

**THE EFFECTIVENESS OF ONLINE ENGLISH QUIZIZZ IN THE
IMPROVEMENT OF BASIC SPEAKING SKILLS OF THE
SEVENTH GRADE STUDENT AT
SMP NEGERI 1 TAOPA**



THESIS

*Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of Sarjana Pendidikan (S.Pd) of English Tadris Program Faculty of
Tarbiyah and Teacher Training State Islamic University (UIN)
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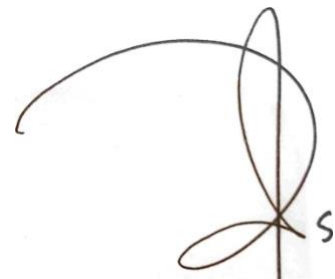
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STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled “*The effectiveness of Online English Quizzes on The Improvement of Basic Speaking Skills of The Seventh Grade at SMP Negeri 1 Taopa*”, has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university institute for the award any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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A handwritten signature in dark ink, featuring a large, sweeping loop on the left and a vertical line on the right, with a small 'S' at the bottom right.

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APPROVAL PAGE

This thesis entitled **“THE EFFECTIVENESS OF ONLINE ENGLISH QUIZZES ON THE IMPROVEMENT OF BASIC SPEAKING SKILLS OF THE SEVENTH GRADE AT SMP NEGERI 1 TAOPA”** By Zakirah Ma’sumah, NIM 19.1.16.0059, a student of English Tadris Program of teacher Training and Tarbiyah faculty Datokarama State Islamic University Palu. After having through observation and careful correction, each supervisor decides that the thesis has meet all requirements needed for examination.

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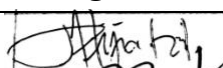
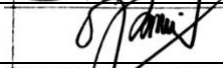
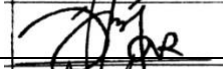
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LEGALIZATION

This thesis by **Zakirah Ma'sumah**, NIM. 19.1.16.00.59 entitled “**The Effectiveness of Online English Quizizz on The Improvement of Basic Speaking Skills of The Seventh Grade at SMP Negeri 1 Taopa**” which has been tested in front of the examiners of the Teacher Training and Tarbiyah in State Islamic University Datokarama Palu on April 29, 2024. It can be seen that this thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor of education in English Departement with some improvements.

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LIST OF CONTENTS

STATEMENT OF THE THESIS AUTHENTICITY	i
APPROVAL PAGE	ii
LEGALIZATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF CONTENTS	vii
LIST OF TABLES	viii
LIST OF APPENDICES	ix
ABSTRACT	x
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Problem Statement	5
C. Objectives and Significance of the Research	5
D. Outline of the Research	6
CHAPTER II LITERATURE REVIEW	8
A. Previous of the Research	8
B. Theoretical Review	12
C. Conceptual framework	22
D. Hypothesis of the Research	23
CHAPTER III RESEARCH METHOD	24
A. Research Approach and Design	24
B. Population and Sample of Research	26
C. Research Variable	28
D. Operational Definition	28
E. Instrument of The Research	31
F. Technique of Data Collection	32
G. Technique of Data Analysis	33
H. Hypothesis Testing	37
CHAPTER IV RESULT OF THE RESEARCH	38
D. Testing hypothesis	46
E. Discussion of Research Results	47
CHAPTER V CONCLUSION AND SUGGESTION	49
A. Conclusion	49
B. Suggestion	50
REFERENCES	
CURRICULUM VITAE	

LIST OF TABLES

Table 3.1 One Group Pre-Test and PostTest
Table 3.2 Population of the Research
Table 3.3 Scoring Rubric Speaking Skill
Table 4.1 The Student's Speaking Score of Pre-test
Table 4.2 Descriptive Statistics
Table 4.3 The Student's Speaking Score of Post-test
Table 4.4 Descriptive Statistics
Table 4.5 Difference in pre-test and post-test

LIST OF APPENDICES

- Appendix 1 Pre-test Sheet
- Appendix 2 Post-test Sheet
- Appendix 3 Lesson Plan
- Appendix 4 Worksheet Quizizz
- Appendix 5 Post Test Lesson Quizizz
- Appendix 6 Title of Submission Letter
- Appendix 7 Title Decree
- Appendix 8 Consultation Book
- Appendix 9 Invitation of Proposal Seminar
- Appendix 10 Proposal Seminar Card
- Appendix 11 Proposal Seminar Assesment Sheet
- Appendix 12 List of Attendances of the Proposal Seminar
- Appendix 13 Research Permit
- Appendix 14 Certificate of Completion Research
- Appendix 15 Documentation

ABSTRACT

Name : ZAKIRAH MA'SUMAH
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In general, English speaking is one of the aspects that plays an important role in learning, so speaking skills absolutely must be mastered by students. But unfortunately, English learning is only delivered as a form of extracurricular and focuses more on delivering material only. Therefore, one application that can help students learn English is the use of the Quizizz application.

With regard to this, the description in this thesis departs from the problem of is the online Quizizz effective in the improvement of basic speaking skills of the seventh grade?

This research used a quantitative approach, data collection techniques through pre-test and post-test collected from the field based on research methods and procedures.

Based on the result of research, the researcher used Online Quizizz in speaking at the Seventh grade of SMP Negeri 1 Taopa was effective to improve students speaking ability. There was a significance improve in accuracy and fluency for the students. It was proved by t-test is higher than t-table was $21,053 > 1,697$. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, where the $t=\text{test}$ was greater than t-table.

