

**THE INFLUENCE OF USING CAKE APPLICATION TOWARDS STUDENTS'  
SPEAKING SKILLS AT THE SECOND SEMESTER OF THE SEVENTH GRADE IN ONE OF  
PUBLIC JUNIOR HIGH SCHOOLS IN RAWAJITU SELATAN IN THE ACADEMIC YEAR OF  
2022/2023**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

**By**

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**2023**

**ABSTRACT**  
**THE INFLUENCE OF USING CAKE APPLICATION TOWARDS STUDENTS’  
SPEAKING SKILLS AT THE SECOND SEMESTER OF THE SEVENTH GRADE IN ONE OF  
PUBLIC JUNIOR HIGH SCHOOLS IN RAWAJITU SELATAN IN THE ACADEMIC YEAR OF  
2022/2023**

**BY INDRI LESTARI**

In practice, there are still many students who have difficulty learning English during the teaching and learning process in class. One of the difficulties faced by students in learning English is speaking. Even though we know that speaking is one of the important skills in English. To overcome the existing problems, the researcher implemented teaching using the Cake application as a medium to influence the speaking skills of class VII students of SMPN 1 Rawajitu Selatan. The purpose of this study was to find out whether the Cake application had a significant influence on students' speaking skills before and after teaching speaking using the Cake application treatment.

The research methodology used is experimental design with treatment. In this study, researcher used an experimental method using a quasi-experimental pre-test-post-test group design. The pre-test was given before the treatment was given. After the treatment was completed, the researcher gave a post-test to students. Finally, the pre-test and post-test score compared to find answers to research questions. The populations are the students in the seventh grade of the second semester of SMP N 1 Rawajitu Selatan in the 2022/2023 academic year. It consists of five classes from class A to class E with 156 students, 80 male students and 76 female students. Samples were taken using the cluster random sampling technique. The researcher took two classes, consisting of experimental and control classes. VIIA consisting of 31 students as the experimental class, and VII C consisting of 31 students as the control class. In collecting data, the researcher used oral test instructions for the pre-test and post-test with the topic of People's Jobs and Professions, Habitual Actions, and Animals and Their Habits.

From the data analysis, the results of the independent sample t-test showed that the significant value generated was Sig. (P-value) = 0.002 <  $\alpha$  = 0.05. So,  $H_a$  is accepted and  $H_0$  is rejected. Based on the calculations, it can be concluded that there is a significant influence of using cake application on students' speaking skills in the second semester of the seventh grade in SMP N 1 Rawajitu Selatan 2022/2023 academic year.

**Key words:** *Cake Application, Experimental Design. Speaking Skills*

## DECLARATION

Hereby, I state this thesis entitled "The Influence of Using Cake Application Towards Students' Speaking Skills at the Second Semester of the Seventh Grade in One of Public Junior High Schools in Rawajitu Selatan in the Academic Year of 2022/2023" is completely my work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the next.

Bandar Lampung, May 2023



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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah does not burden a person except according to his ability." (QS. Al-Baqarah: 286)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

"For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease." (QS. Al-Insyirah 5-6)

وَعَسَى أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ وَعَسَى أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

"It may be that you hate something, even though it is very good for you, and it may be (also) that you like something, even though it is very bad for you; Allah knows, while you do not know." (QS. Al-Baqarah: 216)



## DEDICATION

This thesis is proudly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Thanks to Allah who always gives guidance in every step of my life, always gives me health and makes all my affairs easier so that this thesis can be completed.
2. My beloved father, Murtopo, and my mother, Sumarni, who have cared for and raised me well and lovingly, educated me to be a good child, never stop praying for me, supported me, and motivated me to always be passionate about seeking knowledge and there are still many good things they can give that I can't mention. Mamak and Bapak are very meaningful in my life.
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6. My beloved almamater, UIN Raden Intan Lampung



## CURRICULUM VITAE

The name of the researcher is Indri Lestari. She was born in Suka Bhakti on August 21, 2001. She was the last of three children of the couple Mr. Murtopo and Mrs. Sumarni. She has two brothers named Eko Suwanto and Ari Setiadi.

The researcher started school at SDN 1 Wono Agung in 2007 and graduated in 2013. Then in the same year, continued school at SMPN 1 Rawajitu Selatan and graduated in 2016. After that, she continued to one of the private Islamic boarding schools in Central Lampung, SMA Bustanul Ulum, and graduated in 2019. Then in the same year, she continued her studies at UIN Raden Intan Lampung as a student of the English Study Program at the Faculty of Tarbiyah and Teacher Training. While studying at UIN Raden Intan Lampung, the researcher joined the BAPINDA organization.





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All thanks to the researcher go to Allah, the almighty God, the most merciful, who has given me health and guidance so that I can finish this thesis. This thesis entitled " The Influence of Using Cake Application Towards Students' Speaking Skills at the Second Semester of the Seventh Grade in One of Public Junior High Schools in Rawajitu Selatan in the Academic Year of 2022/2023" is submitted to fulfill the mandatory requirements to obtain a bachelor degree in English Study Program at the Tarbiyah and Teacher Training Faculty, Islamic State University (UIN) Raden Intan Lampung. When completing this final project the researcher obtained a lot of help, support, and many valuable things from various parties.

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Finally, the researcher is fully aware that there are still many shortcomings in this thesis. Therefore, the researcher hopes for criticism and suggestions from readers to improve the quality of this thesis

Bandar Lampung, May 2023

Researcher



Indri Lestari

1911040362

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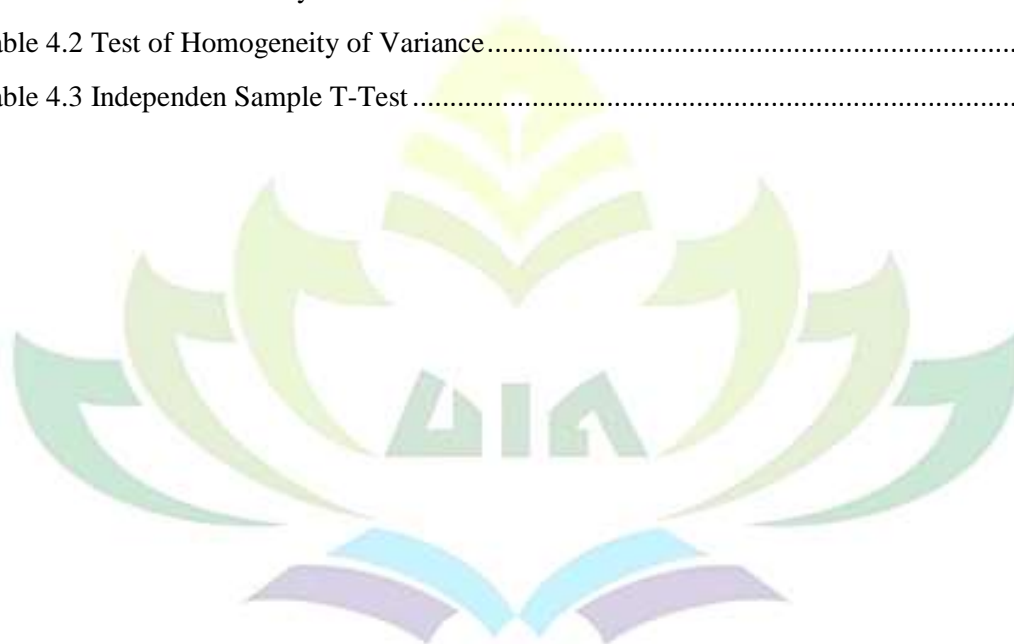
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## CHAPTER I INTRODUCTION

### A. Title Confirmation

The title of this thesis is “The Influence of Using Cake Application towards Students’ Speaking Skills at the Second Semester of the Seventh Grade in One of the Public Junior High Schools in Rawajitu Selatan in the Academic Year of 2022/2023”. To avoid misunderstandings in understanding the aims, objectives, and scope of this research, it is necessary to confirm the title.

Influence indirectly affects the probability of choices, thereby impacting external conduct, inner life to policy practice, and moral exercise/imperatives.<sup>1</sup> Influence is the power to affect people or things, to change how someone or something develops, believes opinions, behaves, or thinks. It means that influence is a power that has an essential effect on someone or something. If someone influences another person, they change someone or something indirectly but important.

The Cake application is an English learning application that focuses on speaking skills. This application provides various activities to help students learn to speak, pronunciation, sentence construction, repetition after video, and many others.<sup>2</sup> It is the greatest application for learning to speak English because it uses video to give us examples of the word that will be very useful in daily speaking.<sup>3</sup> This application is almost the same as the YouTube application which presents various kinds of videos that can be used to learn English, especially speaking skills. However, what makes this application different is that it provides more features than YouTube. If on Youtube we can only see the video that is presented, whereas on Cake Application besides seeing the video we can also repeat every sentence in the video as many times as we want by simply pressing the "Drill" button. In addition, there will be quizzes that can train our understanding of every video we watch in this application. This application is the media that will be used in this research.

Besides in general, there are many definitions of speaking that have been put forward by experts. Speaking is a person's ability to express ideas or opinions in situations or activities. It is the same as the statement from Ladouse in Nunan "speaking is the ability to express oneself in a situation, or activity to report an action, or situation appropriately words or the ability to speak or express a sequence of ideas fluently."<sup>4</sup> While speaking is completely natural, speaking a foreign language is not very simple.<sup>5</sup>

Brown stated some types of speaking performance that can help students to improve their speaking skills there are imitation, responsive, intensive, transactional dialogue, interpersonal dialogue, and extensive monologue. In this study, teaching speaking skills to students is by using examples of monologues in the Cake application.

Therefore, the purpose of this study is to find out whether learning to speak using the Cake application, whether there was an influence on the students' speaking skills. Because of this, the title of this thesis research is "The Influence of Using Cake Application towards Students’ Speaking Skills at the Second Semester of the Seventh Grade in One of the Public Junior High Schools in Rawajitu Selatan in the Academic Year of 2022/2023”.

### B. Background of the Problem

As we know, to use English well, speaking is one of the skills that we must master. In fact, not a few people think that the most difficult aspect to learn in learning English is speaking. There are various

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<sup>1</sup> Johan Zaaiman, "Power and Influence: Assessing the Conceptual Relationship," *Koers*, Vol 85, no.1 (2020), 1–14, <<https://doi.org/10.19108/KOERS.85.1.2466>>.

<sup>2</sup> Ayu Octavianita and others, "The Effectiveness of Using Cake Application in Improving Students Speaking Skills," *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 1.2 (2022), 80–85. <https://etdci.org/journal/AUFKLARUNG/article/view/344>

<sup>3</sup> Batool T, "Cake app Reviews", Retrieved from Google Play, 2019, [https://play.google.com/store/apps/details?id=me.mycake&hl=en\\_US&showAllReviews=true](https://play.google.com/store/apps/details?id=me.mycake&hl=en_US&showAllReviews=true).

<sup>4</sup> David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1991), p.23

<sup>5</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc, 2003), p.48



reasons; first, they are bored with the media used in the teaching and learning process. Lack of vocabulary and confidence is also another reason. Students who are not confident will choose to be passive in learning. This will certainly make it difficult for them to understand and practice speaking. According to Chens's statement, common difficulties in speaking classes that students have are they are not confidence, limited fluency, and limited vocabulary.<sup>6</sup> In addition, they also think that speaking is difficult because of the pronunciation and also many words they hear are similar which makes them not understand the topic of the lesson being discussed. Some of the problems that have been mentioned are the same as the statements of some experts; the first Subandowo stated the problems that arise in learning to speak are students have difficulty distinguishing similar sounds, pronunciations, and words not in Indonesian.<sup>7</sup> Next Leong & Ahmadi found that students unable to communicate fluently and accurate due to lack of knowledge about the topic being discussed.<sup>8</sup>

The problem also found at SMP N 1 Rawajitu Selatan, specifically for class VII students, when learning according to syllabus 3.2 and 4.2 with the material "Introducing" (introducing oneself and introducing others), students are asked to come forward one by one doing a monologue introducing themselves and their families. Here, there are not a few students who are confused about presenting themselves and their families, and they do not know what to say when they come forward. Most of the students did introductions just saying his name, where his house was, how old he was, and the names of his father and mother. There is no other more detailed introduction such as the place of birth date, how many siblings, how many children, the sibling's name, how old the sibling is, etc. They only briefly introduced themselves. This happen because of the lack of vocabulary that students have, so they do not know what to say when doing a monologue to introduce themselves in front of the class. This is also supported by the statement of the seventh-grade English teacher of SMPN 1 Rawajitu Selatan, Mrs. Laras Wahyu Kinanti S.Pd when interviewed. She said that students cannot master speaking skills because they lack vocabulary, and students think that speaking English is difficult so they prefer to be silent or passive when the class speaks. In addition, students have well enough motivation in speaking class but they are not confident. Mrs. Laras said that when doing monologues, students were more likely to feel less confident because they came forward on their own without any friends. Because they are not confident and nervous, they usually don't know what to say when they come forward in front of the class.

Teaching speaking skills to non-native speakers where English is taught as a foreign language is usually always a great difficulty or challenge for teachers. It is not enough for students to just practice the right speaking style. In speaking class, teachers are required to create communicative and interactive activities by giving students time, opportunities, and motivation to practice the target language.<sup>9</sup> The teacher also must play an active role. They must be more creative in choosing interesting learning methods and media in teaching and learning activities.

In the practice of teaching speaking, teachers should be able to pay attention to their students one by one, but due to time constraints with a large number of students, not all students can be served well. Suggesting students learn more independently by using English learning applications that can be accessed via cell phone is the solution, because nowadays every child must have a phone. Many studies have been conducted on the use of the application in a cell phone for language teaching and learning. Hismanoglu indicated that bringing cell phone applications into the classroom helps both teachers and learners to

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<sup>6</sup> W.D. Chen, "A pilot study of some ROCMA cadets' difficulties in English speaking," *WHAMPOA-An Interdisciplinary Journal*, vol.57 (2009): 119-126.

<sup>7</sup> Dedi Subandowo, "The Language Interference In English Speaking Ability For EFL Learners," *ISELT*, vol. 5, (2017): 205-210, <http://ejournal.unp.ac.id/index.php/selt/article/view/8005>

<sup>8</sup> Leong Lai Mei & Ahmadi Seyedeh Masoumeh, "An Analysis of Factors Influencing Learners' English Speaking Skills," *IJREE*, Vol.2, no. 1 (2017): 34-41, <https://www.sid.ir/en/Journal/ViewPaper.aspx?ID=520992>.

<sup>9</sup> Diana Achmad & Yunisrina Qismullah Yusuf, "Observing Pair-work in An English Speaking Class," *International Journal of Instruction*, Vol. 7, no. 1 (2014): 152-153, <https://dergipark.org.tr/en/download/article-file/59700>.

create a good learning environment in order to enhance the teaching and learning processes.<sup>10</sup> The use of several applications in learning is very helpful for teachers in the learning process because most students or even almost all students use cell phone technology during learning. Most students also usually spend a lot of time with their cell phones.

There are many learning resources that can be used to teach English in a telephone application that is interesting and fun for students. However, in this case, the English teacher should be wise in utilizing these learning resources or media and choose which one is most relevant and useful for students. Should be underlined for a teacher that when teaching English using an application on a cell phone, a teacher must first pay attention to whether the application that will be used for teaching contains material that is under the learning syllabus at each level of education. This is very important because educational institutions use the syllabus as a guide in the development of further learning. With the syllabus, we know what goals will be achieved in a lesson.

One of the applications found on the internet is cake applications. This app is published by Playlist Corporation. This application is an English learning application whose main content is short videos and videos of fun and interesting English conversation. The video in the cake application is also equipped with subtitles that can make it easier for students to understand the content of the conversation. In the cake application, there is also a grammatical explanation of the sentences used, and vocabulary that commonly used expressions is presented in appropriate contexts so that they are practical and easy to understand. In the features of the cake application, we can also check our pronunciation with recorded voice and get live feedback from learner pronunciation shows. It is in accordance with Sinha's statement that the app has a recording option that the user can listen to, which is great fun. We can find new vocabulary while speaking. This is the case. The best app to learn to speak English. There's a video that shows you how to do some of these things. Useful English words, idioms, and new terminology for daily conversation.<sup>11</sup> This feature clearly benefits English learners who use it to improve their speaking skills. Students can learn English anytime with the Cake application at home.

Fitria stated this application has so many features for learning English such as speaking tool to practice speaking using dialogue, monologue, watching video to enhance speaking skills, and guess fill in the blank and comparing the right answer to help memorize each expression. One of each feature is speaking practice that stimulates conversation with native speaker. Taking that into consideration the authors chose this application to be analysed. The cake application is easy to access from Google Play Store and students do not have to pay, even though the students must use coins or hearts to unlock each video. Fitria also stated that coins are used to buy individual episodes in speak.<sup>12</sup> If the coins (heart) run out then we have to watch the ads first so that it fills up again and can watch other videos. This is one of the weaknesses of this application. We have to have coins to open every video we want and to get the 5 coins we have to watch the ads first. In addition, we also need the internet to be able to access the application.

In practice, the learning process that is carried out at SMPN 1 Rawajitu Selatan, especially in seventh grade, already utilizes an application on a cell phone, namely YouTube. The English teacher there named Miss Laras said that she often uses learning videos on YouTube as a medium to convey learning material. He stated that the application was well enough to teach English and the learning

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<sup>10</sup> Murat Hismanoglu, "The Impact of Globalization and Information Technology on Language Policy in Turkey," *Procedia-Social and Behavioral Sciences*, Vol. 31 (2012): 629-633, <https://www.sciencedirect.com/science/article/pii/S1877042811030448>.

<sup>11</sup> Sinha, "Cake app Review," Retrieved from Google Play, 2019, [https://play.google.com/store/apps/details?id=me.mycake&hl=en\\_US&showAllReviews=true](https://play.google.com/store/apps/details?id=me.mycake&hl=en_US&showAllReviews=true).

<sup>12</sup> A. Fitria, "The implementation of Cake application in learning English speaking skills," *International Conference on Education of Suryakencana (IConnects Proceedings)*, (2021), <https://doi.org/10.35194/cp.v0i0.1326>

outcomes were also good. Students can get well enough English scores. Therefore, this study will try to use learning using the Cake application to find out whether students' English skills can be further improved or not. This application is almost the same as the YouTube application which presents various kinds of videos that can be used to learn English, especially speaking skills. However, what makes this application different is that it provides more features than YouTube. If on Youtube we can only see the video that is presented, whereas on Cake Application besides seeing the video we can also repeat every sentence in the video as many times as we want by simply pressing the "Drill" button. In addition, there will be quizzes that can train our understanding of every video we watch in this application. The use of the Cake application aims to improve the ability to speak English for students who do not master speaking skills or who still have little understanding of their English vocabulary. Through this app, students can learn new vocabulary and conversations easily from home. The application is very interesting and there are exercises every day that will remind students to study through message notifications.

