISH FOR CHILDREN

NAMA: Hopi b. Lah

I.

- | | |
|----------------|-----------------|
| 1. X B C D ✓ | 11. X B C D ✓ |
| 2. A X C D ✓ | 12. X B C D ✓ |
| 3. A B C D ✓ | 13. A B X C D ✓ |
| 4. A B X C D ✓ | 14. A X C D ✓ |
| 5. A B X C D ✓ | 15. A B C D X ✓ |
| 6. A B C X D ✓ | 16. A B X C D X |
| 7. X B C C D ✓ | 17. X B C C D X |
| 8. A X C C D ✓ | 18. X B C C D ✓ |
| 9. A X C C D ✓ | 19. X B C C D ✓ |
| 10. A B C X ✓ | 20. A B C X ✓ |

70

II.

- | | | |
|-------------------|-------------|---|
| 1. kebun binatang | = zoo | ✓ |
| 2. tukang kebun | = gardener | ✓ |
| 3. tas | = bag | ✓ |
| 4. kereta api | = train | ✓ |
| 5. kupu-kupu | = butterfly | ✓ |
| 6. piring | = plate | ✓ |
| 7. hari minggu | = Sunday | ✓ |
| 8. munggis | = Forehead | X |
| 9. nenek | = mangoes | X |
| 10. paman | = uncle | ✓ |

80

III.

- | | |
|-----------------------------------|---|
| 1. No name b? name b. lah | ✓ |
| 2. Suka tinggal di Painan | ✓ |
| 3. Ada perbedaan bedok | ✓ |
| 4. I am Class III sd | ✓ |
| 5. yes I do | X |
| 6. daddy is wednesday | X |
| 7. yes I do | ✓ |

60



YAYASAN MASTER PAINAN
MASTER

ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

LEMBARAN JAWABAN
ENGLISH FOR CHILDREN

NAMA: Yoga Prasadi

I.

- | | | | | | |
|-----|---|---|---|---|---|
| 1. | X | B | C | D | ✓ |
| 2. | A | X | C | D | ✓ |
| 3. | A | B | C | X | ✓ |
| 4. | A | B | X | D | ✓ |
| 5. | A | B | X | D | ✓ |
| 6. | A | B | C | X | ✓ |
| 7. | X | B | C | D | ✓ |
| 8. | A | X | C | D | X |
| 9. | A | X | C | D | ✓ |
| 10. | A | B | C | X | ✓ |
- | | | | | | |
|-----|---|---|---|---|---|
| 11. | A | X | C | D | ✓ |
| 12. | A | X | C | D | ✓ |
| 13. | A | B | X | D | ✓ |
| 14. | A | X | C | D | ✓ |
| 15. | A | B | X | D | ✓ |
| 16. | X | B | C | D | ✓ |
| 17. | X | B | C | D | X |
| 18. | X | B | C | D | ✓ |
| 19. | X | B | C | D | ✓ |
| 20. | A | B | X | D | X |

85

II.

- | | | | | |
|-----|----------------|---|-----------|---|
| 1. | kabun. bintang | = | Star | ✓ |
| 2. | Tukang. kakun | = | Shoemaker | ✓ |
| 3. | Tas | = | Bag | ✓ |
| 4. | karala. api | = | Match | X |
| 5. | kupu. kupu | = | Butterfly | X |
| 6. | pikih | = | Brain | X |
| 7. | Harimau | = | Lion | ✓ |
| 8. | mendak | = | Climb | ✓ |
| 9. | kehina | = | Small | ✓ |
| 10. | ramah | = | Kind | ✓ |

30

III.

- | | | |
|----|-------------------------|---|
| 1. | my name is yoga prasadi | ✓ |
| 2. | Lampiran Painan | ✓ |
| 3. | What table do you use | ✓ |
| 4. | kelas VI E | ✓ |
| 5. | Wednesday October 21 | ✓ |
| 6. | yes I do | ✓ |
| 7. | yes I do | ✓ |

100



YAYASAN MASTER PAINAN
MASTER

ENGLISH SCHOOL

JL. TRIKORA No. 30 PHONE : (0756) 21365 PAINAN

**LEMBARAN JAWABAN
ENGLISH FOR CHILDREN**

NAMA: Annisa... Zita... Pratiwi.....

