

**THE EFFECTIVENESS OF SELF-VIDEO RECORDED IN  
STUDENTS' SPEAKING SKILL AT THE SEVENTH GRADE  
OF MTS AL FALAH GEDONGAN BAKI SUKOHARJO  
ACADEMIC YEAR 2022/2023**

**THESIS**

**Submitted as a Partial Requirements  
For the Degree of *Sarjana***



**By:**

**Sitihaja A. Mombas**

**SRN. 183221268**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURE AND LANGUAGES  
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF  
SURAKARTA**

**2023**

## ADVISOR'S SHEET

Subject: Thesis of Sithaja A. Mombas

SRN : 183221268

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

*Assalamu'alaikum Wr. Wb.*

After reading thoroughly and giving necessary advices, herewith as the advisor, we state that the thesis of

Name : Sithaja A. Mombas

SRN : 183221268

Title : The Effectiveness of Self-Video Recorded in Students' Speaking Skill at Seventh Grade of Madrasa Tsaniwiyah Al Falah Gedongan Baki Sukoharjo Academic Year 2022/2023.

Has already fulfilled the requirements to be present before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Surakarta, 27 April 2023

Advisor



Furqan Edi Wibowo, M.Pd

NIP. 198901242017011128

## RATIFICATION

This is to certify the *Sarjana* thesis entitled

“The Effectiveness of Self-Video Recorded in Students’ Speaking Skill at Madrasa Tsanawiyah Al Falah Gedongan Baki Sukoharjo Academic Year 2022/2023” by Sitihaja A. Mombas has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education.

**Chairman : Wildan Mahir Muttaqin M.A. TESL.**  
**NIP. 198604272019031008**

**Secretary : Furqon Edi Wibowo, M.Pd**  
**NIP. 198901242017011128**

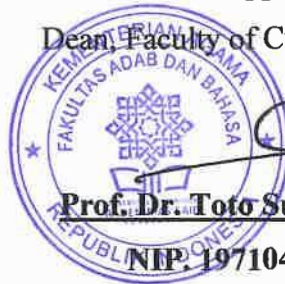
**Main Examiner: Prof. Dr. H. Sujito, M.Pd**  
**NIP. 197209142002121001**



Surakarta, 22 May 2023

Approved by

Dean, Faculty of Cultures and Languages



**Prof. Dr. Toto Suharto, S.Ag. M.Ag.**

**NIP. 197104031998031005**



## DEDICATION

This thesis dedicates:

1. Allah *subhanahu wa ta'ala* who always blessed me.
2. Prophet Muhammad *shalallaahu alaihi wassalaam* who gives the best role model to do anything.
3. My beloved family, who gives me all the support and unconditional love, inspires me to continue study and push me to fight all the struggles, courage me, not to give up and telling me to be patient.
4. My beloved boyfriend Janun Muntholib and his Family whose also their as my second family here. Thank you is not enough to express my gratitude toward your support, love, courage, advice and prayers.
5. My beloved friends, especially to Vilma, Kai, Reymond and Hasria who supports me daily and accompany me to finish my thesis.

## **MOTTO**

“God does not burden a person but according to its ability.”

[QS.AL – Baqoroh: 286]

You cannot spread love when your heart is full of anger.

## PRONOUNCEMENT

Name : Sitihaja A. Mombas  
SRN : 183221268  
Study Programs : English Language Education  
Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled

“The Effectiveness of Self-Video Recorded in Students’ Speaking Skill at Madrasa Tsanawiyah Al Falah Gedongan Baki Sukoharjo Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis signed by, citations and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 22 May 2023

Stated by,



Sitihaja A. Mombas

SRN. 183221268

## ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the day judgment, God all mighty, for all blessing and mercies so the researcher was able to finish. This thesis entitled “The Effectiveness of Self-Video Recorded in Students’ Speaking Skill at Seventh Grade of Madrasa Tsanawiyah Al Falah Gedongan Baki Sukoharjo Academic Year 2022/2023”. Peace be upon Prophet Muhammad *shalallaahu alaihi wassalaam*, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be complete without the help, supports, and suggestions, from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudofir, S.Ag., M.Pd as the Rector of the State Islamic University Raden Mas Said Surakarta,
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag as the dean of The Faculty of Cultures and Languages
3. Wildan Mahir Muttaqin, MA. TESL as the coordinator of English Language Education Study Program,
4. Furqon Edi Wibowo, M.Pd as the advisor for his guidance, permission, approval, valuable advices, corrections, and helps to revise all mistakes during the entire process of writing this thesis, also for the motivation and encouragements to the researcher
5. Sri Setyo, SH. M.Si., as the head of master of Mts Al Flah Gedongan Baki Sukoharjo. Thank you for giving the opportunity to conduct this research.
6. Mei Tri Wulandari, S. Pd and Retna Ristyaningrum, S.Ag as the English Teacher of MTs Al Falah Gedongan Baki Sukoharjo. Thanks for the time and help to finish this research.

7. All the students of SMP Negeri 13 Surakarta, especially the class 7A, 7B and 7C. Thanks for all your participation.

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

Surakarta, 22 May 2023

The researcher

Sitihaja A. Mombas



## ABSTRACT

Sitihaja A. Mombas. 183221268. “*The Effectiveness of Self-Video Recorded in Students’ Speaking Skill at Seventh Grade of Madrasa Tsawiyah Al Falah Gedongan Baki Sukoharjo Academic Year of 2022/2023*”. Thesis, Surakarta: English Education. Cultures and Languages Faculty.

This study aimed to find out whether there is a significant different in leaning achievement in speaking skill between students who are taught by using self-video recorded and those students who are taught using another media at MTs Al Falah Gedongan Baki Sukoharjo in the Academic Year 2022/2023.

This type of research is quantitative research that uses an experimental design. The data obtained through pre-test and post-test. This study has 2 variables, namely Self-Video Recorded as Independent variable while e-book as a dependent variable. The population of this study are the seventh grade of MTs Al Falah Gedongan Baki Sukoharjo with the total of 136 students. The sampling technique used was Cluster Random Sampling. Based in sampling obtained class VII-A as an experimental class with the total of 32 students and the class VII-B as a control class with total of 32 students.

The result of the analysis shown that t-test or  $t_{count}$  (2.12102) obtained while the  $t_{table}$  (1.6955). We can conclude that the  $H_0$  is rejected because  $t_{count}$  (2.12102) is greater than  $t_{table}$  (1.6955). The average pre-test score of experimental class is 77.16. Meanwhile the average of control class is 76.90. Therefore, the average score of post-test of experimental class is 80.25, while the control class is 78.63. Therefore, the hypothesis in this research can be accepted. In addition, it can concluded that the use of Self-Video Recorded is more effective in enhancing students speaking skill. In addition, based on the interview, most of the students stated that teaching using self-video recorded is more effective and it is more interesting. Self-video recorded made the students more active in learning about language and able to express their feelings and to think widely through recording their selves.

*Keywords: Effectiveness, Self-Video Recorded, Speaking Skill*

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# CHAPTER I

## INTRODUCTION

### **A. Background Study**

In this era, we are living in the globalization era, which is need, a language. Language is a tool to express an idea, opinion, and feelings. Current in Diane Larsen (1986: 111) explained that language is for the communication. However, language intended to be necessary to learned in all countries. English utilized in all aspect of human such as government, education, knowledge or institution, not only for executive but also for conversational in English.

English in Indonesia is taught because in primary schools. It turns into one of the compulsory subjects in junior and senior high schools. It is one of the five subjects, which can examined at the UN (Ujian Nasional). It taught as an included subject to increase the students' language competences. It learnt through the students in order to communicate. Therefore, the speaking in English is important as it allows students to engage with others.

Rabiya (2018) stated motivation could be very important during the learning of speaking process. If students are not aware about the significance of learning speaking, they would not give deep interest on it, and it is going to affect the learning technique. Moreover, practicing English often needed to enhance the students' speaking ability and it desires high motivation for the students. English teachers play essential roles to guide and to assist their students practice English in class. Teachers should be innovative in creating appropriate and exciting activities to help their students to enhance their oral



production. Of course, they have to consider the students' interest that determines whether the activities are suitable or not. Teachers should be careful in choosing activities to train speaking.

Speaking used for lots distinctive functions, and every intention includes specific talents. When we use informal verbal exchange, as an example, our functions may be to make social contact with people, to having a rapport, or to interact in the harmless chitchat that occupies much of the time we spend with friends. While we engage in dialogue with a person, on the other hand, the motive can be to reveal or express opinions, to influence a person about some thing or to clarify facts.

Richards & Renandya (2002) state that a possible way of stimulating students to speak might be carried out through providing them with the big exposure to actual language via audio-visible stimuli and with possibilities to apply the language. There are some motives for using video recording in teaching speaking. First, video consists of audio-visuals, which are exciting for students. Secondly, it offers an authentic material with the right pronunciation and vocabulary for students to practice. Third, self-video recorded indicates the right scenario of the communication and the right frame language of the speaker to the audience. Besides, self-video recorded also improves students' cultural understanding of English. Related to this, the researcher decided to apply self-video recorded to find out whether or not video recording can help to solve the issue. Speaking is more about the process rather than just a product. The use of media in the technique of teaching speaking can be helpful in

figuring out the product of speaking. During the procedure of speaking, students have to be stimulated and inspired via using suitable media. The use of self-video recorded in students' speaking activity is useful to stimulate and encourage them to speak. It believed that the use of self-video recorded. Activity in the students' speaking class would supply a positive contribution to their speaking ability. This is why the researcher chose video recording as an opportunity way to help students to enhance their speaking ability.

Based on the result of pre-research in MTs Al Falah Gedongan Baki Sukoharjo, there were troubles in speaking English in the 7th grade students. The students rarely had an opportunity to speak English, to speak with others and to share their ideas inside the classroom. Speaking English was tough for them. However, the teacher did not provide much attention to it. That they had uninteresting activities in the English class. The teacher used textbook-based approach and reading aloud from book while teaching English. They rarely used different media to guide their teaching and centered only on what the students might have in the UN (Ujian Nasional). Another problem that appears in speaking was in term of pronunciation and vocabulary. The students had limited sources to learn vocabulary and pronunciation. Instead, the teacher was the only source. In additional they lacked of self-confidence and motivation. They tended to be passive and simply listened to the instructor. The teacher managed most of the activities and used minimum media to assist the teaching of speaking.

The reason why the writer interested conducting this research is that the researcher wants to know to the significance difference between students who are thought by using self- video recorded and other media. In addition, the researcher chooses this school as a place of research because the students of MTs Al Falah Gedongan Baki Sukoharjo are very active participation during learning process and besides this school has a good vision and mission.

Some previous researcher who had employed research related this study as follow the research conducted Prisananto and Purnawan (2015), entitled “Improving Students’ Speaking Participation through Video Recording Method for the Seventh Graders of Smp N 8 Yogyakarta in the Academic Year 2015/2016. This study explored the students speaking skill using self-video recording in Smp N 8 Yogyakarta in the Academic Year 2015 / 2016. The result of this study indicates that there is progressed to students speaking score.

Febri Fitriyani, Ratna Sari Dewi and Desi Nahartini (2018) conducted the next research Entitled “The Effectiveness of using English Self-video Recording on Students’ Speaking Skill of Recount Text”. The result of this study is there is significant effect in improving students’ speaking skill using video recording.

From some previous research above, the researcher thinks that’s not enough only to explore the students speaking skill through the use of self-video recorded, but the researcher also want to explore the significance difference between students who are thought by using self- video recorded and other media. The previous study conducted on senior students and college students but this

research conducted in junior students. Therefore, it will make this study different from the other study.

In view of the clarification of issue in speaking and the rise of innovation, particularly cell phone brings some benefit effect for academic reason; this exploration will examine **The Effectiveness of Self-Video Recorded in Students' Speaking Skill.** (A Quasi-experimental Study at the Seventh Grade of MTs Al Falah Gedongan Baki Sukoharjo Academic Year 2022/2023).

## **B. Problem Identification**

Base on the explanation above, there are some problems, which can identify such as:

1. The interest and motivation of students at MTs Al Falah Gedongan Baki Sukoharjo to attend English is still low.
2. The ability of students to speak is less than maximum.
3. Learners have difficulties in speaking and lack of motivation.
4. Learning activities to speak English with conventional techniques is less interesting and boring for the students.
5. Self-video recorded technique has not yet applied in learning English-speaking skill in MTs Al Falah Gedongan Baki Sukoharjo.

### **C. Limitation of the Problems**

To avoid misunderstanding and the researcher wants to make it clearly. Based on the problem identified above, the researcher limits the study only on the use of self-video-recorded in students speaking skill at Seventh Grade of MTs Al Falah Gedongan Baki Sukoharjo. The self-video recorded can implement to show how effective towards students speaking skill.

### **D. Formulation of the Problems**

Base on the problem Identification, the study will deal with the following question: “Is there any significant difference between students who are taught by using self-video recorded and those who are taught by using another media?”

### **E. The Objective of the Study**

At the end of this study, the researcher will try to find out whether there is any significant difference between students who are taught by using self-video recorded and those who are taught by using another media.

### **F. Benefits of the Study**

The benefits that can obtained from this research such as following:

#### 1. Theoretical

As a contribution of this theory to the education. Through this research courage existing theories and to attach new insight especially in the use of

self-video recorded strategy in teaching.

## 2. Practical

- a. As one of the inputs for teacher in improving the quality of learning a foreign language, especially in learning speaking skill, a teacher can apply learning with the video-recorded technique to the students.
- b. With self-video, recorded technique can help students to improve their speaking ability.
- c. For other researcher, it can help to use as reference or input the result of the research on the use of self-video recorded in learning English-speaking skill.

## 3. Definition of Key Terms

### 1. Self-Video Recorded

Self-video recorded that the researcher approach on this studies is the device that used to record the students' speaking performance inside the classroom, by using recording, the students speaking performance, the students can watch the recording in doing speaking. They may learn their mistake from the video and those feedback, through doing this; they will evaluate each different. The lecturers can use video to help students become better speakers in English (Lonergan, 1984, Toamlin & Stempleski, 1990). Via recording students speaking performance, they may have possibilities to view to play and replay the recording many times, in order that they may group from their errors. They may learn from their self-assessment and from

their friend's feedback and teachers. Therefore, they are able to be self-critical as they can analyze the errors and solve their problem that assisted by the teachers.

## 2. Speaking Skill

Brown (2004) defines speaking as an efficient ability that can be directly and discovered empirically; those observations continually colored through the accuracy and effectiveness of a test-taker's listening ability, which always compromises the reliability and validity of an oral production test. From that statement, the researcher concludes that speaking is a hobby that includes or more people wherein the participants are both the listeners and the speakers having to act what they pay attention to and make their contribution at high speed.

## 3. Experimental Study

Experimental research is a study that seeks to discover the effect of certain variables on different variables below tightly controlled situations (Salim, 2019). Related to this knowledge, it can be understood that an experiment is a study wherein a certain treatment given to the chosen variable. As for the experimental design used on this study, the experimental design is Pretest-Posttest control group design or pretest-posttest control group design

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review on Related Study**

##### **1. Review on Speaking**

###### **a. The Definition of Speaking**

Speaking is described operationally on this examine because the potential of English students to speak English accurately in a given significant context to serve each transactional and interactional purposed the use of correct pronunciation and grammar. Spratt et.al (2005) defines speaking as an efficient ability. It entails using speech to express meaning to other people. Nunan (2003) has the same opinion with Spratt et.al that speaking is an efficient oral ability, which includes generating systematic verbal utterances to carry meaning. Brown (2004) additionally adds that speaking is an effective ability within the organs of speech to express meaning which directly and empirically observed.

From the definitions above, the researcher concludes that speaking is one among productive skills, which used to speak with other, and it is not only producing the phrases, however also having a meaning. In addition, it has reason to share knowledge, information and ideas.

###### **b. Speaking Skill**

Many professionals have proposed the definitions of speaking skill. Speaking skill is a manner of message in saying thoughts, information and feeling to other people. It is the most essential technique in which the



narrator can state himself with a language. According to Harmer (2001:269) capability to speak fluently through using their knowledge, information and say it on the spot. It needs the ability to help in the management of speaking. It occurs in the real situation and has a little time for planning it.

c. The Objective of Speaking

The goal of speaking relates to the purpose and reason why human beings communicate. Most of the people have unique functions. It is like doing other abilities, consisting of listening, writing, or reading. Scott Thornbury (2005) has made classifications of the speaking functions that include in speaking genres. First, speaking can serve transactional and interpersonal function. Speaking for transactional function is to deliver information and facilitate the trade of goods and services, for instance in the context of phoning to book a table in a restaurant. Second, speaking for interpersonal feature is to establish and maintain social relations, inclusive of while talking between friends.

Besides classifying speaking reason based at the genres, Scott Thornbury (2005) additionally makes type based on pragmatic expertise, which specializes in communicative purposes and speech acts, namely complimenting, suggesting, requesting, presenting, and so on.