There have been several previous studies that are relevant to the use of cake applications in learning English, especially speaking skills. One of these studies is a study conducted by Yanthi entitled "The Use Of Cake Applications In Teaching Speaking to SMA Students".<sup>13</sup> This research focused on the use of cake application as one of the learning resources that can be used to teach English in a telephone application that is interesting and fun for students. This research explained that the cake application is a modern and excellent app to be used as a supporting media for speaking classes. It provokes the students to learn actively and happily in the classroom. They can be more focused on learning to speak using the cake application and they need not be worried about making a mistake during practice speaking since the app gives them feedback directly.

The next research is a research conducted by Oktavionita in 2022 with the title "The Effectiveness of Using Cake Application in Improving Students Speaking Skills".<sup>14</sup> The purpose of this research is to use a cake application to learn to speak English in the classroom setting. In the process of collecting data, researchers obtained from literature review studies and from other document analyzes. The research question formulated by the researcher is: how is the Cake application used for learning to speak English? The research findings show that students are interested in using the cake application because it is easy to use and has many features which help in improving speaking skills.

Based on the statement of the seventh grade English teacher at SMPN 1 Rawajitu Selatan when interviewed, she had never taught English material using the cake application. This is what makes researchers more interest in conducting research with application cake treatments, to determine its effect on students' speaking skills. Different from previous studies, this study uses a quantitative approach and is experimental in collecting research data. This research focused on the use of cake applications to teach speaking, especially monologue in the seventh grade of SMPN 1 Rawajitu Selatan with the theme "We love what we do". The topics are about people's jobs and professions, habitual actions, and animals and their habits. It is related to the seventh-grade learning syllabus in the second semester. The Cake application that researcher used in teaching learning process is a free version of cake application. As an application of English learning, is there any influence of using this app on student speaking skills? So, the researcher conducted a study entitled "The Influence of Using Cake Application towards Students' Speaking Skills at the Second Semester of the Seventh Grade in One of the Public Junior High Schools in Rawajitu Selatan in the Academic Year of 2022/2023".

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<sup>13</sup> Winda Yanthi, "The Use of Cake Application in Teaching Speaking to Senior High School's Students," *The 2nd Bogor English Student Teacher (BEST) CONFERENCE*, Vol.2 (2020), 165–170, <http://pkm.uika bogor.ac.id/index.php/best/article/view/1082>.

<sup>14</sup> Ayu Octavianita, "THE EFFECTIVENESS OF USING CAKE APPLICATION IN IMPROVING STUDENTS SPEAKING SKILLS," *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, Vol.1, no. 2 (2022): p. 80-85, <https://etdci.org/journal/AUFKLARUNG/article/view/344>.

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

Based on the background of the research that has been discussed above, the researcher found the problem that became the background of why this research should be done. Some of the problems that occur in the field are:

1. Students have not mastered speaking skills yet because of the lack of vocabulary in English.
2. The students have well enough motivation in speaking but they are not confident.
3. The students believe that speaking English is difficult and they tend to be passive in a speaking class.
4. The teacher has never tried to teach speaking with cake applications.

After knowing the identification of the problems above, this research is limited to the use of cake applications to teach speaking, especially monologue in the seventh grade of SMPN 1 Rawajitu Selatan with the theme "We love what we do". The topics are about people's jobs and professions, habitual actions, and animals and their habits. It is related to the seventh-grade learning syllabus in the second semester. The cake application that researcher used in teaching learning process is a free version of cake application. It is because the Cake application is easy to access from Google Play Store and students do not have to pay. In addition, this application provides speaking practice with native speakers. Cake presents learning materials through various types of fun videos spoken in English and accompanied by Indonesian. This app introduced the Speech Recognition feature, where users can recite sentences in English and immediately get corrections from the application, whether the sentence spoken is correct or not. Therefore the problem that arises and investigated is "The Influence of Using Cake Application toward Students' Speaking Skills at the Second Semester of the Seventh Grade in SMP N 1 Rawajitu Selatan 2022/2023 Academic Year".

### **D. Formulation of the Problem**

Based on the background, the formulation of the problem in this study is: Is there any significant influence of using the cake application toward student's speaking skills at the second semester of the seventh grade in SMP N 1 Rawajitu Selatan 2022/2023 academic year?

### **E. Objective of the Research**

The researcher carried out this study with the aim of finding out whether there is no or any significant influence of using cake application toward student's speaking skills at the second semester of the seventh grade in SMP N 1 Rawajitu Selatan 2022/2023 academic year.

### **F. Significance of the Research**

In this study, there are several significances of the research, including:

1. Theoretically, to add information for English teachers about teaching English using the cake application, knowing its influence on students' speaking skills, and motivating students in learning English.
2. Practically
  - a) For teachers, the results of this study can be used as inspiration for teaching. By using the cake application as a speaking teaching media, the teacher will have various choices of ways to teach speaking which of course with the purpose improve students' speaking skills.
  - b) For students, it is hoped that the results of this study can increase interest and motivation during the learning process.
  - c) For other researchers, it is hoped that this research can be used as reference material by other researchers in further research with similar topics.

### G. Relevant of the Research

Based on several sources in this study, there are previous research studies related to the discussion in this study. Below are some studies that have been done previously:

1. Winda Yanthi (2021), the title is "The Use of Cake Application in Teaching Speaking to Senior High School's Students".<sup>15</sup> This research focused on the use of the cake App as one of the learning resources that can be used to teach English in a telephone application that is interesting and fun for students. This research explained that the cake application is a modern and excellent app to be used as a supporting media for speaking classes. It provokes the students to learn actively and happily in the classroom. They can be more focused on learning to speak using the cake application and they need not be worried about making a mistake during practice speaking since the app gives them feedback directly. This research approach is qualitative with a case study research design. Observations, questionnaires, and interviews were used as data collection instruments. The subjects of this research are students in class X IPA I SMA PGRI 3 BOGOR. The results showed that the use of the Cake application in learning speaking skills can create fun learning, improve students' motivation and speaking skills, and affect students' self-confidence.
2. Ayu Octavianita (2022), the title is "The Effectiveness of Using Cake Application in Improving Students Speaking Skills".<sup>16</sup> The purpose of this research is to use a cake application to learn to speak English in the classroom setting. In the process of collecting data, researchers obtained literature review studies and other document analyses. The research question formulated by the researcher is: how is the Cake application used for learning to speak English? The research findings show that students are interested in using the Cake application because it is easy to use and has many features which help in improving speaking skills.
3. Anisa Fitria (2021), the title of the research is "The Implementation of Cake Application in Learning English Speaking Skill".<sup>17</sup> In the research that has been done, it is explained that the cake application is suitable for learning English because with this application we can see interesting short videos and can practice with dialogue. This study aims to determine the use of the Cake application in learning to speak, students' responses to Cake applications as learning media, and the benefits of the Cake application in learning to speak. This type of research is qualitative research. In collecting data the instruments used were questionnaires and interviews. The results showed that students felt comfortable and interested in learning to speak using the cake application.
4. Intan Lailatul Rahmani (2021), the title research is "The Effectiveness of Cake Apps Towards Students' Speaking Ability to Second Semester Students of English Education Study Program at STKIP PGRI Sidoarjo".<sup>18</sup> The purpose of this study is to determine the effectiveness of using the cake application on the speaking ability of STKIP PGRI Sidoarjo students in the 2020 English education program. This method uses a quantitative approach. In data collection, the sample of this study used second semester students of the English

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<sup>15</sup> Winda Yanthi, "The Use of Cake Application in Teaching Speaking to Senior High School's Students", *The 2nd Bogor English Student Teacher (BEST) CONFERENCE*, Vol.2 (2020), 165–170, <http://pkm.uika-bogor.ac.id/index.php/best/article/view/1082>.

<sup>16</sup> Ayu Octavianita, "THE EFFECTIVENESS OF USING CAKE APPLICATION IN IMPROVING STUDENTS SPEAKING SKILLS," *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, Vol.1, no. 2 (2022): p. 80-85, <https://etdci.org/journal/AUFKLARUNG/article/view/344>.

<sup>17</sup> A. Fitria, "The implementation of Cake application in learning English speaking skills," *International Conference on Education of Suryakencana (IConnects Proceedings)*, (2021), <https://doi.org/10.35194/cp.v0i0.1326>

<sup>18</sup> I.L. Rahmani, "The Effectiveness of Cake Apps towards Students' Speaking Ability to Second Semester Students of English Education Study Program at Stkip Pгри Sidoarjo", (Doctoral dissertation, STKIP PGRI Sidoarjo, 2021)

education program batch 2020. The Instrument used is a test. The results of the study show that there is effectiveness in the use of the Cake application on students' speaking skills.

5. I Gusti Ayu Putu Dewi Paramita (2022), Research title "The use of cake application to improve speaking ability".<sup>19</sup> The purpose of this study is to improve students' speaking skills through Cake application. This study uses quantitative research and quasi-experimental using two classes, namely control, and experiment. Data collection through pretest and post-test. The population of this research is D3 Civil Engineering students. The results show that the use of the cake application in the Civil Engineering Department affects student learning. It means the cake application is effective for improve student learning.

Different from previous studies, this study used a quantitative approach and is experimental in collecting research data. This research focused on the use of cake applications to teach speaking, especially monologue in the seventh grade of SMPN 1 Rawajitu Selatan with the theme "We love what we do". The topics are about people's jobs and professions, habitual actions, and animals and their habits. The subjects of this research are the students in the seventh grade of SMP N 1 Rawajitu Selatan and the Place of the research in SMP N 1 Rawajitu Selatan. This study conducted in the second semester 2022/2023 academic year.

## H. Systematic of the Research

The researcher arranges this research with the following structure:

Chapter I : Present the introduction with title confirmation, the background of the problem, identification and limitation of the problem, formulation of the problem, the objective of the research, significance of the research, relevant of the research, and systematic of the research.

Chapter II : Present the frame of the theory and hypothesis, with the definition of speaking, definition of cake application, drill technique, Audio Lingual Method, procedure of teaching speaking in experimental class, procedure of teaching speaking in control class, frame of thinking, and hypothesis.

Chapter III : Present the method of the research with time and place of research, research design, population, sample, and data collection techniques, operational definition of variable, research instruments, scoring speaking skills, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing.

Chapter IV : Present the Result and Discussion with result of the research (Pre-test and post-test), result of the data analysis, and discussion of the research.

Chapter V : Present Conclusion and Recommendation

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<sup>19</sup>I. G. A. D. Paramita, "The use of cake application to improve speaking ability," *Journal of Applied Studies in Language*, 6(2) (2022):p. 214-220, <https://doi.org/10.31940/jasl.v6i2.345>

## CHAPTER II FRAME OF THEORY AND HYPOTHESIS

### A. Speaking

#### a. Speaking

According to Brown's statement, speaking is a process of creating meaning including the process of collecting data, receiving, creating, and processing data into information to be conveyed to the interlocutor.<sup>1</sup> Form and meaning of speaking also depend on the context in which the conversation takes place.

Cameron said that speaking is the active use of language to express meanings, so that other people can make sense of them.<sup>2</sup> From these statements we know that speaking is about how to make the other person (the interlocutor) understands the speaker's feelings and ideas or ideas by carrying out the act of communication use language.

According to Nunan's statement, speaking involves producing systematic verbal utterances to convey meaning.<sup>3</sup> This means that speaking is a way of conveying meaning to others through systematic verbal utterances. In spoken language, speaking must be able to be heard by others. It aims to get feedback from listeners during conversations with other people.

From several statements that have been mentioned, the researcher concluded that speaking is the active use of language to express meanings so that other people can make sense of them. Speaking is about how to make the other person understands the speaker's feelings and ideas or ideas by carrying out the act of communication using language. In spoken language, speaking must be able to be heard by others.

#### b. Speaking Skills

Speaking skills is one of the language skills that must be learned and mastered by students when learning a foreign language. According to Ladouse (in Nunan) state that speaking is an activity to express oneself in a situation, or an activity to report actions, or situations with appropriate words or the ability to speak or express a sequence of ideas fluently.<sup>4</sup> From this statement, we can see that the meaning of speaking is a way or activity to express the intent of an idea in a situation fluently.

In English language teaching, there are four language skills (listening, speaking, reading and writing). Speaking is a skill that becomes an important part of everyday life that it is the way for people to create social relationships as human.<sup>5</sup> Speaking skills are very important in learning a language, because success use language, especially second language and foreign language in real life situation can be measured through speaking.

Based on some of these expert opinions, the researcher can conclude that Speaking skill is one of the 4 skills in English besides reading, listening, and writing the most important. It is because speaking is the way for people to create social relationship as human. Language is a tool or device in communication between humans, by speaking people can convey their ideas, opinions, or thoughts. Through speaking skills, people can communicate their ideas and message to other people.

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<sup>1</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco: Wesley Longman, 2001), p. 267

<sup>2</sup> Lynn Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press. 2001), p. 40

<sup>3</sup> David Nunan, *Task-Based Language Teaching*, (Cambridge: Cambridge University Press, 2004), p.48

<sup>4</sup> David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1991), p.23

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England : Longman, 2007), P.199

### c. Aspect of Speaking Skills

We know that speaking skills is one of language skills that must be mastered by students. In practice, speaking skills are difficult to assess properly. This is because speaking has a complex skill to acquire. To know students' speaking skills, there are five criteria that they must master. They are vocabulary, grammar, comprehension, pronunciation, and fluency. To be a good at speaking, students must have mastery of these five criteria. This is in related to Brown's statement that "to know the students" speaking ability there are five elements that should be tested. They are grammar, vocabulary, comprehension, fluency, and pronunciation.

1. Grammar is a rule system in a language. If students master the knowledge of grammar then this will help in speaking English. Grammar has an important role in mastering the spoken language.
2. Vocabulary is the first aspect of speech that must be mastered because vocabulary is the first step to speaking English. If we don't master vocabulary, then we will not be able to say what purpose we want to convey.
3. Comprehension is needed if misunderstanding will happen between speakers and listeners and the communication cannot run well.
4. In speaking we must speak fluently because listeners can respond to what we say.
5. Pronunciation is how a language word is pronounced. In speaking, pronunciation is very important to master because if we mispronounce it, it will affect the meaning of the word.<sup>6</sup>

It can be concluded that speaking skill is a language skill that is difficult to assess because it is a complex skill. To determine students' speaking skills, there are five aspects or criteria that must be considered: vocabulary, grammar, comprehension, pronunciation, and fluency. Students must master these five aspects.

### d. The Difficulties of Speaking

Speaking is one of the most difficult language skills to learn and mastered by most English learners. There are still many students who still cannot communicate verbally in English. Of course, this happens for a reason. Some of the causes of speaking problems are lack of confidence, lack of motivation, shyness, fear of mistakes, and anxiety. Other factors that make the language difficult are students are afraid to make mistakes, students do not have anything to say, and students are accustomed to using their mother tongue. Some of the cause is related with Ur statement that shows problem with speaking activities mostly students worried about making mistakes, nothing to say, low participation, and mother-tongue use.<sup>7</sup>

### e. Types of Classroom Speaking Performance

In teaching speaking there are several types of classroom speaking performance that can be used. Learning can be done by giving exercises to students or asking students to make dialogue or monologue. In addition, it can also ask students to make short speeches. According to Brown's statement they are six types of classroom speaking performance namely imitative, intensive, responsive, transactional dialogue, interpersonal dialogue, and extensive.

#### 1) Imitative

This type includes the ability to train certain elements in a language such as intonation. We are just imitating words, phrases, and sentences focusing on pronunciation. Teachers can use repetition to help students get opportunities by listening and repeating words orally.

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<sup>6</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman Ed. 1, 2004), p.157

<sup>7</sup> Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: University Press,1996), p.121



- 2) Intensive  
Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language.
- 3) Responsive  
Responsive includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests, and comments.
- 4) Transactional Dialogue  
This type aims to convey or exchange specific information from the responsive language.
- 5) Interpersonal Dialogue  
Interpersonal dialogue has the purpose of maintaining a social relationship than for the transmission of facts and information.
- 6) Extensive  
Students can give a long monologue in the form of an oral report, summary, or perhaps a short speech.<sup>8</sup>

The researcher has chosen monologue as the type of speaking that can be analyzed in this research. The consideration of choosing monologue as the type of speaking that analyzed in the study is in accordance with the learning syllabus. In addition, the problems at SMPN 1 Rawajitu Selatan are more dominant in the monologue type. As explained in the background, the researcher received information from the 7th-grade English teacher that during practice students experienced difficulty in monologues rather than dialogues. Mrs. Laras said that when doing monologues, students were more likely to feel less confident because they came forward on their own without any friends. Because they are not confident and nervous, they usually don't know what to say when they come forward in front of the class.

#### **f. Teaching Speaking**

Teaching means guiding, facilitating learning and setting conditions for learning. The purpose of this statement which is called teaching is an activity or a process to help students gain knowledge in an environment. The environment in question is instructional objectives, materials delivered, policies, facilities, teachers, and students. The purpose of teaching is following with Brown's statement which says that teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand.<sup>9</sup>

In addition, Brown stated that Speaking is a productive skill that can be directly and empirically observed, and also it can be defined as an interactive process of construct meaning that involves producing, receiving, and processing information.<sup>10</sup> Speaking is communication with the purpose to communicate someone's mind (including opinion, feeling, etc.) to other.

From the statement above, the researcher can conclude teaching speaking is teaching given by a teacher to students about learning to speak as a process to help students gain useful knowledge to inform persuade the aim, express the idea, communicate, and interaction with a human being in daily activities.

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<sup>8</sup> H. Douglas Brown, *Teaching by Principles an Interview Approach to Language Pedagogy*, (New York: Wesley Longman, 2001), p. 270

<sup>9</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Francisco State University, 2000), p.7.

<sup>10</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language*, (San Francisco: Longman, 2001), p.140.

## B. Cake Application

### a. Cake Application

Cake application is a popular English learning application developed in South Korea. Cake application is in the category of Education application developed by Playlist Corporation.<sup>11</sup> This application can be used to help people become better and easier in learning English. Cake app uses videos to give us examples of a word that will be very useful in everyday life speak.<sup>12</sup> With this application, students can learn English using short videos, short English dialogues and monologues, and daily updated discussions so users can learn English fast and it is completely free.