From the conclusion obtained it is suggested that for future researchers, for other researchers, the results of this study can be used as basic information or reference regarding the use of the Online Quiz technique to improve students' speaking skills for further research in conducting similar research.

CHAPTER I INTRODUCTION

A. Background of the Research

In the digital era nowadays, English is an international language that is widely used in various daily activities. Therefore, the ability to speak English is very important for every individual. However, there are still many people who do not understand English and lack the confidence to speak English. In Indonesia, English is taught at all levels of education, from elementary school to university. Many schools in Indonesia include English as a compulsory subject. This is done so that students can master English gradually and acquire better English skills.

The role of English as a foreign language in the pursuit of knowledge requires students to develop a strong command of the language. To achieve this, English teachers are essential in helping students learn the language effectively. Effective English language teaching involves designing and implementing a curriculum that meets the needs of students at different proficiency levels, providing opportunities for language practice and use, and using various teaching methods and techniques to facilitate language learning, especially in speaking skills.

English is a universal language because it is used by most countries in the world as the main language. In addition, English is one of the important international languages to master or learn. Some countries, especially former British colonies, putting English as a second language that must be mastered after their native language. Although in Indonesia English is a foreign language, it occupies an important position in the daily life of our society. This is evident in the world of education in Indonesia. English is one of the subjects taught to students starting from elementary level up to tertiary level. The Indonesian government began introducing English as early as possible for students in elementary school (SD) or Madrasah Ibtidaiyah (MI) through the 1994 Basic Education Curriculum. Since the implementation of the curriculum, English is a local content subject that is taught starting from grade IV (four) SD/MI.

As one of the aspects of language, speaking plays an important role in social life. social life so that the ability to speak absolutely must be mastered by anyone. But unfortunately, in general, English learning ends up being only delivered as a form of extracurricular and focuses more on the delivery of material only and less on the form of direct practice, that aims to develop the 4 skills of expertise in English. This can be seen in the learning of English speaking activities in schools, especially in elementary schools which can generally be viewed from two sides. From the teacher's side is the lack of interesting and effective learning methods to hone the ability of English speaking skills in students while from the student's side is the less of motivation during the learning process. Therefore, an appropriate learning method is needed to improve speaking skills in English¹.

¹ Maduwa, B. The importance of English language learning in schools. *Journal of Warta*, 1-7. (2016).

One application that can help teachers with learning and assessment is the use of the Quizizz application². The Quizizz application is very easy to access by anyone, anywhere and anytime as a learning medium³. This Quizizz app has many benefits for English language learning. It has been proven that the Quizizz application is very helpful in training listening skills, namely, the use of Quizizz audio features can improve students' ability to understand the meaning of words, can help improve students' ability to guess words, and can improve students' ability to recognize distinctive sounds⁴. Most students are eager to use the Quizizz application as an assessment medium in future English classes⁵. Students who have used the Quizizz application also have a good impact on grammar skills in the form of essays. Thus it can be concluded that the Quizizz application can help students in learning, especially in English learning⁶.

According to the teacher's perspective, the Quizizz application is effective, feasible and easy to use, and can also motivate all students, so the Quizizz application has great potential for academic and development facilities knowledge⁷. However, it was important to note the Quizizz should

² Irwansyah, R., & Izzati, M. *Implementing Quizizz as Game Based Learning and Assessment in the English Classroom. TEFLA Journal (Teaching English as ...*, 3(1), 13–18. (2021).

³ Marpaung, S. *Utilisation of Quizizz as an Assessment Media for English Learning. Journal of Global Education*, 5(1), 43-48. (2021).

⁴ Fadlilah, A., & Ma'rifah, U. *Enhancing students' listening skill through Quizizz Audio feature in online learning at Jiarawanon-Utis 4 School. ETERNAL (English Teaching Journal)*, 13(1), 91–102. (2022). <https://doi.org/10.26877/eternal.v13i1.10883>

⁵ Bury, B. *Testing goes mobile–web 2.0 formative assessment tools. Conference Proceedings. ICT for Language Learning*, 87. (2017).

⁶ Saputri, T., Hamdani, B., Pujo, E., Shodiq, M., & Muzayyanah, N. *Training on the Utilisation of Quizizz as an Online Assessment Tool to Analyse English Grammar Skills so that the application can help educators to know the ability. Proceedings of the National Seminar on Community Service*, 1, 540-554. (2022).

⁷ Lim, T. M. *Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review*. (2021).

not be the only means of language learning and should be complemented by other methods. Such as talking to native speakers, watching English media and reading in English. The purpose of this study is to determine the effectiveness of online English quizzes in improving basic English speaking skills.

This research method was conducted used the pre-experimental method, where the population of this research is seventh-grade students. Students were gave materials related to vocabulary, after which they were gave questions related to the learned material without used Quizizz, then afterward they were tested used online Quizizz and determined by post-test scores. The expected result of this study was the find that online English Quizizz affect in improved basic English speaking skills. The limitation of this study was the limited time and sample size so the results of this study may not apply to a wider population.

After conducted pre-observation at SMP NEGERI 1 Taopa, there are several problem factors found. Firstly, students' lack of interest in learning due to uninteresting methods. Secondly, the lack of vocabulary. Third, the lack of teachers who motivate students to learn, so that few students are interested in participating in English lessons. Finally, students' learning personalities, some students have personalities that can be influenced by their friends, so there are students whose interest in learning is higher and there are also students whose interest in learning is low because of the influence of friends.

B. Problem Statement

Based on the problems above, it can be concluded that the researcher raised the question, as follow : “Is the use of online Quizizz effective in the improvement of basic speaking skills of the Seventh grade students at SMP NEGERI 1 Taopa ?”.