Another objective of speaking assumed by Jason S. Wrench (2012). He argues that there are three functions of speaking. Those are to inform, to influence, and to entertain. The reason of speaking is to inform while

human beings communicate to help their audience gain knowledge. Therefore, the audiences are able to collect information to understand something. Then, to persuade means that human beings use their speaking to get audience goal to do or wondering as what the speaker said.

Then, the general functions of speaking are to inform, to influence, and to entertain. However, those general functions may categorized into two types of genre, particularly transactional and interpersonal.

#### d. The Elements of Speaking

##### 1) Pronunciation

Pronunciation is the way for students to produce clearer language while they speak. It deals with the phonological procedure that refers to the element of a grammar made up of the elements and ideas that decide how sounds vary pattern in a language. There are two functions of pronunciation phonemes and supra segmental functions. A speaker who continuously mispronounces various phonemes can be extremely hard for a speaker from another language community to understand. The students have to be able pronounce phonemes correctly, use suitable pressure and intonation patterns and communicate in related speech. It means pronunciation is vital factor in speaking performance (Syakur, 2007).

##### 2) Grammar

Grammar is a way to arrange the sentence and create an excellent language. This consists of the structure of words, phrases, clauses,

sentences, and entire texts. Kiani states, “The application of grammar is also to learn the proper way to benefit information language in oral and written form” (Harchegani, Biria, & Nadi, 2013). It means grammar is also essential in speaking performance.

### 3) Vocabulary

According to Hornby, states that vocabulary is the total variety of the phrases (with their meaning and with regulations for combining them) making up the language (Hornby, 1984). Studying vocabulary comprehension is very essential in order to be able to speak more words and sentences. It means vocabulary is also essential in speaking performance.

### 4) Fluency

Fluency is the potential to speak effortlessly, spontaneously, without a hesitation and pausing. due to the fact using pause in speaking is figuring out someone’s fluency in the way they speak. In addition, the ability to speak fluently is not sufficient because speaker need to consider the accuracy as well. Accuracy is associated with the use suitable grammar, vocabulary and pronunciation in speaking.

Further, Koponen Louma (2004) states, “Fluency is the ability to speak freely without too much stopping or hesitating. At the level of a person’s fluency while speaking, it could be seen whether she or he speaks natural without some hesitations about what he or she would love to mention. In conclusion the level of a person’s fluency while speaking, it

could be seen whether she or he speaks natural without some hesitations about what he or she would love to mention.

#### 5) Comprehension

According to Richard (2002), Comprehension means the understanding and the translation of what is stated. Comprehension seeks students thinking ability to apprehend the information appropriately. For this reason, a success of speaking is determined through successful in delivering the message. Hughes (2002) states that the human beings get highest rating in comprehension aspect when they understand the entirety in both formal and colloquial speech to anticipate of an educated native speaker. In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the essential components to improve the students speaking ability.

Those elements help every other to benefit the aim of speaking. In conclusion, a success of speaking is determined through successful in delivering the message. Comprehension seeks students thinking ability to apprehend the information appropriately. Pronunciation, grammar, vocabulary, fluency, and comprehension are the essential components to improve the students speaking ability. Those elements help every other to benefit the aim of speaking.

## 2. Review on Self-Video Recorded

### a. Definition of Self-Video Recorded

Self-video recorded that the researcher approach on this studies is the device that used to record the students' speaking performance inside the classroom, by using recording, the students speaking performance, the students can watch the recording in doing speaking. They may learn their mistake from the video and those feedback, through doing this; they will evaluate each different. The lecturers can use video to help students become better speakers in English (Lonergan, 1984, Toamlin & Stempleski, 1990). Via recording students speaking performance, they may have possibilities to view to play and replay the recording many times, in order that they may group from their errors. Dali (2012) argues that video recording favorably perceived media particularly in presenting feedback. Using self-video recorded in students' speaking in language learning offers several advantages: First, students can watch and see themselves and their fellow friends' performances.

Therefore, recording students' speaking performances allowed the lecturers or the students to play and replay the video recording in frequently. Consequently, the students did self-assessment of themselves as well as their fellow friends. As effects, the students became self-critical, because they are able to see their problems and trace their upgrades. Moreover, when the video recording showed too many people, there were some recommendations and suggestions to the presenter. Broady (1998)

explains that due to video, the learners are motivated to talk with each other and with the teacher. Related to this opinion, the example can be seen in the speaking class using self-video recorded, the students have been able to comment their friends' performances and asked the teacher for the extra feedback and suggestions in evaluating session. This situation showed the good interaction among students and instructors.

#### b. Self-Video Recorded for Teaching

There are numerous strategies to increase the speaking ability; one of them is via self-video recorded. Self-video recorded is making an automated document students need to develop fluency and self-belief on their oral language via experiences in many sorts of speech situation. They are able to deliver their ideas, facts and feeling thru oral conversation. Speech is one way people make connections with each other (Wiwik 2014).

To speak confidently and fluently in a variety of conditions is a significant human need and an important aim of education. Primarily based on the result of research, the use of self-recording video to teach English is the perfect method inside the class. One of the proper strategies for actual evaluating and seeing what students do is to observe themselves doing it via creating a video. The student can watch the story directly so that they end up extra accustomed to express their experience and should be guided to participate in telling their self-experiences. The use of telling

self-experience in teaching speaking activities, the students are anticipated more motivated to learn English.

#### 1) Mobile-Assisted Learning Language (MALL)

In this 20th-century desktop computer system, netbooks, web primarily based programs, and laptops greatly facilitated with flexible access to language studying materials. The advent of hand-held laptop-based devices gave rise to mobile-Assisted Language learning (MALL) as we realize it nowadays. MALL has focused on the development of five cellular technologies since the mid-1990s, personal digital assistants (PDAs), electronic pocket dictionaries, MP3 players, cell phones, and most these days ultra-portable tablet computers (Burston, 2013). Now we can use it as a media in studying. The impact of using MALL increasing lots due to the generation in this era is more sophisticated specifically in language learning. It is caused by the non-stop interaction of students to era, including smartphone, network, and personal computer. Even, those gadgets have been a fundamental part of life for some learners. As a result, some people to combine such technology in gaining knowledge of like MALL utilize this case.

#### 2) The Use of Self-Video Recorded in MALL

There are some activities, which facilitated by using MALL. One of the activities is Self-Recording Video. Self-Recording Video also called video recording. The digital camera inside the smartphone could be very beneficial, especially for educational purpose. The digital

camera used to create Self-Recording Video tasks. Therefore, using Self-Recording Video in MALL may be challenging activity for learners due to the fact they requested directly activate on their language. Additionally, there is some consideration why using Self-Recording Video in schooling speaking recommended. For example, the production of video using cellphone is simple even for some forms of a cellphone facilitated with video editing (Korsvold & Bernd 1997).

The mobile phone is more inexpensive these days for the majority. Self-Recording Video can be a form of significant learning, which also breaks the difficulty in learning locations and time. As they had the activities, the students could enhance their unforgettable errors so that the students could have higher self –confident in doing their activity. This activity deliver by the students easy and amusing learning activities in mastering English language. Applying a combined learning technique through using one tool from digitalization era seems to be thrilling and motivating students to talk correctly and fluently.

### 3) The Advantages of Self-Video Recorded

There are positive relation in self-video recorded to some concepts of teaching a foreign language according to Michael (2010) as us following:

- a) Using video production can contain communicative activity, including, problem solving and role-play.
- b) It provides possibility to apply target language in proper and



meaningful setting.

- c) It lets students to express their thoughts and reviews.
- d) The technique of video making will allow students to activate their goal language without excessive anxiety because they will have enough practice session and doing it outside the class, even they can increase critical thinking and organization of idea.
- e) Additionally, it presents extra time to reveal speaking which is limited in classroom.

c. The Procedure of Self-Video Recorded

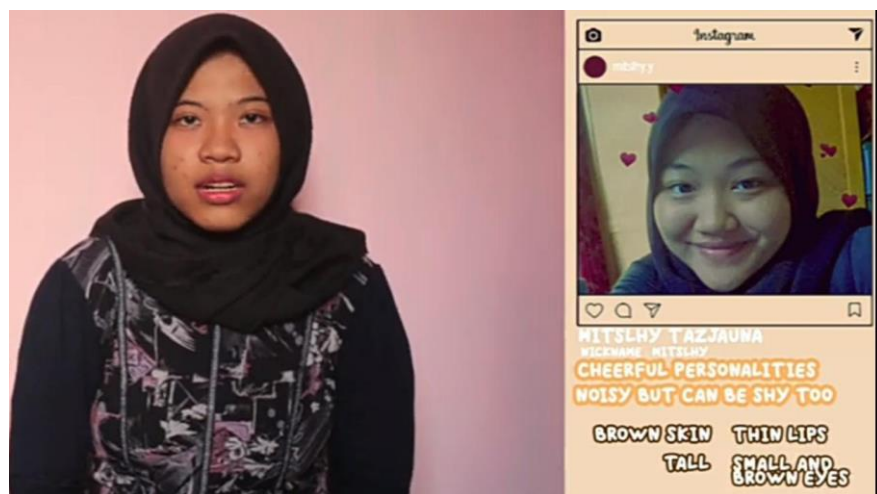
This study used procedure adapted from Gromik (2013) study with some modifications in implementing Video-Recorded speaking task.

1. The teacher will explain the topic of the day.
2. The teacher will assign the students to make a group with their friends.
3. The teacher will explain the regulation, the length of making video, the topic, and the factors of speaking would be assessing. It meant to make the students to expertise their task.
4. The teacher will show some of an example of how the students will make the task. The example will be the native speaker and local speaker, so that the students will have the target version of English speaking.

Picture 2. 1 Example of Native Speaker



Picture 2. 2 Example of Local Speaker



5. After students submitting the video task, the teacher expected to provide a feedback to the students' performance. It intended to allow students' to recognize their errors to enhance their speaking in the following speaking video task.

### 3. Review on EBook

#### a. Definition of EBook

In view of Wikipedia, Electronic book (E - Book) or called an electronic book in the Indonesian language is the advanced identical on another book (printed) that require PCs, cell phones, or unique hardware to peruse. Therefore, it called digital book or digital book peruse gadgets. Digital book is an electronic portrayal of book, which is normally distributed, in printed structure yet this time in advanced structure (Lee, 2004 One of the pupil learning media that implements the improvement of technology and communication with user interaction this evolved at this time is digital books or called e-books (Hartanti, 2013).

Base on the theories above the writer conclude that EBook is a digital book has two significant properties, in particular: first, digital book in advanced structure. Second, digital book requires exceptional understanding hardware.

#### b. Kinds of EBook

There are types of EBook according to Dosen Pendidikan (2020) such as following:

- 1) Simple text layout, it is a simple layout which may be seen nearly in every software using a personal computer. For some devices, this layout can read using software, which should installed.
- 2) PDF layout (transportable file format), this layout offers benefits to prepare for printing. The form is much like the real eBook form.

Further, there are also seek features, contents, load photographs, external links and multimedia. This layout also can opened with Acrobat Reader.

- 3) JPEG layout, this format possesses a huge length in comparison to the text information they include. Therefore, this layout is not commonly popular for e-book that has loads of textual content however for the kind of comedian books extra dominated through the picture.
- 4) LIT layout, this format from Microsoft reader, which permits the textual content in e-books, tailored to the huge-display screen tool.
- 5) HTML layout, this layout includes photograph and textual content can revised. Layout text and pictures can be set however bring about the display screen sometimes does no longer suit if printed. This layout can also opened by using browsing the internet or offline explorer.

#### c. Teaching Procedure Using EBook

In line with Ariel Sadiman (1984), studying is a deliberate effort in manipulating the supply that is a source of gaining knowledge of learning occurs in students. In the method of pupil, studying is the subject of learning and instructors are teaching subject. Teaching is assisting person or group studying activities in order that the learning method can take region efficaciously.

- 1) Evaluate whether the interactive qualities in the eBook you use can be resource, or expand their understanding of the text.

- 2) Supply students an interchangeable method while instructing, that can use in speaking.
- 3) Examine eBooks for value, precision, and readability before using them in teaching.
- 4) Offer students chance to exercise analyzing the both conventional and electronic eBooks.

## **B. Previous Related Study**

There were some researchers regarding using certain media, approach, and method in teaching speaking for high school students. One of the research performed by, Prisantanto and Purnawan (2015) carried out the primary study. The participant was the students at grade VII, F of SMPN 8 Yogyakarta 2015 / 2016 academic year using Video Recording approach. This observe was an action studies consisted of three cycles. The participants of this study were 32 students of class VII-F of SMPN 8 Yogyakarta in the academic year 2015 / 2016. The result of examine was discovered by applying video recording can enhance their speaking participations. The findings were also supported the students speaking score which had progressed from 21.8 in the first cycle became 75.2 in the second cycle. Finally, the speaking score of the Cycle 3 was also progressed to 79.9 the third cycle.

The second examine was carried out by Castaneda and Gonzales. It investigated using multiple speech draft to enhance speaking ability. The members requested to make a couple of drafts of digital video recordings of

themselves during a semester. The participants also did self-evaluation on the video they had made. Then, the result proved that using video, self-evaluation, and training intervention could enhance speaking ability.

The third examine performed by Febri Fitriyani, (2018). The result of this examine supported the previous study that the used of English self-video recording became effective in enhancing students' speaking ability.

The next research conducted by Rahmi Rahayu (2016). The result of this study is, at the beginning both experimental and controlled class score was no statistically different, but after 6weeks of treatment, the score of both class has increase. In conclusion, the use of self-video is effective in enhancing students speaking ability.

**Table 2. 1**  
**Comparative Previous Study**

No.	Name	Affiliation	Title	Similarities	Differences
1.	Prisnanto and Purnawan (2015)	Thesis, Universitas Negeri Yogyakarta.	Students' participation through video recording method.	The previous study and this study have similar concern with focused on the student's skill improvement .	The previous study used descriptive research design for this study; meanwhile this study used qualitative research.

2.	Castaneda and Gonzales(2011)	Miami University of Ohio, USA	Speaking Self-Ability Perceptions through Multiple Video Speech Drafts.	The previous study and this study have similar concern with teaching media.	The previous study is difference with this study because this survey in undergraduate college learners.
3.	Rahmi Rahayu (2016)	Jakarta: English Education Syarif Hidayatullah .	The effectiveness of Using Video-recorded speaking task on students' speaking skill.	The previous study and this study have similar concern with focused on the effective of using video recording.	The previous study is difference with this study because this survey Senior high school.
4.	Febri Fitriyani, (2018)	UIN Syarif Hidayatullah Jakarta, Indonesia	The Effectiveness of using English Self-video Recording on	The previous study and this study have similar concern with focused on	The previous study is difference with this study because this survey Junior

			Students' Speaking Skill of Recount Text.	the effective of using video recording.	high school.
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### C. Rationale

Teaching speaking English refers to the effort to make students activate their language knowledge, like grammar, vocabulary, pronunciation, and the concept of language skill into actual exercise of communication, that allows you to speak their feelings, thoughts, and information to others appropriately. In addition, students need to be able to arrange ideas in their mind into comprehensible information, in order that others can understand the message or information they are pronouncing. Although, they also need to be careful with non-verbal language, including body language, when they talking. Therefore, the understanding of discourse is also want in speaking.

However, teaching English speaking in Indonesia is something handicapped through some problems, such as the problem of assisting environment to learn speaking English, the big wide variety of students in class, which limits the opportunity to have enough time to exercise speaking in class, student's anxiety, and the indistinct of speaking purpose in Indonesia. As a result, it needs alternatives to activate students speaking with English.



By using the self-video recorded, students inspire to reveal their speaking talent outside class. Therefore, studying to speak is not only restricted in English class, which only takes place for approximately 90 minutes. In addition, it predicted to reduce their anxiety and give more time to do practice session. Further, using digital camera in cell phone for doing this task integrates the lifestyles of generation, which is popular in college students global.

#### **D. Hypothesis**

The author proposes a hypothesis that will later tested for truth. The hypothesis such as following:

$H_a$  : There is significant difference in speaking achievement between the students taught by using self-video recorded and those who are taught using another media.

$H_o$  : There is no significant difference in speaking achievement between the students taught by using self-video recorded and those who are taught using another media.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

The studies technique used in this examine is an experimental studies technique. Experimental research is a examine that seeks to discover the impact of certain variables on different variables under tightly controlled group (Salim, 2019). Regarding to this expertise, it can understood that an experiment is a research in which a positive treatment given to the chosen variable. As the experimental research uses two groups, there are; Experimental group as a group that receive a treatment and control group the group that did not gets a treatment.

<i>Group</i>	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
A	$O_1$	X	$O'_1$
B	$O_2$	$X^1$	$O'_2$

Table 3. 1 Pre-Test Post-Test Control Group Design

Source: (Sukmadinata, 2015)

Information:

- A : Experimental Group
- B : Controlled Group
- $O_1$  : Pre-test of experimental group
- $O_2$  : Pre-test of controlled group
- $O'_1$  : Post-test of experimental group
- $O'_2$  : Post-test of controlled group
- X : Treatment
- $X^1$  : Treatment

**B. Research Setting**

This research conducted at MTs Al Falah Gedongan Baki Sukoharjo that located in Jl. Merpati No.2A, Rw. 2, Gedongan Kecamatan. Baki, Kabupaten

Sukoharjo, Jawa Tengah 57556. The action of this research carried out since January 2021 - End, namely from the submission of the title until the research is complete.