Yanthi's statement shows that "Cake application is the newest, most popular Android mobile application made by South Korea."<sup>13</sup> Cake app is one of the English language learning programs that focus on speaking skills.<sup>14</sup> The programs in this application teach you how to speak more effectively. The cake app provides a variety of practice activities to help the learning process, including pronunciation, repetition after video, and many others. This of course allows students to improve their learning progress. We can get this application by downloading it for free from Google Play Store and using it for free too.

### b. The Advantages of Using Cake Application

The advantage of using this learning application is that the application features are easy to use. Sinha in Yanthi stated cake application so much fun.<sup>15</sup> We can learn easily and fun with the cake application. This application is attractive and colorful display which can bring the interest of children and adults in learning. Next Rahmani say that cake application is also very interesting that gives the sensation of playing where users will be given a star score if they complete the theme they choose.<sup>16</sup> The thing that is interesting is that there is a ranking of our achievement scores that can make the spirit of learning regularly with this application. This application also displays our learning progress, so we know how far our learning has progress.

Octavionita stated advantage of using this app for learning English is that it contains numerous English expressions, words, and idioms that are highly helpful and must be learned by English learners.<sup>17</sup> This application presents many short films, both fiction and non-fiction, which are read by native speakers and allow users to hear the original the speaker immediately spoke. In addition, some subtitles can be accessed while watching short videos that can improve our understanding. The last advantage of this application is that we can learn English quickly anytime and anywhere for free. This is related to the Fitri's statement in this APP people also can learn real

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<sup>11</sup> Siti Maryam, "The Implementation of Cake Application in Learning English Speaking Skills", *International Conference on Education of Suryakencana*, (2021), 120. <https://doi.org/10.35194/cp.v0i0.1326>

<sup>12</sup> T. Batool, "Cake app Reviews", Retrieved from Google Play, 2019, [https://play.google.com/store/apps/details?id=me.mycake&hl=en\\_US&showAllReviews=true](https://play.google.com/store/apps/details?id=me.mycake&hl=en_US&showAllReviews=true)

<sup>13</sup> Winda Yanthi, "The Use of Cake Application in Teaching Speaking to Senior High School's Students", *The 2nd Bogor English Student Teacher (BEST) CONFERENCE*, Vol.2 (2020), 165–170, <http://pkm.uika-bogor.ac.id/index.php/best/article/view/1082>.

<sup>14</sup> Ayu Octavianita, "THE EFFECTIVENESS OF USING CAKE APPLICATION IN IMPROVING STUDENTS SPEAKING SKILLS." *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, Vol.1, no. 2 (2022): p. 80-85, <https://etdci.org/journal/AUFKLARUNG/article/view/344>.

<sup>15</sup> Winda Yanthi, "The Use of Cake Application in Teaching Speaking to Senior High School's Students", *The 2nd Bogor English Student Teacher (BEST) CONFERENCE*, Vol.2 (2020), 165–170, <http://pkm.uika-bogor.ac.id/index.php/best/article/view/1082>.

<sup>16</sup> I.L. Rahmani, "The Effectiveness of Cake Apps towards Students' Speaking Ability to Second Semester Students of English Education Study Program at Stkip PGRI Sidoarjo", (Doctoral dissertation, STKIP PGRI Sidoarjo, 2021)

<sup>17</sup> Ayu Octavianita, "THE EFFECTIVENESS OF USING CAKE APPLICATION IN IMPROVING STUDENTS SPEAKING SKILLS." *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, Vol.1, no. 2 (2022): p. 80-85, <https://etdci.org/journal/AUFKLARUNG/article/view/344>.

English from videos. There are fun, short English conversations videos are updated every day so users can learn English fast and it is completely free.<sup>18</sup>

The researcher can conclude the advantage of using cake application is free application to learn English. Cake application interesting because features are easy to use, have attractive and colorful display, presents many short films, both fiction and non-fiction, which are read by native speakers and allow users to hear the original the speaker immediately spoke.

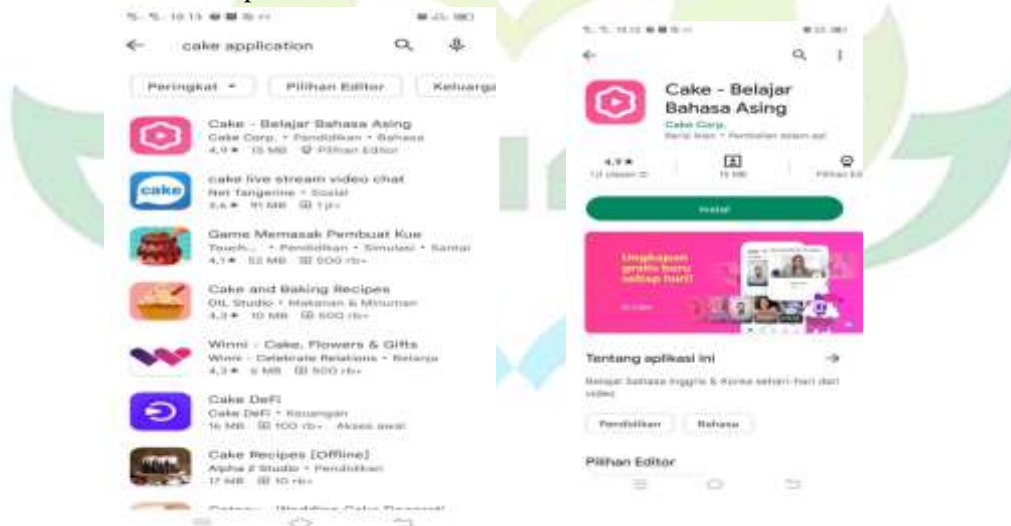
### c. The Disadvantages of Using Cake Application

The disadvantages of using the cake application are that we have to use coins or hearts to unlock each video. Fitria stated that coins are used to buy individual episodes in speak. If the coins (heart) runs out then we have to watch the ads first so that it fills up again and can watch other videos.

### d. Procedure and Features of Using Cake Application to Teach Speaking Skills

We know from the previous explanation that this cake application can be downloaded for free on Google Play Store. To be able to access this application we must:

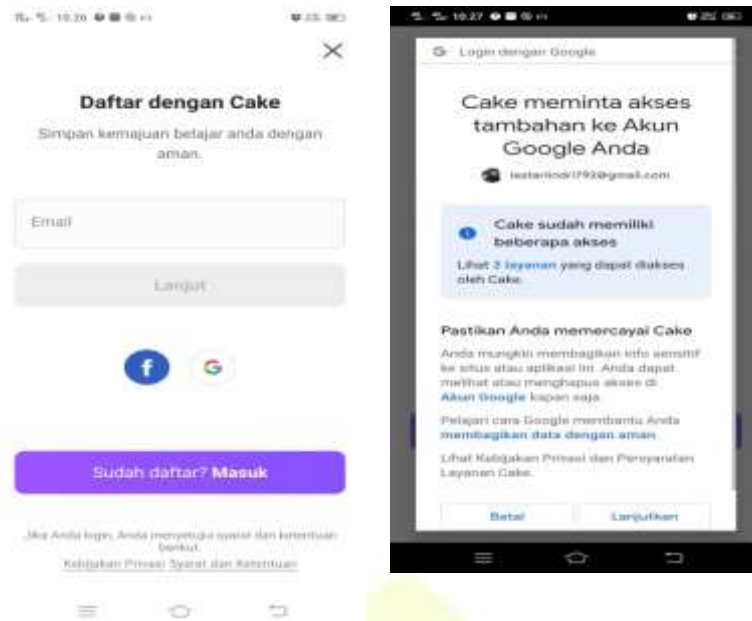
1. Before using the Cake Application, the first thing to do is download it from the Google Play Store. Go to the Google Play Store and type in the search "Cake Application". Next, select the application with the pink logo and then click install. Look at the picture below.



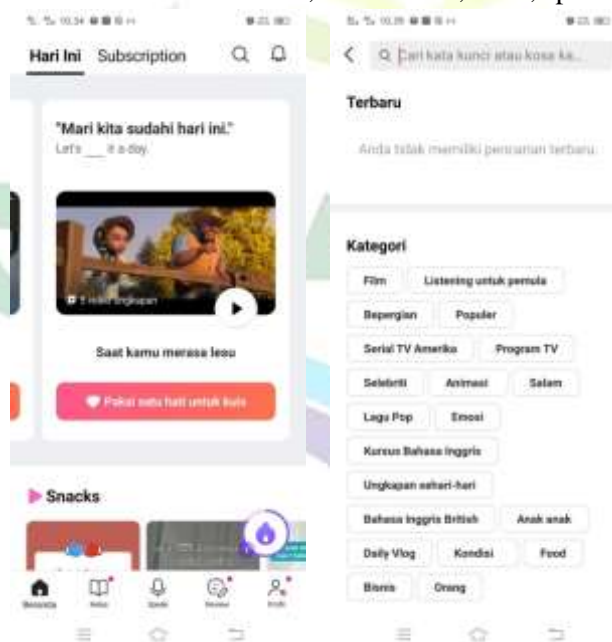
2. Log In

We can log in using a Google or Facebook account.

<sup>18</sup> A. Fitria, "The implementation of Cake application in learning English speaking skills", *International Conference on Education of Suryakencana (IConnects Proceedings)*, (2021), <https://doi.org/10.35194/cp.v0i0.1326>



3. After log in into the application, we will see several menus on the application home page, which contain: the search, notification, class, speak, review, and profile.



In the upper left corner, there is a "Today" and "Subscribe" menu. At the top right there is a bell icon as a notification symbol. When we press the search menu, there are many options offered, such as movies, listening for beginners, popular, TV programs, animations, English courses, everyday expressions, pop songs, daily, and many others.

Some of the features in the cake application that can be used to teach speaking skills are:

#### 1. Speaking Quiz

This quiz challenges students' memory and students' vocabulary from the conversations they have heard. In this quiz, students will find sentences that appear repeatedly to be answered. This of course will make students' memory of sentences will be honed. After completing four levels, students will get prizes in the form of several stars as student scores. Thus this quiz can be very influential in improving students' speaking.

## 2. Collect Sparks Every Day

In this application, students will be invited to consistently follow every English challenge. Students need to set study targets per day at Cake. For example, students target 30 minutes per day, then every 30 minutes students play in this application, then the spark of students will increase. Following the learning challenges in this cake application consistently will certainly improve students' speaking skills.

## 3. Watch videos on Cake Application

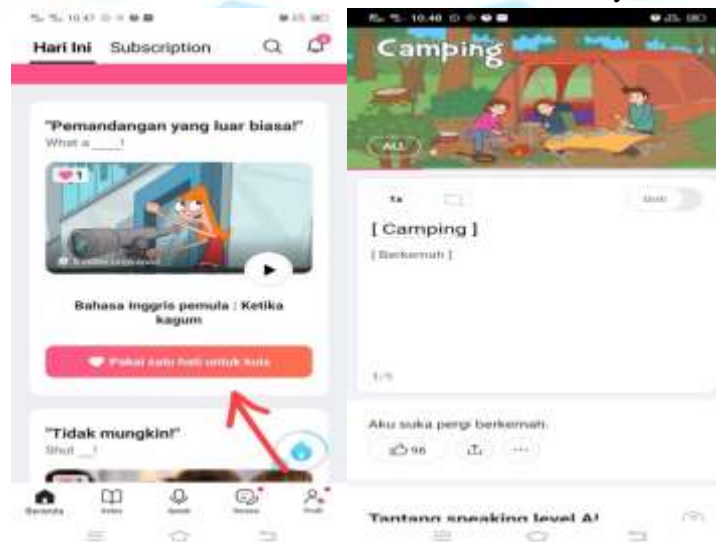
In the cake application, there are many English videos displayed, students can choose the videos they like. In the video, a feature is made that can make students learn pronunciation correctly from the native speaker's way.

## 4. Students Are Competing

This feature can be said to be a superior feature of the Cake application. In this feature the students have rivals. The result of each challenge that students do is get a star score. Scores are accumulated and compared to other players. The competition in this application is not only intended for Indonesians who want to learn English, but it is universal. So that students can organize and choose student application base language. By having competitors, students will usually be more motivated to be an enthusiastic about learning on a regular basis.

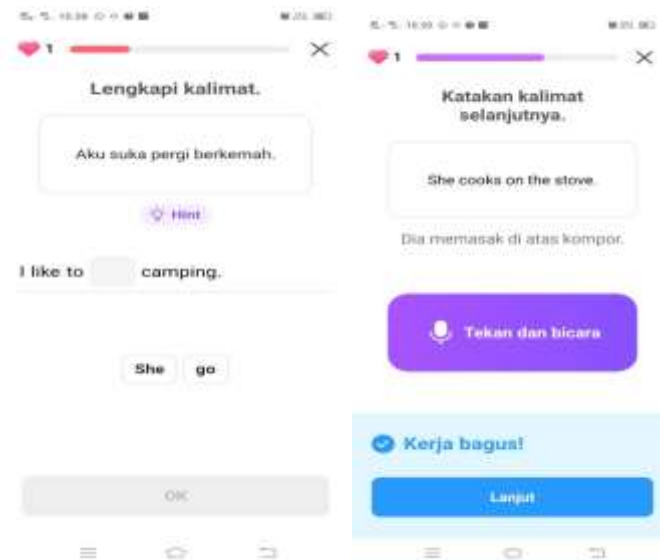
The steps to use cake application are: to start speaking practice using this application, press the image or microphone icon at the bottom and select what level you want to learn then select the topic you want to learn. In speaking practice, we have to listen to the conversation first, and then we imitate the dialogue or monologue based on what we hear. After we talk, this app will automatically correct pronunciation, if the pronunciation is wrong, then the word will be underlined and colored red. We can repeat speaking until we have the correct pronunciation. Each topic or episode needs to cost 1 heart. When we enter the application, we get 5 hearts to open the topic speaking course, some things to know:

1. 1 Heart is used to open 1 video topic or quiz. After using 1 video or quiz, it will open, and the number of heart coins we have is reduced by 1.

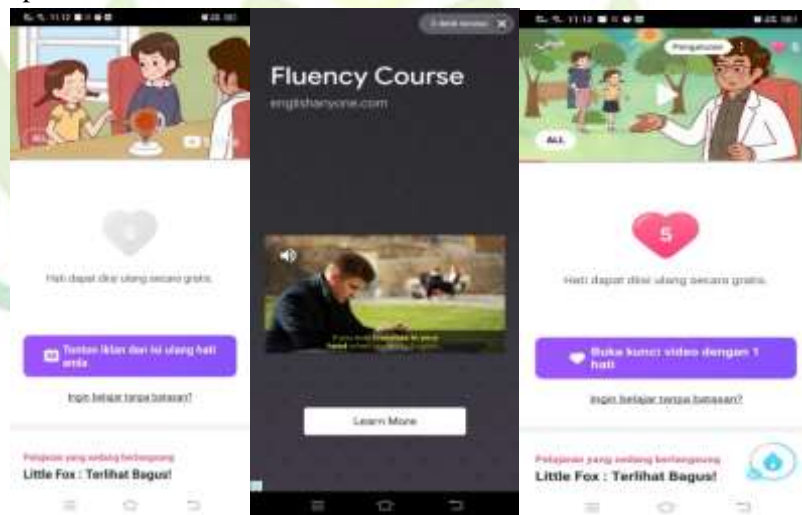


After the video is open we can watch it with subtitles (Indonesian and English) below it. We can repeat every sentence in the video as many times as we want to understand.

Under every video, we watch there is always a quiz to do to find out how much we understand the video. The examinations are in the form of completing sentences or speaking with voice notes about the sentences in the videos that have been watched.



2. We are given 5 hearts when using login to this application.
3. After the 5 hearts we have run out to open the videos in this application, we can refill the hearts by watching ads. We only need 5 seconds to watch the ads, after that the hearts will be refilled totaling 5. We can use it again to open topics or other speaking episodes.



## C. Audio Lingual Method

### a. Definition of Audio Lingual Method

According to Harmer, Audio Lingual Method relied heavily on drills to form these habits; substitution was built into the drills, so that in small steps, the students was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill.<sup>19</sup> Learning techniques with techniques of doing something that will make students familiar with what is being taught and reduce students making mistakes.

Next Richards and Rodgers state that Audio-lingual Method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and

<sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001)p.79

writing.<sup>20</sup> ALM is one of the methods used to teach a foreign language which is very suitable for speaking and listening skills.

From the statement above researcher can conclude Audio Lingual Method is a kind of teaching method that emphasizes listening and speaking foreign language teaching before reading and writing and usually this method relied heavily on drills.

#### **b. The Advantage of Audio Lingual Method**

Teaching English using the Audio Lingual Method has several advantages and disadvantages. According to Okonkwo the advantages of the method as follows:

- 1) Students can attain comprehension and fluency in the target language within a limited amount of language material very early in their learning experience.
- 2) It encourages the participation of all students through choral repetition of pattern drills. This is especially useful in motivating shy or less gifted students who may learn more easily in a group setting.
- 3) It can be appropriate for young learner who naturally love to mimic and act out roles because being young they are not restricted by shyness or the fear of making mistakes.<sup>21</sup>

Based on the statement above, we know audio lingual method is very useful for teaching speaking, especially in fluency. In addition, this technique also motivates students to train not to be embarrassed because in addition to hearing students also repeat what they hear.

#### **c. The Disadvantages of Audio Lingual Method**

Okonkwo also explain that using audio lingual method in teaching English have some disadvantages, they are:

- 1) It emphasis on repetition and correctness may take a lot of class time which may result in the students learning very little in a class period.
- 2) It may not be suitable for adult learners and very bright or gifted students who may find the repetition of pattern drills boring, uninteresting and unchallenging.<sup>22</sup>

From this statement, it can be concluded that the weakness of this method is that learning time is limited and is not suitable for teaching middle and upper-class students.

#### **d. The Procedure in Teaching Audio Lingual Method**

Before applying the audio lingual method in the learning process, a teacher must know the procedures for using the method. Richards and Rodgers stated that there are five procedures:

1. Students first hear a model dialogue and repeat each line of the dialogue individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding.
2. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.
3. Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually.
4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.

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<sup>20</sup> J.C. Richards and T.S. Rodgers, *Approaches and Methods in Language Teaching*, ( New York: Cambridge University Press, 2001), p.50

<sup>21</sup> Unche Okonkwo, *English Method*, ( Abuja: National Open University of Nigeria, 2011), p.16

<sup>22</sup> Unche Okonkwo, *English Method*, ( Abuja: National Open University of Nigeria, 2011), p.17

5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.<sup>23</sup>

Students will listen and repeat the given model, then the teacher or supervisor pay attention to pronunciation, intonation, and fluency. The teacher also corrects students' mistakes correctly.