I.

- | | |
|---------------------------|----------------------------|
| 1. X B C D ✓ | 11. A B C X ✓ |
| 2. A X C C D ✓ | 12. A X C C D ✓ |
| 3. X B C C D ✓ | 13. A B C C X ✓ |
| 4. A B C C X ✓ | 14. A X C C D ✓ |
| 5. A X C C D ✓ | 15. A B X D ✓ |
| 6. A B C C X ✓ | 16. X B C C D ✓ |
| 7. A B X D ✓ | 17. A X C C D ✓ |
| 8. X B C C D ✓ | 18. X B C C D ✓ |
| 9. A X C C D ✓ | 19. X B C C D ✓ |
| 10. A X C D ✓ | 20. X B C D ✓ |

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II.

- | | | | |
|------------------------|---|-----------------|---|
| 1. Kebun binatang..... | = | Zoo..... | ✓ |
| 2. Tukang kebun..... | = | Forehead..... | ✓ |
| 3. Tas..... | = | Bag..... | ✓ |
| 4. Kereta api..... | = | Train..... | ✓ |
| 5. Kupu-kupu..... | = | Butterfly..... | ✓ |
| 6. Piring..... | = | Plate..... | ✓ |
| 7. Hari minggu..... | = | Sunday..... | ✓ |
| 8. Manggis..... | = | Gardener..... | ✓ |
| 9. Kening..... | = | Mangosteen..... | ✓ |
| 10. Painan..... | = | Uncle..... | ✓ |

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III.

- | | |
|--|---|
| 1. My name is Annisa Zita Pratiwi..... | ✓ |
| 2. I live on Tambirin street..... | ✓ |
| 3. I want to be Dokter..... | ✓ |
| 4. I am kelas 3..... | ✓ |
| 5. Today is wanesday..... | ✓ |
| 6. Yes ai da..... | ✓ |
| 7. Yes ai da..... | ✓ |

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SILABUS

Nama Sekolah :
 Kelas / Semester : 3 / I
 Tema : Numbers
 Materi pelajaran : Bahasa Inggris

STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI PELAJARAN	Kegiatan Pembelajaran	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER / BAHAN / ALAT	
1. Mendengarkan Memahami instruksi sangat sederhana dgn tindakan dalam konteks kelas.	Mendengarkan pembacaan teks pendek dan memanggapinya secara verbal	Menirukan ungkapan Guru mengenai bilangan dari 0 sampai 20	- Mendengarkan ucapan guru - Menirukan ujaran yang didengar - Mengamati gambar kemudian mengkomunikasikannya dengan teks untuk dipahami	- Menirukan ujaran yang didengar - Melafalkan kata - kata baru berdasarkan gambar yang diberikan secara lisan - Menyebutkan nama - nama bilangan setelah mengamati lambang bilangannya	Performance	2 jam pelajaran	Gambar	
	2. Berbicara Mengungkapkan instruksi - instruksi informasi sangat sederhana dalam konteks kelas.	Melakukan percakapan pendek dan sederhana	Pelafalan bilangan dan ungkapan - ungkapan tentang jumlah sesuatu	- Siswa bertanya jawab tentang jumlah benda berdasarkan pada gambar yang diberikan	- Bertanya jawab sesuatu yg berhubungan dengan bilangan	Performance		
				- Menghafalkan teks percakapan dan mempraktikannya berpasang pasangan.	- Memberikan tanggapan terhadap ungkapan - ungkapan komunikatif yang didengar			
3. Membaca Kemampuan membaca nyaring dan memahami tulisan bahasa Inggris sederhana secara berterima dalam konteks kelas	Menemukan berbagai informasi dan teks tertulis sederhana	Bacaan tentang lingkungan keluarga	- Membaca teks dengan lafal dan intonasi yang tepat setelah mendengar contoh membaca dari Guru - Siswa menjodohkan nama benda dengan jumlahnya yang tepat berdasarkan teks yang diberikan	- Membaca nama - nama bilangan - Melengkapi kalimat dengan informasi tertentu - Melakukan dialog sederhana	Performance			
	4. Menulis Kemampuan mengeja dan menyalin kata bahasa Inggris (lambang bilangan)	Menyalin kata (bilangan) dalam bahasa Inggris dari 0 - 20	9 = nine 10 = teen 11 = twenty	- Menuliskan nama - nama bilangan	- Menuliskan nama - nama bilangan / lambang dengan ejaan yang benar			
				- Menyusun kata - kata bilangan acak menjadi suatu urutan yang benar				