### C. Population, Sampling and Sample

#### 1. Population

Arikunto (2019) describe the population as all research subject represented by a characteristic. This study took the seventh grade of MTs Al Falah Gedongan Baki Sukoharjo in year 2022/2023 with the 134 students with the following details:

Table 3. 2 The Number of Students

Class	Number of Students
VII A	27
VII B	26
VII C	28
VII D	28
VII E	27
Total	136

#### 2. Sampling

The sampling technique used probably sampling with simple random sampling, particularly taking a random sample from the population due to the fact the population considered homogeneous. In the meantime, according to Arikunto (2006: 134) "if the variety of topics is less than a hundred, it is better

to take all of them in order that the research's population study, however if the variety is greater than 10-15% or 20-25% or more than taken".

### 3. Sample

The number of samples that are decided is 25% of the population. The overall range is  $25\%/100 \times 136 = 34$ . Therefore, the sample of this study was 40 students with the following information. The researcher took three classes as the sample of the research. The writer took three class, which are, VII A, VII B, and VII C.

The research sample selected through the cluster random method. The sample selection wherein all members of the population certainly grouped in units (Wiersma and Jurs, 2009: 355). The researcher took three classes as the experimental group, control group and try out.

## **D. Technique of Collecting the Data**

The technique of collecting data on this research is using try out, pre-test and post-test that given to the both class experimental and control class. In this study, the researcher give the students a pre-test to see the capability of speaking before using the self-video recorded technique in learning. The next is post-test which will measure the effectiveness of self-video recorded technique toward the student's speaking ability achievement in certain period.

### 1. Try Out Test

Before the technique implemented, those items were try to test. The try out was given to know whether the instrument is valid and reliable or not.

Before the speaking comprehension test given to both class experimental and controlled group, it testing to another class that is not include on research sample. The result of try out test will be analyze to know the validity and reliability of the instrument and to know if the items should be revise or not.

## 2. Pre-test

In order to recognize the students speaking ability before treatment is given, the researcher will give the learners a pre-test about speaking. Creswell (2012:297) state that pre-test offers a measure on some attribute or feature that assessed for contributors in a test before they obtain a treatment.

## 3. Post-Test

After accomplishing pretest and implementing treatment. The researcher will provide a post-test to the students to know whether their speaking ability is increasing. Creswell (2012:297) state that post-test is a measure on some attribute or feature that assessed for participants in an experiment after a remedy.

Moreover, the scores of experimental class and control class in pre-test and post-test were in comparison. Afterwards, the scores have used as the numerical information to measure students "speaking ability. Furthermore, for each pre-test and post-check, the researcher used scoring manual proposed by using H. Doughlas Brown (2004).

**Table 3. 3 Scoring Rubric of Speaking**

No	Categories	Rating Scores		Criteria
1	Grammar	5	95-100	Equivalent to that of an educated native speaker.
		4	85-94	Able to use language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.
		3	75-84	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most the formal and informal conversation on practical, social and professional topics.
		2	65-74	Can usually handle elementary constructions quite accurately but does not have thorough or confident control in grammar.
		1	Below 65	Errors in grammar are frequent, but speaker can understood by a native speaker used to dealing with foreigners attempting to speak language.
2	Vocabulary	5	95-100	Speech in all levels fully accepted by educated native speakers in its entire feature including the breadth of vocabulary or idioms, colloquialisms, and pertinent cultural reference.
		4	85-94	Can understand and participate in any conversation within the range of their experience with a high degree of precision of vocabulary.
		3	75-84	Able to speak the language with the sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that be rarely has to grope for a word.
		2	65-74	Has speaking vocabulary sufficient to express their simply with some circumstance.
		1	Below 65	Speaking vocabulary inadequate to express anything but most elementary needs.

3	Comprehension	5	95-100	Equivalent to that of an educated native speaker.
		4	85-94	Can understand by any conversation within the range of their experience.
		3	75-84	Comprehension is quite complete in a normal rate of speech.
		2	65-74	Can get the most of conversations of non-technical subject (i.e., topics that require no specialized knowledge)
		1	Below 65	Within scope of their very limited language experience, can understand simple question and statement if delivered with slowed speech, repetition or paraphrase.
4	Fluency	5	95-100	How complete fluency in the language such that their speech is fully accepted by educated native speakers.
		4	85-94	Able to use the language fluently in all levels normally pertinent to professional needs. Can participate in any conversation within the range of their experience with a high degree of fluency.
		3	75-84	Can discuss particular interest of competence with reasonable ease. Rarely has to grope words.
		2	65-74	Can handle with confidence but not with fluency most social situation, including introduction and casual conversation about current events. As well as work, family and autobiographical information.
		1	Below 65	No specific fluency description refer to other four language areas for implied level of fluency.
5	Pronunciation	5	95-100	Equivalent to and fully accepted by educated native speakers.
		4	85-94	Errors in pronunciation are quite rare.
		3	75-84	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	65-74	Accent is intelligible though often quite faulty.

		1	Below 65	Errors in pronunciation are frequent but can be understood by a native speaker used to deal with the foreigners attempting to speak their language.
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## E. Research Instrument

### 1. Test

Test used as the instrument for this study. The test given two times, before and after treatments or coaching and studying procedure using video-recorded task. The pre-test was intended to recognize preliminary speaking abilities of the sample and the posttest was intended to check whether the task had effect or not toward students speaking abilities.

Pre-test administered earlier than giving treatment, while the post-test given after six-week treatments. Within the test, students asked to tell their past studies. Students given several minutes before test to set up speaking material in the rule of speaking provided by the teacher. The subjects for pre-test and post-test are different. Within the pre-test students could choose the subject of experience, as an instance holiday experience, sad experience, or unforgettable experience. Then, in the post-test students asked to tell their impression during English class. The instruments for each exams are connected.



**Table 3. 4**  
**Blue Print of Speaking Skill**

<b>Competence Standard</b>	<b>Construct</b>	<b>Indicators</b>	<b>Instrument</b>
Speaking: Making a Greetings and farewells conversation.  <i>Notes:</i> <i>(It is adapted from syllabus of English language in MTs Al Falah Gedongan Baki Sukoharjo</i>	Writing an activity to record and communicate the writers ideas, consist of main idea and the key of details, to the listeners by using letters , words, phrases and clauses to form a series of related sentence with the purpose to make the listeners think something or to do.	Students are able to: 1. Record an greetings and farewell conversation with as good organization which consist of: a. The introductory of paragraph. b. Main idea 2. Use the correct grammar to record a greeting and farewell. 3. Use the correct punctuation and spelling (mechanics).	Record 2-5 minutes about greetings and farewell conversation consistent of a recommendation about the topic that students choose.

## **F. Data Validation**

### **1. Readability Test**

In administering a test, it is important to set and determine an understandable instruction. It is necessary since there have been some cases in which students failed to do the test due to their inability to understand the given instruction. Hughes (1989: 39-40) mentions some factors to write a good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all students' power of telepathy to elicit the desired behavior.

***The Instruction for speaking Ability Test***

- a. Choose one of the following topics:
  - 1) Greetings
  - 2) Farewell
  - 3) Expressing Gratitude
  - 4) Expressing Apology
  - 5) Asking for Information
- b. Work pair to write questions first based on the topic or content area that you choose.
- c. Answer the questions you pose
- d. Work in pair to record 3-5 minutes based on topic / content area that you choose. Your video-recorded task will be evaluated based on the organization, content, grammar, mechanics, and vocabulary.

***Readability of Speaking Test:***

- a. Readability of writing test contains:
  - 1) Whether the instructions are understandable or not.
  - 2) Whether the kind of the topics is clear or not,
  - 3) Whether the organization of the video recorded is understandable or not,
  - 4) Whether speaking indicators to be evaluated are clear or not,
  - 5) Whether the topics are interesting or not.

***Readability of Test Items:***

- 1) Do you understand the instructions of this test?
- 2) Are the kinds of the topics to record in this test stated clearly?
- 3) Is the organization of the video recording in this test understandable?
- 4) Are the speaking indicators to evaluate in this test clear?
- 5) Are the topics interesting?

**G. Technique of Analyzing Data**

The purpose of data analysis is to translate the data obtained to be informed. The data analysed in this study is the data of learning outcomes using a *self-video recorded*. The following is a series of data analysis in this study (Sudijono, 2016).

**1. Data Description****a. Mean**

The formula used to find the mean :

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

**Information :**

$\bar{x}$  : Searched mean

$f_i x_i$  : The sum of the existing scores (values)

$f_i$  : The sum of the existing scores (values)

## b. Modus

$$\text{Modus} = b + p \left[ \frac{b_1}{b_1 + b_2} \right]$$

**Information :**

b : The lower bound of the class containing the mode

p : Class interval

b<sub>1</sub> : The difference in frequency that lies above the interval containing the mode

b<sub>2</sub> : The difference in frequency that lies below the interval containing the mode

## c. Median

The formula used to find the standard median

$$(\text{Me}) = b + p \left( \frac{\frac{n}{2} - F}{f} \right)$$

**Information :**

Me : Median

b : The lower bound of the class containing the median

p : Class interval

F : Cumulative frequency of the class below it

f : The frequency of the class containing the median

n : Number of classes

## d. Standard Deviation

The formula used to find the standard deviation

$$SD = \sqrt{\frac{N \sum f_i x_i^2 - (\sum f_i x_i)^2}{N(N-1)}}$$

## 2. Prerequisite Test

### a. Normality Test

The normality test aims to test whether in the regression model the confounding or residual variables have a normal distribution. The normality test used in this study was the Kolmogorov-Smirnov with a significance level of 0.05. The normality test in this study will be carried out manually with the Ms Excel with the following steps (Sudijono, 2016).

1) Determine the range (R), with the formula:

$$R = X_t - X_r + 1$$

2) Determine the class interval (K), with the formula:

$$K = 1 + 3,3 \log n$$

3) Determine the class length (P), with the formula:

$$P = R + K$$

The central tendency test consists of:

1) Find the average (mean), with the formula:

$$\bar{x} = \frac{\sum fx}{N}$$

2) Find the median (Md), with the formula:

$$Md = Bb + p \left( \frac{\frac{1}{2}N - fkb}{fi} \right)$$

$$Md = Ba + p \left( \frac{\frac{1}{2}N - fkb}{fi} \right)$$

3) Determine the mode (Mo), with the formula:

$$Mo = 3Md - 2\bar{x}$$

b. Homogeneity Test

Homogeneity test used to determine whether the data is homogeneous or not. In this study, the homogeneity test used the F test.

The steps for testing the homogeneity were as follows:

1) Hypothesis

$H_0: \sigma_1^2 = \sigma_2^2$  means homogeneous population variance

$H_1: \sigma_1^2 \neq \sigma_2^2$  means that the population variance is not homogeneous

2) Significant level  $\alpha = 5\%$

3) Test statistics

$$F_{count} = \frac{\text{biggest variance}}{\text{smallest variance}}$$

4)  $F_{count} \leq F_{table}$  means homogeneous data

$F_{count} \geq F_{table}$  means that the data is not homogeneous

5) Keputusan uji

$H_0$  accepted if value  $F_{count} \leq F_{table}$ ,

3. Hypothesis Testing (T Test)

After the prerequisite test above, the collected data analysed using the t test. The t-test technique is a statistical technique used to test the significance of the difference between two means that come from two distributions. The t test used is as follows (Sudijono, 2016).

$$t - Test = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{SD_1^2}{N_1 - 1} \right] + \left[ \frac{SD_2^2}{N_2 - 1} \right]}}$$

$$SD_1^2 = \frac{\sum \bar{X}_1^2}{N_1} - (\bar{X}_1)^2$$

$$SD_2^2 = \frac{\sum \bar{X}_2^2}{N_2} - (\bar{X}_2)^2$$

**Information :**

$\bar{X}_1$  = Mean in sample distribution 1

$\bar{X}_2$  = Mean in sample distribution 2

$SD_1^2$  = Value of variance in sample distribution 1

$SD_2^2$  = Value of variance in distribution of sample 2

$N_1$  = Number of individuals in sample 1

$N_2$  = Number of individuals in sample 2

To determine the significance level of the difference, the theoretical t-value contained in the table of t-values must use. For this reason, it is necessary to know the degrees of freedom (db.) in the overall distribution under study.  $Db = N - 2$  with  $N =$  the total number of individuals studied. In this study, the significance level used was 5%. The test criteria are accepted if  $t_{count} > t_{table}$  it means that it is rejected, it means that there is a significant influence there is a significant difference between the provision of the *self-video recorded* learning model on the speaking ability of the students of MTs Al Falah Gedongan Baki Sukoharjo. Vice versa is accepted if  $t_{count} < t_{table}$  it means that there is no significant effect between giving the *self-video recorded* model to the speaking ability of the students of MTs Al Falah Gedongan Baki Sukoharjo.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

The objective of this research is to find out whether there is or not any significant different between students who taught by using self-video recorded and those who are taught using eBook, at MTs Al Falah Gedongan Baki Sukoharjo.

The research choose two class for the research sample. The first class is VII A as the experimental group, and the other one is VII B as the control group. Both classes taught the same materials. The experiment group taught by using self-video recorded, and the control group taught by using e-Book.

After conducting the research experiment, the researcher obtained the desire data. The data, which analyzed in this research, is the score of both group experimental and control. Pre-test and post-test score from both group will be compare by using t-test. The data description of each group presents such as following:

#### **1. Data Description**

##### **a. Pre-Test Data in Experimental Class**

This pre-test used to measure students' achievement before being teach using self-video recorded technique for the experimental class and conventional technique (e-Book) for control class. In this study, class VII-A as the experimental class that consist of 32 students'. While class



VII-B as the control class that consist 32 students. The following are the result of the score after the pre-test I experimental class.

Pre-test data in experimental class, which uses the self-video recorded technique that assigned to create a self-video recorded task to obtain the highest score of 83 and the lower score, is 71. Furthermore, the data used to compile the frequency distribution, which uses the steps based on Sugiyono (2018) as follows:

1) Determine the number of interval class

The formula to determine the number of interval class is using the Sturges formula, namely:

$$\begin{aligned} \text{Interval class} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 32 \\ &= 8 \end{aligned}$$

2) Determine the data range

$$\begin{aligned} \text{Class range} &= \text{maximum} - \text{minimum} \\ &= 83 - 71 \\ &= 12 \end{aligned}$$

3) Determine the length of the interval class

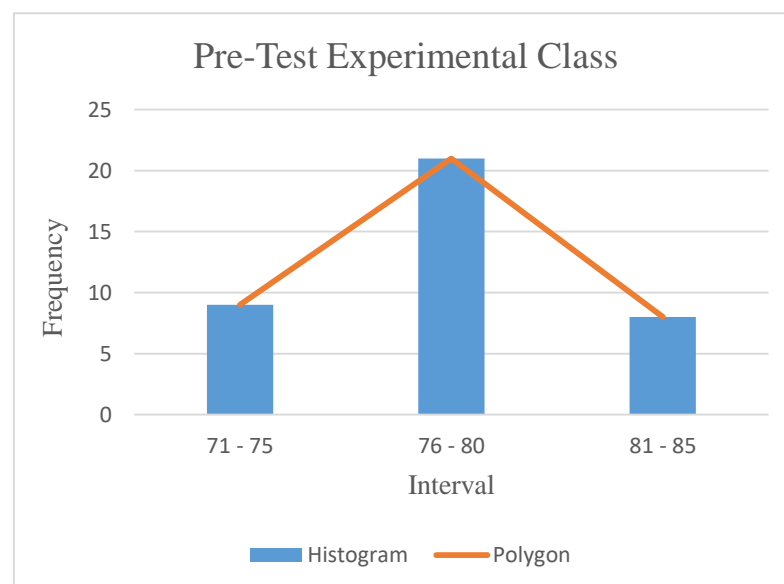
$$\begin{aligned} \text{Interval class length} &= \frac{\text{data range}}{\text{number of class interval}} \\ &= \frac{12}{8} = 1.5 \end{aligned}$$

After obtaining the number of interval class, the data range, and the length of interval class. The frequency distribution for the Pre-test in Experimental Class such as following:

Table 4. 1  
Frequency Distribution of Pre-test in Experimental Class

No.	Interval	F	%
1	71 – 75	9	28.125%
2	76 – 80	21	65.625%
3	81 – 85	8	25%
	Total	32	100%

Based on the frequency distribution of the pretest experimental class using the self-video recorded above, it described in histogram and polygon below:



Picture 4. 1  
The Histogram and Polygon Frequency Distribution of Pre-test

Based on histogram and polygon shown that the frequency of pretest data is mostly located at the interval 76 – 80 as many as 21 students (65.625%) and the least is in the interval 81 – 85 as many as 8 students (25%). Furthermore, based on the frequency distribution table above, the researcher perform calculation to find the mean, median, mode and standard deviation.

a) Mean

The formula for determining the mean or the average is the total value with the amount of data processed.

$$\bar{x} = \frac{\sum f_i x_i}{f_i} = \frac{2468.8}{32} = 76.75$$

b) The median is the middle value of the data. The formula is below.