C. Objectives and Significance of the Research

1. Objectives of the Research

The objectives to be achieved in the research is: To find out the effectiveness of online English quizizz of basic speaking skills of seventh-grade students at SMP Negeri 1 Taopa.

2. Significance of the Research

Significance was the value resulting from research that can be felt directly by various parties the significance of this research is:

Theoretically, this study was expected to provide insight into the effectiveness of online Quizizz in improving students' basic English speaking skills.

Practically :

- a. For students, online Quizizz could increase their vocabulary in speaking English.
- b. For teacher, they could use this media to improve their techniques in teaching English, so students can collaborate and be able to increase their creativity in the learning process.
- c. And for future researchers, the results of this study are expected to help as a reference for further research.

D. Outline of the Research

At this point, the researcher explained about the outline of the researcher. This research consisted of three chapters as follows :

1. Chapter I

Is Introduction. This was contained discussed and resolved according to the goals that have been formulated into the background of the study, the problem statement of the study, objective and significance of the study and outline of the study.

2. Chapter II

Is a Literature review. This was contained theories that support the research, previous of study, theoretical review, conceptual framework and hypothesis.

3. Chapter III

Is the Research method. This chapter discussed about approach and design of the research, population and sample of the research, variable of the research, operational of the research, instrument of the research, technique of the research, technique of data collection and technique of data analysis.

4. Chapter IV

Is the Result of the Research. This chapter discusses the results of the study, the results of the pre test, the results of the post test, the results of the t-test, hypothesis testing and discussion of the research results.

5. Chapter V

Is the Conclusion and Suggestion. This chapter discusses conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous of the Research

The first research, One application that can help teachers in learning and assessment is the use of the Quizizz application. The Quizizz application is very easy to access by anyone, anywhere and anytime as a learning media. The utilization of the Quizizz application as a learning media is designed to be creative, innovative, and fun and also valid to use. By utilizing the Quizizz application, teachers and students can see their learning scores directly and teachers can download them in the form of Excel files. However, not many have been exposed how to use it. The use of the Quizizz application can help students become more engaged in English learning materials. Most students want to use the Quizizz application as an assessment media in future English classes. Students who have used the Quizizz application also have a good impact on grammar skills in the form of essays. Thus it can be concluded that the Quizizz application can help students in learning, especially English learning⁸.

⁸ Ramadhani K. P, & Ardi H. *The use of quizizz application as learning and assessment media on English materials*. Department of English Language and Literature, FBS, Universitas Negeri Padang, 2022. DOI: 10.24036/abdi-humaniora.v3i1.119559.

The second research, Based on the results of the initial analysis conducted by interview with the teacher coordinator at SD Islam Nurul Hidayah Depok, especially the coordinator in grade 3, learning using online media based on Zoom Meeting has just been implemented during the even semester of the 2020/2021 school year. Based on Zoom Meeting has just been implemented during the even semester of the 2020/2021 school year. In odd semester, teachers only use WhatsApp Group online media. Although the development of technology, especially in developing learning media, is felt to be sufficient to support student learning activities at home during the pandemic. It turns out that in its use is felt to be less effective and not optimal so that it cannot rule out the possibility of the emergence of student boredom while learning from home.

Especially in the current situation and conditions, where students are very bored, which results in them being lazy in doing assignments, as stated in their studies⁹. This can have a negative impact on students' intellectual progress and understanding of the material provided by the teacher. Class conditioning that can be done by the teacher can be in the form of using learning media that is in accordance with the teaching material greatly affects students' ability to capture the knowledge provided by the teacher. When using learning media that is in line with the material, students easily capture the material that has been presented by the teacher and the

⁹Maulidina, S., & Bhakti, Y. B. *The Effect of Online Learning Media on Students' Understanding and Interest in Learning Physics Concepts*. ORBITA: Journal of Studies, Innovations and Applications of Physics Education, 6 (2), 248 (2020). <https://doi.org/10.31764/orbita.v6i2.2592>.

objectives of the learning can be achieved. One solution to overcome this problem is the use of interactive learning media Quizizz¹⁰.

The third research, The use of Quizizz interactive learning media has a positive impact on teachers and students. Teachers are facilitated by the help of using Quizizz from the many materials that already exist in the application, in delivering learning materials, conditioning students in class, and increasing student motivation in learning. For students, in Quizizz there are several features that increase student motivation so that it is considered an attractive learning media, because it provides a new atmosphere, making it easier for students to understand learning. This research process uses quantitative and takes the True Experimental Design method which is carried out systematically by giving certain treatment or treatment to the experimental group.

The design used is the Pretest - Posttest Control Group. Treatment is given after a pre-test, as well as a post-test after receiving treatment in the form of Quizizz and Zoom Meeting for the experimental class. While the control class after the pre-test, treatment through Zoom Meeting, ends with a post-test. The subjects of this study were all 3rd grade students at SD Islam Nurul Hidayah Depok, which consisted of 3 classes totaling 82 children. The sampling technique uses randomization or Simple Random Sampling. So that the sample of this study can be produced is class 3A and 3B at SD Islam Nurul Hidayah Depok in the 2020/2021 academic year,

¹⁰ Hakim, L. *Development of Augmented Reality-Based Pai Learning Media*. *Lentera Education: Journal of Tarbiyah and Teacher Science*, 21 (1), 59-72. (2018). <https://doi.org/10.24252/lp.2018v21n1i6>.

totaling 56 children. Class 3A became the experimental class and class 3B became the control class¹¹.