## D. Drill Techniques

### a. Definition of Drill Technique

According to Richard's statement drill is a technique used in language teaching for practicing sounds or sentence patterns in a language, based on guided repetition or practice of some aspects of grammar or sentence format formation is often known as pattern practice.<sup>24</sup> From this statement, we know that drill is a technique used to teach language through a teacher or guide saying a sentence to students in a repetitive way.

Thornbury also explains that drilling is imitating and repeating words, phrases, and even whole utterances.<sup>25</sup> Learning by imitating the pronunciation of words or sounds will make students better understand the material being taught. This is because students are more familiar with what they are learning.

The last Robertson and Acklam stated that drilling is an essential technique whereby we can allow students to practice saying a new word, phrase, or structure in a highly controlled environment.<sup>26</sup> By teaching with the drilling technique, which is done by repeating words or phrases and students imitating repeatedly, students will get an excellent opportunity to try to practice the word. If students are used to saying words, their pronunciation will improve.

From the theory above, it can be concluded that drill is a technique of language learning that uses word or sentence repetition for the learners so that they quickly memorize the language they are learning which is done for several times and highly controlled.

### b. Advantages of Drill Technique

Drilling techniques have some advantages, especially in teaching speaking skills. Lamsal in Paradina stated that drilling is used to teach sentence pronunciation, stress, and intonation.<sup>27</sup> It means that the drilling technique is suitable to use in teaching some aspects of speaking. Drilling helps the students to pronounce the words clearly in English learning. It gives contributions to students' speaking fluency and communication.

### c. Disadvantages of Drill Technique

Asih stated the disadvantages of drilling is that it concerns more on practicing the pronunciation than analysis the meaning of the words or sentence, and sometimes the exercise becomes unattractive or monotonous.<sup>28</sup> By listening and repeating of course the aspects that are more often trained are only vocabulary and pronunciation.

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<sup>23</sup> J.C. Richards and T.S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2001), p.64-65

<sup>24</sup> J.C Richards, *Longman Dictionary of Language Teaching and Applied Linguistic*, (London: Person Education Limited, 1992), p.117

<sup>25</sup> S. Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited, 2005), p.63

<sup>26</sup> C. Robertson & R, *Action Plan for Teacher: a guide to teaching English. BBC World Service*, (London: British Broadcasting Corporation, 2000), p.15

<sup>27</sup> D. Paradina, "The Students' Perception on the Use of Drilling Method in English Learning" (Doctoral dissertation, Universitas Muhammadiyah Yogyakarta, 2018), p. 3

<sup>28</sup> N.S.F. Asih, "Efektifitas Penggunaan Metode Oral Drill Untuk Latihan Kemampuan Berbicara Bahasa Jepang di Kelas Dasar", *Jurnal Lingua Cultura*, Vol.1, no.1 (2007): p. 57- 63. <https://doi.org/10.21512/lc.v1i1.262>



#### d. Types of Drill Technique

Brooks in Richard and Rodgers mentioned several kinds of drilling implementation, they are:

1. Repetition, students repeat an utterance as soon as they heard it.
2. Inflection, one word in an utterance appears in another form when repeated.
3. Replacement, word uttered is replaced by another.
4. Restatement, students do paraphrasing and address it to someone else based on instructions.
5. Completion, students hear the completed utterance and repeat the utterance in completed form,
6. Transposition, changing the word order to add another word.
7. Expansion, adding a word that takes a certain place in the sequence.
8. Contraction, a single word that stands for a phrase or clause
9. Transformation, transforming a sentence to negative or interrogative a sentence is transformed.
10. Integration, two separate utterances are integrated into one.
11. Rejoinder, making an appropriate rejoinder to a given utterance.
12. Restoration gives a sequence of words but still bears its basic meaning.<sup>29</sup>

There are many types of drill techniques that have been described above. In this study, the drilling technique that will be used focuses on repetition. In the repetition drill, the students repeat the cake application as the model quickly and accurately as possible. They listen to the tape in a video provided by the cake application and repeat what is heard. It is done several times.

Repetition is chosen because the researcher feels that it is easy and appropriate to be implemented in teaching speaking based on the problem found in the seventh grade at SMPN 1 Rawajitu Selatan.

#### e. Procedure of using Drill Technique

According to Larsen and Freeman in Septibera, The steps of the drilling technique are only listening to the teacher as a model and then repeating what the teacher says accurately and as quickly as possible.<sup>30</sup> The procedures to drill are simple. The students listen to a model, provided by the teacher, a tape or another student and then repeat what is heard.

In this research, the model is the video in the cake application. They listen to the tape in a video provided by the cake application and repeat what is heard. They can press the "drill" button provided by the application, then listen and repeat it as many times as they want until they understand.

### E. Procedure of Teaching Speaking With Cake Application & ALM (Experimental Class)

In this study, the researcher used a quasi-experiment that needs two classes as samples, namely the experimental class and the control class. During the research, the audio-lingual method will be used in the experimental class. According Kothari, when a group is exposed to usual conditions, it is termed a

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<sup>29</sup> J.C. Richard and T.S. Rodgers, *Approacher and Methods in Language Teaching*, (New York: Cambridge University Press, 1990), p.61

<sup>30</sup> S. Septibera, "The Use of Drilling Technique to Improve the Sixth Grade Students' Speaking Ability and Active Participation at Rung Arun Suksa School Krabi, Thailand in The 2015/2016 Academic Year" (Doctoral dissertation, UNIVERSITAS MUHAMMADIYAH JEMBER, 2016), p.4.

‘control group’, but when the group is exposed to some novel or special condition, it is termed an ‘experimental group’.<sup>31</sup> The experimental class received special treatment while the control class not.

The experimental group taught special treatment in this research, namely the drilling technique with the audio-lingual method and the cake application as the medium. In class, students listen and repeat the sentences in the application, then try to pronounce what they have heard. The features in the application will automatically correct pronunciation, intonation, and fluency.

The procedure for teaching speaking using the Cake Application is as follows:

1. The teacher explain briefly and clearly the learning material orally first. (KD 3.6 syllabus learning material about people's jobs and professions, habitual actions, and animals and their habits).
2. The teacher showed a video related to the learning material that is already in the Cake Application using a projector in the classroom. (Material on "people's jobs and professions, habitual actions, and animals and their habits")
3. Students are asked to listen, pay attention, and observe the video that is being given by the teacher.
4. The teacher presses the "Drill" feature on the application so that each sentence will repeat. Students are asked to imitate sentences that are repeated together.
5. Appoint students randomly to conclude what material has been conveyed through the video in the application. In this section, some students will also be asked to try to record their pronunciation related to the sentences they have learned and also play with quizz. (This is due to time constraints and a large number of students).
6. Each student reviews the videos that have been studied together in class using their smartphones outside of class hours. Students are asked to try to practice repeating sentences in the video by pressing the "Drill" feature. Next, they tried to record the pronunciation of the sentences in the video and also took the quiz provided in the application. (This is due to time constraints and a large number of students).

#### **F. Procedure of Teaching Speaking With YouTube (Control Class)**

The control class did not receive special treatment during learning. This class taught according to the way teacher teaches subjects at the school. When interviewed the teacher explained that he taught with audio lingual method and Youtube as a medium. Sometimes the teacher also provides learning videos directly to the WA group or sends a link to a learning video from YouTube to the WA group. It can be said that under certain conditions teacher use WA and YouTube applications to help the learning process.

The teaching media carried out by the teacher thereby using YouTube related to Duffy's statement in Hamad that YouTube has become one of the most-popular websites in the world. YouTube is being increasingly used by teachers to teach the English language as it offers fun and fast access to instruction, culture-based videos, and languages from all over the world.<sup>32</sup> You Tube can be used as a source of online material that has an important role in teaching and learning because You Tube provides everyday language videos that can help them improve understanding, English performance, and production.

The procedure for teaching speaking using YouTube is as follows:

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<sup>31</sup> C.R Kothari, *Research Methodology: Method and Technique*, (New Delhi: New Age International Publisher, 2004), p.35

<sup>32</sup> Mona M. Hamad, *The Impact of Using YouTubes and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners*, *English Language Teaching*, Vol.12, no.6 (2019): p.191-198, <https://doi.org/10.5539/elt.v12n6p191>

1. The teacher explains the learning material directly to students. (KD 3.6 syllabus learning material about people's jobs and professions, habitual actions, and animals and their habits).
2. Next the teacher used ALM Method by provides learning videos on YouTube related to the material being taught. (about people's jobs and professions, habitual actions, and animals and their habits).
3. Students are asked to pay attention to the video that is being shown.
4. The teacher gives an example of the sentences in the video on YouTube and Students are asked to imitate what the teacher says.
5. The teacher provides an opportunity for students to ask questions regarding the material and learning videos that are being provided and will be answered immediately by the teacher.
6. Students are asked to make conclusions about the material that has been taught at the meeting.

On the other hand, although YouTube can be used to influence students' understanding of English because it offers easy and fun learning, as well as everyday language videos, the features presented on YouTube, are not as many as those present in the Cake App. On YouTube, we can only watch the videos present, whereas in the Cake Application, apart from watching the videos, we can also repeat each sentence in the video as many times as we want by pressing the "Drill" option. Apart from that, we can also play in this application, after the video, there is always a quiz that we can play to measure the extent of our understanding of the videos we watch. Here we can also compete with others by collecting as many star points as possible from playing quizzes.

### **G. Frame of Thinking**

As we know speaking is one of the important language skills we must master. Speaking is used by someone to communicate in daily life, whether at school or not. In the implementation of teaching, many teachers try to find and use teaching methods or teaching media that can make students feel interested in the speaking learning process.

But in fact, the students in the seventh grade of SMP N 1 Rawajitu Selatan had difficulties in speaking subjects. This is due to several factors. The main factor is that they lack of vocabulary. They also think that speaking is a difficult thing that makes them just silent during class. Beside that they also have well enough motivation but not confident in speaking class. When learning English at this school, apart from using seventh grade English learning books, the teacher also used videos on YouTube as a medium in conveying learning and felt this was quite effective and good.

In this study, the Cake application tried to convey English learning to students with the aim improve students' vocabulary and also students' speaking skills. If learning using Youtube is good enough, it is hoped that learning using the Cake Application can be even better in improving students' speaking skills there. This application is almost similar to YouTube which provides videos for learning, it's just that this application is newer and the videos delivered are more direct to the topic of learning.

The Cake app is an English learning app focused on speaking skills that provides a variety of activities to help students learn to speak, including pronunciation, sentence construction, repetition after video, and many others. Cake application is an English learning app whose main content is short videos and fun and interesting English conversation videos. This application is suitable for learning to speak English using videos to give us examples of words that will be very useful in daily conversation. Strengthening the use of the Cake Application to teach English, especially speaking, is in the quiz feature and repetition of every sentence in each video. In this Cake Application, besides being able to watch the video, we can also repeat each sentence in the video as many times as we want by pressing the "Drill"

option. We can also play quizzes in this application. After the video, there is always a quiz we can play to measure how far we understand the video we are watching. Here we can also compete with other people by collecting as many star points as possible from playing quizzes. In each quiz, students can check their pronunciation regarding the sentences in the video. Students can record their voices and get input directly from the application about the correct pronunciation.

In practice the teacher gives subject matter using the cake application by showing it directly from the laptop to the projector. Students will collectively watch the video and follow each sentence in the video as directed by the teacher. After understanding the video delivered students will be randomly assigned to try the quiz provided after the learning video. Students have also been taught to create their own Cake account. The teacher then provides a video link related to the learning material that has been delivered in class to students via the WA group so that students can study it again at their respective homes with their respective accounts. Each student will be asked to try every quiz in the video and then it will be seen by getting a star score from the application. Students who have difficulties or don't understand can ask questions and discuss them together through the WA group.

Based on the statement above, the researcher assumes that the Cake Application is very appropriate for teaching learning English, especially in teaching speaking.

## **H. Hypothesis**

Based on the frame of thinking above, the researcher formulates the hypothesis as follows:

- H<sub>a</sub> : There is a significant influence of using cake application towards students' speaking skills at the second semester of seventh grade of SMP N 1 Rawajitu Selatan in 2022/2023 academic year.
- H<sub>o</sub> : There is no significant influence of using cake application towards Students' speaking skills at the second semester of seventh grade of SMP N 1 Rawajitu Selatan in 2022/2023 academic year



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# APPENDIX

## APPENDIX 1 TEACHER'S INTERVIEW TRANSCRIPT IN THE PRELIMINARY RESEACRH

Day/Date : Wednesday / July 20<sup>nd</sup> 2022  
 Time : 08.00  
 Place : SMP N 1 Rawajitu Selatan  
 Interviewer : Indri Lestari  
 Interviewee : Mrs. Laras Wahyu Kinanti, S.Pd



Interviewer: Selamat pagi miss Laras. Perkenalkan saya Indri Lestari dari UIN Raden Intan Lampung jurusan Pendidikan Bahasa Inggris. Maksud tujuan saya datang ke SMP ini adalah untuk melakukan penelitian disini miss, saya ingin meneliti tentang keterampilan speaking Bahasa Inggris siswa yang ada di SMPN 1 Rawajitu Selatan ini. Namun sebelum itu saya ingin bertanya-tanya kepada miss seputar siswa dan kegiatan mengajar Bahasa Inggris sebagai pra penelitian saya untuk mendapatkan informasi mengenai permasalahan speaking disini.

Interviewee: Selamat pagi juga Indri, Iya silahkan apa saja yang mau ditanyakan?

Interviewer: Baik, Menurut miss Laras seberapa penting untuk mengajarkan bahasa inggris kepada siswa khususnya pada keterampilan speakingnya?

Interviewee: Menurut miss penting sekali ya untuk mengajarkan bahasa inggris kepada siswa karena sekarang ini semuanya dapat dikatan serba bahasa inggris, jadi dengan menguasai bahasa inggris khususnya speaking akan banyak sekali manfaat yang didapat, missal untuk menunjang karir, berkomunikasi dengan orang asing, atau yang paling sederhana kita bisa mengerti maksud informasi-informasi berbahasa inggris.

Interviewer: Baik miss, Nah pada saat mengajar bahasa inggris permasalahan apa ya biasa miss temui? Atau hal apa yang membuat siswa sulit untuk meningkatkan kemampuan bahasa inggrisnya khususnya speaking?

Interviewee: Sebenarnya ada banyak Ndri faktor-faktor yang membuat siswa sulit meningkatkan bahasa inggris mereka, ya bias dikatakan sebagai masalah juga lah dalam pembelajaran. Beberapa diantaranya yang pertama adalah siswa itu kadang menyepelekan pelajaran bahasa inggris. Mereka menganggap bahasa inggris itu kurang menarik dan kurang penting sehingga mereka tidak terlalu memperhatikan selama proses pembelajaran. Masalah lainnya juga mereka itu menganggap pelajaran bahasa inggris itu sulit karena pelafalannya. Mereka juga kurang memahami ataupun mengingat kosa kata bahasa inggris yang membuat mereka tidak tahu maeri apa yang sedang diajarkan.

Interviewer: Baik miss, lalu apakah mereka sebenarnya tertarik dan memiliki motivasi yang bagus untuk mempelajari bahasa inggris miss?

Interviewee: Sejauh ini miss rasa siswa kurang tertarik In dalam belajar bahasa inggris, mereka juga tidakmemiliki motivasi yang bagus untuk mempelajarinya karena itu tadi, mereka menganggap bahasa inggris itu susah dan menyepelkan saat mata pelajaran bahasa inggris.

Interviewer: Hmm begitu ya miss. Lalu untuk mengatasi permasalahan tersebut apakah miss mempunyai metode atau tehnik khusus saat mengajar miss? Atau media pembelajaran khusus gitu miss? Dan apakah efektif miss?

Interviewee: Biasanya saya mengajar biasa aja si In, pakai textbook siswa itu, tapi sering juga miss pake games buat menyampaikan materi pembelajaran. Miss kasih anak anak game yang terkait dengan materi. Alhamdulillah menurut miss si lumayan efektif karena kosa kata bahasa inggris siswa bertambah melalui game.

Interviewer: Baik miss. Nah, seperti yang kita tahu ya miss sekarang ini kan setiap siswa pasti memiliki telepon celluler dan tidak sedikit juga dari mereka yang menghabiskan waktu dengan bermain HP. Di HP itu kan banyak banget ya miss aplikasi belajar bahasa inggris yang dapat di download secara mudah dan digunakan untuk belajar, apakah miss sudah pernah sebelumnya mencoba mengajar dengan memakai salah satu aplikasi yang ada di HP?

Interviewee: Wah kalo itu miss belum pernah nyoba si In. Miss Belum pernah menerapkan belajar dengan media aplikasi yang ada di HP.



## Appendix 2 The Questionnaires for the Students in Preliminary Research

**Class : VII**

**Place : SMPN 1 Rawajitu Selatan**

### Penjelasan:

Kuesioner dibawah ini dibuat untuk mengetahui pendapat para siswa tentang pelajaran bahasa inggris dan keterlibatan siswa dalam mengikuti pelajaran tersebut. Menjawab kuisisioner ini sama sekali tidak berpengaruh terhadap nilai bahasa inggris siswa, oleh karena itu jawablah kuisisioner dengan jujur dan jangan ragu.

### Petunjuk Pengisian:

Sebelum mengisi kuisisioner dibawah ini, siswa diminta untuk memperhatikan beberapa hal berikut: Berilah tanda ceklist pada salah satu kolom pilihan jawaban yang sudah disediakan!