The first step is to find the median  $\frac{1}{2}$  of the total data is 78.5.

Therefore, the median lies is on the second data, which is located in the second interval, namely 76 – 80. With the median frequency = 21. The lower edge of median class ( $T_b$ ) = 75 – 0.5 = 74.5. The number of frequencies before the median frequency ( $F$ ) = 2. The length of the median interval ( $C$ ) = 5. After knowing all the elements to calculate the median, next step is to enter the formula.

$$Me = T_b + \frac{\frac{n}{2} - F}{f} C$$

$$Me = 74.5 + \frac{\frac{32}{2} - 8}{21} \cdot 5$$

$$Me = 74.5 + 5.33 = 79.83$$

## c) Modus

Mode is a value that often appears in the data, the formula. The first step, the mode is in interval class 76 – 80 because the frequency is the most. The lower edge of the mode class ( $T_b$ ) = 74.5.  $F_1$  = highest frequency – the frequency above it ( $71 - 75 = 9$ ).  $F_2$  = highest frequency – lower frequency ( $81 - 85 = 8$ ). The interval ( $P$ ) = 5. After knowing all the components needed, the next step is to enter the formula.

$$Mo = Tb + \frac{F_1}{F_1 + F_2} P$$

$$Mo = 74.5 + \frac{21}{21 + 8} 5$$

$$Mo = 74.5 + 3.09 = 77.59$$

## d) Standard Deviation

$$SD = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}}$$

Based on the calculation result that can be seen in the attachment, the data obtained  $n = 32$ .  $\sum fixi = 192104$  and  $\sum fixi^2 = 2377.9$  which is entered into the formula above.

$$\sqrt{\frac{192104 - \frac{(2477.9)^2}{32}}{32-1}} = 2.72007$$

### b. Pre-test in Control Class

This pre-test used to measure students' achievement before being teach using self-video recorded technique for the experimental class and conventional technique (e-Book) for control class. In this study, class VII-A as the experimental class that consist of 32 students'. While class VII-B as the control class that consist 32 students. The following are the result of the score after the pre-test I experimental class.

Pre-test data in experimental class, which uses the self-video recorded technique that assigned to create a self-video recorded task to obtain the highest score of 82 and the lower score, is 69. Furthermore, the data used to compile the frequency distribution, which uses the steps based on Sugiyono (2018) as follows:

- 1) Determine the number of interval class

$$\begin{aligned} \text{Interval class} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 32 \\ &= 9 \end{aligned}$$

- 2) Determine the data range

$$\begin{aligned} \text{Class range} &= \text{maximum} - \text{minimum} \\ &= 82 - 69 \\ &= 13 \end{aligned}$$

- 3) Determine the length of interval class

$$\text{Interval class length} = \frac{\text{data range}}{\text{number of class interval}}$$

$$= \frac{13}{9} = 1.44$$

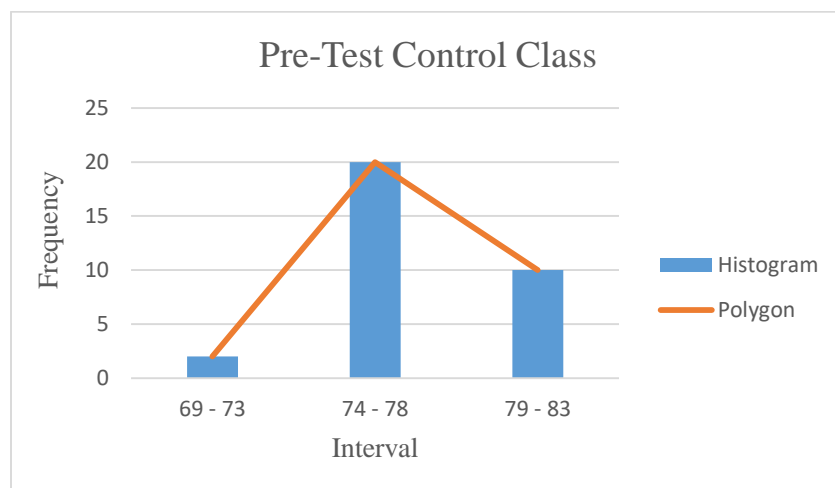
After obtaining the number of interval class, the data range, and the length of interval class. The frequency distribution for the Pre-test in Experimental Class such as following:

No.	Interval	F	%
1	69 - 73	2	6.25%
2	74 - 78	20	62.5%
3	79 - 83	10	31.25%
4	Total	32	100%

Table 4. 2

Frequency Distribution of Pre-Test in Control Class

Based on the frequency distribution of the pretest of control class using the conventional technique (e-Book) above, it can be described in histogram and polygon below:



Picture 4. 2

The Histogram and Polygon of Frequency Distribution of Pre-test

Based on histogram and polygon shown that the frequency of pretest data is mostly located at the interval 74 – 78 as many as 20 students (65.5%) and the least is in the interval 69 – 73 as many as 2 students (6.25%). Furthermore, based on the frequency distribution table above, the researcher perform calculation to find the mean, median, mode and standard deviation.

a) Mean

$$\bar{x} = \frac{\sum fixi}{fi} =$$

$$\bar{x} = \frac{2461}{32} = 78.75$$

b) Median

The first step is to find the median  $\frac{1}{2}$  of the total data is 73.5. Therefore, the median lies is on the second data, which is located in the second interval, namely 74 – 78. With the median frequency = 20. The lower edge of median class (Tb) = 74 – 0.5 = 73.5. The number of frequencies before the median frequency (F) = 2. The length of the median interval (C) = 5. After knowing all the elements to calculate the median, next step is to enter the formula.

$$Me = Tb + \frac{\frac{n}{2} - F}{f} C$$

$$Me = 73.5 + \frac{\frac{32}{2} - 2}{20}$$

$$Me = 73.5 + 6.3 = 79.8$$

## c) Modus

The first step, the mode is in interval class 74 – 78 because the frequency is the most. The lower edge of the mode class ( $Tb$ ) = 74.5.  $F1$  = highest frequency – the frequency above it ( $69 - 73 = 2$ ).  $F2$  = highest frequency – lower frequency ( $79 - 83 = 10$ ). The interval ( $P$ ) = 5. After knowing all the components needed, the next step is to enter the formula.

$$Mo = Tb + \frac{F1}{F1+F2} P$$

$$Mo = 74.5 + \frac{20}{20+10} 5$$

$$Mo = 74.5 + 5.78 = 79.28$$

## d) Standard Deviation

$$SD = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}}$$

Based on the calculation result that can be seen in the attachment, the data obtained  $n = 32$ .  $\sum fixi = 193692$  and  $\sum fixi^2 = 2488$  which is entered into the formula above.

$$SD = \sqrt{\frac{193692 - \frac{(2488)^2}{32}}{32-1}} = 2.83981$$



### c. Post-Test Data in Experimental Class

This posttest used to measure students achievements after being taught using the self-video recorded technique for the experimental class and conventional (e-Book) technique for the control class. In this study, class VII-A was the experimental class that consist of 32 students. While the class VII-B as the control class, which consists of 32 students. Following are the result of the score after the posttest in experimental class.

Post-test data in experimental class, which used the self-video recorded, that assigned to create a self-video recorded task in order to obtain the highest score of 85 and the lowest score is, 72. Furthermore, the data is used to compile the frequency distribution, which uses the steps that based on Sugiyono (2018) as following:

- 1) Determine the number of interval class

$$\begin{aligned} \text{Interval class} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 32 \\ &= 9 \end{aligned}$$

- 2) Determine the data range

$$\begin{aligned} \text{Class range} &= \text{maximum} - \text{minimum} \\ &= 85 - 72 \\ &= 13 \end{aligned}$$

3) Determine the length of the interval class

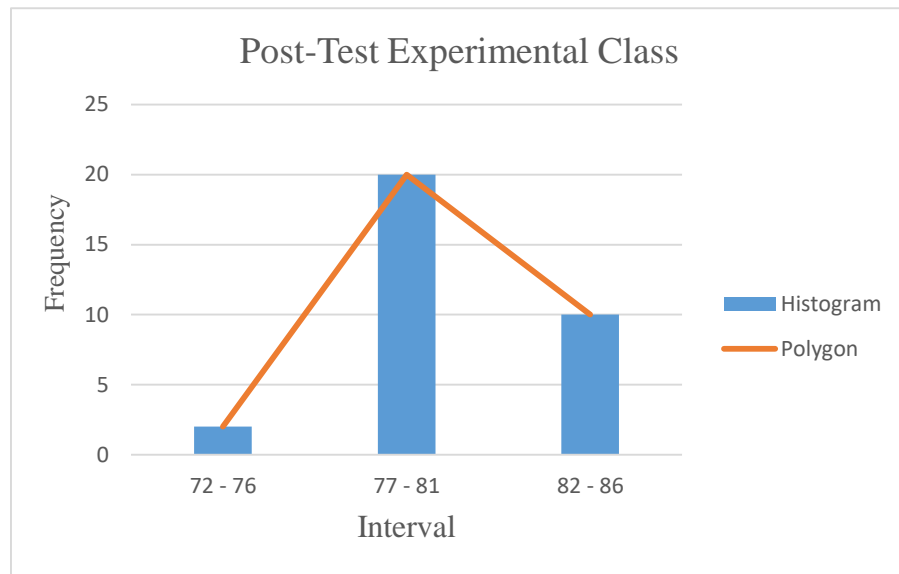
$$\begin{aligned} \text{Interval class length} &= \frac{\text{data range}}{\text{number of class interval}} \\ &= \frac{13}{9} = 1.44 \end{aligned}$$

After obtaining the number of interval class, the data range, and the length of interval class. The frequency distribution for the Pre-test in Experimental Class such as following:

No.	Interval	F	%
1	72 – 76	2	6.51%
2	77 - 81	20	62.5%
3	82 - 86	10	31.25%
4	Total	32	100%

Table 4. 3  
Frequency Distribution of Post-Test in Experimental Class

Based on the posttest frequency distribution table of the experimental class using self-video recorded above, it can be describe in histogram and polygon below:



**Picture 4.3**

**The Histogram and Polygon of Frequency Distribution of Post-Test**

Based on histogram and polygon shown that the frequency of pretest data is mostly located at the interval 77 – 81 as many as 20 students (65.5%) and the least is in the interval 72 – 76 as many as 2 students (6.25%). Furthermore, based on the frequency distribution table above, the researcher perform calculation to find the mean, median, mode and standard deviation.

a) Mean

The formula for determining the mean or the average is the total value with the amount of data processed.

$$\bar{x} = \frac{\sum f_i x_i}{f_i}$$

$$\bar{x} = \frac{2565}{32} = 80.75$$

b) The median is the middle value of the data. The formula is below.

The first step is to find the median  $\frac{1}{2}$  of the total data is 79.5.

Therefore, the median lies is on the second data, which is located in the second interval, namely 77 – 81. With the median frequency = 20. The lower edge of median class (Tb) = 77 – 0.5 = 76.5. The number of frequencies before the median frequency (F) = 2. The length of the median interval (C) = 5. After knowing all the elements to calculate the median, next step is to enter the formula.

$$Me = Tb + \frac{\frac{n}{2} - F}{f} C$$

$$Me = 76.5 + \frac{\frac{32}{2} - 2}{20} 5$$

$$Me = 76.5 + 5.33 = 82.8$$

c) Mode

Mode is a value that often appears in the data, the formula. The first step, the mode is in interval class 77 – 81 because the frequency is the most. The lower edge of the mode class (Tb) = 76.5. F1 = highest frequency – the frequency above it (77 – 81 = 20). F2= highest frequency – lower frequency (72- 76 = 2). The interval (P) =5. After knowing all the components needed, the next step is to enter the formula.

$$Mo = Tb + \frac{F1}{F1+F2} P$$

$$Mo = 74.5 + \frac{20}{20+2} 5$$

$$Mo = 74.5 + 5.09 = 82.28$$

## d) Standard Deviation

$$SD = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1x_1)^2}{n}}{n-1}}$$

Based on the calculation result that can be seen in the attachment, the data obtained  $n = 32$ .  $\sum fixi = 208908$  and  $\sum fixi^2 = 2584$  which is entered into the formula above.

$$\sqrt{\frac{208908 - \frac{(2584)^2}{32}}{32-1}} = 2.883981$$

## d. Post-Test Data in Control Class

This posttest used to measure students achievements after being taught using the self-video recorded technique for the experimental class and conventional (e-Book) technique for the control class. In this study, class VII-A was the experimental class that consist of 32 students. While the class VII-B as the control class, which consists of 32 students. Following are the result of the score after the posttest in experimental class.

Post-test data in control class, which used the conventional technique, that assigned to speak in front of class in order to obtain the highest score of 84 and the lowest score is, 74. Furthermore, the data is used to compile the frequency distribution, which uses the steps that based on Sugiyono (2018) as following:

## 1) Determine the number of interval class

$$\text{Interval class} = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 32$$

$$= 7$$

2) Determine the data range

$$\text{Class range} = \text{maximum} - \text{minimum}$$

$$= 84 - 74$$

$$= 10$$

3) Determine the length of the interval class

$$\text{Interval class length} = \frac{\text{data range}}{\text{number of class interval}}$$

$$= \frac{10}{7} = 1.42$$

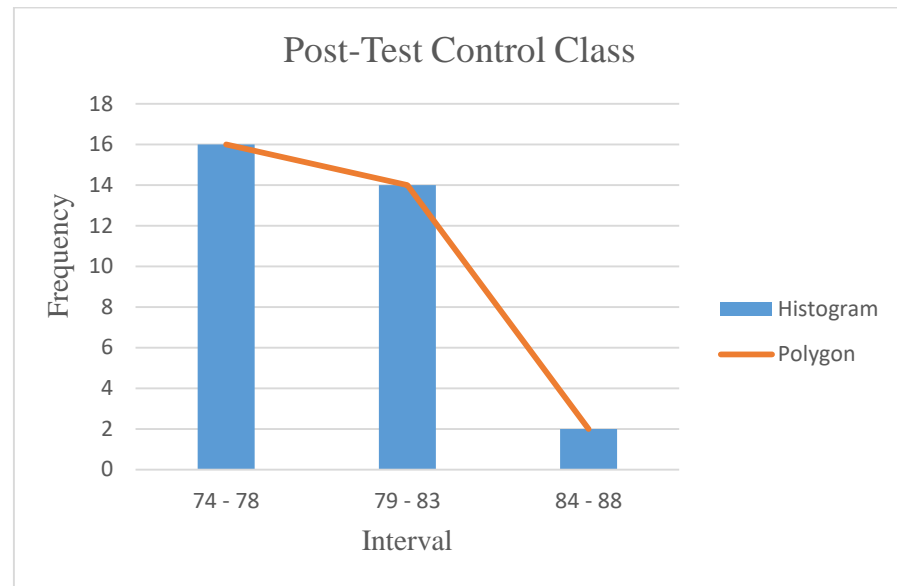
After obtaining the number of interval class, the data range, and the length of interval class. The frequency distribution for the Pre-test in Experimental Class such as following:

No.	Interval	F	%
1	30 – 78	16	50%
2	79 – 83	14	31.25%
3	84 – 88	2	6.25%
4	Total	32	100%

Table 4. 4

Frequency Distribution of Post-Test in Control Class

Based on the frequency distribution table for control class using conventional (e-Book) technique above, it can be describe in histogram and polygon below:



Picture 4. 4

The Histogram and Polygon of Frequency Distribution of Post-Test

Based on histogram and polygon shown that the frequency of pretest data is mostly located at the interval 79 – 83 as many as 20 students (65.5%) and the least is in the interval 84 – 88 as many as 2 students (6.25%). Furthermore, based on the frequency distribution table above, the researcher perform calculation to find the mean, median, mode and standard deviation value.

a) Mean

$$\bar{x} = \frac{\sum fix_i}{\sum fi} =$$

$$\bar{x} = \frac{2516.8}{32} = 80.43$$

## b) Median

The first step is to find the median  $\frac{1}{2}$  of the total data is 76.5.

Therefore, the median lies is on the second data, which is located in the first interval, namely 74 – 78. With the median frequency = 16.

The lower edge of median class ( $Tb$ ) = 74 – 0.5 = 73.5. The number of frequencies before the median frequency ( $F$ ) = 14. The length of the median interval ( $C$ ) = 5. After knowing all the elements to calculate the median, next step is to enter the formula.

$$Me = Tb + \frac{\frac{n}{2} - F}{f} C$$

$$Me = 73.5 + \frac{\frac{32}{2} - 14}{16} 5$$

$$Me = 73.5 + .1 = 73.51$$

## c) Modus

The first step, the mode is in interval class 74 – 78 because the frequency is the most. The lower edge of the mode class ( $Tb$ ) = 73.5.  $F1$  = highest frequency – the frequency above it (69 – 73 = 2).  $F2$  = highest frequency – lower frequency (79 – 83 = 10). The interval ( $P$ ) = 5. After knowing all the components needed, the next step is to enter the formula.

$$Mo = Tb + \frac{F1}{F1+F2} P$$

$$Mo = 73.5 + \frac{16}{16+10} 5$$



$$Mo = 73.5 + 5.22 = 79.72$$

d) Standard Deviation

$$SD = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}}$$

Based on the calculation result that can be seen in the attachment, the data obtained  $n = 32$ .  $\sum fixi = 201592$  and  $\sum fixi^2 = 2538$  which is entered into the formula above.

$$SD = \sqrt{\frac{201592 - \frac{(2538)^2}{32}}{32-1}} = 3.09461$$

## 2. Pre-requisite Test

Before the research tested the hypothesis, the research conducted a normality test and homogeneity test. To get the normality and homogeneity test, the researcher used pre-test and post-test score.