SILABUS

Nama Sekolah :
 Kelas / Semester : 3 / I
 Tema : Colors
 Materi pelajaran : Bahasa Inggris

STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI PELAJARAN	Kegiatan Pembelajaran	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER / BAHAN / ALAT
1. Mendengarkan Kemampuan merespon instruksi sangat sederhana dengan tindakan	Mampu melakukan tindakan sesuai dengan instruksi dalam konteks kelas	Ungkapan tentang " The name of colors "	- Memberikan tanggapan terhadap ungkapan - ungkapan komunikatif yg disampaikan guru	- Menyimak ungkapan - ungkapan komunikatif dengan perintah - perintah sederhana	Performance	2 jam pelajaran	- Gambar - Text Book
			- Melakukan perintah - perintah sederhana	- Memberikan tanggapan dengan menirukan kata - kata tentang " Colors " yg didengar			
2. Berbicara Kemampuan mengungkapkan instruksi dan informasi sederhana	Mampu mengungkapkan secara tepat ujaran yang didengar	Melafalkan ujaran (Colors)	- Mendengarkan ucapan guru - Menirukan ucapan guru - Mengamati gambar kemudian menyebutkan nama - nama warna tersebut	- Menirukan ujaran yang didengar (kata-kata / nama - nama warna) berdasarkan gambar / alat peraga yang di ujkarkan oleh guru - Melakukan tanya jawab dengan panduan guru	Performance		
3. Membaca Kemampuan membaca nyaring dan memahami tulisan bahasa Inggris sederhana	Mampu membaca nyaring dgn ucapan yang melibatkan kata / frasa yang diberikan	Bacaan yang berupa kata / frasa disertakan dengan gambar	- Mengamati gambar - Membaca kata / frasa sederhana yang diikuti oleh gambar	- Membaca kata-kata / frasa / kalimat sederhana yang berhubungan dengan warna	Performance		
4. Menulis Kemampuan mengeja dan menyalin kata bahasa Inggris	Mampu mengeja dan menyalin kata bahasa Inggris dengan bantuan gambar	Kosa kata ("Colors")	- Menuliskan kata - kata yang berhubungan dengan "colors" setelah mengamati gambar	- Menuliskan kata-kata / frase / kalimat yang berhubungan dengan warna	Written		

SILABUS

UNIVERSITAS ANDALAS

Nama Sekolah :
 Kelas / Semester : 3 / 1
 Tema : Clothes
 Materi pelajaran : Bahasa Inggris

STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI PELAJARAN	Kegiatan Pembelajaran	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER / BAHAN / ALAT
1. Mendengarkan Siswa memahami instruksi dan informasi sederhana dalam konteks kelas	Memahami dan melakukan instruksi sederhana dalam konteks kelas	- Listening / menyimak	- Mendengarkan ucapan guru	- Menirukan ujaran yang berhubungan dengan nama-nama pakaian / clothes	Performance	3 jam pelajaran	Picture Real estate Text Book
		- Ungkapan-ungkapan mengenai clothes	- Menirukan ucapan guru	- Menirukan ujaran yang berhubungan dengan nama-nama pakaian / clothes			
		- Pelelapan	- Melafalkan kata-kata baru berdasarkan gambar yang diberikan	- Menyebutkan nama-nama clothes setelah mengamati gambar			
		- Kosa kata					
2. Berbicara Kemampuan mengungkapkan instruksi dan informasi sederhana dalam konteks kelas	- Siswa mampu bercakap-cakap dan menyebutkan bunyi ujaran berdasarkan gambar		- Siswa bertanya jawab tentang clothes berdasarkan gambar	- Bertanya jawab tentang clothes	Performance		
3. Membaca Membaca bersuara dan memahami tulisan dalam konteks kelas	- Mampu membaca nyaring - Menemukan berbagai informasi dari teks tulis sederhana		- Mengamati gambar Membaca berdasarkan gambar	- Membaca kata-kata yang berhubungan dengan clothes	Performance Written		
			- Menjawab pertanyaan berdasarkan teks sederhana yang diberikan				
4. Menulis Kemampuan mengeja dan menyalin kata-kata sederhana dalam konteks kelas	- Menulis kalimat sederhana dari ragam teks pendek		- Menulis nama-nama clothes setelah mengamati gambar	- Menuliskan kata, frasa, kalimat yang berhubungan dengan nama-nama pakaian			
				- Menerjemahkan kalimat pendek / sederhana bahasa Indonesia ke dalam bahasa Inggris			