Keterangan: SS : Sangat Setuju  
S : Setuju  
KS : Kurang Setuju  
TS : Tidak Setuju  
STS : Sangat Tidak Setuju

No	Pernyataan	Pilihan Jawaban				
		SS	S	KS	TS	STS
1	Saya senang belajar bahasa inggris khususnya speaking					
2	Saya bisa berbicara menggunakan bahasa inggris					
3	Saya merasa sulit dalam belajar bahasa inggris					
4	Saya malu saat mencoba berbicara bahasa inggris					
5	Saya sulit mengungkapkan kata kata dalam bahasa inggris					
6	Saya merasa bosan saat belajar bahasa inggris					
7	Saya menikmati materi pelajaran bahasa inggris yang diberikan guru					
8	Saya lebih suka guru yang mengajar bahasa inggris dengan metode yang menarik					

### Appendix 3 Students' Questionnaires Result in the Preliminary Research

#### Students' Questionnaires Result

Based on Preliminary Research on Friday, July 22<sup>nd</sup> 2022 to 156 students of seventh grade of SMPN 1 Rawajitu Selatan, the data is follow:

No	Questions	Total Students' Answers					
		SS	S	KS	TS	STS	
1	Saya senang belajar bahasa inggris khususnya speaking	36%	18%	16%	18%	12%	100%
2	Saya bisa berbicara menggunakan bahasa inggris	8%	6%	25%	42%	19%	100%
3	Saya merasa sulit dalam belajar bahasa inggris	44%	15%	24%	9%	8%	100%
4	Saya malu saat mencoba berbicara bahasa inggris	20%	40%	10%	16%	14%	100%
5	Saya sulit mengungkapkan kata kata dalam bahasa inggris	34%	31%	13%	14%	8%	100%
6	Saya merasa bosan saat belajar bahasa inggris	20%	25%	27%	18%	10%	100%
7	Saya menikmati materi pelajaran bahasa inggris yang diberikan guru	35%	25%	27%	8%	7%	100%
8	Saya lebih suka guru yang mengajar bahasa inggris dengan metode yang menarik	35%	40%	10%	9%	6%	100%

SS : sangat setuju

S : setuju

KS : kurang setuju

TS : tidak setuju

STS : sangat tidak setuju

Assessment =  $\frac{\text{Total number of students}}{\text{Number of Students}} \times 100$

Number of Students

**Appendix 4 Students' Speaking Score of Class VII SMPN 1 Rawajitu Selatan in the academic year 2022/2023 in the Preliminary Research**

**Class A**

NO	CODE	SCORE
1.	A1	70
2.	A2	60
3.	A3	65
4.	A4	70
5.	A5	70
6.	A6	55
7.	A7	55
8.	A8	60
9.	A9	65
10.	A10	70
11.	A11	70
12.	A12	60
13.	A13	70
14.	A14	70
15.	A15	65
16.	A16	55
17.	A17	70
18.	A18	70
19.	A19	60
20.	A20	60
21.	A21	65
22.	A22	60
23.	A23	65
24.	A24	70
25.	A25	55
26.	A26	65
27.	A27	60
28.	A28	60
29.	A29	55
30.	A30	60
31.	A31	65
32.	A32	60
TOTAL		1980
AVERAGE		61,87

**Class B**

NO	CODE	SCORE
1.	B1	70
2.	A2	65
3.	B3	65
4.	B4	80
5.	B5	70
6.	B6	70
7.	B7	60
8.	B8	80
9.	B9	65
10.	B10	55
11.	B11	60
12.	B12	70
13.	B13	60
14.	B14	55
15.	B15	75
16.	B16	70
17.	B17	70
18.	B18	60
19.	B19	65
20.	B20	70
21.	B21	70
22.	B22	65
23.	B23	70
24.	B24	75
25.	B25	65
26.	B26	80
27.	B27	75
28.	B28	60
29.	B29	75
30.	B30	70
31.	B31	55
32.	B32	70
TOTAL		2165
AVERAGE		67,65

**Class C**

NO	CODE	SCORE
1.	C1	60
2.	C2	75
3.	C3	75
4.	C4	55
5.	C5	55
6.	C6	50
7.	C7	60
8.	C8	70
9.	C9	70
10.	C10	75
11.	C11	70
12.	C12	70
13.	C13	70
14.	C14	70
15.	C15	75
16.	C16	75
17.	C17	65
18.	C18	65
19.	C19	55
20.	C20	60
21.	C21	60
22.	C22	60
23.	C23	60
24.	C24	50
25.	C25	50
26.	C26	55
27.	C27	50
28.	C28	50
29.	C29	55
30.	C30	55
31.	C31	50
32.	C32	60
TOTAL		1975
AVERAGE		61,7

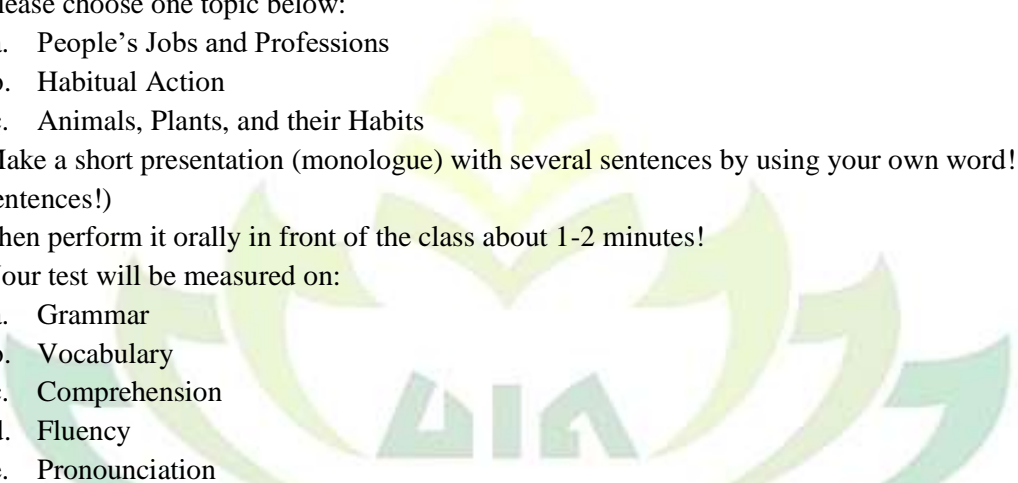
**Class D**

NO	CODE	SCORE
1.	D1	70
2.	D2	75
3.	D3	65
4.	D4	60
5.	D5	60
6.	D6	80
7.	D7	75
8.	D8	60
9.	D9	60
10.	D10	60
11.	D11	65
12.	D12	75
13.	D13	80
14.	D14	75
15.	D15	60
16.	D16	80
17.	D17	50
18.	D18	70
19.	D19	70
20.	D20	60
21.	D21	80
22.	D22	70
23.	D23	70
24.	D24	70
25.	D25	65
26.	D26	80
27.	D27	70
28.	D28	75
29.	D29	50
30.	D30	75
31.	D31	65
32.	D32	75
<b>TOTAL</b>		2195
<b>AVERAGE</b>		68,59

**Class E**

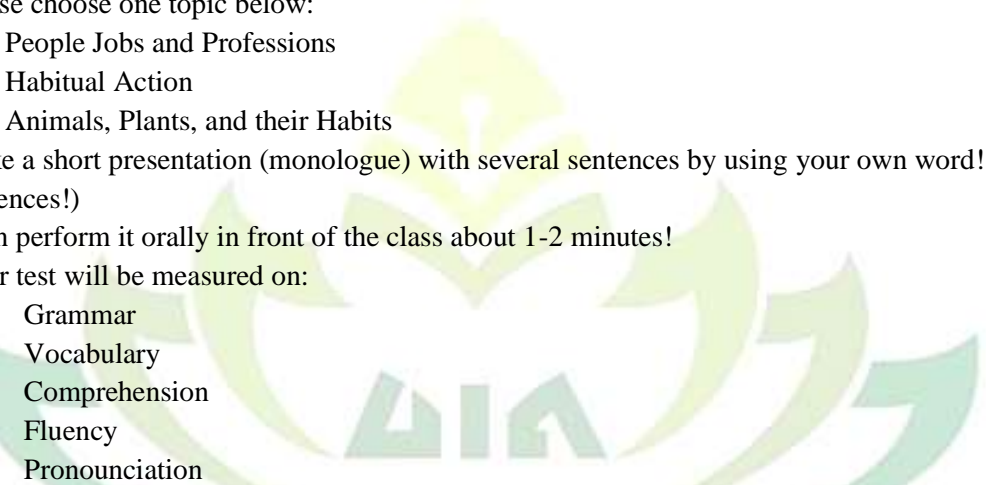
NO	CODE	SCORE
1.	E1	75
2.	E2	65
3.	E3	60
4.	E4	65
5.	E5	65
6.	E6	65
7.	E7	70
8.	E8	65
9.	E9	60
10.	E10	55
11.	E11	60
12.	E12	55
13.	E13	60
14.	E14	60
15.	E15	75
16.	E16	70
17.	E17	60
18.	E18	70
19.	E19	70
20.	E20	65
21.	E21	70
22.	E22	60
23.	E23	60
24.	E24	65
25.	E25	65
26.	E26	55
27.	E27	60
28.	E28	70
29.	E29	60
30.	E30	65
31.	E31	60
32.	E32	60
<b>TOTAL</b>		2040
<b>AVERAGE</b>		63,75

**Appendix 5 Instrument of Pre-Test****Subject** : English**Skills** : Speaking**Class** : VII**Time Allocation** : **2x40 minutes** (5 minutes: The teacher explains the purpose of the test questions and students ask if they don't understand. 25 minutes students make a monologue 50 minutes for test students (each student does an oral test for 1-2 minutes)

1. Please choose one topic below:
    - a. People's Jobs and Professions
    - b. Habitual Action
    - c. Animals, Plants, and their Habits
  2. Make a short presentation (monologue) with several sentences by using your own word! (5-6 sentences!)
  3. Then perform it orally in front of the class about 1-2 minutes!
  4. Your test will be measured on:
    - a. Grammar
    - b. Vocabulary
    - c. Comprehension
    - d. Fluency
    - e. Pronunciation
- 



**Appendix 6 Instrument of Post-Test****Subject** : English**Skills** : Speaking**Class** : VII**Time Allocation** : **2x40 minutes** (5 minutes: The teacher explains the purpose of the test questions and students ask if they don't understand. 25 minutes students make a monologue 50 minutes for test students (each student does an oral test for 1-2 minutes)

1. Please choose one topic below:
    - a. People Jobs and Professions
    - b. Habitual Action
    - c. Animals, Plants, and their Habits
  2. Make a short presentation (monologue) with several sentences by using your own word! (5-6 sentences!)
  3. Then perform it orally in front of the class about 1-2 minutes!
  4. Your test will be measured on:
    - a. Grammar
    - b. Vocabulary
    - c. Comprehension
    - d. Fluency
    - e. Pronunciation
- 

### Appendix 7 VALIDATION FORM FOR SPEAKING TEST

Direction: Please give your response by ticking (ceklist) a box for representing your choice for each questions!

NO	QUESTION	YES	NO	COMMENTS
1.	Apakah instrumen sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas tujuh di semester 2?	✓		
2.	Apakah isi materi dan topik sesuai dengan jenjang atau tingkat kelas?	✓		
3.	Apakah instruksinya dapat dipahami siswa?	✓		
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
5.	Apakah rubrik penilaian sudah mencakup aspek/indikator yang diukur?	✓		



Rawajitu Selatan, December 2022

Laras Wahyu Kinanti, S.Pd

### Appendix 8 List of the Sample of Research

#### Experimental Class

No	Name of the Students	Code
1	ALI WAHDI SAPUTRA	A1
2	ALVINO YULIANSYAH	A2
3	ARMELISA ADEL INTAN SAPUTRI	A3
4	AULIA NURHIDAYATI	A4
5	BALQUEST RAHMA AZZAHRA	A5
6	DIKI ARI PRATAMA	A6
7	DIMAS WIRATAMA	A7
8	ERVAN HENDRA DINATA	A8
9	FAQIH TAUFIQURROHMAN	A9
10	FITRI YANI	A10
11	FRESTY ANGGRAINY	A11
12	HANU ADI SASONGKO	A12
13	JELITA MALAU	A13
14	MAURIN	A14
15	MOZA AULIA	A15
16	MUHAMAD RENDI SAPUTRA	A16
17	NADIANA VALENTINE	A17
18	OTNIEL PASCA NATAL SIMALOHO	A18
19	RAVINO FEBRIAN	A19
20	REZA RADIKA JUANDA	A20
21	RIDHO ARIL SETIAWAN	A21
22	RIFKI FEBRIAN PRATAMA	A22
23	RIZKI WAHYU KURNIAWAN	A23

24	ROYS ARIFIN RANGKUTI	A24
25	SITI AISYAH	A25
26	SYAHROTUL SITA	A26
27	VANISSA EKA FEBIANI	A27
28	VIDI ALDIANO	A28
29	WINDA JAYANTI	A39
30	YULINDA FALESTIA	A30
31	YUNITA DWI LESTARI	A31

### Control Class

No	Name of the Students	Code
1	AHMAD GALIH SETIAWAN	C1
2	ALEXA PUTRA MAHARDIKA	C2
3	ANDIKA BAGAS SETYADI	C3
4	ANGGI PEBRIANSYAH	C4
5	ANGGITA SRI LESTARI	C5
6	ARIF ARIYANSYAH	C6
7	DINA ZAHRA SYAFITRI	C7
8	ELITA DWI MAYANGSARI	C8
9	GABILA AIS MANISA	C9
10	GRACELLA GUSTINA	C10
11	IMAM PRASETYO	C11
12	IRSYAD MUZAKI	C12
13	KARUNIA RAMADANI	C13
14	LEAN SAPUTRA	C14
15	M. RAFLY DION MAHESTA	C15
16	MADE PUTRA DEWANGGA	C16

17	MUTIARA AN SYAFIQA	C17
18	NOVITA SARI	C18
19	ONE PIECE HARDINAS	C19
20	PUJI RIZKI ARDIANSYAH	C20
21	PUTRI MAHFIRA	C21
22	RAFA ARDIANSAH	C22
23	RAFI ARYA WIJAYA	C23
24	RAHMAT AMIRUDIN	C24
25	RENDI FIRMANSYAH	C25
26	RENO ARDI TRIANSYAH	C26
27	RISKI FEBRIANTI	C27
28	SAVIRA NATASYA	C28
29	TIARA SUMMA	C29
30	YUNITA SETYA NINGRUM	C30
31	YOGO LORENZO	C31



**Appendix 9 SCORE PRE-TEST EXPERIMENT CLASS**

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	A1	3	4	4	4	3	3	3	3	4	3	34	68
2	A2	3	4	3	3	4	3	3	3	3	4	33	66
3	A3	2	3	3	3	3	4	3	2	2	3	29	58
4	A4	3	3	4	4	4	4	2	3	3	3	33	66
5	A5	3	3	4	3	4	4	3	4	3	4	36	72
6	A6	3	2	3	3	3	4	2	3	2	3	29	58
7	A7	3	3	3	2	3	3	4	3	4	4	32	64
8	A8	3	4	4	3	3	4	3	3	3	3	33	66
9	A9	3	3	3	4	3	3	4	3	4	3	33	66
10	A10	3	4	4	4	3	3	3	3	4	3	34	68
11	A11	3	3	4	3	4	3	4	2	3	3	32	64
12	A12	3	3	3	4	3	3	3	2	3	3	30	60
13	A13	4	3	3	4	4	3	3	3	4	3	34	68
14	A14	3	3	3	4	3	3	3	2	3	2	29	58
15	A15	2	3	3	3	4	4	3	3	4	4	33	66

16	A16	4	3	3	3	4	3	4	3	3	4	34	68
17	A17	2	2	3	3	4	4	3	3	3	4	31	62
18	A18	4	4	4	4	4	4	3	4	3	3	37	74
19	A19	3	3	3	3	4	3	4	3	3	4	34	68
20	A20	2	2	3	3	3	3	4	4	3	3	30	60
21	A21	2	3	2	3	4	4	3	3	4	3	31	62
22	A22	3	4	3	3	4	3	4	3	2	3	32	64
23	A23	3	3	4	3	3	3	3	2	3	3	30	60
24	A24	4	4	3	3	4	4	3	4	4	4	37	74
25	A25	2	2	3	3	3	4	3	4	3	3	30	60
26	A26	2	3	2	3	4	3	4	3	3	4	31	62
27	A27	3	4	3	3	3	4	4	3	2	3	32	64
28	A28	3	3	4	3	3	2	3	3	3	3	30	60
29	A29	3	4	3	3	3	2	3	3	3	3	30	60
30	A30	3	2	3	3	4	3	3	2	2	3	29	58
31	A31	3	2	2	3	3	4	4	3	3	4	31	62

**Appendix 10 SCORE POST-TEST EXPERIMENT CLASS**

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	A1	4	4	4	4	4	3	4	3	4	4	38	76
2	A2	3	4	4	3	4	4	3	4	3	4	36	72
3	A3	3	3	3	3	4	3	4	3	3	4	34	68
4	A4	3	3	3	3	3	4	4	4	4	4	35	70
5	A5	4	4	4	4	4	4	5	4	4	3	40	80
6	A6	3	4	4	4	3	3	3	3	4	3	34	68
7	A7	3	4	3	3	4	4	3	4	4	3	36	72
8	A8	4	4	4	3	5	5	3	3	4	4	39	78
9	A9	4	4	4	4	4	3	3	4	4	4	38	76
10	A10	4	4	4	4	4	4	3	4	3	3	37	74
11	A11	4	4	4	4	4	4	4	4	4	3	39	78
12	A12	3	4	4	3	4	4	4	3	3	3	35	70
13	A13	4	4	4	4	4	3	4	3	4	4	38	76
14	A14	4	3	3	4	3	4	4	3	4	3	35	70



15	A15	4	4	4	4	4	3	4	3	4	3	37	74
16	A16	4	4	5	5	3	4	3	3	4	4	39	78
17	A17	4	3	4	4	4	4	5	4	3	3	38	76
18	A18	4	4	4	4	5	4	4	4	4	4	41	82
19	A19	3	3	4	4	5	5	4	3	4	3	38	76
20	A20	3	3	4	3	4	4	3	4	3	4	36	72
21	A21	4	3	3	4	3	4	4	3	4	3	35	70
22	A22	3	4	4	4	4	4	5	4	3	3	38	76
23	A23	4	3	3	3	4	3	4	3	3	4	34	68
24	A24	4	4	5	5	5	4	5	4	4	4	44	88
25	A25	4	3	3	4	3	4	4	3	4	3	35	70
26	A26	4	4	4	4	4	3	4	3	3	4	37	74
27	A27	3	4	3	3	4	4	3	4	3	4	36	72
28	A28	3	3	3	3	4	3	3	4	3	4	34	68
29	A39	4	4	4	4	4	4	4	4	3	3	38	76
30	A30	4	3	3	4	4	3	4	3	4	3	35	70
31	A31	4	3	4	4	4	4	4	3	3	4	37	74

**Appendix 11 SCORE PRE-TEST CONTROL CLASS**

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C1	2	2	3	3	3	4	3	4	3	3	30	60
2	C2	3	3	3	3	4	3	3	4	3	4	34	68
3	C3	3	2	2	3	3	4	4	3	3	4	31	62
4	C4	2	3	3	3	3	3	3	3	4	3	30	60
5	C5	2	3	2	3	3	4	3	4	3	4	31	62
6	C6	3	3	3	3	3	4	3	4	4	3	34	68
7	C7	3	3	3	4	3	3	4	3	4	3	33	66
8	C8	2	3	3	3	3	3	3	4	3	3	30	60
9	C9	3	3	4	3	3	3	4	3	3	4	33	66
10	C10	4	3	3	3	3	4	4	3	3	2	32	64
11	C11	3	4	3	3	3	3	4	3	4	3	33	66
12	C12	3	2	3	3	3	3	4	3	3	3	30	60
13	C13	2	3	3	4	3	3	3	3	3	3	30	60
14	C14	4	3	3	3	3	3	4	3	3	3	32	64