The journal from Ramadhani K. P. and Ardi Havid, with the title "The use of the Quizizz application as a learning and assessment media on English material". this journal discusses and examines the use of the Quizizz application as a learning and assessment media for English material. The result obtained is that the learning method using the Quizizz application is considered to have good potential for academics and science development facilities, especially in English. An attractive display like a game can attract students' attention to learning. the difference between this research and my research is, that this research is aimed at increasing student motivation in learning. while the similarity is that our research examines the effectiveness of Quizizz applications in learning.

The analysis conducted by Hakim L., through interviews with the teacher coordinator at SD Islam Nurul Hidayah Depok, especially the coordinator in grade 3, learning using online media based on Zoom Meeting has just been implemented in the even semester of the 2020/2021 school year. Zoom Meeting-based Zoom was only implemented in the even semester of the 2020/2021 school year. In the odd semester, teachers only used WhatsApp Group online media. Although technological developments, especially in developing learning media, are considered sufficient to support student learning activities at home during the pandemic. It turns out that its use is considered less effective and not optimal, so it does not rule out the

¹¹ Mulyati, S., & Evendi, H. *Learning Mathematics through Quizizz Game Media to Improve Mathematics Learning Outcomes of Smp 2 Bojonegara*. *Gauss: Journal of Mathematics Education*, 03(01), 64-73. (2020). <https://doi.org/10.30656/gauss.v3i1.2127>.

possibility of student boredom when studying at home. One solution to overcome this problem is the use of interactive learning media Quizizz. The difference between this research and my research is that this research was conducted to increase motivation and reduce student boredom in learning English, while my research is to improve students' basic speaking skills in English. while the similarities between this research and my research are, that we both use online quiz applications.

The journal from Mulyati, S., & Evendi, H., with the title “*Learning Mathematics Through Quizizz Game Media to Improve Mathematics Learning Outcomes of Smp 2 Bojonegara*”. This journal also discusses and examines increasing student learning motivation in learning mathematics through online Quizizz. The results obtained are learning methods using online Quizizz are considered capable of increasing student motivation in learning mathematics. The difference between this research and my research is that this research is intended to increase student learning motivation. while the similarity is that we use the same method, namely pre-experiments and online Quizizz.

B. Theoretical Review

1 . Definition of speaking

Speaking is an oral language skill that is functional in everyday human life. By speaking, we can obtain and convey information. But for Indonesians, speaking English fluently is a tough challenge because English doesn't use as our daily language in communication. Speaking is a productive skill. Speaking cannot be separated from listening. When we speak, we create a meaningful text. In communication, we can find

speakers, listeners as well as messages and feedback. Speaking is also inseparable from pronunciation.

According to Ladouse, Nunan, and David, speaking is described as the activity of the ability to express oneself in a situation, the activity to report acts, or situations in precise words or the ability to converse or to express a sequence of ideas fluently¹². Furthermore, Tarigan said that “*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*”. It means that speaking as a way of communication influences our individual life strongly¹³. Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistics proper. Linguistic theory has mostly developed in abstraction from the context of use and source of diversity.

From the explanation above, the researcher concludes that speaking is a productive activity that is done daily, speaking is also inseparable from listening and speaking feedback. This is called interaction between two or more people. Speaking is an influential activity in everyday life. Speaking is also described as an activity of expressing oneself in a condition, reporting or narrating an action and also being able to communicate an idea smoothly.

2. Component of Speaking

In a journal written by Azlina Kurniati and her friends entitled a study on the speaking ability of the second year students of SMK TELKOM PEKANBARU, Azlina wrote the opinion of Harris David (1974), according to Harris there are 5 components of speaking skills.

¹²Harianto E. *The Exchange of Ideas Method in Learning Speaking Skills IAI AL-Amanah Jeneponto*, (2022). Rokhayani A. & Cahyo A. D. N. *IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ENGLISH DEBATE TECHNIQUE*. (2015).

¹³Rokhayani A. & Cahyo A. D. N. *IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ENGLISH DEBATE TECHNIQUE*. (2015).

According to Harris in Azlina, et al., there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation and fluency¹⁴.

a. Comprehension

Comprehension is a key feature in successful teaching of the intended meaning of written or spoken communication. Hughes states that someone comprehends the language when he/she understands everything in both formal and colloquial speech to be expected of an educated native speaker¹⁵. It means that someone is said as he/she comprehends when he/she can determine what has to be said and listen to what have to listen and understand. As it is in the classroom, the teacher can see whether the students understand or not (they comprehend or not) by asking about the lesson which has been taught.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Geoffrey states that grammar refers to the mechanism according to which language works when it is used to communicate¹⁶.

From the statement above, the researcher concluded that grammar is a science that studies how a language works to communicate.

¹⁴Azlina Kurniati, Eliwarti, Novitri “*A Study on the Speaking Ability of the Second Year Students of SMK TELKOM Pekanbaru*”, page 5-6. Online jurnal of students faculty of teacher training and education Riau University (Jom FKIP Unri), 2015.

¹⁵Arthur Hughes, *Testing for Language Teachers*, 2nd edition, (UK : Cambridge University Press, 2003), page 131.

¹⁶Geoffrey Leech, Margaret Deuchar, Robert Hoogenraad, “*English Grammar for Today*”, (London : The Macmillan Press), 1982, page 3.

c. Vocabulary

Vocabulary is a very important component. It can even be called the key to learning a foreign language because the richness of a person's vocabulary also determines the quality of that person's language skills. According to Poerwadarminta, vocabulary is the vocabulary or anything that is owned by a language. Mastery of Vocabulary is not a simple skill, because it includes recognition, selection and application. Vocabulary mastery is not a spontaneous process, but a process towards mastering vocabulary properly and correctly¹⁷. Therefore, learners have to know the vocabulary first because that is one of the language components that should be important to learn in supporting the student's ability in English.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra-segmental features. In speaking, we should master pronunciation because it will influence the meaning of words.