SILABUS

Nama Sekolah :
 Kelas / Semester : 3 / I
 Tema : Food and Drink
 Materi pelajaran : Bahasa Inggris

UNIVERSITAS ANDALAS

STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI PELAJARAN	Kegiatan Pembelajaran	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER / BAHAN / ALAT
1. Mendengarkan Kemampuan merespon instruksi sangat sederhana dengan tindakan	Mampu melakukan tindakan sesuai dengan instruksi dalam konteks kelas	Ungkapan tentang "Food and drink"	<ul style="list-style-type: none"> - Memberikan tanggapan terhadap ungkapan-ungkapan komunikatif yang disampaikan guru - Melakukan perintah-perintah sederhana 	<ul style="list-style-type: none"> - Menyimak ungkapan-ungkapan komunikatif dan perintah-perintah sederhana - Memberikan tanggapan dengan menirukan kata-kata tentang "Food and drink" yang di dengar 	Performance	3 jam pelajaran	<ul style="list-style-type: none"> - Gambar - Text Book
	2. Berbicara Kemampuan mengungkapkan instruksi dan informasi sederhana	Mampu mengungkapkan secara tepat ujaran yang didengar	Melafalkan ujaran	<ul style="list-style-type: none"> - Mendengarkan ucapan guru - Menirukan ucapan guru - Mengamati gambar kemudian menyebutkan nama benda yang berhubungan dengan makanan dan minuman 	<ul style="list-style-type: none"> - Menirukan ujaran yang didengar (kata-kata yang berhubungan dengan makanan dan minuman) - Menyebutkan nama-nama benda yang berhubungan dengan makanan & minuman setelah mengamati gambar 	Performance	
3. Membaca Kemampuan membaca nyaring dan memahami tulisan bahasa Inggris sederhana		Mampu membaca nyaring dgn ucapan yang melibatkan kata / frasa yang diberikan	Bacaan yang berupa kata / frasa / kalimat	<ul style="list-style-type: none"> - Mengamati gambar - Membaca kata-kata & frasa / kalimat sederhana 	<ul style="list-style-type: none"> - Membaca kata-kata / frasa / kalimat sederhana yang berhubungan dengan makanan dan minuman 	Performance	
	4. Menulis Kemampuan mengeja dan menyalin kata bahasa Inggris dengan bantuan gambar	Mampu mengeja dan menyalin kata bahasa Inggris dengan bantuan gambar	Kosa kata (Food and drink)	<ul style="list-style-type: none"> - Menuliskan kata-kata yang berhubungan dengan "Food and drink" setelah mengamati gambar. 	<ul style="list-style-type: none"> - Menuliskan kata-kata yang berhubungan dengan makanan dan minuman 	Written	

SILABUS

UNIVERSITAS ANDALAS

Nama Sekolah :
 Kelas / Semester : 3 / I
 Tema : Fruits and vegetables
 Materi pelajaran : Bahasa Inggris

STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI PELAJARAN	Kegiatan Pembelajaran	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER / BAHAN / ALAT	
1. Mendengarkan Kemampuan merespon instruksi sangat sederhana dengan tindakan	Memahami dengan melakukan instruksi sederhana dalam konteks kelas	Menyimak dan menirukan ujaran yang diungkapkan guru mengenai "Fruits and vegetables"	- Memberikan tanggapan terhadap ungkapan komunikatif yang di sampaikan guru	- Menyimak ungkapan komunikatif	Performance	3 jam pelajaran	- Gambar - Text Book	
			- Melakukan perintah-perintah sederhana	- Memberikan tanggapan terhadap ungkapan komunikatif yang di dengar				- Melakukan perintah sederhana
2. Berbicara Kemampuan mengungkap-kan instruksi dan informasi sederhana	Mampu mengungkapkan secara tepat ujaran yang didengar	Melafalkan ujaran yang telah didengar	- Menirukan ucapan guru	- Menirukan ujaran yang didengar (kata-kata yang berhubungan dengan buah-buahan dan sayur-sayuran yang di dengar)	Performance			
			- Mengamati gambar kemudian menyebutkan nama dalam bahasa Inggrisnya	- Menyebutkan nama-nama buah setelah mengamati gambar				
3. Membaca Kemampuan membaca nyaring dan memahami tulisan bahasa Inggris	Mampu membaca nyaring dengan ucapan yang melibatkan kata / frasa	Frasa / kalimat tentang fruits and vegetables	- Membaca kata-kata dan kalimat sederhana yang berhubungan dengan "Fruits and vegetables"	- Mengamati gambar	Performance			
				- Membaca kata-kata dan kalimat sederhana mengenai "fruits and vegetables"				
4. Menulis Kemampuan mengeja dan menyalin kata bahasa Inggris	Mampu mengeja dan menyalin kata bahasa Inggris dengan bantuan gambar	Kosa kata tentang "fruits and vegetables"	- Menuliskan kata-kata yang berhubungan dengan buah-buahan setelah mengamati gambar	- Menuliskan kata-kata yang berhubungan dengan buah-buahan	Written			

UNIVERSI SILABUS ANDALAS

Nama Sekolah :
 Kelas / Semester : 3 / I
 Tema : Family Members
 Materi pelajaran : Bahasa Inggris

STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI PELAJARAN	Kegiatan Pembelajaran	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER / BAHAN / ALAT
1. Mendengarkan Kemampuan merespon instruksi sangat sederhana dan tindakan dan bahasa dalam konteks kelas	Mendengarkan pembacaan teks pendek dan menganggapinya secara verbal sesuai dengan instruksi dalam konteks kelas	Ungkapan-ungkapan tentang "family members"	<ul style="list-style-type: none"> Mendengarkan ucapan guru Menirukan ucapan guru dengan lafal yang benar Memberikan tanggapan sederhana 	<ul style="list-style-type: none"> Menyimak ungkapan-ungkapan komunikatif dan perintah-perintah sederhana Melafalkan kata-kata baru berdasarkan gambar yang diberikan secara lisan 	Performance	3 jam pelajaran	<ul style="list-style-type: none"> Gambar Text Book
2. Berbicara Kemampuan mengungkap-kan instruksi dan informasi sangat sederhana dengan bahasa dalam konteks kelas	Melafalkan kata / frasa dengan benar	Pelafalan kata-kata / frasa tentang "family members"	<ul style="list-style-type: none"> Mengucapkan anggota keluarga dalam bahasa Inggris dengan lafal yang benar Mengamati gambar kemudian menyebutkan nama dalam bahasa Inggris 	<ul style="list-style-type: none"> Menirukan ujaran yang didengarkan (kata-kata yang berhubungan dengan anggota keluarga) Menyebutkan kata-kata (yang berhubungan dengan anggota keluarga setelah mengamati gambar) 	Performance		
3. Membaca Kemampuan membaca nyaring dan memahami tulisan bahasa Inggris sederhana dengan bahasa konteks kelas	Mampu membaca nyaring dan ucapan yang melibatkan kata / frasa yang dipelajari	Bacaan tentang lingkungan keluarga	<ul style="list-style-type: none"> Mengamati gambar Membaca kata-kata yang berhubungan dgn anggota keluarga 	<ul style="list-style-type: none"> Membaca kata-kata yang berhubungan dengan anggota keluarga 	Performance		
4. Menulis Kemampuan menega dan menyalin kata bahasa Inggris	Menyalin kata dan kalimat sederhana mengenai "family members"	Menuliskan kembali kata dan kalimat sederhana yang diberikan guru secara tulisan / gambar	<ul style="list-style-type: none"> Menuliskan kata-kata yang berhubungan dengan anggota keluarga setelah melihat gambar 	<ul style="list-style-type: none"> Menuliskan kata-kata yang berhubungan dengan anggota keluarga 			