15	C15	2	3	3	3	3	3	3	4	3	3	30	60
16	C16	2	2	3	3	3	4	3	4	3	4	31	62
17	C17	4	3	3	4	3	4	4	3	4	3	35	70
18	C18	3	3	3	4	3	3	3	2	3	3	30	60
19	C19	2	3	2	3	3	4	4	3	3	4	31	62
20	C20	3	3	3	3	3	4	3	4	4	3	34	68
21	C21	3	2	3	3	4	3	3	2	2	3	29	58
22	C22	3	3	3	4	3	3	4	3	4	3	33	66
23	C23	3	3	3	3	3	3	4	3	4	3	32	64
24	C24	4	4	4	4	4	3	4	3	3	4	37	74
25	C25	3	4	4	3	3	3	4	3	2	3	32	64
26	C26	3	4	3	3	3	4	3	3	4	3	34	68
27	C27	3	3	3	3	3	3	4	4	3	3	32	64
28	C28	4	3	3	3	3	3	3	2	2	3	29	58
29	C39	3	4	3	3	4	4	3	4	3	4	36	72
30	C30	3	4	3	3	4	3	4	3	2	3	32	64
31	C31	3	4	3	3	3	3	3	2	3	3	30	60

**Appendix 12 SCORE POST-TEST CONTROL CLASS**

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C1	3	4	3	3	3	3	4	3	3	3	32	64
2	C2	3	4	4	3	3	4	4	3	4	3	35	70
3	C3	4	3	3	3	4	4	4	3	4	3	35	70
4	C4	3	3	4	3	3	3	4	3	3	4	33	66
5	C5	4	3	3	3	4	3	4	4	3	4	36	72
6	C6	3	4	3	3	4	4	3	4	3	4	36	72
7	C7	4	4	4	4	4	3	4	3	3	4	37	74
8	C8	4	3	3	3	3	4	4	3	3	2	32	64
9	C9	3	4	4	3	3	3	3	3	3	4	33	66
10	C10	3	4	3	3	3	4	3	3	4	3	34	68
11	C11	3	4	3	3	4	3	4	4	4	3	36	72
12	C12	3	4	4	3	4	3	4	3	4	3	35	70
13	C13	3	4	3	3	3	4	3	3	4	3	34	68
14	C14	4	3	3	3	4	3	4	4	4	3	35	70
15	C15	3	4	3	3	3	3	3	2	3	3	30	60

16	C16	3	3	4	3	3	3	4	3	3	4	33	66
17	C17	4	4	4	4	5	4	4	4	4	4	41	82
18	C18	3	3	3	4	3	3	4	3	4	3	33	66
19	C19	3	4	4	3	4	3	4	3	4	3	35	70
20	C20	3	4	3	3	3	4	3	3	4	3	34	68
21	C21	3	3	3	4	3	3	4	3	4	3	33	66
22	C22	4	4	4	3	3	3	4	3	4	3	35	70
23	C23	4	4	3	3	4	3	3	4	3	4	36	72
24	C24	4	4	4	4	5	4	4	4	4	4	41	82
25	C25	3	4	3	3	3	4	4	3	3	3	34	68
26	C26	3	3	4	4	5	5	4	3	4	3	38	76
27	C27	3	3	3	3	4	4	4	3	4	4	35	70
28	C28	4	3	4	3	3	3	4	4	2	2	32	64
29	C39	3	3	4	4	5	4	4	3	4	3	37	74
30	C30	4	3	4	3	3	3	4	4	2	2	32	64
31	C31	2	2	3	3	4	4	3	3	3	4	31	62

### Appendix 13 Result of Reliability Pre-Test in Control Class

#### Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

#### Reliability Statistics

Cronbach's Alpha	N of Items
.825	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
G1	25.03	13.299	.398	.820
G2	25.06	11.396	.722	.784
V1	24.97	12.699	.527	.807
V2	24.94	11.262	.777	.777
P1	25.10	13.757	.363	.822
P2	25.06	12.729	.522	.808
F1	25.06	12.196	.539	.806
F2	25.03	14.032	.225	.836
C1	25.10	13.157	.459	.814
C2	25.19	12.695	.540	.806

### Appendix 14 Result of Reliability Post-Test in Control Class

#### Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

#### Reliability Statistics

Cronbach's Alpha	N of Items
.764	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
G1	28.74	11.798	.238	.767
G2	28.77	10.381	.523	.730
V1	28.58	10.852	.476	.738
V2	28.58	11.852	.310	.758
P1	28.65	11.370	.358	.753
P2	28.68	10.826	.371	.753
F1	28.77	10.647	.456	.740
F2	28.81	10.228	.586	.722
C1	28.65	10.970	.469	.739
C2	28.90	9.890	.493	.736

**Appendix 15 Result of Reliability Pre-Test in Experimental Class**  
**Case Processing Summary**

		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

**Reliability Statistics**

Cronbach's Alpha	N of Items
.874	10

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
G1	25.77	19.247	.786	.846
G2	25.90	18.957	.756	.848
V1	25.61	22.378	.482	.870
V2	25.55	23.789	.152	.892
P1	25.55	20.789	.710	.855
P2	25.71	19.813	.717	.852
F1	25.39	19.312	.767	.848
F2	25.71	21.346	.561	.865
C1	25.68	20.959	.545	.866
C2	25.48	20.858	.501	.871



### Appendix 16 Result of Reliability Post-Test in Experimental Class

#### Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

#### Reliability Statistics

Cronbach's Alpha	N of Items
.800	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
G1	29.65	13.903	.349	.796
G2	29.61	13.112	.526	.778
V1	29.45	12.789	.487	.781
V2	29.42	14.385	.301	.799
P1	29.45	13.389	.450	.785
P2	29.52	13.658	.317	.801
F1	29.52	12.525	.514	.778
F2	29.58	11.385	.738	.747
C1	29.42	13.118	.576	.773
C2	29.65	12.237	.497	.781

### Appendix 17 The Result of Normality Test of the Experimental Class and Control Class

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Tes Eks	,137	31	,145	,929	31	,040
	Post-Test Eks	,132	31	,178	,918	31	,020
	Pre-Test Kon	,152	31	,065	,933	31	,054
	Post-Test Kon	,148	31	,080	,937	31	,067

Lilliefors Significance Correction

### Appendix 18 The Result of Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,076	1	60	,784
	Based on Median	,060	1	60	,807
	Based on Median and with adjusted df	,060	1	58,120	,807
	Based on trimmed mean	,060	1	60	,808

**Appendix 19 The Result of Hypothetical Test  
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	,362	,550	3,327	60	,002	4,171	1,253	1,663	6,678
	Equal variances not assumed			3,345	59,468	,001	4,171	1,247	1,676	6,666



**Appendix 20 Picture of treatment in experimental class and control class**

**Picture of treatment in experimental class**





Picture of treatment in control class





## Appendix 21 Profile SMPN 1 Rawajitu Selatan Kab. Tulang Bawang

1. Identitas Sekolah	
1 Nama Sekolah	: SMP N 1 RAWAJITU SELATAN
2 NPSN	: 10809197
3 Jenjang Pendidikan	: SMP
4 Status Sekolah	: Negeri
5 Alamat Sekolah	: Jl. Raya Rawajitu Kampung Medasari
RT / RW	: 3 / 6
Kode Pos	: 34674
Kelurahan	: Medasari
Kecamatan	: Kec. Rawajitu Selatan
Kabupaten/Kota	: Kab. Tulang Bawang
Provinsi	: Prov. Lampung
Negara	: Indonesia
6 Posisi Geografis	: -4,2114 Lintang 105,7008 Bujur
2. Data Pelengkap	
7 SK Pendirian Sekolah	: 0363/0/1991 1991-06-20
8 Tanggal SK Pendirian	: Pemerintah Daerah
9 Status Kepemilikan	: 0363/0/1991
10 SK Izin Operasional	: 1991-06-20
11 Tgl SK Izin Operasional	: Tidak ada
12 Kebutuhan Khusus Dilayani	: 3940005002427
13 Nomor Rekening	: BDP Lampung
14 Nama Bank	: BPD Lampung cabang Unit 2
15 Cabang KCP/Unit	: SMPN 01 RAWAJITU SELATAN
16 Rekening Atas Nama	: Ya
17 MBS	: -
18 Luas Tanah Milik (m2)	: -
19 Luas Tanah Bukan Milik (m2)	: -
20 Nama Wajib Pajak	: SMPN 1 RAWAJITU SELATAN
21 NPWP	: -
3. Kontak Sekolah	
20 Nomor Telepon	: -
21 Nomor Fax	: -



22	Email	:	
		:	<a href="mailto:Smpn1rjs2020@gmail.com">Smpn1rjs2020@gmail.com</a>
23	Website		

#### 4. Data Periodik

24	Waktu Penyelenggaraan	Pagi/6 hari
25	Bersedia Menerima Bos?	Bersedia Menerima
26	Sertifikasi ISO	Proses sertifikasi
27	Sumber Listrik	PLN
28	Daya Listrik (watt)	900
29	Akses Internet	Telkomsel Flash
30	Akses Internet Alternatif	Lainnya (Kabel)

#### 5. Data Lainnya

31	Kepala Sekolah	Dwi Murwanto, A.Ma.Pd, S.Pd
32	Operator Pendataan	
33	Akreditasi	
34	Kurikulum	Kurikulum 2013
35	Jumlah Guru	34



## Appendix 22 Daftar Nama Guru

- |   |  |
|---|--|
| <p><b>1. ANITA</b><br/>           Lahir : Riang Bandung, 1971-08-18<br/>           NUPTK : 4150749650300013<br/>           NIP : 197108182006042016</p>     | <p><b>10. INDARTI PUJI HASTUTI</b><br/>           Lahir : Ambarawa, 1964-03-04<br/>           NUPTK : 3641742646300002<br/>           NIP : 196403042014072001</p> |
| <p><b>2. APRI HARTONO</b><br/>           Lahir : Kalianda, 1970-04-08<br/>           NUPTK : 7740748650200022<br/>           NIP : 197004082005011011</p>   | <p><b>11. IRPAN</b><br/>           Lahir : Oku, 1996-10-30<br/>           NUPTK : 1362744647200023<br/>           NIP : 199610301994121001</p>                     |
| <p><b>3. DESSY LISDIANA</b><br/>           Lahir : Medasari, 1992-12-12<br/>           NUPTK : 8544770671230363<br/>           NIP : 199112122022212033</p> | <p><b>12. KODRAT SURATDI</b><br/>           Lahir : Ngrambe, 1965-04-06<br/>           NUPTK : 6738743648300002<br/>           NIP : 196504061994031007</p>        |
| <p><b>4. Drs. DAROJI</b><br/>           Lahir : Sukoharjo, 1964-03-04<br/>           NUPTK : 7636742644200042<br/>           NIP : 196403042007011007</p>   | <p><b>13. MANILA</b><br/>           Lahir : Gunung Batin, 1973-02-10<br/>           NUPTK : 9542751653200012<br/>           NIP : 197302102014072001</p>           |
| <p><b>5. DWI MURWANTO</b><br/>           Lahir : Purbasakti, 1967-03-08<br/>           NUPTK : 1640745656200002<br/>           NIP : 196703081992031004</p> | <p><b>14. MASINAH</b><br/>           Lahir : Negeri Ratu, 1971-03-07<br/>           NUPTK : 3639749651300042<br/>           NIP : 197103072006042008</p>           |
| <p><b>6. ENI PURWANTI</b><br/>           Lahir : Rejo Mulyo, 1980-03-03<br/>           NUPTK : 3635758659300112<br/>           NIP : 19800303202212012</p>  | <p><b>15. R. MAULANA</b><br/>           Lahir : Karang, 1964-04-25<br/>           NUPTK : 4757742646200012<br/>           NIP : 19640425201407101</p>              |
| <p><b>7. GUNADI</b><br/>           Lahir : Tambak Kerto, 1971-01-20<br/>           NUPTK : 6452749651200012<br/>           NIP : 197101202000121001</p>     | <p><b>16. SRI MARYANI</b><br/>           Lahir : Klaten, 1966-08-06<br/>           NUPTK : 1138744647300033<br/>           NIP : 196608062007012010</p>            |
| <p><b>8. HARIYATI</b><br/>           Lahir : Bagelen, 1973-08-11<br/>           NUPTK : 8143751654300013<br/>           NIP : 197308112014072001</p>        | <p><b>17. SUGIMAN</b><br/>           Lahir : Lamteng, 1968-06-27<br/>           NUPTK : 7959746649200012<br/>           NIP : 196806271998021001</p>               |
| <p><b>9. HASIR</b><br/>           Lahir : Sugih Waras, 1966-03-12<br/>           NUPTK : 5644744645200012<br/>           NIP : 19660312202211001</p>        | <p><b>18. SUNARSIH</b><br/>           Lahir : Padang Suryo, 1974-03-15<br/>           NUPTK : 6647752654300022<br/>           NIP : 197403152005012010</p>         |

**19. SUNARSO**

Lahir : Boyolali, 1967-08-08  
 NUPTK : 8140745648200033  
 NIP : 196708081998031004

**20. SUNARTO**

Lahir : Sumber Rejo, 1968-09-06  
 NUPTK : 7238747649200063  
 NIP : 196809062021211001

**21. TANTO WARDOYO**

Lahir : Trijaya, 1995-04-05  
 NUPTK : 0737773674130202  
 NIP : 199504052022211006

**22. WIDODO**

Lahir : Talang Padang, 1978-09-05  
 NUPTK : 5237756657200013  
 NIP : 197809052022211006

**23. AHMAD MUSTOFA**

Lahir : Hargo Mulyo, 1993-03-29  
 NUPTK : -  
 NIP : -

**24. ARI CAHYANTO**

Lahir : Bumi Dipasena, 1994-02-02  
 NUPTK : -  
 NIP : -

**25. DARWIN**

Lahir : Hanura, 1984-09-03  
 NUPTK : -  
 NIP : -

**26. LARAS WAHYU KINANTI**

Lahir : Rawajitu, 1999-04-03  
 NUPTK : -  
 NIP : -

**27. MASDALIYA**

Lahir : Bagelan, 2001-03-111  
 NUPTK : -  
 NIP : -

**28. MISPASILVIKA PUTRI**

Lahir : Karya Tani, 1995-09-10  
 NUPTK : -  
 NIP : -

**29. NELA IMROATUL FARIDA**

Lahir : Hargo Rejo, 1997-08-01  
 NUPTK : -  
 NIP : -

**30. NOVI LESTARI**

Lahir : Way Jepara, 1996-11-02  
 NUPTK : -  
 NIP : -

**31. SINTA AYU LESTARI**

Lahir : Medasari, 1999-10-23  
 NUPTK : -  
 NIP : -

**32. SRI HARYANTI**

Lahir : Braja Indah, 1970-05-20  
 NUPTK : -  
 NIP : -

**33. VIDATRI HANDOKO**

Lahir : Hargo Rejo, 1992-05-03  
 NUPTK : -  
 NIP : -

## Appendix 23 Students' Transcription on Pre-Test in Experimental Class

### Students' Transcription on pre-test.

Experimental class

Name: Roys Arifin Rangkuti

Class: VII A

Assalamua'laikum wr.wb

I have a very cute pet cat. Eee.. its fur is white. The name is Molly. Molly is friendly. Molly eats a lot and he likes to play. Every morning she would follow me and come to my feet. That is way of asking me for food. In the afternoon molly always sit in front of the door for waiting my mother back to home. Every night Molly sleep in the cage.

Wassalamu'alaikum wr.wb

### Penskoran Penilaian

No	Aspect	Skor	
		R1	R2
1.	Grammar	4	4
2.	Vocabulary	3	3
3.	Comprehension	4	4
4.	Fluency	3	4
5.	Pronunciation	4	4
Total		74	

### Students' Transcription on pre-test.

Experimental class

Name: Ervan Hendra

Class: VII A

My Mother is house wife. Mmmm every morning eee she cook for family. Mmm my mother wash the plate in afternoon. Also hmmm wash the clothes. I love my mother

#### Penskoran Penilaian

No	Aspect	Skor	
		R1	R2
1.	Grammar	3	4
2.	Vocabulary	3	3
3.	Comprehension	4	4
4.	Fluency	3	3
5.	Pronunciation	3	3
Total		66	

### Students' Transcription on pre-test.

Experimental class

Name: Balquest Rahma

Class: VII A

Assalamua'laikum wr.wb

Mmmm I keep kitten in house. Eeee I named it Putih. Putih like eat meat and fish. She eat three time. Putih usually play with my neighbor. Every morning my kitten come to me for get fish because she hungry. Putih always mmmmm sit in front of my room if I haven't give her food. If I school Putih always waiting me in front of home.

Wassalamu'alaikum wr.wb

#### Penskoran Penilaian

No	Aspect	Skor	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	3	3
3.	Comprehension	4	4
4.	Fluency	4	4
5.	Pronunciation	3	4
Total		72	

## Students' Transcription on Post-Test in Experimental Class

### Students' Transcription on post-test.

Experimental class

Name: Roys Arifin Rangkuti

Class: VII A

Assalamua'laikum wr.wb

My name is Roys and I will tell you about worker bees. Worker bees have task of making honey. Older worker bees go early in the morning. The bees will take the nectar from the flowers. Next store in the stomach and put in nest. The last dry the honey using the wings. It Hard work because bees must visit hundreds flowers.

Wassalamu'alaikum wr.wb

#### **Penskoran Penilaian**

No	Aspect	Skor	
		R1	R2
1.	Grammar	4	4
2.	Vocabulary	5	5
3.	Comprehension	5	4
4.	Fluency	5	4
5.	Pronunciation	4	4
Total		88	

### Students' Transcription on post-test.

Experimental class

Name: Ervan Hendra

Class: VII A

Every morning I wake up at 05.00 o'clock. Next I go to bathroom then I pray Subuh. At 06.30 I help my parent clean my house then I prepare the book for school. At 07.00 I breakfast and go to school. I go home in the 13.30 afternoon. After in home I pray Dzuhur and sleep.