From the statement above, the researcher concluded that pronunciation is the knowledge of studying how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in making the process of communication easy to understand.

¹⁷Iqbalullah M. *VOCABULARY MASTERY AND GRAMMAR MASTERY IMPACT ON EFL HIGH SCHOOL STUDENTS' WRITING SKILLS*. English Language and Education Program, Postgraduate Faculty Universitas Indraprasta PGRI, (2018).

e. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message there are four features of pauses proposed by Thornbury, namely :

- 1) Pauses may be long but not frequent
- 2) Pauses are usually filled.
- 3) Pauses occur at meaningful transition points.
- 4) There are long runs of syllables and words between pauses.

From the above opinions, the researcher concludes that an important component of speaking is fluency. Fluency means one's ability to speak fluently and precisely with few pauses or without having to stop much.

3. Definition of Basic Speaking Skills

Speaking skills are very important skills for communication. Communication can take place properly and correctly according to general guidelines for Indonesian spelling (PUEBI) by using language, while the essence of languages is speech. The ability to speak well in public can help

to achieve a good career path¹⁸. The process of pronouncing grammar is nothing but speaking. Thus, it can be said that speaking skills are the main form of communication. With speaking skills, we control the communication process.

Speaking skills as a medium to develop and broaden horizons. Speaking skills, which are classified as productive language skills, are essentially not only a medium for conveying various kinds of information and for expressing oneself. Speaking skills also apply media to expand students' knowledge and insights in various fields of life. With good speaking skills, students can obtain information about what, who, where, when, why, and how the various things they encounter, both good and bad. various things they encounter, both in the school and community environment.

The basic concept of speaking as a means of communication includes four, namely first, speaking and listening are two reciprocal activities. Speaking and listening are two different activities. However, they are closely related and inseparable, like a coin with one side occupied by speaking activities and the other side occupied by listening activities. Second, speaking is the process of individuals communicating. Speaking is used as a tool for communication with the environmental situation. If this is associated with the function of language then speaking as a means of acquiring knowledge adapts, learns its environment, and controls its environment. The heuristic function is often conveyed in the form of questions that demand answers. Third, speaking is a creative expression.

Through creative speaking, humans do not just express ideas but also manifest their personalities. Not only does he use the charm of our speech

¹⁸Sukirman Nurdjan, S. S., Firman, S. P., & Mimawati, S. P. *Indonesian Language for Higher Education*. Publisher Aksara Timur. (2016).

and in expressing what he wants to say but he expresses purely, physically, playful, and spontaneous. The development of perception and sensitivity to the development of communication skills stimulates the person to reach the highest level of creativity and intellectual expression. Fourth, speaking is a behavior. Speaking is the expression of the speaker. Through speaking, the speaker states a picture of himself ¹⁹.

From the definition above, the researcher concludes that speaking ability is the result of the learning process and everyone who uses language physically or psychologically normally can certainly speak. Speaking skills are essentially the ability to organize ideas logically and systematically and then pour them into language that is by language rules and the appropriate communication context and can pronounce them. Speaking skills need to be mastered by students in the teaching and learning process at school. While the basis is of speaking there are four, namely listening, expression, behavior and communication.

4. Definition of Online Quizizz

The researcher aims to determine the effectiveness of online Quizizz in improving the basic speaking skills of seventh grade students at SMP NEGERI 1 Taopa.

Quizizz is a web tool for creating interactive quiz games used in classroom learning. Interactive Quizizz are created to have up to 4 answer options including the correct answer and images can be added to the background of the questions. When the quiz is finished, the teacher can distribute the code to students so that they can log in to the quiz. Quizizz

¹⁹Hariato E. *The Exchange of Ideas Method in Learning Speaking Skills IAI AL-Amanah Jeneponto*, (2022).

also provides data and statistics on student performance. Teachers can track how many students answered the questions that have been created, questions to be answered and much more. Teachers can even download the statistics in the form of Ms. Excel. Quizizz also provides a "homework" feature, so that student homework can be done anytime and from anywhere. So that students can be more flexible in doing homework. Quiz Game is a game-based educational application, which brings multi-player activities into classrooms and classrooms. This game brings multi-player activities into the classroom and makes classroom exercises interactive and fun²⁰.

Implementation using Game Quiz, students can do in-class exercises on their electronic devices. Unlike other educational applications, Quizizz Game has characteristics such as avatars, themes, memes, and music that are entertaining in the learning process. Quizizz also allows students to compete with each other and motivates them to learn. Students take the quiz simultaneously in class and see their rankings live on the leaderboard. Instructors or teachers can monitor the process and process and download the results when the quiz is over to evaluate performance. This is a challenge for teachers to be able to create learning that is interesting and fun. Learning that is can be created through the use of various models or learning methods or by using interesting learning media so that it can make students excited to learn and easier to understand the material more easily understand the material. The development of learning media using computers or laptops and mobile phones or smartphones, one of which is the use of educational games. This educational game is still rarely found even though it already exists but utilization in learning media very less.

²⁰Purba, L. S. *Increasing Student Learning Concentration Through the Utilisation of Quizizz Learning Evaluation in Chemistry Physics I Course*. JDP. 12(1) : 29. (2019).

Games as learning media that are integrated with material or evaluation questions are expected to make learning more interesting and more fun²¹.