SILABUS

UNIVERSITAS ANDALAS

Nama Sekolah :
 Kelas / Semester : 3/II
 Tema : School Environment
 Materi pelajaran : Bahasa Inggris

STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI PELAJARAN	Kegiatan Pembelajaran	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER / BAHAN / ALAT
1. Mendengarkan Siswa memahami instruksi dan informasi sederhana dalam konteks kelas	Memahami perintah & petunjuk sederhana yang diberikan guru secara lisan	- Ungkapan untuk menyatakan letak sesuatu / orang	- Mendengarkan ucapan guru	- Menirukan ujaran yang didengar yang berhubungan dengan lingkungan sekolah	Performance	3 jam pelajaran	Real objects picture
		- Bacaan tentang lingkungan sekolah	- Mengamati gambar kemudian menyebutkan nama bahasa Inggrisnya	- Menyebutkan kata-kata yang berhubungan dengan lingkungan sekolah setelah mengamati gambar			
		- Kosakata					
		- Lafal					
2. Berbicara Siswa mampu mengungkapkan instruksi dan informasi sederhana dalam konteks kelas	- Memahami ungkapan komunikatif - Melakukan perintah-perintah sederhana - Melakukan percakapan pendek dan sederhana		- Siswa bertanya jawab tentang benda-benda	- Bertanya jawab tentang benda-benda di lingkungan sekolah	Performance		
3. Membaca Siswa membaca bersuara dan memahami tulisan sederhana dalam kelas	- Mampu membaca nyaring - Menjawab pertanyaan berdasarkan teks yang diberikan		- Menjawab pertanyaan berdasarkan teks yang diberikan	- Membaca kata-kata / kalimat yg berhubungan dengan lingkungan sekolah	Performance Written Test		
			- Membaca teks				
4. Menulis Menulis kalimat sederhana/ ragam teks	Menuliskan kata-kata yang berhubungan dengan lingkungan sekolah		- Menuliskan kata-kata berdasarkan gambar	- Menuliskan kata-kata yang berhubungan dengan lingkungan sekolah			

SILABUS
UNIVERSITAS ANDALAS

Nama Sekolah :
 Kelas / Semester : 3/II
 Tema : Days
 Materi pelajaran : Bahasa Inggris

STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI PELAJARAN	Kegiatan Pembelajaran	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER / BAHAN / ALAT	
1. Mendengarkan Kemampuan merespon instruksi sangat sederhana dengan tindakan dalam konteks kelas	Siswa mampu melakukan tindakan sesuai dengan instruksi dalam konteks kelas	Pelafalan Bacaan / kata Kosa kata	- Mendengarkan ucapan guru - Menirukan ucapan guru - Mengamati gambar, lalu menyebutkan bahasa inggrisnya	- Menirukan ujaran yang berhubungan dengan nama-nama hari - Menyebutkan nama-nama hari setelah mengamati gambar kalender	Performance	4 jam pelajaran	- Picture - Real Objects - Text Book	
	2. Berbicara Siswa mampu mengungkapkan instruksi dan informasi sederhana dalam konteks kelas	- Menyebutkan bunyi ujaran berdasarkan gambar		- Memberikan tanggapan terhadap ungkapan-ungkapan komunikatif yang disampaikan guru	- Menyimak ungkapan-ungkapan komunikatif dan perintah-perintah sederhana	Performance		
		- Memahami ungkapan-ungkapan komunikatif		- Melakukan perintah-perintah sederhana	- Memberi tanggapan terhadap ungkapan-ungkapan komunikatif yang di dengar			
		- Melakukan perintah-perintah sederhana			- Melakukan perintah-perintah sederhana			
3. Membaca Membaca bersuara dan memahami tulisan sederhana dalam konteks kelas	- Mampu membaca nyaring		- Membaca nama-nama hari	- Membaca nama-nama hari	Performance			
	- Menjawab pertanyaan berdasarkan teks yang diberikan			- Mengucapkan nama-nama hari dengan benar				
4. Menulis Kemampuan menuliskan nama-nama hari	- Menuliskan nama-nama hari		- Menuliskan nama-nama hari setelah mengamati gambar	- Menuliskan nama-nama hari - Menjodohkan kata-kata tentang hari dari bahasa Indonesia dan bahasa inggris	Written			