#### Penskoran Penilaian

No	Aspect	Skor	
		R1	R2
1.	Grammar	4	4
2.	Vocabulary	4	4
3.	Comprehension	4	4
4.	Fluency	3	4
5.	Pronunciation	4	4
Total		78	



### Students' Transcription on post-test.

Experimental class

Name: Balquest Rahma

Class: VII A

Assalamua'laikum wr.wb

I wake up at 05.30 and I go to bathroom to take wudhu and then pray Subuh. After pray I back to the bathroom again for take a bath. At 06.50 I have ready with my uniform and breakfast. I prepare my shoes and my bag. Next I permission with my parents and go to school.

Wassalamu'alaikum wr.wb

#### Penskoran Penilaian

No	Aspect	Skor	
		R1	R2
1.	Grammar	4	4
2.	Vocabulary	4	4
3.	Comprehension	4	3
4.	Fluency	5	4
5.	Pronunciation	4	4
Total		80	

### Appendix 24 SILABUS

Satuan Pendidikan	: SMPN 1 Rawajitu Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 1-2 (Ganjil & Genap)
Tahun Pelajaran	: 2022/2023

#### Standar Kompetensi (KI)

- KI-1 dan KI-2** : **Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa,	<b>Fungsi Sosial</b> <ul style="list-style-type: none"> <li>Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris</li> <li>Mengidentifikasi ungkapan yang digunakan untuk berpamitan</li> <li>Mengidentifikasi</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar.</li> <li>Mengidentifikasi ungkapan yang</li> </ul>	<b>12 JP</b>	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	<p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Ungkapan-ungkapan yang lazim digunakan.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterima kasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<p>ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris</p> <ul style="list-style-type: none"> <li>Melakukan tindak tutur berpamitan dalam bahasa Inggris dengan percaya diri</li> <li>Melakukan tindak tutur ungkapan sapaan dalam bahasa Inggris dengan percaya diri</li> <li>Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</li> </ul>		<p>sedang dipelajari</p> <ul style="list-style-type: none"> <li>Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li> <li>Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>		<p>Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							
3.2 Mengidentifikasi	<b>Fungsi Sosial</b>	<ul style="list-style-type: none"> <li>Menentukan tujuan</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak dan</li> </ul>	<b>16 JP</b>	<ul style="list-style-type: none"> <li>Buku</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>asi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronoun (subjective, objective, possessive)}</p>	<ul style="list-style-type: none"> <li>Berkenalan, memperkenalkan diri sendiri/orang lain.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya.</li> <li>Verba: be, have, go, work, live (dalam simple present tense).</li> <li>Subjek pronoun: I, You, We, They, He, She, It.</li> <li>Kata ganti possessive my, your, his, dan sebagainya.</li> </ul>	<p>komunikatif teks memaparkan jati diri</p> <ul style="list-style-type: none"> <li>Mengidentifikasi struktur teks memaparkan jati diri</li> <li>Mengidentifikasi unsur kebahasaan dalam teks</li> <li>Mengidentifikasi ungkapan memaparkan jati diri orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<p>menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan-ungkapan penting</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal</li> <li>Memaparkan jati dirinya yang sebenarnya.</li> <li>Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik bud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan jati diri dalam bentuk tulisan</li> </ul>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dapat menumbuhkan perilaku yang termuat di KI.	<ul style="list-style-type: none"> <li>Menggunakan ungkapan memaparkan jati diri orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> </ul>					
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan	<p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</li> <li>Angka ordinal</li> </ul>	<ul style="list-style-type: none"> <li>Menyebutkan angka cardinal 1 – 100</li> <li>Menyebutkan nama waktu dalam hari dengan percaya diri</li> <li>Menyebutkan nama waktu dalam angka dengan percaya diri</li> <li>Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu.</li> <li>Menyatakan</li> </ul>	20	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik bud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dengan <i>the</i> untuk menyebut tanggal (lisan): antara lain. <i>the first, the second, the twenty third, the thirty first of May</i>)</p> <ul style="list-style-type: none"> <li>• Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (tulis): antara lain. <i>1st, 2nd, 23rd, 31st of May.</i></li> <li>• Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight.</i></li> <li>• Waktu (tulis): 01:00; 02:15; 06:50; 08:15.</li> <li>• Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening.</i></li> <li>• Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>).</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan</li> </ul>	<ul style="list-style-type: none"> <li>• Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri</li> <li>• Peserta didik dapat menyusun agenda harian berdasarkan waktu</li> </ul>		<p>secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan</p> <ul style="list-style-type: none"> <li>• Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar</li> <li>• Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>didik dan guru</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<p>tangan.</p> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>						
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur	<p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik.</li> <li>Penyebutan benda</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi benda-benda yang ada didalam ruangan kelas</li> <li>Mengidentifikasi ruangan atau gedung yang ada di sekolah</li> <li>Mengidentifikasi benda-benda yang ada didalam tas</li> <li>Mengidentifikasi bagian-bagian rumah</li> <li>Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah</li> <li>Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan</li> </ul>	<b>24 JP</b>	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik bud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
kebahasaan dan kosa kata terkait article a dan the, plural dan singular)	dengan <i>a, the</i> , bentuk jamak (-s) <ul style="list-style-type: none"> <li>Penggunaan kata penunjuk <i>this, that, these, those ...</i></li> <li>Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <b>Topik</b> <ul style="list-style-type: none"> <li>Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>Menyebutkan jumlah benda yang ada didalam ruangan kelas</li> <li>Menyebutkan jumlah benda yang ada di dalam tas</li> <li>Menyebutkan benda-benda yang ada didalam bagian-bagian rumah</li> <li>Menggambar dan menceritakan benda-benda yang ditemui di taman</li> </ul>		tekanan kata yang benar <ul style="list-style-type: none"> <li>Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah</li> <li>Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang</li> <li>Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		n peserta didik dan guru	
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan	<b>Fungsi Sosial</b> <ul style="list-style-type: none"> <li>Mendeskripsikan, mengidentifikasi,</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak dan menirukan guru menanyakan dan menyebutkan sifat</li> </ul>	<b>20 JP</b>	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)</p>	<p>mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</li> <li>Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda</li> </ul>	<ul style="list-style-type: none"> <li>Memahami teks deksriptive tentang seorang tokoh idola.</li> <li>Memahami penggunaan simple Tense (verb 1 s/es),</li> <li>Memahami pengunaan to be (is, am, are), dalam menggambarkan seseorang.</li> <li>Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang</li> <li>Memahami penggunaan ucapan yang benar</li> <li>Memahami perbedaan intonasi yang tepat</li> </ul>	<ul style="list-style-type: none"> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<p>orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah</li> <li>Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</li> </ul>		<p>Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik bud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Portofolio</li> </ul>
<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang,</p>		<ul style="list-style-type: none"> <li>Membuat kalimat dalam bentuk Present Tense (with/without s/es), kata tanya dan pernyataan negatif, preposisi: in, on, at untuk tempat dan waktu yang tepat sesuai fungsinya.</li> <li>Menyebutkan sifat</li> </ul>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>baca, dan tulisan tangan.</p> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<p>seseorang (kind, nice, friendly, etc)</p> <ul style="list-style-type: none"> <li>Memahami teks deksriptive tentang seorang tokoh idola.</li> <li>Menggunakan simple Tense (verb 1 s/es)</li> <li>Menggunakan to be (is, am, are) dalam menggambarkan seorang tokoh idola.</li> <li>Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seorang tokoh idola</li> <li>Menggunakan ucapan yang benar</li> <li>Mengucapkan perbedaan intonasi yang tepat</li> </ul>		<ul style="list-style-type: none"> <li>Bertanya jawab tentang sifat orang, benda, binatang terkenal</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</p>	<p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda tingkah laku/tindakan/fungsinya.</li> </ul> <p><b>Struktur Teks</b></p>	<ul style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait pekerjaan dan tindakan terkait</li> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian</li> </ul>	<p><b>20 JP</b></p>	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell,</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	<ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait tingkah laku/tindakan/ fungsi orang, binatang, benda.</li> <li>Kalimat deklaratif (positif dan negatif) dalam simple present tense.</li> <li>Kalimat interrogative: Yes/No question; Why-question.</li> </ul>	<p>percakapan terkait kebiasaan melakukan kegiatan</p> <ul style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait tingkah laku dan kebiasaan binatang</li> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait fungsi beberapa benda</li> </ul>		<p>menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar</li> <li>Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal</li> <li>Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain.</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan	<p><b>Topik</b></p> <ul style="list-style-type: none"> <li>Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan percakapan tentang pekerjaan dan tindakan terkait</li> <li>Menyebutkan kembali pertanyaan dan pernyataan para tokoh tentang pekerjaan dan tindakan terkait</li> <li>Menyebutkan pekerjaan orang tua (bapak dan ibu) 5 orang teman sekelas</li> <li>Mempresentasikan informasi tentang pekerjaan orang tua</li> </ul>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
unsur kebahasaan yang benar dan sesuai konteks	perilaku yang termuat di KI.	<p>(bapak dan ibu) lima orang teman sekelas</p> <ul style="list-style-type: none"> <li>• Melakukan percakapan tentang kebiasaan melakukan kegiatan</li> <li>• Menyebutkan kembali pernyataan para tokoh tentang kebiasaan melakukan kegiatan</li> <li>• Mempresentasikan kegiatan yang senyatanya menjadi kebiasaan dari lima orang temannya</li> <li>• Melakukan percakapan mengenai tingkah laku dan kebiasaan binatang</li> <li>• Menyebutkan kembali pernyataan para tokoh tentang tingkah laku dan kebiasaan binatang</li> <li>• Menyebutkan kebiasaan/tingkah laku binatang peliharaan/ yang senyatanya ada di sekitar/ yang pernah dilihat</li> <li>• Melakukan percakapan tentang</li> </ul>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		<p>fungsi beberapa benda</p> <ul style="list-style-type: none"> <li>• Menyebutkan fungsi benda-benda yang senyatanya ada di dalam kelas masing-masing</li> <li>• Menyebutkan fungsi benda-benda yang senyatanya ada di rumah masing-masing</li> <li>• Melakukan percakapan mengenai fungsi benda dan kebiasaan binatang</li> <li>• Menyebutkan kembali pernyataan para tokoh mengenai fungsi benda dan kebiasaan binatang</li> </ul>					
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat	<p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>• Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>• Identifikasi (nama keseluruhan dan bagian)</li> <li>• Sifat yang menjadi</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks</li> <li>• Menyebutkan menyatakan dan</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</li> <li>• Bertanya tentang informasi yang terkait di dalam</li> </ul>	<b>24 JP</b>	<ul style="list-style-type: none"> <li>• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>pencirinya.</p> <ul style="list-style-type: none"> <li>• Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>• Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Whquestion), dalam simple present tense.</li> <li>• Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p>	<ul style="list-style-type: none"> <li>• menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks</li> <li>• Merespon ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks</li> <li>• Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</li> </ul>		<p>teks tersebut.</p> <ul style="list-style-type: none"> <li>• Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</li> <li>• Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan</li> <li>• Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</li> <li>• Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa</li> </ul>		<p>bud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>• Kamus Bahasa Inggris</li> <li>• Pengalaman peserta didik dan guru</li> </ul>	
4.7 Teks deskriptif 4.7.1 Menangkap makna secara kontekstual terkait	<ul style="list-style-type: none"> <li>• Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat</li> </ul>	<ul style="list-style-type: none"> <li>• Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial,</li> </ul>		<ul style="list-style-type: none"> <li>• Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial,</p>	<p>menumbuhkan perilaku yang termuat di KI.</p>	<p>struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <ul style="list-style-type: none"> <li>• Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks</li> <li>• Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</li> </ul>		<p>lain, guru) yang datang membacanya</p> <ul style="list-style-type: none"> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks							
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Mengembangkan nilai-nilai kehidupan dan karakter yang positif.</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Kosakata dan tata bahasa dalam lirik lagu</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.</li> <li>Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Membaca, menyimak, dan menirukan lirik lagu secara lisan.</li> <li>Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>Melakukan</li> </ul>	<b>4 JP</b>	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>





Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	baca, dan tulisan tangan <b>Topik</b> <ul style="list-style-type: none"> <li>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>Menyebutkan teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.</li> <li>Menulis makna teks lagu dan Menangkap makna lagu.</li> </ul>		refleksi tentang proses dan hasil belajarnya.		bud, Revisi Tahun 2013 <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	

Mengetahui,

Bandar Lampung, Februari 2023

Mengetahui,  
Peneliti



Indri Lestari  
NPM. 1911040362

Guru Mata Pelajaran



Laras Wahyu Kinanti, S.Pd  
NIP.



## Appendix 25 Control Class (1<sup>st</sup> Meeting)

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Satuan Pendidikan : SMPN 1 Rawajitu Selatan  
Mata Pelajaran : Bahasa Inggris  
Chapter : 6 - We love what we do  
Kelas/Semester : VII/Genap  
Tahun Pelajaran : 2022/2023  
Alokasi Waktu : 2x 2 JP (80 menit)

#### Kompetensi Inti:

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

#### Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	3.6.1. Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda 3.6.2. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda 3.6.3. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)
4.6 Menyusun teks interaksi	4.6.1. Menyusun teks interaksi transaksional lisan

<p>transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	<p>dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial</p>
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### Tujuan Pembelajaran

- Siswa mampu mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Siswa memahami pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Siswa mampu menyusun kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Siswa mampu mendeskripsikan tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar.
- Siswa mampu membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

### Metode Pembelajaran

- technique : Drill and repetition
- Metode : ALM

### Media dan Sumber Pembelajaran

- Media : Papan tulis, spidol, Youtube
- Sumber belajar : Buku Bahasa Inggris kelas 7 dan internet.

### Materi Pembelajaran

#### 1. Materi pembelajaran regular

- Fungsi social teks

Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya

- Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

- Unsur kebahasaan
  - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
  - Kalimat deklaratif (positif dan negatif) dalam simple present tense
  - Kalimat interrogative: Yes/No question; Wh-question
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

## 2. Materi pembelajaran remedial

- Unsur kebahasaan
  - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
  - Kalimat deklaratif (positif dan negatif) dalam simple present tense
  - Kalimat interrogative: Yes/No question; Wh-question

## 3. Materi pembelajaran pengayaan

Membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

### Langkah-langkah Pembelajaran

Pertemuan Ke-1 ( 2 x 40 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>Play the roles of the speakers in the pictures</i> .</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p>	<p><b>10</b></p> <p><b>menit</b></p>

<ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila <i>materi/tema/projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>➤ <i>Peoples jobs or profession</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p><b>Kegiatan Inti</b></p> <div style="background-color: #00838f; color: white; padding: 5px; text-align: center;"><b>Kegiatan Pembelajaran</b></div> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> <li>➤ <i>Peoples jobs or profession</i> dengan cara :</li> </ul> <ul style="list-style-type: none"> <li>❖ <b>Melihat</b> (tanpa atau dengan alat)</li> </ul> <p>Menayangkan gambar/foto tentang <i>Peoples jobs or profession</i> atau dan memperlihatkan video dari You Tube.</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati</b></li> </ul> <p><i>Peserta didik diminta untuk mengamati Peoples jobs or profession</i></p> <ul style="list-style-type: none"> <li>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Peoples jobs or profession</i></li> </ul> </li> <li>❖ <b>Mendengar</b> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan Peoples jobs or profession</i></li> </ul> </li> <li>❖ <b>Menyimak,</b> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : Peoples jobs or profession</i></li> </ul> </li> </ul>	<b>60</b> <b>menit</b>

<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>• Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</li> </ul>	<p><b>10 menit</b></p>
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### Penilaian

No	Aspek	Teknik Penilaian	Instrumen	Fokus Penilaian
1.	Sikap	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Tanggung jawab</li> <li>• Kerjasama</li> <li>• Toleransi</li> <li>• Demokratis</li> </ul>
2.	Keterampilan	<ul style="list-style-type: none"> <li>• Make a monologue about people jobs and professions and perform it on front of theclass!</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrik Penilaian</li> </ul>	<ul style="list-style-type: none"> <li>• Tata bahasa</li> <li>• Kesesuaian isi dengan permasalahan</li> <li>• Kedalaman/keluasan pembahasan</li> </ul>

Bandar Lampung, Februari 2023

Mengetahui,  
Peneliti



Indri Lestari  
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Guru Mata Pelajaran



Laras Wahyu Kinanti, S.Pd  
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**Control Class (2<sup>nd</sup> Meeting)****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMPN 1Rawajitu Selatan

Mata Pelajaran : Bahasa Inggris

Chapter : 6 - We love what we do

Kelas/Semester : VII/Genap

Tahun Pelajaran : 2022/2023

Alokasi Waktu : 2x 2 JP (80 menit)

**Kompetensi Inti:**

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

**Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

<b>Kompetensi Dasar (KD)</b>	<b>Indikator Pencapaian Kompetensi (IPK)</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	<p>3.6.4. Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda</p> <p>3.6.5. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.6. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah	4.6.2. Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks	
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### Tujuan Pembelajaran

- Siswa mampu mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Siswa memahami pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Siswa mampu menyusun kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Siswa mampu mendeskripsikan tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar.
- Siswa mampu membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

### Metode Pembelajaran

- Technique : Drill/Repetition
- Metode : ALM

### Media dan Sumber Pembelajaran

- Media : Papan tulis, spidol, Youtube
- Sumber belajar : Buku Bahasa Inggris kelas 7 dan internet

### Materi Pembelajaran

#### 4. Materi pembelajaran regular

- Fungsi social teks  
Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Struktur teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
  - Kalimat deklaratif (positif dan negatif) dalam simple present tense
  - Kalimat interrogative: Yes/No question; Wh-question
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan



➤ Topik

- Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

5. **Materi pembelajaran remedial**

➤ Unsur kebahasaan

- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interogative: Yes/No question; Wh-question

6. **Materi pembelajaran pengayaan**

Membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

**Langkah-langkah Pembelajaran**

Pertemuan Ke-2 ( 2 x 40 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengal</li> <li>• aman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>Ask about someone's job/profession</i></li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>➤ <i>The statements related to the habits of the people</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> </ul>	<p><b>10</b></p> <p><b>menit</b></p>