### a. Normality Test

The normality test used to identify the distribution of the data distribution of each variable in this study uses the chi square formula ( $X^2$ ). The calculation uses the Microsoft Office Excel application program. The test criteria are following:

If  $X^2$  count  $>$   $X^2$  table means the distribution is not normal.

If  $X^2$  count  $<$   $X^2$  table means the data distributed normal.

#### 1) Post-test Experimental Class

Based on the result of the post-test class VII-A (Experimental class), the highest score achieved was 85 and the lowest score is 72. It means that the range (R) is 13, the number of classes is 3 and the class interval is 9. The standard deviation is 2.83981.

Normality test is used to determine whether the data distribution can or not. To determine the distribution of the data used the normality test with Chi-Square with 5%, here are the steps:

2) Formulating Hypothesis

Ho : the data is normally distributed.

Ha : the data normally distributed

3) Determining the value of statistical test:

$$x^2 count = \sum_{i=1}^k \left( \frac{(O_i - E_i)^2}{E_i} \right)$$

Information:

$X^2$  = Chi-Square

$O_i$  = Frequent that obtained from the data

$E_i$  = Frequent that hoped

$k$  = The sum the interval class.

a) Determining the value of Z

$$Z = \frac{\text{batas kelas} - x}{SD}$$

Determining the Z value at the class boundary 70.5 – 74.5

For class limit 70.5

$$Z = \frac{70.5 - 79.5}{2.83981} = 1.94$$

for class limit 74.5

$$Z = \frac{70.5 - 79.5}{2.83981} = -1.17$$

Calculations are carried out on all other class boundaries until all Z values are obtained.

b) Determine the area of each class interval

Determining the area of each class interval that first step taken is to find area of  $o - Z$  using table Z, for the value of  $Z = 1.94$  and  $-1.17$  seen in the Z so the area of  $o - Z$  is  $0.03$  and  $0.12$ . After each value of  $o - Z$  is found, each value is reduced ( $0.003 - 0.12 = 0.09$ ) so that first interval class is found to be  $0.09$ . This step is carried out until all the area class interval obtain. The complete calculation can be seen in the attachment.

c) Finding the expected Frequency ( $E_i$ )

The formula for finding the expected frequency:

$$E_i = \text{Area of each class interval} \times n \text{ (number of respondents)}$$

In line 1, the class area of  $0.09$  has been obtained with the number of respondents ( $n$ ) =  $32$ .

$$E_i = 0.09 \times 32 = 0.019153$$

Therefore, the expected frequency ( $E_i$ ) in line 1 is  $0.019153$ . This step is carried out at all intervals until the expected frequencies are obtained. The complete calculation can be seen in the attachment.

d) Determine the value  $X^2$  count

After the observed frequency ( $O_i$ ) and the expected frequency ( $E_i$ ) are found, the next step is to calculate the formula  $\frac{(O_i - E_i)^2}{E_i}$

In the 1<sup>st</sup> class interval of  $O_i = 3$  and  $E_i = 0.01926$  so that the

$$\frac{(3 - 0.01926)^2}{3} = 0.156624$$

4) Determine the real level (a)

After obtaining  $X^2$  count then look for the chi square value of the table in following steps:

$$x^2 \text{ table} = X^2(1 - a)(dk) = ?$$

To get the value of  $x^2$  table first determine the degree of freedom ( $dk = 3 = 6 - 3 = 3$ ). With  $a = 0.05$ ;  $DF = 3$ . Then we got the  $x^2$  table =  $x^2(0.95)(3) = 0.156624$

5) Determining hypothesis testing criteria

Ho rejected if  $x^2$  count  $>$   $x^2$  table

Ho accepted if  $x^2$  count  $<$   $x^2$  table

Therefore,  $x^2$  count  $>$   $x^2$  table ( $0.019153 > 0.156624$ ), then Ho is accepted, meaning that the data from pre-test result of experimental class is distributed normally.

2) Post-test Control Class

Based on the result of the post-test class VII-B (Control class), the highest score achieved was 84 and the lowest score is 74. This means

that the range (R) is 10, the number of classes is 3 and the class interval is 7. The standard deviation is 3.09461

Normality test used to determine whether the data distribution can or not. To determine the distribution of the data used the normality test with Chi-Square with 5%, here are the steps:

1) Formulating Hypothesis

Ho : the data is normally distributed.

Ha : the data normally distributed

2) Determining the value of statistical test:

$$x^2 count = \sum_{i=1}^k \left( \frac{(O_i - E_i)^2}{E_i} \right)$$

Information:

$X^2$  = Chi-Square

$O_i$  = Frequent that was obtained from the data

$E_i$  = Frequent that was hoped

$k$  = The sum the interval class.

a) Determining the value of Z

$$Z = \frac{\text{batas kelas} - x}{SD}$$

Determining the Z value at the class boundary 73.5 – 77.5

For class limit 73.5

for class limit 74.5

$$Z = \frac{73.5 - 81.5}{3.09461} = 2.52$$

$$Z = \frac{74.5 - 81.5}{3.09461} = -1.66$$

Calculation are carried out on all other class boundaries until all Z values are obtained.

b) Determine the area of each class interval

Determining the area of each class interval that first step taken is to find area of  $o - Z$  using table Z, for the value of  $Z = 2.52$  and  $-1.66$  seen in the Z so the area of  $o - Z$  is 0.01 and 0.05

After each value of  $o - Z$  is found, each value is reduced ( $0.01 - 0.05 = 0.04$ ) so that first interval class is found to be 0.04. This step is carried out until all the area class interval obtain. The complete calculation can be seen in the attachment.

c) Finding the expected Frequency ( $E_i$ )

The formula for finding the expected frequency:

$$E_i = \text{Area of each class interval} \times n \text{ (number of respondents)}$$

In line 1, the class area of 0.09 has been obtained with the number of respondents ( $n$ ) = 32.

$$E_i = 0.04 \times 32 = 0.047857$$

Therefore, the expected frequency ( $E_i$ ) in line 1 is 0.047857. This step is carried out at all intervals until the expected frequencies are obtained. The complete calculation can be seen in the attachment.

d) Determine the value  $X^2 \text{ count}$

After the observed frequency ( $O_i$ ) and the expected frequency ( $E_i$ ) are found, the next step is to calculate the

formula  $\frac{(O_i - E_i)^2}{E_i}$

In the 1<sup>st</sup> class interval of  $O_i = 2$  and  $E_i = 0.034271$  so that

$$\text{the } \frac{(2-0.08994)^2}{3} = 0.156624$$

3) Determine the real level (a)

After obtaining  $X^2$  count then look for the chi square value of the table in following steps:

$$x^2 \text{ table} = X^2(1 - a)(dk) = ?$$

To get the value of  $x^2 \text{ table}$  first determine the degree of freedom ( $dk = 3 = 6-3=3$ ). With  $a=0.05$ ;  $df=3$ . Then we got the  $x^2 \text{ table} = x^2(0.95)(3) = 0.156624$

4) Determining hypothesis testing criteria

$H_0$  rejected if  $x^2 \text{ count} > x^2 \text{ table}$

$H_0$  accepted if  $x^2 \text{ count} < x^2 \text{ table}$

Therefore,  $x^2 \text{ count} > x^2 \text{ table}$  ( $0.047857 > 0.156624$ ), then  $H_0$  is accepted, meaning that the data from pre-test result of experimental class is distributed normally.

b. Homogeneity Test

Homogeneity test was carried out to determine whether the data had variance or not.

1) Post-Test of Experimental Data Homogeneity Test

a) Finding the variance of each data group with the formula:

$$Sx^2 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} \qquad SY^2 = \sqrt{\frac{n \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

Based on the experimental class with  $n = 32$ , the result obtained  $\sum x^2 = 190.292$  and  $\sum x = 2466$ , full calculation can be seen in the attachment. Once obtained, then it calculated using the formula above.

$$Sx^2 = \sqrt{\frac{32.190292 - (2466)^2}{32(32-1)}} \\ = \sqrt{\frac{608.934.4}{992}} = \sqrt{608.116.6} = 8.25$$

Based on the control class data with  $n=32$ , the result obtained  $\sum Y^2 = 189521$  and  $\sum Y = 2461$ , full calculation can be seen in the attachment. Once obtained, then it can be calculated using the formula above:

$$Sx^2 = \sqrt{\frac{32.189.521 - (2461)^2}{32(32-1)}} \\ = \sqrt{\frac{605.652.1}{992}} = \sqrt{605.651.1} = 8.21$$

So the experimental class variance = 8.25 and the control class variance = 8.21.

b) Look for the  $F_{count}$  with form the variance with the formula:

$$F = \frac{\text{Biggest Variant}}{\text{Smallest Variant}}$$

The numerator is the largest variance of the data set. The denominator is the smallest variance of the data set.

$$F = \frac{8.25}{8.21} = 1.004$$



c) Compare  $F_{count}$  with  $F_{table}$

Determine the F table by determining the degree of freedom,

$$dk \text{ numerator} = n_1 - 1 = 32 - 1 = 31$$

$$dk \text{ denominator} = n_2 - 1 = 32 - 1 = 31$$

With  $\alpha = 0.05$  obtained the value of F table = 1.8221

Draw conclusion with criteria:

If  $F_{count} < F_{table}$  means that the sample group has a homogenous variance.

If  $F_{count} > F_{table}$  means that the sample group has a non-homogeneous variance.

Based on the results of pre-test data analysis  $F_{count}$  (1.0045) <  $F_{table}$  (1.8221), means that the sample has homogenous variance.

d) Post-Test Control Data Homogeneity Test

1) Finding the variance of each data group with the formula:

$$Sx^2 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} \quad SY^2 = \sqrt{\frac{n \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

Based on the experimental class with  $n = 32$ , the result obtained  $\sum x^2 = 206.378$  and  $\sum x = 2568$ , full calculation can be seen in the attachment. Once obtained, then it calculated using the formula above.

$$\begin{aligned} Sx^2 &= \sqrt{\frac{32 \cdot 206.378 - (2568)^2}{32(32-1)}} \\ &= \sqrt{\frac{660.409.6}{992}} = \sqrt{6659.462.4} = 1.3572 \end{aligned}$$

Based on the control class data with  $n=32$ , the result obtained  $\sum Y^2 = 190.807$  and  $\sum Y = 2516.2$ , full calculation can be seen in the attachment. Once obtained, then it can be calculated using the formula above:

$$Sx^2 = \sqrt{\frac{32 \cdot 190.807 - (2516.2)^2}{32(32-1)}}$$

$$= \sqrt{\frac{663.582.40}{992}} = \sqrt{6101.262.4} = 1.3572$$

So the experimental class variance = 1.3572 and the control class variance = 1.3572

2) Look for the  $F_{count}$  with form the variance with the formula:

$$F = \frac{\text{Biggest Variant}}{\text{Smallest Variant}}$$

The numerator is the largest variance of the data set. The denominator is the smallest variance of the data set.

$$F = \frac{9.54}{9.51} = 1.8221$$

3) Compare  $F_{count}$  with  $F_{table}$

Determine the F table by determining the degree of freedom,

$$dk \text{ numerator} = n1-1 = 32-1=31$$

$$dk \text{ denominator} = n2-1=32-1=31$$

With  $\alpha = 0.05$  obtained the value of F table = 1.8221

Draw conclusion with criteria:

If  $F_{count} < F_{table}$  means that the sample group has a homogenous variance.

If  $F_{count} > F_{table}$  means that the sample group has a non-homogeneous variance.

Based on the results of pre-test data analysis  $F_{count}$  (1.3572)  $<$   $F_{table}$  (1.8221), means that the sample has homogenous variance.

### 3. Hypothesis Testing

This study aims to determine the difference between self-video recorded technique and conventional (e-Book) technique in improving students speaking skill outcomes in learning VII MTs Al Falah Gedongan Baki Sukoharjo. Independent-Sample t-test analysis of the post-test experimental class and post-test of control class aims to determine whether there is a significant difference in post-test score of experimental class and control class. Based on the result of the data analysis, the average post-test score of experimental class is, 80.25 and post-test score of control class is 78.63, while  $S_1^2 = 954.838$  and  $S_2^2 = 703.512$ . The conclusion of the study is stated to be significant if  $t_{count} > t_{table}$  at a significance level of 5% and p value  $< 0.05$ . The summary of pre-test and post-test t-test for the control class shown in following

#### a. Calculating Variance

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(32-1)821.673 + (32-1)825.403}{32+32-2}$$

$$S^2 = \frac{2547.17 + 2558.74}{62} = \frac{510.591}{62} = 8.2353$$

$$S^2 = \sqrt{823.53} = 2.1210$$

b. Calculating t observed

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{80.25 - 78.63}{28.70 \sqrt{\frac{1}{32} + \frac{1}{32}}}$$

$$t = \frac{1.6}{1.944} = 1.6955$$

Summary of the post-test t test, it is known that the average learning outcome of the experimental class is, 80.25 and the average of control class is, 78.63, so it can be concluded that the average learning outcome of experimental class is 1.6 greater than the control class. From the table it is known  $t_{count}$  as 2.1210 with significance 0.000. Obtained  $t_{table}$  from db 31 at the level of significance 5% is 1.6955. So the value of t arithmetic > t table ( $2.1210 > 1.6955$ ) and the significance value is less than 0.05 ( $p = 0.000 < 0.05$ ). It can be concluded that there is significant difference in students learning in students learning outcomes in the experimental class and control class.

## B. Discussion of the Research Finding

The purpose of this study is to determine the effectiveness of using self-video recorded technique in learning speaking English in seventh grade of MTs Al Falah Gedongan Baki Sukoharjo. Research with Pretest-Posttest used experimental class and control class. The experimental class used self-video

recorded and the control class used conventional (e-Book) technique. After conducting the research, the result of the average study such as following:

No	Class	The Average of Pre-test	The Average of Post-Test
1.	Experimental	77.16	80.25
2.	Control	76.90	78.63

Table 4. 5  
Pre-test and Post-Test Average Score

Based on the result of the analysis of the data obtained during the research, several findings were obtained. First, the result of the t-test on the data from the experimental class are known to have an average pre-test of 77.16 and an average of post-test is 80.25, therefore an increase of 3.9. Also got  $t_{count} > t_{table}$  at the level of significance 5% ( $2.1210 > 1.9655$ ) and has a p value  $< 0.05$ , which means that it can be drawn that there is significant increase in students learning outcomes in the experimental group those who given the treatment using self-video recorded.

The second finding refers to the result of the t-test on the data from the control class, it is known that the average of pre-test is 76.90, and the average of the post-test is 78.63, so it has an increase 1.73. Also got  $t_{count} > t_{table}$  at the level of significance 5% ( $6.19 > 2.045$ ) and has a p value  $< 0.05$ , which means that it can be drawn that there is significant increase in control group students learning out comes score or those to used conventional (e-Book) technique in learning speaking English.

The last finding was obtained from the result of post-test t-test; it is known that the average learning outcome of the experimental class is 80.25 and the average learning outcome of control class is 78.63, so it can be drawn that the average learning outcome of the experimental class is more than 3.9 greater than the control class. From the table it is known that  $t_{count}$  as big as 2.1210 with a significance of 0.000. Obtained  $t_{table}$  from db 31 at the 5% significance level is 1.6955. So the value of t arithmetic  $>$  t table ( $2.1210 > 1.6955$ ) and the significance value is less than 0.05 ( $p = 0.000 < 0.05$ ). It can be drawn that there is significant difference in students learning outcomes in the experimental class using the self-video recorded technique and the control class using the conventional (e-Book) technique.

This study recognizes that the use of self-video recorded task effectively improves students' speaking abilities at the seventh grade MTs Al Falah Gedongan Baki Sukoharjo. Improving students' speaking skill required not only vocabulary and grammar exposure but also the need to provide the opportunity for students' to apply the language in speaking form actively. According to this research, self-video recorded task facilitated the students to do that. Therefore, the result had definitely answered the research question stated in the beginning of this research. Additionally, this result supported the findings of previous studies carried out by Rahmi Rahayu (2016) and Febri Fitriyani (2018)" that the use of self-video recorded influences students' learning in particular within the term of growing speaking skill.

Certainly, the procedure of this study was rather similar with the previous study carried out by Rahmi Rahayu and Febri Fitriyani, due to the fact in both research, self-video recorded became the tool for enhancing speaking skill. However, the design and the number of participants were alternatively different. The result of the research shows that, there is significant different between students' who are taught using self-video recorded technique and students' who are taught using conventional technique (e-Book).