The Quizizz online quiz application can be used by teachers to see how far students are learning to see the extent to which students are learning. The easy use and fast results in the assessment process make this application worth using as a learning application that supports the learning revolution 4.0 so that students have a strong interest and motivation to learn. Teachers who teach must have a question bank. So that this application can be used as a means of storing questions and then analyzing these questions so that they can become valid, reliable questions and have differentiation and good difficulty levels. So that learning becomes more fun²².

Leony Sanga L. P. in JDP entitled Increasing Student Concentration. Student Learning. Through the Utilization of Evaluation Quizizz learning in Chemistry Physics, I course concluded that there was an increase in student learning concentration through the use of Quizizz learning evaluation in Chemistry Physics I lecture of 0.45 with the interpretation of moderate improvement. The accuracy indicator experienced an increase of 0.53 and the understanding indicator experienced the lowest increase of 0.36. So that learning evaluation using Quizizz helps improve student learning concentration²³.

²¹Mulyati, S., & Evendi, H. *Learning Mathematics through Quizizz Game Media to Improve Mathematics Learning Outcomes of Smp 2 Bojonegara*. Gauss: Journal of Mathematics Education, 03(01), 64-73. (2020). <https://doi.org/10.30656/gauss.v3i1.2127>.

²²Agustina, L. *FUN MATHEMATICS LEARNING WITH QUIZIZZ ONLINE QUIZ APPLICATION*. Sesiomadika (pp 1-7). (2019).

²³ Purba, L. S. *Increasing Student Learning Concentration Through the Utilisation of Quizizz Learning Evaluation in Chemistry Physics I Course*. JDP. 12(1) : 29. (2019).

From the above definitions, the researcher concluded that online Quizizz are online based educational applications that can be used online or offline. The online quiz application is also a tool and means that helps teachers in learning because this online application makes it easier for teachers to provide questions and scores.

Based on the above background, the research problem is focused on whether the Quizizz application is effective as a medium to improve students' basic English speaking skills in the classroom.

There are several advantages and disadvantages of using the Quizizz application, namely:

Advantages:

1. Helps teachers in creating questions on the platform
2. Helps teachers in making assessments
3. Provide reviews on each question that has been answered
4. Randomised question system and duration

Disadvantages:

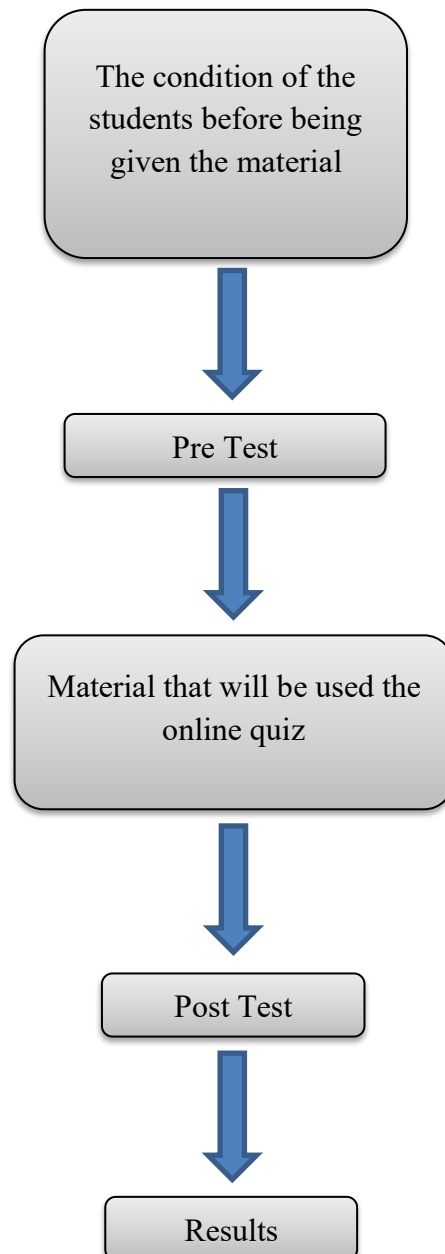
1. Prone to cheating
2. Unfair point and ranking system
3. Obstacles if a student is late

However, in the case of research conducted by researcher, the most prominent advantage for students in using the Quizizz application is the students very fast in responding to Quizizz or questions in this application.

While the most dominant drawback is some students does not have mobile phones and internet quota to access this application.

C. Conceptual framework

Table 2.1 conceptual framework



D. Hypothesis of the Research

1. Alternative Hypothesis (Ha)

The hypothesis there was be a significant difference in English speaking between the groups of students before and after the online quiz as a teaching tool.

2. Null Hypothesis (H0)

The hypothesis there was be not significant difference in English speaking between the groups of students before and after the online quiz as a teaching tool.

However, in some other studies, online Quizizz are effective in improving students' basic English speaking skills by taking into account several factors in gave online Quizizz.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

In Social Science Research, the quantitative approach and qualitative approach are scientific methods used to capture empirical experience about social reality and organize the empirical experience into a logical reasoning system. The two approaches cannot be strictly separated when the researcher is dealing with events in the research field. The quantitative approach is more related to data collection, while the qualitative approach is more related to the subject's understanding and interpretation of the meaning of the data. Both can be used as a unified approach. The similarities and differences between the two methods are pointed out, and in the last section, it is shown that combining the two methods in social research is possible²⁴. Furthermore, the design of the research would be pre-experimental. Pre-experimental is a plan that includes only one group or class given pretest and posttest.