<ul style="list-style-type: none"> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p><b>Kegiatan Inti</b></p> <p><b>Kegiatan Pembelajaran</b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic <i>The statements related to the habits of the people</i> dengan cara :</p> <ul style="list-style-type: none"> <li>❖ <b>Melihat</b> (tanpa atau dengan alat)/       <ul style="list-style-type: none"> <li>➢ Menayangkan gambar/foto/ video           <p><i>Peserta didik diminta untuk mengamati penayangan gambar atau video yang disajikan oleh guru dari internet atau Youtube maupun mengamati gambar yang terdapat pada buku siswa tentang <i>The statements related to the habits of the people</i></i></p> </li> </ul> </li> <li>❖ <b>Mengamati</b> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru</i></li> </ul> </li> <li>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),       <ul style="list-style-type: none"> <li>➢ <i>Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</i> <ul style="list-style-type: none"> <li>• <i>The statements related to the habits of the people</i></li> </ul> </li> </ul> </li> <li>❖ <b>Mendengar</b> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan</i> <ul style="list-style-type: none"> <li>• <i>The statements related to the habits of the people</i></li> </ul> </li> </ul> </li> <li>❖ <b>Menyimak,</b> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :</i> <ul style="list-style-type: none"> <li>• <i>The statements related to the habits of the people</i></li> </ul> </li> </ul> </li> </ul>	<p><b>60</b> <b>Menit</b></p>
<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>• Membuat resume dengan bimbingan guru tentang point-point penting yang</li> </ul>	<p><b>10</b> <b>Menit</b></p>

<p>muncul dalam kegiatan pembelajaran yang baru dilakukan.</p> <ul style="list-style-type: none"> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Mengagendakan proyek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</li> </ul>	
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### Penilaian

No	Aspek	Teknik Penilaian	Instrumen	Fokus Penilaian
1.	Sikap	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Tanggung jawab</li> <li>• Kerjasama</li> <li>• Toleransi</li> <li>• Demokratis</li> </ul>
2.	Keterampilan	<ul style="list-style-type: none"> <li>• Make a monologue habitual actions and perform it on front of theclass!</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrik Penilaian</li> </ul>	<ul style="list-style-type: none"> <li>• Tata bahasa</li> <li>• Kesesuaian isi dengan permasalahan</li> <li>• Kedalaman/keluasaan pembahasan</li> </ul>

Bandar Lampung, Februari 2023

Mengetahui,  
Peneliti



Indri Lestari  
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Guru Mata Pelajaran



Laras Wahyu Kinanti, S.Pd  
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Kepala SMP N 1 Rawajitu Selatan



Dwi Murwanto, S.Pd  
NIP. 196703081992031004

**Control Class (3<sup>rd</sup> Meeting)****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMPN 1 Rawajitu Selatan

Mata Pelajaran : Bahasa Inggris

Chapter : 6 - We love what we do

Kelas/Semester : VII/Genap

Tahun Pelajaran : 2022/2023

Alokasi Waktu : 2x 2 JP (80 menit)

**Kompetensi Inti:**

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

**Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

<b>Kompetensi Dasar (KD)</b>	<b>Indikator Pencapaian Kompetensi (IPK)</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	<p>3.6.7. Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.8. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.9. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan	4.6.3. Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

<p>memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	
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### Tujuan Pembelajaran

- Siswa mampu mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Siswa memahami pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Siswa mampu menyusun kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Siswa mampu mendeskripsikan tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar.
- Siswa mampu membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

### Metode Pembelajaran

- Technique : Drill/Repetition
- Metode : ALM

### Media dan Sumber Pembelajaran

- Media : Papan tulis, spidol, Youtube
- Sumber belajar : Buku Bahasa Inggris kelas 7 dan internet.

### Materi Pembelajaran

#### 7. Materi pembelajaran regular

- Fungsi social teks
  - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Struktur teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda

- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ Topik

- Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

#### 8. Materi pembelajaran remedial

➤ Unsur kebahasaan

- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question

#### 9. Materi pembelajaran pengayaan

Membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

#### Langkah-langkah Pembelajaran

Pertemuan Ke-3 ( 2 x 40 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila <i>materi/tema/ projek</i> ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:</li> </ul>	<p><b>10</b></p> <p><b>menit</b></p>

<ul style="list-style-type: none"> <li>➤ <i>Play the roles of the speakers about animals activities</i></li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p><b>Kegiatan Inti</b></p> <p><b>Kegiatan Pembelajaran</b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> <li>➤ <i>Play the roles of the speakers about animals activities</i> dengan cara :</li> <li>❖ <b>Melihat</b> (tanpa atau dengan alat)/ Menayangkan gambar/foto dan video dari YouTube dan peserta didik diminta untuk mengamati video <i>Play the roles of the speakers about animals activities</i>.</li> <li>❖ <b>Mengamati</b></li> <li>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</i> <ul style="list-style-type: none"> <li>• <i>Play the roles of the speakers about animals activities</i></li> </ul> </li> </ul> </li> <li>❖ <b>Mendengar</b> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan</i> <ul style="list-style-type: none"> <li>• <i>Play the roles of the speakers about animals activities.</i></li> </ul> </li> </ul> </li> <li>❖ <b>Menyimak</b> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :</i> <ul style="list-style-type: none"> <li>• <i>Play the roles of the speakers about animals activities</i></li> </ul> </li> </ul> </li> </ul>	<b>60</b> menit
<p><b>Kegiatan Penutup</b></p>	<b>10</b> menit

<ul style="list-style-type: none"> <li>• Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Mengagendakan proyek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</li> </ul>	
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### Penilaian

No	Aspek	Teknik Penilaian	Instrumen	Fokus Penilaian
1.	Sikap	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Tanggung jawab</li> <li>• Kerjasama</li> <li>• Toleransi</li> <li>• Demokratis</li> </ul>
2.	Keterampilan	<ul style="list-style-type: none"> <li>• Make a monologue about animal and their habits and perform it on front of theclass!</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrik Penilaian</li> </ul>	<ul style="list-style-type: none"> <li>• Tata bahasa</li> <li>• Kesesuaian isi dengan permasalahan</li> <li>• Kedalaman/keluasan pembahasan</li> </ul>

Bandar Lampung, Februari 2023

Mengetahui,  
Peneliti



Indri Lestari  
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## Appendix 26 Experiment Class (1<sup>st</sup> Meeting)

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 1 Rawajitu Selatan  
 Mata Pelajaran : Bahasa Inggris  
 Chapter : 6 - We love what we do  
 Kelas/Semester : VII/Genap  
 Tahun Pelajaran : 2022/2023  
 Alokasi Waktu : 2x 2 JP (80 menit)

#### Kompetensi Inti:

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

#### Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	<p>3.6.10. Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.11. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.12. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan	4.6.4. Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

<p>memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	
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### Tujuan Pembelajaran

- Siswa mampu mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Siswa memahami pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Siswa mampu menyusun kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Siswa mampu mendeskripsikan tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar.
- Siswa mampu membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

### Metode Pembelajaran

- technique : Drilling technique, repetition
- Metode : Audio lingual method/ Audio lingual approach

### Media dan Sumber Pembelajaran

- Media : Papan tulis, spidol, proyektor, cake application
- Sumber belajar : Buku Bahasa Inggris kelas 7, internet, and video in the cake application.

### Materi Pembelajaran

#### 10. Materi pembelajaran regular

- Fungsi social teks
  - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Struktur teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda

- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ Topik

- Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

### 11. Materi pembelajaran remedial

➤ Unsur kebahasaan

- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question

### 12. Materi pembelajaran pengayaan

Membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

#### Langkah-langkah Pembelajaran

Pertemuan Ke-1 ( 2 x 40 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:</li> </ul>	<p><b>10</b></p> <p><b>menit</b></p>

<p>➤ <i>Peoples jobs or profession</i></p> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p><b>Kegiatan Inti</b></p> <p><b>Kegiatan Pembelajaran</b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <p>➤ <i>Peoples jobs or profession</i> dengan cara :</p> <ul style="list-style-type: none"> <li>❖ <b>Melihat</b> (tanpa atau dengan alat) Menayangkan video tentang materi <i>peoples jobs or profession</i> yang tersedia di dalam aplikasi Cake.</li> <li>❖ <b>Mengamati</b> <i>Peserta didik diminta untuk mengamati video Peoples jobs or profession yang diberikan atau ditayangkan guru melalui proyektor.</i></li> <li>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), ➤ <i>Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Peoples jobs or profession</i></li> <li>❖ <b>Mendengar</b> ➤ <i>Peserta didik diminta mendengarkan pemberian materi yang ada di aplikasi Cake yang berkaitan dengan Peoples jobs or profession, kemudian menirukan kalimat yang ada didalam video secara berulang dengan menekan tulisan “drill”.</i></li> <li>❖ <b>Menyimak</b>, ➤ <i>Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : Peoples jobs or profession</i></li> </ul>	<p><b>60</b> <b>Menit</b></p>
<p><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p>	<p><b>10</b> <b>Menit</b></p>

<ul style="list-style-type: none"> <li>• Menunjuk siswa secara random untuk menyimpulkan kembali materi pembelajaran yang telah disampaikan melalui aplikasi Cake dengan tujuan sejauh mana siswa tersebut memahami materi pembelajaran. (Karena keterbatasan waktu siswa tidak dapat ditanya satu per satu)</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Mengagendakan proyek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</li> </ul>	
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### Penilaian

No	Aspek	Teknik Penilaian	Instrumen	Fokus Penilaian
1.	Sikap	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Tanggung jawab</li> <li>• Kerjasama</li> <li>• Toleransi</li> <li>• Demokratis</li> </ul>
2.	Keterampilan	<ul style="list-style-type: none"> <li>• Make a monologue about people jobs and professions and perform it on front of the class!</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrik Penilaian</li> </ul>	<ul style="list-style-type: none"> <li>• Tata bahasa</li> <li>• Kesesuaian isi dengan permasalahan</li> <li>• Kedalaman/keluasan pembahasan</li> </ul>

Bandar Lampung, Februari 2023

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**Experiment Class (2<sup>nd</sup> Meeting)****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMPN 1Rawajitu Selatan

Mata Pelajaran : Bahasa Inggris

Chapter : 6 - We love what we do

Kelas/Semester : VII/Genap

Tahun Pelajaran : 2022/2023

Alokasi Waktu : 2x 2 JP (80 menit)

**Kompetensi Inti:**

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

**Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

<b>Kompetensi Dasar (KD)</b>	<b>Indikator Pencapaian Kompetensi (IPK)</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	<p>3.6.13. Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda</p> <p>3.6.14. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.15. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi	4.6.5. Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks	
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### Tujuan Pembelajaran

- Siswa mampu mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Siswa memahami pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Siswa mampu menyusun kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Siswa mampu mendeskripsikan tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar.
- Siswa mampu membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

### Metode Pembelajaran

- technique : Drilling technique, repetition
- Metode : Audio lingual method/ Audio lingual approach

### Media dan Sumber Pembelajaran

- Media : Papan tulis, spidol, proyektor, cake application
- Sumber belajar : Buku Bahasa Inggris kelas 7, internet, and video in the cake application.

### Materi Pembelajaran

#### 13. Materi pembelajaran regular

- Fungsi social teks
  - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Struktur teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
  - Kalimat deklaratif (positif dan negatif) dalam simple present tense
  - Kalimat interrogative: Yes/No question; Wh-question

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ Topik

- Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

#### 14. Materi pembelajaran remedial

➤ Unsur kebahasaan

- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question

#### 15. Materi pembelajaran pengayaan

Membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

#### Langkah-langkah Pembelajaran

Pertemuan Ke-2 ( 2 x 40 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>someone's job/profession</i></li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>➤ <i>The statements related to the habits of the people</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> </ul>	<p><b>10</b></p> <p><b>menit</b></p>



<ul style="list-style-type: none"> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p><b>Kegiatan Inti</b></p> <div style="background-color: #00838f; color: white; padding: 5px;"><b>Kegiatan Pembelajaran</b></div> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> <li>➤ <i>The statements related to the habits of the people</i> dengan cara :       <ul style="list-style-type: none"> <li>❖ <b>Melihat</b> (tanpa atau dengan alat)           <p>Menayangkan video tentang <i>statements related to the habits of the people</i> yang ada dalam media pembelajaran aplikasi Cake.</p> </li> <li>❖ <b>Mengamati</b> <p><i>Peserta didik diminta untuk mengamati video yang terdapat pada aplikasi Cake</i></p> </li> <li>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),           <ul style="list-style-type: none"> <li>➤ <i>Selain melalui video, peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan the statements related to the habits of the people</i></li> </ul> </li> <li>❖ <b>Mendengar</b> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta mendengarkan pemberian materi melalui aplikasi cake tentang the statements related to the habits of the people, kemudian menirukan kalimat yang ada didalam video secara berulang dengan menekan tulisan "drill".</i></li> </ul> </li> <li>❖ <b>Menyimak</b> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai the statements related to the habits of the people</i></li> </ul> </li> </ul> </li> </ul> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.</p>	<p><b>60</b> <b>Menit</b></p>

<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>• Menunjuk siswa secara random untuk menyimpulkan kembali materi pembelajaran yang telah disampaikan melalui aplikasi Cake dengan tujuan sejauh mana siswa tersebut mamahami materi pembelajaran. (Karena keterbatasan waktu siswa tidak dapat ditanya satu per satu)</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Mengagendakan proyek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</li> </ul>	<p><b>10</b> <b>Menit</b></p>
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### Penilaian

No	Aspek	Teknik Penilaian	Instrumen	Fokus Penilaian
1.	Sikap	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Tanggung jawab</li> <li>• Kerjasama</li> <li>• Toleransi</li> <li>• Demokratis</li> </ul>
2.	Keterampilan	<ul style="list-style-type: none"> <li>• Make a monologue habitual actions and perform it on front of the class!</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrik Penilaian</li> </ul>	<ul style="list-style-type: none"> <li>• Tata bahasa</li> <li>• Kesesuaian isi dengan permasalahan</li> <li>• Kedalaman/keluasan pembahasan</li> </ul>

Bandar Lampung, Februari 2023

Mengetahui,  
Peneliti



Indri Lestari  
NPM. 1911040362

Guru Mata Pelajaran



Laras Wahyu Kinanti, S.Pd  
NIP.

Kepala SMP N 1 Rawajitu Selatan



Dwi Murwanto, S.Pd  
NIP. 196703081992031004

**Experiment Class (3<sup>rd</sup> Meeting)****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan	: SMPN 1Rawajitu Selatan
Mata Pelajaran	: Bahasa Inggris
Chapter	: 6 - We love what we do
Kelas/Semester	: VII/Genap
Tahun Pelajaran	: 2016/2017
Alokasi Waktu	: 2x 2 JP (80 menit)

**Kompetensi Inti:**

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

**Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

<b>Kompetensi Dasar (KD)</b>	<b>Indikator Pencapaian Kompetensi (IPK)</b>
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	<p>3.6.16. Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda</p> <p>3.6.17. Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.18. Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan	4.6.6. Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial

<p>memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	
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### **Tujuan Pembelajaran**

- Siswa mampu mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Siswa memahami pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Siswa mampu menyusun kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Siswa mampu mendeskripsikan tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar.
- Siswa mampu membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

### **Metode Pembelajaran**

- technique : Drilling technique, repetition
- Metode : Audio lingual method/ Audio lingual approach

### **Media dan Sumber Pembelajaran**

- Media : Papan tulis, spidol, proyektor, cake application
- Sumber belajar : Buku Bahasa Inggris kelas 7, internet, and video in the cake application.

### **Materi Pembelajaran**

#### **16. Materi pembelajaran regular**

- Fungsi social teks
  - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Struktur teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
  - Kalimat deklaratif (positif dan negatif) dalam simple present tense

- Kalimat interrogative: Yes/No question; Wh-question
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ Topik

- Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

### 17. Materi pembelajaran remedial

➤ Unsur kebahasaan

- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interrogative: Yes/No question; Wh-question

### 18. Materi pembelajaran pengayaan

Membuat teks lisan sederhana untuk Mendeskripsikan, mengidentifikasi, mengkritisi teman sebangku

#### Langkah-langkah Pembelajaran

Pertemuan Ke-3 ( 2 x 40 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <i>Play the roles of the speakers animals activities</i></li> </ul>	<p><b>10 menit</b></p>

<ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p><b>Kegiatan Inti</b></p> <p><b>Kegiatan Pembelajaran</b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> <li>➤ <i>Play the roles of the speakers about animals activities</i> dengan cara :       <ul style="list-style-type: none"> <li>❖ <b>Melihat</b> (tanpa atau dengan alat)</li> </ul> </li> </ul> <p>Menampilkan video yang ada dalam aplikasi Cake terkait dengan materi <i>Play the roles of the speakers about animals activities</i></p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati</b></li> </ul> <p><i>Peserta didik diminta untuk mengamati kalimat yang ada pada video tentang Play the roles of the speakers about animals activities</i></p> <ul style="list-style-type: none"> <li>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),       <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Play the roles of the speakers about animals activities</i></li> </ul> </li> <li>❖ <b>Mendengar</b> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta mendengarkan materi yang ada dalam video di aplikasi Cake yang berkaitan dengan play the roles of the speakers about animals activities, kemudian menirukan kalimat yang ada didalam video secara berulang dengan menekan tulisan “drill”.</i></li> </ul> </li> <li>❖ <b>Menyimak,</b> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai play the roles of the speakers about animal activities.</i></li> </ul> </li> </ul>	<p><b>60</b> <b>menit</b></p>
<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>• Menunjuk siswa secara random untuk menyimpulkan kembali materi pembelajaran yang telah disampaikan melalui aplikasi Cake dengan tujuan</li> </ul>	<p><b>10</b> <b>menit</b></p>

<p>sejauh mana siswa tersebut mamahami materi pembelajaran. (Karena keterbatasan waktu siswa tidak dapat ditanya satu per satu)</p> <ul style="list-style-type: none"> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Mengagendakan proyek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.</li> </ul>	
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### Penilaian

No	Aspek	Teknik Penilaian	Instrumen	Fokus Penilaian
1.	Sikap	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Tanggung jawab</li> <li>• Kerjasama</li> <li>• Toleransi</li> <li>• Demokratis</li> </ul>
2.	Keterampilan	<ul style="list-style-type: none"> <li>• Make a monologue about animal andtheir habits and perform it on front of the class!</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrik Penilaian</li> </ul>	<ul style="list-style-type: none"> <li>• Tata bahasa</li> <li>• Kesesuaian isi dengan permasalahan</li> <li>• Kedalaman/keluasan pembahasan</li> </ul>

Bandar Lampung, Februari 2023

Mengetahui,  
Peneliti



Indri Lestari  
NPM. 1911040362

Guru Mata Pelajaran



Laras Wahyu Kinanti, S.Pd  
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Kepala SMP N 1 Rawajitu Selatan



Dwi Murwanto, S.Pd  
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Menerangkan Bahwa Artikel Ilmiah Dengan Judul:

**THE INFLUENCE OF USING CAKE APPLICATION TOWARDS STUDENTS'  
SPEAKING SKILLS AT THE SECOND SEMESTER OF THE SEVENTH GRADE IN  
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