English in Indonesia is a foreign language. Associated with this, students learn the goal language (English) in their own tradition and the available practices or activities in the classroom. The important thing factor in the English learning improvement is the opportunity given to students to speak within the goal language. Teachers must enhance the students' willingness and reason to speak. A possible way of stimulating the students to speak might be to provide them with the massive exposure to actual language through self-video recorded and with opportunities to apply the language (Richards & Renandya, (2002: 209).

Based on the calculations the result of this research is the result of hypothesis testing show that the significance value is lower than 0.05. It means that there is a significant difference between the students who are taught by Self-Video Recorded Techniques and the students using conventional techniques (e-Book). Moreover, the students who are taught by using CSR techniques has a better speaking skill than the students who are taught by conventional techniques (e-Book).

In addition, based on the interview, most of the students stated that teaching using self-video recorded is more effective and it is more interesting. Self-video recorded made the students more active in learning about language and able to express their feelings and to think widely through recording their selves.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis of the data determine the research, several findings were obtained.

The result of the post-test t test, it known that the average learning outcome of the experimental class is 80.15, and the average learning outcome of control class is 78.65. Therefore, it can be concluded that the average learning outcome of experimental class is more than 1.5, greater than the control class. From the table it is known  $t_{count}$  as big as 2.1210 with a significance of 0.000. Obtained  $t_{table}$  from df 31 at the 5% significance level is 1.6955. So the vale of  $t_{arithmetic} > t_{table}$  ( $2.1210 > 1.69955$ ) and the significance value is than 0.05 ( $p = 0.000 < 0.05$ ). It can be concluded that there is significant different in students learning outcomes in the experimental class using the self-video recorded and the control class using conventional technique (e-Book).

The result of the t-test on the data from experimental class is known to have an average of pre-test 77.14, and the average of post-test value of 80.15, therefore, it increase 3.01. Also got  $t_{count} > t_{table}$  at the level of significance 5% ( $2.1210 > 1.6955$ ) and has a p value  $< 0.05$ , which means that it can be concluded that there is significant different between students who are taught using self-video recorded technique and students who are taught using conventional technique (e-Book).

The result of self-video recorded technique in learning English speaking for seventh grade MTs AlFalah Gedongan Baki Sukoharjo is more effective than using conventional technique. This can be seen from the result of mean score of the post-test in experimental class is higher than control class ( $82.28 > 80.43$ ).

## **B. Suggestion**

Based on the result of this study, it shown that there is positive effect of using self-video recorded to teach students speaking skill. There are several benefits for learning English, which stated below:

### 1. For the Teacher

- a. The teachers should use the Self-Video Recorded (SVR) techniques as an alternative in learning English speaking.
- b. The teachers should use and combine appropriate learning methods and techniques by looking at the availability of facilities in school. This done so that leaning can be fun and students feel happy following the learning, not monotonous, and the students become more active and enthusiastic in teaching and learning activities.
- c. The teacher should be well prepared. It means that before entering the classroom. They should prepare the materials that are going to teach to the students.

### 2. For the Students

- a. The students should try to understand using SVR in speaking.
- b. The students are expected to be active in enriching their vocabularies
- c. The students hoped to be confident in recording their activity of speaking.

- d. The students are expected to use full English when they practice English in the class.
- e. The students should ask the teacher if there is something that they do not understand regarding to the English Self-recording activities.

### 3. For the Other Researchers

The Result of this research can be used as an additional reference for a similar research with different variable or different population, especially in dealing research teaching in English speaking skill.

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# **APPENDICES**



**Appendix 1 Students Name**

<b>NO</b>	<b>EXPERIMENTAL CLASS</b>	<b>NO</b>	<b>CONTROL CLASS</b>
1	Amiinatuazzahro	1	A'an
2	Anggriya Citra Putri	2	Adan Arya Bima
3	Anindiya Evita Trining Tyas	3	Adinda Syifana Pratama
4	Brilian Iqbal Anasta	4	Aditya Wahyu Hernawan
5	Clara Ray Putri Al Mausufi	5	Aisyah Istiqomah
6	Dega Pramudiastama	6	Ayub Rama Verdika
7	Denis Aditya Kurniawan	7	Clara Karmelia Laura Viki Putri N
8	Devita Putri Irawan	8	Dellano Excel Putranto
9	Fahmi Jauhari	9	Erlangga Surya Pratama
10	Fahri Al Fikri	10	Farrant Azkanadi Mnaparanda
11	Feby Fauziah Dwi Rahayu	11	Fauzan Iqbal
12	Ivando Rayung Jagad Dhita	12	Imam Aditya Utomo
13	Juanino Dwi Sena Satritama	13	Ira Jesti Asdanti
14	Kaisya Dewi Kartikasari	14	Irsyad Rizqi
15	Muhammad Ega Syahputra	15	Kaela Putri Dahlia
16	Nafisa Nur' Aini Lathif	16	Misya Nur Azizah
17	Najah Dionora Al-Islami	17	Muhammad Raja Usman Al-Ghifari
18	Radhitya Eka Pratama	18	Nazula Hanum Kharissa Putri
19	Rayhan Dwi Saputro	19	Pratama Angga Syaputra
20	Richi Syabani	20	Rangga Andika Setiawan
21	Sheilla Novia Hapsari	21	Rakha Asshodiq
22	Sherly Elvia Dewi	22	Satria Akbar Pradana
23	Sri Hartono	23	Sekar Tribuana Putri
24	Syamil Askar Basayev	24	Sofyan Efendi
25	Wafiq Nur Rohmah	25	Tessa Fika Julia Wati
26	Hafizh Muntaz Al Mutzama	26	Vellyta Lentera Putri
27	Gandi Dwi Nursito	27	Yukki Eric Setiyawan

28	Elysia Hemalina Achmadi	28	Ahmad Amiruddin
29	Fahri Abdurhaman	29	Aisah Mei Rahayu
30	Favian Rafa Fathoni	30	Arya Gilang Pratama
31	Fuad Danang Saputra	31	Asy Syifa Ifatul Ramadhani
32	Hanindiya Mumtazah	32	Darryl Metta Arvand Bahtiar

**Kelas A (Experimental class)**

**Kelas B (Control Class)**

## Appendix 2 Syllabus

Satuan Pendidikan	: Mts
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 1-2 (Ganjil & Genap)
Alokasi Waktu	:
Tahun Pelajaran	: 2022 / 2023

### Standar Kompetensi (KI)

- KI-1** : **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-2** : 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-3** : 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, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	<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> <b>Struktur Teks</b> <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <b>Unsur Kebahasaan</b> <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>	<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 ungkapan yang digunakan untuk melakukan sapaan 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, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar.</li> <li>Mengidentifikasi ungkapan yang sedang dipelajari</li> <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</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 Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan	<b>Topik</b> <ul style="list-style-type: none"> <li>Interaksi antara peserta didik di dalam dan di luar kelas yang</li> </ul>	<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</li> </ul>					

<p>menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>melibatkan tindakan menyapa, berpamitan, berterima kasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>bahasa inggris dengan percaya diri</p> <ul style="list-style-type: none"> <li>Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</li> </ul>		<p>guru dan teman secara alami di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>			
<p>3.2 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>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</li> </ul>	<ul style="list-style-type: none"> <li>Menentukan tujuan komunikatif teks memaparkan jati diri</li> <li>Mengidentifikasi struktur teks memaparkan jati diri</li> <li>Mengidentifikasi unsur kebahasaan dalam teks</li> <li>Mengidentifikasi ungkapan</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 beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi ungkapan-ungkapan penting</li> </ul>	<p><b>16 JP</b></p>	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikb</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

<p>jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronoun (subjective, objective, possessive)}</p>	<p>orang-orang dekat lainnya.</p> <ul style="list-style-type: none"> <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> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul>	<p>memaparkan jati diri orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</p>		<ul style="list-style-type: none"> <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>ud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>• Kamus Bahasa Inggris</li> <li>• Pengalaman peserta didik dan guru</li> </ul>	
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial,</p>	<p><b>Topik</b></p> <ul style="list-style-type: none"> <li>• Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI.</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> <li>• Menggunakan ungkapan memaparkan jati diri orang disekitarnya</li> </ul>					

struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.					
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	<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 dengan <i>the</i> untuk menyebut tanggal (lisan): antara lain.</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</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, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

kata terkait angka kardinal dan ordinal)	<i>the first, the second, the twenty third, the thirty first of May)</i>			dan tekanan kata yang benar, satu per satu.			
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	<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 tangan.</li> </ul> <p><b>Topik</b></p>	<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>		<ul style="list-style-type: none"> <li>- Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan</li> <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</li> </ul>			



	<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>			proses dan hasil belajarnya			
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	<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 dengan <i>a, the</i>, bentuk jamak (-s)</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> </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,</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, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

<p>konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</p>	<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>	<ul style="list-style-type: none"> <li>• Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah</li> </ul>		<p>dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah</li> </ul>		<ul style="list-style-type: none"> <li>• Pengalaman peserta didik dan guru</li> </ul>	
<p>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,</p>	<p><b>Topik</b></p> <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>		<ul style="list-style-type: none"> <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>			

dan unsur kebahasaan yang benar dan sesuai konteks							
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan 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><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</li> </ul> <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),</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)</li> <li>Memahami teks deksriptive tentang seorang tokoh idola.</li> <li>Memahami penggunaan simple Tense (verb 1 s/es),</li> <li>Memahami penggunaan to be (is, am, are), dalam menggambarkan seseorang.</li> <li>Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang</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 guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan</li> </ul>	<b>20 JP</b>	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

	<p>mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).</p>	<ul style="list-style-type: none"> <li>• Memahami penggunaan ucapan yang benar</li> <li>• Memahami perbedaan intonasi yang tepat</li> </ul>		<p>dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <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> <li>- Bertanya jawab tentang sifat orang, benda, binatang terkenal</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</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, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</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>• 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>	<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 seseorang (kind, nice, friendly, etc)</li> <li>• Memahami teks deksriptive tentang seorang tokoh idola.</li> <li>• Menggunakan simple Tense (verb 1 s/es)</li> </ul>					

		<ul style="list-style-type: none"> <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>					
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	<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> </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>	- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah,	<b>20 JP</b>	<ul style="list-style-type: none"> <li>• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

<p>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>	<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> <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>• Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait kebiasaan melakukan kegiatan</li> <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>dan sekitarnya, dan kemudian 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 tulisan 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> </ul>		<p>Rings The 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>	
<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan</p>		<ul style="list-style-type: none"> <li>• Melakukan percakapan tentang pekerjaan dan tindakan terkait</li> </ul>					

<p>tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<ul style="list-style-type: none"> <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 (bapak dan ibu) lima orang teman sekelas</li> <li>• Melakukan percakapan tentang kebiasaan melakukan kegiatan</li> <li>• Menyebutkan kembali pernyataan para tokoh tentang kebiasaan</li> </ul>		<p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>			
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		<p>melakukan kegiatan</p> <ul style="list-style-type: none"><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></ul>					
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		<ul style="list-style-type: none"><li>• Melakukan percakapan tentang fungsi beberapa benda</li><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>					
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<p>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 pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<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 pencirinya.</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks</li> <li>• Menyebutkan menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks</li> <li>• Meresponungkap an menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, pendek dan sederhana, 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 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 teks tersebut.</li> <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,</li> </ul>	<p><b>24 JP</b></p>	<ul style="list-style-type: none"> <li>• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>• Kamus Bahasa Inggris</li> <li>• Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
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	<p>tanpa a, the, this, those, my, their, dsb.</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>• 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.</li> </ul>	<ul style="list-style-type: none"> <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>untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan</p> <ul style="list-style-type: none"> <li>- Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</li> </ul>			
<p>4.7 Teks deskriptif</p> <p>4.7.1 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</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan</p>		<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, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li> <li>• Menulis teks tulis sederhana tentang deskripsi</li> </ul>		<ul style="list-style-type: none"> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang</li> </ul>			

<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>orang, binatang, dan benda, pendek dan sederhana sesuai konteks</p> <ul style="list-style-type: none"> <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>proses dan hasil belajarnya</p>			
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p>	<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 baca, dan tulisan tangan</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> </ul>	<p><b>4 JP</b></p>	<ul style="list-style-type: none"> <li>• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikb</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

<p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p><b>Topik</b></p> <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>		<p>- Melakukan refleksi tentang proses dan hasil belajarnya.</p>		<p>ud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>• Kamus Bahasa Inggris</li> <li>• Pengalaman peserta didik dan guru</li> </ul>	
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### Appendix 3 Lesson Plan Experimental Class 1

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL GROUP)

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Sekolah : MTs Al Falah Gendongan Baki SKH      Kelas/ Semester : VII / 2 (Genap)  
Mata Pelajaran : Bahasa Inggris                      Alokasi Waktu : 70 Menit

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Materi Pokok : It's A Beautiful Day!; Memberi Dan Meminta Informasi Terkait Dengan Sifat Orang, Binatang, Benda

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#### ✓ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)

#### Media Pembelajaran & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud.

✓ **KEGIATAN PEMBELAJARAN**

<i>Pertemuan Ke-1</i>	
Pendahuluan (15 menit)	
	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
	2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b>Fungsi Sosial Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..</b>
	4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (90 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b>Fungsi Sosial Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..</b></li> </ul>
	CRITICAL THINKING
	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b>Fungsi Sosial Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..</b></li> </ul>

<i><b>Pertemuan Ke-1</b></i>	
<b>Pendahuluan (15 menit)</b>	
	<p><b>COLLABORATION (KERJASAMA)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Fungsi Sosial</b> <i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..</i></li> </ul>
	<p><b>COMMUNICATION (BERKOMUNIKASI)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>
	<p><b>CREATIVITY (KREATIVITAS)</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>Fungsi Sosial</b> <i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (15 menit)</b>	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.



✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Baki Sukoharjo, 10 March 2023

Peneliti,

Mengetahui,  
Guru Mata Pelajaran

Mei Tri Wulandari, S. Pd  
NIP.

Sitihaja A. Mombas  
NIM 183221268

## Appendix 4 Lesson Plan Control Class 1

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
(CONTROL GROUP)**

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Sekolah	: MTs Al Falah Gendongan Baki SKH	Kelas/ Semester	: VII / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 70 Menit

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Materi Pokok	: It's A Beautiful Day!; Memberi Dan Meminta Informasi Terkait Dengan Sifat Orang, Binatang, Benda
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✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)

**Media Pembelajaran & Sumber Belajar**

❖	Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖	Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖	Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud.

✓ **KEGIATAN PEMBELAJARAN**

<i>Pertemuan Ke-1</i>	
Pendahuluan (15 menit)	
	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
	2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b>Fungsi Sosial Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..</b>
	4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (90 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b>Fungsi Sosial Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..</b></li> </ul>
	CRITICAL THINKING
	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b>Fungsi Sosial Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..</b></li> </ul>
COLLABORATION (KERJASAMA)	

<b><i>Pertemuan Ke-1</i></b>	
<b>Pendahuluan (15 menit)</b>	
	<ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Fungsi Sosial</b> <i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya..</i></li> </ul>
	<b>COMMUNICATION (BERKOMUNIKASI)</b>
	<ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>
	<b>CREATIVITY (KREATIVITAS)</b>
	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>Fungsi Sosial</b> <i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (15 menit)</b>	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Baki Sukoharjo, 10 March 2023

Peneliti,

Mengetahui,  
Guru Mata Pelajaran

Mei Tri Wulandari, S. Pd  
NIP.

Sitihaja A. Mombas  
NIM 183221268

**Figure 1 Lesson Plan Experimental Class 2**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
(EXPERIMENTAL GROUP)**

Sekolah	: MTs Al Falah Gendongan Baki SKH	Kelas/ Semester	: VII / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 70 Menit

Materi Pokok	: It's A Beautiful Day!; Memberi Dan Meminta Informasi Terkait Dengan Sifat Orang, Binatang, Benda
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✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami teks deksriptive tentang seorang tokoh idola.
- Memahami penggunaan simple Tense (verb 1 s/es),
- Memahami penggunaan to be (is, am, are), dalam menggambarkan seseorang.
- Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang

**Media Pembelajaran & Sumber Belajar**

❖	Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖	Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖	Sumber	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English

Media Pembelajaran & Sumber Belajar	
Belajar	Rings The Bell, Kelas VII, Kemendikbud.

✓ **KEGIATAN PEMBELAJARAN**

<i>Pertemuan Ke-2</i>	
Pendahuluan (15 menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan).</i>	
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan).</i></li> </ul>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan).</i></li> </ul>
COLLABORATION (KERJASAMA)	

<b><i>Pertemuan Ke-2</i></b>	
<b>Pendahuluan (15 menit)</b>	
	<ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b><i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan)</i></b>.</li> </ul>
	<b>COMMUNICATION (BERKOMUNIKASI)</b>
	<ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>
	<b>CREATIVITY (KREATIVITAS)</b>
	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b><i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan)</i></b>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (15 menit)</b>	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.



✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Baki Sukoharjo, 17 March 2023

Peneliti,

Mengetahui,  
Guru Mata Pelajaran

Mei Tri Wulandari, S. Pd  
NIP.

Sitihaja A. Mombas  
NIM 183221268

**Appendix 5 Lesson Plan Control Class 2****RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
(CONTROL GROUP)**

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Sekolah	: MTs Al Falah Gendongan Baki SKH	Kelas/ Semester	: VII / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 70 Menit

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Materi Pokok	: It's A Beautiful Day!; Memberi Dan Meminta Informasi Terkait Dengan Sifat Orang, Binatang, Benda
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**✓ TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami teks deksriptive tentang seorang tokoh idola.
- Memahami penggunaan simple Tense (verb 1 s/es),
- Memahami penggunaan to be (is, am, are), dalam menggambarkan seseorang.
- Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang

<b>Media Pembelajaran &amp; Sumber Belajar</b>	
❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud.

✓ **KEGIATAN PEMBELAJARAN**

<i>Pertemuan Ke-2</i>	
<b>Pendahuluan (15 menit)</b>	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan).</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
<b>Kegiatan Inti (90 Menit)</b>	<p style="text-align: center;"><b>KEGIATAN LITERASI</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan).</i></li> </ul> <p style="text-align: center;"><b>CRITICAL THINKING (BERPIKIR KRITIK)</b></p>

<b><i>Pertemuan Ke-2</i></b>	
<b>Pendahuluan (15 menit)</b>	
	<ul style="list-style-type: none"> <li>Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b><i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan)</i></b>.</li> </ul>
	<b>COLLABORATION (KERJASAMA)</b>
	<ul style="list-style-type: none"> <li>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b><i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan)</i></b>.</li> </ul>
	<b>COMMUNICATION (BERKOMUNIKASI)</b>
	<ul style="list-style-type: none"> <li>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>
	<b>CREATIVITY (KREATIVITAS)</b>
	<ul style="list-style-type: none"> <li>Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b><i>Struktur Teks dari memulai dan menanggapi (diharapkan/di luar dugaan)</i></b>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (15 menit)</b>	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Baki Sukoharjo, 17 March 2023

Peneliti,

Mengetahui,  
Guru Mata Pelajaran

Mei Tri Wulandari, S. Pd  
NIP.

Sitihaja A. Mombas  
NIM 183221268

### Appendix 6 Lesson Plan Experimental Class 3

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL GROUP)

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Sekolah	: MTs Al Falah Gendongan Baki SKH	Kelas/ Semester	: VII / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 70 Menit

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Materi Pokok	: It's A Beautiful Day!; Memberi Dan Meminta Informasi Terkait Dengan Sifat Orang, Binatang, Benda
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#### ✓ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)
- Memahami teks deksriptive tentang seorang tokoh idola.
- Memahami penggunaan simple Tense (verb 1 s/es),
- Memahami penggunaan to be (is, am, are), dalam menggambarkan seseorang.
- Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang
- Memahami penggunaan ucapan yang benar
- Memahami perbedaan intonasi yang tepat

#### Media Pembelajaran & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud.

✓ **KEGIATAN PEMBELAJARAN**

<i>Pertemuan Ke-3</i>	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
<b>Kegiatan Inti (90 Menit)</b>	<p><b>KEGIATAN LITERASI</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b></li> </ul> <p><b>CRITICAL THINKING (BERPIKIR KRITIK)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b></li> </ul> <p><b>COLLABORATION (KERJASAMA)</b></p>

<b>Pertemuan Ke-3</b>	
<b>Pendahuluan (15 menit)</b>	
	<ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b></li> </ul>
	<b>COMMUNICATION (BERKOMUNIKASI)</b>
	<ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>
	<b>CREATIVITY (KREATIVITAS)</b>
	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (15 menit)</b>	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.



✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Baki Sukoharjo, 24 March 2023

Peneliti,

Mengetahui,  
Guru Mata Pelajaran

Mei Tri Wulandari, S. Pd  
NIP.

Sitihaja A. Mombas  
NIM 183221268

### Appendix 7 Lesson Plan Control Class 3

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (CONTROL GROUP)

Sekolah	: MTs Al Falah Gendongan Baki SKH	Kelas/ Semester	: VII / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 70 Menit

Materi Pokok	: It's A Beautiful Day!; Memberi Dan Meminta Informasi Terkait Dengan Sifat Orang, Binatang, Benda
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#### ✓ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)
- Memahami teks deksriptive tentang seorang tokoh idola.
- Memahami penggunaan simple Tense (verb 1 s/es),
- Memahami penggunaan to be (is, am, are), dalam menggambarkan seseorang.
- Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang
- Memahami penggunaan ucapan yang benar
- Memahami perbedaan intonasi yang tepat

#### Media Pembelajaran & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud.

✓ **KEGIATAN PEMBELAJARAN**

<i>Pertemuan Ke-3</i>	
Pendahuluan (15 menit)	
	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
	2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b>
	4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
<b>Kegiatan Inti (90 Menit)</b>	<b>KEGIATAN LITERASI</b>
	<ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b></li> </ul>
	<b>CRITICAL THINKING (BERPIKIR KRITIK)</b>
	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b></li> </ul>
	<b>COLLABORATION (KERJASAMA)</b>
	<ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b><i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang.</i></b></li> </ul>

<b>Pertemuan Ke-3</b>	
<b>Pendahuluan (15 menit)</b>	
	<p><b>COMMUNICATION (BERKOMUNIKASI)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>
	<p><b>CREATIVITY (KREATIVITAS)</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Pernyataan Dan Pertanyaan Terkait Sifat Orang, Benda, Binatang</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (15 menit)</b>	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Baki Sukoharjo, 24 March 2023

Peneliti,

Mengetahui,  
Guru Mata Pelajaran

Mei Tri Wulandari, S. Pd  
NIP.

Sitihaja A. Mombas  
NIM 183221268

## Appendix 8 Lesson Plan Experimental Class 4

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL GROUP)

Sekolah	: MTs Al Falah Gendongan Baki SKH	Kelas/ Semester	: VII / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 70 Menit

Materi Pokok	: It's A Beautiful Day!; Memberi Dan Meminta Informasi Terkait Dengan Sifat Orang, Binatang, Benda
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#### ✓ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menebutkan 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; kind, good, polite
- 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.

#### Media Pembelajaran & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud.

✓ **KEGIATAN PEMBELAJARAN**

<b><i>Pertemuan Ke-4</i></b>	
<b>Pendahuluan (15 menit)</b>	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <b><i>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; kind, good, polite.</i></b>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
<b>Kegiatan Inti (90 Menit)</b>	<p style="text-align: center;"><b>KEGIATAN LITERASI</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b><i>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; kind, good, polite.</i></b></li> </ul> <p style="text-align: center;"><b>CRITICAL THINKING (BERPIKIR KRITIK)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b><i>Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental</i></b></li> </ul>

<b>Pertemuan Ke-4</b>	
<b>Pendahuluan (15 menit)</b>	
	<i>(antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi; kind, good, polite.</i>
	<b>COLLABORATION (KERJASAMA)</b>
	<ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>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; kind, good, polite.</b></li> </ul>
	<b>COMMUNICATION (BERKOMUNIKASI)</b>
	<ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>
	<b>CREATIVITY (KREATIVITAS)</b>
	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>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; kind, good, polite.</b> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (15 menit)</b>	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.



✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,  
Guru Mata Pelajaran

Mei Tri Wulandari, S. Pd  
NIP.

Baki Sukoharjo, 31 March 2023  
Peneliti,

Sitihaja A. Mombas  
NIM 183221268

## Appendix 9 Lesson Plan Control Class 4

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (CONTROL GROUP)

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Sekolah : MTs Al Falah Gendongan Baki SKH      Kelas/ Semester : VII / 2 (Genap)  
Mata Pelajaran : Bahasa Inggris                      Alokasi Waktu : 70 Menit

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Materi Pokok : It's A Beautiful Day!; Memberi Dan Meminta Informasi Terkait Dengan Sifat Orang, Binatang, Benda

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#### ✓ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menebutkan 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; kind, good, polite
- 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.

#### Media Pembelajaran & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud.

✓ **KEGIATAN PEMBELAJARAN**

<i>Pertemuan Ke-4</i>	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>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; kind, good, polite.</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
<b>Kegiatan Inti (90 Menit)</b>	<p><b>KEGIATAN LITERASI</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>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; kind, good, polite.</i></li> </ul> <p><b>CRITICAL THINKING (BERPIKIR KRITIK)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental</i></li> </ul>

<b>Pertemuan Ke-4</b>	
<b>Pendahuluan (15 menit)</b>	
	<i>(antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi; kind, good, polite.</i>
	<b>COLLABORATION (KERJASAMA)</b>
	<ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>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; kind, good, polite.</b></li> </ul>
	<b>COMMUNICATION (BERKOMUNIKASI)</b>
	<ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul>
	<b>CREATIVITY (KREATIVITAS)</b>
	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>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; kind, good, polite.</b> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (15 menit)</b>	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
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- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,  
Guru Mata Pelajaran

Mei Tri Wulandari, S. Pd  
NIP.

Baki Sukoharjo, 31 March 2023  
Peneliti,

Sitihaja A. Mombas  
NIM 183221268

**Appendix 10 The Score of Test**

NO	EXPERIMENTAL CLASS		CONTROLLED CLASS	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	74	78	81	84
2	77	80	69	74
3	75	79	74	78
4	80	85	75	77
5	78	81	77	78
6	73	80	76	79
7	76	80	80	82
8	79	80	78	77
9	83	85	77	76
10	75	80	76	79
11	73	72	77	77
12	80	84	77	80
13	73	74	78	80
14	76	78	78	80
15	76	79	74	74
16	81	85	79	80
17	80	81	70	75
18	80	82	76	78
19	79	83	77	79
20	80	85	76	79
21	77	79	82	84
22	78	82	75	76
23	80	84	78	78
24	77	80	74	76
25	79	81	76	78
26	76	80	81	83
27	71	75	76	78
28	76	79	80	81
29	78	81	80	80
30	79	80	77	76
31	73	78	80	83
32	74	78	77	77

**Appendix 11 Photograph****PICTURES**

This student Dzurrotul choose the describing things as a topic.



These students Devita Putri and Kaisya Dewi choose describing a person as a topic. Devita is the first person who describe her friend Kartika. After she described her friend, it is Kartia's turn to describe her friend Devita.



These students choose describing a person as a topic. The first person describing her friend is Clara. Clara is describing her Anindiyah, after Clara described her Anindiyah. Anindiyah also described her friend Clara



The students choose the describing a person as a topic. The first student is Nafisa describing her friend Feby. After Nafisa describes her friend, Feby did the same thing as Nafisa too. Feby also describes her friend.





This student her name is clara. She choose describing animals as the topic.



This is Fahri Al Fikri. This student choose describing Animals as the topic.



These students choose describing a person as a topic. Farrant is the first person who describe his friend. After Farrant described his friend Rakha. Rakha also described his friend Farrant.



These students Amminatuzzahro, Syifa and Cinta choose describing a person. The first person that will be describing her friend is Amminatuzzahro. Amminatuzzahro describing Syifa. After she described her friend Syifa. Syifa also describe her friend Cinta. After Syifa described Cinta, Cinta did describing Amminatuzzahro.



This is the process of treatment at VII-A experimental class. The researcher explained to the students the material that they were learning.



This is the process of teaching at VII-B control class. The researcher explained to the students the material that they were learning.



### Appendix 12 Computation of the Validity Test

No. Respondent	Pernyataan					TOTAL
	1	2	3	4	5	
S1	3	3	3	4	3	15
S2	4	4	3	3	3	16
S3	3	3	3	3	3	17
S4	3	4	4	4	3	18
S5	3	3	3	3	4	16
S6	4	3	3	3	4	17
S7	4	3	3	3	4	17
S8	4	3	3	3	3	16
S9	3	4	3	3	3	16
S10	3	4	3	3	3	16
S11	3	4	3	3	4	17
S12	3	3	3	3	4	16
S13	3	3	3	3	3	15
S14	3	3	3	3	4	16
S15	3	3	3	3	3	15
S16	4	4	3	3	4	18
S17	4	3	3	3	3	16
S18	2	3	2	2	2	11
S19	2	3	2	2	2	11
S20	3	3	2	2	3	13
S21	3	3	2	2	2	13
S22	2	3	2	2	2	11
S23	3	3	3	2	3	14
S24	4	4	3	3	3	17
S25	4	4	3	3	3	17
S26	3	4	3	3	4	17
S27	3	3	2	3	4	15
S28	3	3	2	3	3	14
S29	4	3	2	3	3	15
S30	4	3	3	3	4	17
S31	4	3	3	3	4	17
S32	4	3	3	3	4	17
Rcount	0.644571	0.457696	0.798026	0.715481	0.668824	
Rtable	0.361007	0.361007	0.361007	0.361007	0.361007	
Conclusion	Valid	Valid	Valid	Valid	Valid	

## Appendix 13 Calculation of Data

### A. Statistic Descpretive

#### 1. Statistic Descrptive of Pre-test (Experimental Class)

NO	STUDENTS PRE-TEST SCORE						
S1	75	75	75	70	75	370	74
S2	75	78	80	76	78	387	77.4
S3	75	72	75	76	78	376	75.2
S4	80	78	80	78	85	401	80.2
S5	80	77	76	78	80	391	78.2
S6	70	75	75	72	75	367	73.4
S7	78	72	75	78	78	381	76.2
S8	80	78	78	80	80	396	79.2
S9	82	88	81	82	80	413	82.6
S10	78	75	78	70	75	376	75.2
S11	66	72	75	76	78	367	73.4
S12	82	80	80	80	80	402	80.4
S13	70	70	70	77	76	363	72.6
S14	75	75	75	78	78	381	76.2
S15	79	75	75	75	78	382	76.4
S16	82	80	80	85	80	407	81.4
S17	80	78	77	80	85	400	80
S18	80	80	80	80	80	400	80
S19	80	78	78	80	80	396	79.2
S20	82	78	78	80	80	398	79.6
S21	78	75	75	78	78	384	76.8
S22	78	75	78	80	80	391	78.2
S23	80	78	80	80	80	398	79.6
S24	77	75	75	78	78	383	76.6
S25	75	80	78	80	80	393	78.6
S26	76	75	75	78	78	382	76.4
S27	70	70	70	70	76	356	71.2
S28	72	75	76	78	78	379	75.8
S29	78	76	78	80	80	392	78.4
S30	80	78	78	80	80	396	79.2
S31	65	75	75	75	75	365	73
S32	75	75	75	70	75	370	74

The Highest Score	83
The Lowest Score	71
The Range	12
Class	32
	$1+(3.3) \log 32$
	$1 = (3.3) 1.5051$
	$12 / 1.5051 =$ $7.9728$
Interval	8

## FREQUENCY

Class Limit	Freq	Xi	FiXi
71 - 75	9	73.5	661.5
76 - 80	21	78.5	1648.5
81 - 85	8	83.5	668
	32		2978

$$\frac{\sum X}{n} = 2469 / 32 = 93.06$$

## MEAN

Class Limit	Freq	Xi	Ci	FiCi
71 - 75	9	73.5	-1	-9
76 - 80	21	78.5	0	0
81 - 85	2	83.5	1	2
	32			-7

$$x_1 + i \left\{ \frac{\sum f_1 c_1}{\sum f_1} \right\} = 78.5 + 8 \left\{ \frac{-7}{32} \right\} = 76.75$$

## MODE

$$M_o = L + i \left\{ \frac{f_1}{f_1 + f_2} \right\} = 74.5 + 8 \left\{ \frac{12}{12+19} \right\} = 77.59$$

## MEDIAN

$$M_e = L + i \left\{ \frac{\frac{n}{2} - cfb}{fw} \right\} = 74.5 + 8 \left\{ \frac{16-9}{21} \right\} = 79.83$$

## STANDARD DEVIATION

Class Limit	Freq	Xi	Xi <sup>2</sup>	FiXi	F.Xi <sup>2</sup>
70 - 74	9	73.6	5416.96	662.4	48752.6
75 - 79	21	78.5	6162.25	1648.5	129407
80 - 85	2	83.5	6972.25	167	13944.5
	32			2477.9	192104

$$s = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}} = \sqrt{\frac{192104 - \frac{(2477.9)^2}{32}}{32-1}} = 2.72007$$

## 2. Statistic Descriptive of Post-test (Experimental Class)

NO	STUDENTS POST-TEST SCORE						
	S1	80	78	80	75	78	391
S2	80	80	80	78	80	398	79.6
S3	80	78	78	78	80	394	78.8
S4	84	90	80	85	85	424	84.8
S5	85	80	78	80	80	403	80.6
S6	80	80	80	78	80	398	79.6
S7	82	80	78	80	80	400	80
S8	85	80	78	78	80	401	80.2
S9	86	90	80	80	90	426	85.2
S10	83	78	80	80	78	399	79.8
S11	75	70	70	72	74	361	72.2
S12	88	85	80	80	85	418	83.6
S13	78	70	75	78	70	371	74.2
S14	80	75	78	77	78	388	77.6
S15	82	79	76	78	78	393	78.6
S16	88	88	80	80	90	426	85.2
S17	86	80	80	78	80	404	80.8
S18	86	85	80	80	80	411	82.2
S19	86	85	80	80	85	416	83.2
S20	88	85	82	80	90	425	85
S21	82	78	78	78	80	396	79.2
S22	82	80	80	80	88	410	82
S23	86	90	80	80	85	421	84.2
S24	84	80	78	78	80	400	80
S25	82	80	78	80	87	407	81.4
S26	82	78	80	78	80	398	79.6
S27	82	70	72	75	75	374	74.8
S28	82	76	78	78	80	394	78.8
S29	85	80	80	78	80	403	80.6
S30	84	78	78	78	80	398	79.6
S31	82	78	75	79	75	389	77.8
S32	82	75	75	78	78	388	77.6



The Highest Score	85
The Lowest Score	72
The Range	13
Class	32
	$1+(3.3) \log 32$
	$1 = (3.3) 1.5051$
	$13 / 1.5051 =$ 8.6372
Interval	9

## FREQUENCY

Class Limit	Freq	Xi	FiXi
72 - 76	2	74.5	149
77 - 81	20	79.5	1590
82 - 86	10	84.5	845
	32		2584

$$\frac{\sum X}{n} = 2569 / 32 = 80.75$$

## MEAN

Class Limit	Freq	Xi	Ci	FiCi
72 - 76	2	74.5	-1	-2
77 - 81	20	79.5	0	0
82 - 86	10	84.5	1	10
	32			8

$$x_1 + i \left\{ \frac{\sum f_1 c_1}{\sum f_1} \right\} = 79.5 + 9 \left\{ \frac{8}{32} \right\} = 81.75$$

## MODE

$$M_O = L + i \left\{ \frac{f_1}{f_1 + f_2} \right\} = 76.5 + 9 \left\{ \frac{18}{18+10} \right\} = 82.28$$

## MEDIAN

$$M_e = L + i \left\{ \frac{\frac{n}{2} - cfb}{fw} \right\} = 76.5 + 9 \left\{ \frac{16-2}{20} \right\} = 82.8$$

## STANDARD DEVIATION

Class Limit	Freq	Xi	Xi <sup>2</sup>	FiXi	F.Xi <sup>2</sup>
70 - 74	2	74.5	5550.25	149	11100.5
75 - 79	20	79.5	6320.25	1590	126405
80 - 85	10	84.5	7140.25	845	71402.5
	32			2584	208908

$$S = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}} = \sqrt{\frac{208908 - \frac{(2584)^2}{32}}{32-1}} = 2.83981$$

## 3. Statistic Descriptive of Pre-test (Control Class)

N0	STUDENTS PRE-TEST SCORE						
S1	80	78	80	85	80	403	80.6
S2	70	70	72	65	70	347	69.4
S3	70	76	77	70	78	371	74.2
S4	74	75	78	75	75	377	75.4
S5	74	75	76	78	80	383	76.6
S6	75	75	78	76	78	382	76.4
S7	80	78	78	80	85	401	80.2
S8	75	78	78	80	78	389	77.8
S9	77	78	74	78	78	385	77
S10	72	72	78	78	78	378	75.6
S11	78	75	80	76	78	387	77.4
S12	78	72	75	78	80	383	76.6
S13	75	75	80	80	78	388	77.6
S14	78	78	78	78	80	392	78.4
S15	68	78	72	75	75	368	73.6
S16	78	78	78	80	79	393	78.6
S17	65	75	70	68	74	352	70.4
S18	78	70	78	76	78	380	76
S19	78	80	78	72	79	387	77.4
S20	76	70	75	80	80	381	76.2
S21	80	80	80	85	85	410	82
S22	70	76	75	78	75	374	74.8
S23	78	75	80	78	78	389	77.8
S24	65	78	78	72	78	371	74.2
S25	74	75	80	74	78	381	76.2
S26	80	78	80	85	84	407	81.4
S27	75	73	78	75	80	381	76.2
S28	80	78	80	80	80	398	79.6
S29	80	78	80	80	80	398	79.6
S30	78	75	78	78	78	387	77.4
S31	80	78	80	80	80	398	79.6
S32	68	80	78	78	80	384	76.8

The Highest Score	82
The Lowest Score	69
The Range	13
Class	32
	$1+(3.3) \log 32$
	$1 = (3.3) 1.5051$
	$13 / 1.5051 =$ 8.6372
Interval	9

## FREQUENCY

Class Limit	Freq	Xi	FiXi
69 - 73	2	71.5	143
74 - 78	20	76.5	1530
79 - 83	10	81.5	815
	32		2488

$$\frac{\sum X}{n} = 2472 / 32 = 77.75$$

## MEAN

Class Limit	Freq	Xi	Ci	FiCi
69 - 73	2	71.5	-1	-2
74 - 78	20	76.5	0	0
79 - 83	10	81.5	1	10
	32			8

$$x_1 + i \left\{ \frac{\sum f_1 c_1}{\sum f_1} \right\} = 76.5 + 9 \left\{ \frac{8}{32} \right\} = 78.75$$

## MODE

$$M_O = L + i \left\{ \frac{f_1}{f_1 + f_2} \right\} = 73.5 + 9 \left\{ \frac{18}{18+10} \right\} = 79.28$$

## MEDIAN

$$M_e = L + i \left\{ \frac{\frac{n}{2} - cfb}{fw} \right\} = 73.5 + 9 \left\{ \frac{16-2}{20} \right\} = 79.8$$

## STANDARD DEVIATION

Class Limit	Freq	Xi	Xi <sup>2</sup>	FiXi	F.Xi <sup>2</sup>
69 - 73	2	71.5	5112.25	143	10224.5
74 - 78	20	76.5	5852.25	1530	117045
79 - 83	10	81.5	6642.25	815	66422.5
	32			2488	193692

$$s = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}} = \sqrt{\frac{193692 - \frac{(2488)^2}{32}}{32-1}} = 2.83981$$

## 4. Statistic Descriptive of Post-test (Control Class)

NO	STUDENTS POST-TEST SCORE						
S1	85	85	85	80	85	420	84
S2	70	78	78	70	75	371	74.2
S3	78	78	77	78	80	391	78.2
S4	75	76	78	78	80	387	77.4
S5	78	75	80	78	80	391	78.2
S6	78	80	80	78	79	395	79
S7	80	85	80	85	80	410	82
S8	78	76	78	74	78	384	76.8
S9	76	75	78	75	78	382	76.4
S10	80	78	80	75	80	393	78.6
S11	76	75	80	78	78	387	77.4
S12	78	85	80	76	80	399	79.8
S13	80	78	80	80	80	398	79.6
S14	80	80	78	80	80	398	79.6
S15	70	70	70	80	80	370	74
S16	80	80	82	76	80	398	79.6
S17	70	75	78	78	75	376	75.2
S18	82	80	80	70	78	390	78
S19	78	78	78	80	80	394	78.8
S20	80	78	80	78	78	394	78.8
S21	85	85	80	80	90	420	84
S22	75	70	76	85	75	381	76.2
S23	80	80	80	72	80	392	78.4
S24	70	75	75	80	78	378	75.6
S25	75	76	80	78	80	389	77.8
S26	81	80	85	80	90	416	83.2
S27	78	75	78	80	80	391	78.2
S28	80	80	80	80	85	405	81
S29	80	82	80	80	80	402	80.4
S30	78	75	75	75	78	381	76.2
S31	85	85	80	85	80	415	83
S32	70	78	78	80	80	386	77.2

The Highest Score	84
The Lowest Score	74
The Range	10
Class	32
	$1+(3.3) \log 32$
	$1 = (3.3) 1.5051$
	$10 / 1.5051 =$ 6.6440
Interval	7

## FREQUENCY

Class Limit	Freq	Xi	FiXi
74 - 78	16	76.5	1224
79 - 83	14	81.5	1141
84 - 88	2	86.5	173
	32		2538

$$\frac{\sum X}{n} = 2538 / 32 = 79.31$$

## MEAN

Class Limit	F	Xi	Ci	FiCi
74 - 78	16	76.5	0	0
79 - 83	14	81.5	1	14
84 - 88	2	86.5	2	4
	32			18

$$x_1 + i \left\{ \frac{\sum f_1 c_1}{\sum f_1} \right\} = 76.5 + 7 \left\{ \frac{18}{32} \right\} = 80.43$$

## MODE

$$M_O = L + i \left\{ \frac{f_1}{f_1 + f_2} \right\} = 73.5 + 7 \left\{ \frac{16}{16+2} \right\} = 79.72$$

## MEDIAN

$$M_e = L + i \left\{ \frac{\frac{n}{2} - cfb}{fw} \right\} = 73.5 + 7 \left\{ \frac{16-16}{16} \right\} = 73.5$$

## STANDARD DEVIATION

Class Limit	F	Xi	Xi <sup>2</sup>	FiXi	F.Xi <sup>2</sup>
74 - 78	16	76.5	5852.25	1224	93636
79 - 83	14	81.5	6642.25	1141	92991.5
84 - 88	2	86.5	7482.25	173	14964.5
	32			2538	201592

$$s = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}} = \sqrt{\frac{201592 - \frac{(2538)^2}{32}}{32-1}} = 3.09461$$

## B. Pre-Requisite

### 1. Normality Test

#### a) The Normality Test of Post-Test Experimental Class

No	$X_1$	$X_1 - X$	$Z_1$	$F(Z_1)$	$S(Z_1)$	$F(Z_1) - S(Z_1)$
S1	72	-8.1875	-2.68211	0.003658	0.03125	-0.027592
S2	74	-6.1875	-2.02694	0.021334	0.0625	-0.041166
S3	75	-5.1875	-1.69935	0.044626	0.09375	-0.049124
S4	78	-2.1875	-0.7166	0.236812	0.236812	0
S5	78	-2.1875	-0.7166	0.236812	0.236812	0
S6	78	-2.1875	-0.7166	0.236812	0.236812	0
S7	78	-2.1875	-0.7166	0.236812	0.21875	0.0180619
S8	79	-1.1875	-0.38901	0.348635	0.348635	0
S9	79	-1.1875	-0.38901	0.348635	0.348635	0
S10	79	-1.1875	-0.38901	0.348635	0.348635	0
S11	79	-1.1875	-0.38901	0.348635	0.34375	0.0048848
S12	80	-0.1875	-0.06142	0.475511	0.475511	0
S13	80	-0.1875	-0.06142	0.475511	0.475511	0
S14	80	-0.1875	-0.06142	0.475511	0.475511	0
S15	80	-0.1875	-0.06142	0.475511	0.475511	0
S16	80	-0.1875	-0.06142	0.475511	0.475511	0
S17	80	-0.1875	-0.06142	0.475511	0.475511	0
S18	80	-0.1875	-0.06142	0.475511	0.475511	0
S19	80	-0.1875	-0.06142	0.475511	0.59375	-0.118239
S20	81	0.8125	0.266164	0.604944	0.604944	0
S21	81	0.8125	0.266164	0.604944	0.604944	0
S22	81	0.8125	0.266164	0.604944	0.604944	0
S23	81	0.8125	0.266164	0.604944	0.604944	0
S24	81	0.8125	0.266164	0.604944	0.75	-0.145056
S25	82	1.8125	0.59375	0.72366	0.72366	0
S26	82	1.8125	0.59375	0.72366	0.8125	-0.08884
S27	84	3.8125	1.248923	0.894153	0.894153	0
S28	84	3.8125	1.248923	0.894153	0.875	0.0191534
S29	85	4.8125	1.57651	0.942546	0.942546	0
S30	85	4.8125	1.57651	0.942546	0.942546	0
S31	85	4.8125	1.57651	0.942546	0.942546	0
S32	85	4.8125	1.57651	0.942546	1	-0.057454
AVRG	80.1875				Lmax	0.0191534
STD	3.05263				Ltable	0.156624
					Judge	Normal

## b) The Normality Test of Post-Test Control Class

NO	$X_1$	$X_1 - X$	$Z_1$	$F(Z_1)$	$S(Z_1)$	$F(Z_1) - S(Z_1)$
S1	74	-4.59375	-1.7578	0.039391	0.039391	0
S2	74	-4.59375	-1.7578	0.039391	0.0625	-0.02311
S3	75	-3.59375	-1.37515	0.084543	0.09375	-0.00921
S4	76	-2.59375	-0.9925	0.160478	0.160478	0
S5	76	-2.59375	-0.9925	0.160478	0.160478	0
S6	76	-2.59375	-0.9925	0.160478	0.160478	0
S7	76	-2.59375	-0.9925	0.160478	0.21875	-0.05827
S8	77	-1.59375	-0.60985	0.270981	0.270981	0
S9	77	-1.59375	-0.60985	0.270981	0.270981	0
S10	77	-1.59375	-0.60985	0.270981	0.270981	0
S11	77	-1.59375	-0.60985	0.270981	0.34375	-0.07277
S12	78	-0.59375	-0.2272	0.410135	0.410135	0
S13	78	-0.59375	-0.2272	0.410135	0.410135	0
S14	78	-0.59375	-0.2272	0.410135	0.410135	0
S15	78	-0.59375	-0.2272	0.410135	0.410135	0
S16	78	-0.59375	-0.2272	0.410135	0.410135	0
S17	78	-0.59375	-0.2272	0.410135	0.53125	-0.12112
S18	79	0.40625	0.155451	0.561767	0.561767	0
S19	79	0.40625	0.155451	0.561767	0.561767	0
S20	79	0.40625	0.155451	0.561767	0.561767	0
S21	79	0.40625	0.155451	0.561767	0.65625	-0.09448
S22	80	1.40625	0.538101	0.704746	0.704746	0
S23	80	1.40625	0.538101	0.704746	0.704746	0
S24	80	1.40625	0.538101	0.704746	0.704746	0
S25	80	1.40625	0.538101	0.704746	0.704746	0
S26	80	1.40625	0.538101	0.704746	0.8125	-0.10775
S27	81	2.40625	0.92075	0.82141	0.84375	-0.02234
S28	82	3.40625	1.3034	0.903781	0.875	0.028781
S29	83	4.40625	1.686049	0.954107	0.90625	0.047857
S30	82	3.40625	1.3034	0.903781	0.9375	-0.03372
S31	84	5.40625	2.068699	0.980713	0.980713	0
S32	84	5.40625	2.068699	0.980713	1	-0.01929
AVRG	78.59375				Lmax	0.047857
STD	2.613357				Ltable	0.156624
					Judge	Normal

2. The Post-Test Homogeneity Test  
 a) The Homogeneity Test of Experimental Class

No	Students Post-Test Score
S1	74
S2	77
S3	75
S4	80
S5	78
S6	73
S7	76
S8	79
S9	83
S10	75
S11	73
S12	80
S13	73
S14	76
S15	76
S16	81
S17	80
S18	80
S19	79
S20	80
S21	77
S22	78
S23	80
S24	77
S25	79
S26	76
S27	71
S28	76
S29	78
S30	79
S31	73
S32	74

F-Test Two-Sample for Variances	
	Variable 1
Mean	77.0625
Variance	8.254032258
Observations	32
df	31
F	1.00453932
P(F<=f) one-tail	0.495010528
F Critical one-tail	1.82213229
Homogenous	



## b) The Homogeneity Test of Control Class

No	Students Post-Test Score
S1	84
S2	74
S3	78
S4	77
S5	78
S6	79
S7	82
S8	77
S9	76
S10	79
S11	77
S12	80
S13	80
S14	80
S15	74
S16	80
S17	75.2
S18	78
S19	79
S20	79
S21	84
S22	76
S23	78
S24	76
S2	78
S26	83
S27	78
S28	81
S29	80
S30	76
S31	83
S32	77

F-Test Two-Sample for Variances	
	Variable 1
Mean	80.25
Variance	9.5483871
Observations	32
df	31
F	1.35724562
P(F<=f) one-tail	0.19991901
F Critical one-tail	1.82213229
<b>Homogenous</b>	

## 3. The Hypothesi Testing

NO	Post-Test Score of Experimental	Post-Test Score of Control
S1	78	84
S2	80	74
S3	79	78
S4	85	77
S5	81	78
S6	80	79
S7	80	82
S8	80	77
S9	85	76
S10	80	79
S11	72	77
S12	84	80
S13	74	80
S14	78	80
S15	79	74
S16	85	80
S17	81	75
S18	82	78
S19	83	79
S20	85	79
S21	79	84
S22	82	76
S23	84	78
S24	80	76
S25	81	78
S26	80	83
S27	75	78
S28	79	81
S29	81	80
S30	80	76
S31	78	83
S32	78	77

t-Test: Paired Two Sample for Means		
	Variable 1	Variable 2
Mean	80.25	78.63125
Variance	9.5483871	7.035120968
Observations	32	32
Pearson Correlation	-0.1253565	
Hypothesized Mean Difference	0	
df	31	
t Stat	2.12105083	
P(T<=t) one-tail	0.02100905	
t Critical one-tail	1.69551878	
P(T<=t) two-tail	0.04201811	
t Critical two-tail	2.03951345	
Ho is rejected. It means that there is significance		