²⁴Donatus S. K. QUANTITATIVE AND QUALITATIVE APPROACHES IN SOCIAL SCIENCE RESEARCH: Points of Similarity and Difference. STFT Widya Sasana, Malang. (2019).

The data obtained was processed and analyzed using statistical microsoft Excel. Based on the results of data analysis, researcher would be drew conclusions about the effectiveness of online Quizizz in improving the basic English speaking skills of junior high school students.

The design used in this research was a pre-experimental design, which only involves one class as an experimental class without a control class. The form of pre-experimental design used in this study was a group Pretest-Posttest Design. In this study, the test was conducted 2 times, namely before the experiment and after the experiment. Observations made before (O1) are called pretests, and observations made after the experiment (O2) are called posttests.²⁵ The researcher used a one-group pre-test and post-test design. This design included a pre-test followed by a treatment and then a post-test for one group. For more details, this research design was described as follows:²⁶

Table 3.1
One Group Pre test and Post test Design.

Pre-test	Treatment	Post-test
O1	X	O2

²⁵Hamsir. Journal of Research and Reasoning. *Application of Experiment Method to Physics Learning Outcomes of Students of SMA NEGERI 1 Turatea, Jeneponto Regency*. Physics Education, University of Muhammadiyah Makassar. (2017).

²⁶ Ibid.

Notes :

O1 : (Pre-test)

X : Treatment

O2 : (Post-test)

B. Population and Sample of Research

1. Population

Population is a generalized region of object or subject that have certain qualities and characteristic that the researcher sets out to study and then to retract²⁷. Researcher subjects are the population studied by research subject were also data sources which include the traits or characteristic of a group of subject symptoms or objects. The populations in this study were all samples that meet the specified criteria and were the target of the research results. In this study, the seventh grade students of SMP NEGERI 1 Taopa were the research population.

²⁷Sugiyono. *Quantitative, qualitative, and R&D research methods*. Bandung: Alfabeta (2018), 117.

Table 3.2
Population of the Research

Class	Total
VII A	30
VII B	30
VII C	31
VII D	31
Total	122

2. Sample

The research sample is part of the number and characteristics of the population. If the population is large, and it is not possible for researchers to study everything in the population, for example, due to limited funds, energy and time, then researcher was used samples taken from that population. The sample in this study was the subject or unit chosen to represent the larger population. In this study, the sample was in the form of classes or individuals who take the quiz and are selected to test the effectiveness of the quiz. The results from this sample used to make generalizations about the wider population. The class that were the sample of this study was class VII D SMP NEGERI 1 TAOPA, then the researcher used purpose sampling technique.

C. Research Variable

This research consists of two variables. They were independent variable and dependent variable.

1. The Independent Variable

Independent variable was variable that effect or were the cause of changes or emergence of the dependent variable²⁸. Independent variable in this research was the online English Quizizz.

2. The Dependent Variable

Dependent variable was a variable that is influenced or is the result, because of the independent variable²⁹. Dependent variable in this research was the students' basic speaking skill.

D. Operational Definition

An operational definition was specific and objective measurement of a concept or variable accepted in quantitative research. It helps the researcher to quantify and compare similar results between different samples. An operational definition makes a variable measurable and makes it possible to define clear criteria for measuring that variable in research. For example, the variable "happiness" may have an operational definition as "the score obtained from a five-item happiness scale".

²⁸Sugiyono, *Statistics for Research*. (Bandung: CV Alfabeta. 2019), 69.

²⁹*Dictionary Compilation Team of the Centre for Language Development and Development (P3B), Department of Education and Culture, Big Indonesian Dictionary*. Jakarta: Balai Pustaka, 1995. Accessed 13 June 2022.

1. Effectiveness

Suggests that effectiveness is a person's ability to accomplish tasks that matter and support their primary goals in an efficient and effective manner. Allen focuses on the importance of managing time, energy, and attention in order to achieve goals effectively. Allen also emphasizes the importance of reducing pressure and anxiety in living life, by setting priorities and managing tasks well. According to Allen, effective task management can help a person to focus on important tasks and feel calmer and more organized in living life.³⁰

Argues that effectiveness in organizations can be achieved through the use of effective and efficient public relations strategies. According to Kriyantono, an effective public relations strategy should be based on a good understanding of the target audience, organizational goals, and the values and brand image to be conveyed. In addition, Kriyantono also emphasizes the importance of periodically measuring the effectiveness of public relations programs to determine the extent to which the objectives have been achieved. He also argues that it is important to adapt public relations strategies to changes in the environment and the needs of the organization in order to remain effective in the long term.³¹

2. Online Quizizz

Online homework is unable to provide the detailed feedback of paper and pencil assignments. However, immediate feedback is an advantage that online assessments provide. A research study was conducted that focused on the effects of immediate feedback; students in 5 sections of a Pre-calculus

³⁰David Allen, 2001 " *Getting Things Done: The Art of Stress-Free Productivity*".

³¹Rachmat Kriyantono, "Public Relations, Communication Media, and Organizational Effectiveness" 2013.

course were participants. Three sections were randomly selected to receive immediate feedback on online Quizizz and the remaining 2 sections received feedback on Quizizz only after the test on the same material. To assess any differences, the groups were compared on various course components and a pre to post ACT test. Among other results, it was found that the students who received immediate feedback on Quizizz had higher quiz and test averages than other students. Overall, the research findings support that the capability of online homework to provide immediate feedback is valuable and that devoting time and resources to developing banks of online questions is worthwhile.³²

3. Online Learning

Online learning can present challenges to educators, as the tools and opportunities to discover students' preconceptions and cultural perspectives are often limited by bandwidth constraints, which limit the users' view of body language and paralinguistic clues. Some researchers argue that these restrictions negatively affect communication efficacy³³.

4. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking³⁴.

³²Na'imah. *The Effectiveness of Learning English Vocabulary through Quizizz Games Application*. UIN SunanKalijaga Yogyakarta, Indonesia. 2022

³³Short, J., Williams, E., & Christie, B. (1976). *The social psychology of telecommunications*. Toronto: John Wiley and Sons.

³⁴Brown, H.D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts, and speaking can also serve one of two main functions : transactional (transfer of information) and interactional (maintenance of social relationships) .³⁵

E. Instrument of The Research

a. Pre-test

Pre test was a test that takes before teacher being learning the critical purpose to know the first material learners' abilities that would be presented. In this test, the researcher started by asking the students to introduce themselves using English vocabulary before the learning material.

b. Post-test

The post test was a test performed after the learning process has been completed the learning post test a final evaluation of a leaning activity. So the proces was done at the conclusion of the learning activity for the process's purpose was to know the succes of the learning process and measue the competence of participants taught the materian that the special teacher taught was performed. In this test, the researcher asked again. students to introduce themselves according to the learning material.

³⁵Brown and yule 1983 in shiamaa Abd EL Fattah Torky “*The Effectiveness of a Task-Based Instruction program in Developing the English Language Speaking skills of Secondary Stage Students*” [https://files.eric.ed.gov/fulltext/ED523922. pdf](https://files.eric.ed.gov/fulltext/ED523922.pdf) (30 February 2021).

F. Technique of Data Collection

Data collection techniques were the most strategic step in research, because the main purpose of research was to obtain data³⁶. The method of collecting data was a technique or method that the researcher could use to collect data, and the data-gathering instruments are selected and used by writer in the activities to collect data so the activity is systematic and easier³⁷. The techniques of data collection used by researcher in the research as described above were pre-test and post-test.

In this study, the researcher used tests. This test was used to find out more about the needs and progress of the research subjects as well as the effectiveness of the methods used in the research. So, in this study, the researcher used pre-tests and post-tests to collect data from research in the field.

1. Pre-test

The pre-test was conducted before the treatment to obtain baseline data on students' basic English speaking skills before being given the online quiz.

2. Treatment

The online quiz was given for 4 meetings as additional teaching material for students learning to speak English. The online quiz was designed to help students understand the concept and collaborate on the vocabulary in the quiz.

³⁶Sugiyono. *Quantitative, Qualitative and R & D Research Methods*. (Bandung : Alfabeta. 2011). Page 20.

³⁷Ridwan, *Statistics for Institutions and Government / Private Agencies*, (Bandung:Alfabeta). (2004) 137

3. Post-test

After completing the treatment, the researcher measures students' basic speaking skills, using the same assessment tool as the pre-test. The post-test would be conducted after the treatment to get definite data on students' basic speaking skills after receiving online Quizizz as teaching materials.

G. Technique of Data Analysis

The data obtained pre-test and post-test would be analyzed through the following step.

1. Scoring rubric speaking skill³⁸

Table 3.3
Scoring rubric speaking skill

Aspect	Scoring	Criteria
Vocabulary	Very good (5)	Using vocabulary and expression like native speaker.
	Good (4)	Sometimes using vocabulary which is not appropriate.
	Average (3)	Using vocabulary which is not appropriate, conversation become's limited because the vocabulary is limited.
	Fair (2)	Using wrong vocabulary and it is limited so it is difficult to understand.

³⁸Hamsir. Journal of Research and Reasoning. *Application of Experiment Method to Physics Learning Outcomes of Students of SMA NEGERI 1 Turatea, Jeneponto Regency*. Physics Education, University of Muhammadiyah Makassar. (2017).

	Poor (1)	Vocabulary is so limited so conversation impossible to occur.
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Pronunciation	Very good (5)	Pronunciation is very good; good effort at accent.
	Good (4)	Pronunciation is good; good effort at accent.
	Average (3)	Pronunciation is average; some effort at accent, but is definitely non-native.
	Fair (2)	Pronunciation is fair; no effort towards a native accent.
	Poor (1)	Pronunciation is lacking and hard to understand; no effort towards a native accent.

Fluency	Very good (5)	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is very good.
	Good (4)	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
	Average (3)	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume waver.
	Fair (2)	Speech is fair hesitant with some sentences left uncompleted; volume very soft.

	Poor (1)	Speech is poor, hesitant and strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.
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2. Scoring the student's score both in pre-test and post-test

The following was the formula for calculating the standard score is³⁹ :

$$\text{Standard Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

3. Classifying the Score of the Student's Pre – Test and Post

– Test⁴⁰

Range of Score	Classification
85 – 100	Very Good
75 – 85	Good
55 – 75	Fair
40 – 55	Poor
<40	Very Poor

³⁹ Suharisimi Arikunto, *Research Procedures* (Jakarta : Rineka Cipta, 2012) 278.

⁴⁰ Ibid.

4. To find out the mean score of pre-test post-test⁴¹

$$X = \frac{\sum x}{N}$$

Were:

X = Mean

$\sum X$ = The sum of score

N = Number of the students

5. Inferential statistic

The researcher applied the statistical analysis to analysis the data.

Analysis is t-test was Paired Samples Test.

The following are the data formula⁴²:

$$t = \frac{\sum D / n}{s / \sqrt{n}}$$

Were:

t : The value of t-test

$\sum d$: Difference of before and after values

N : Number of sample

⁴¹ David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992): 232.

⁴² Widiyanto, <http://repository.stev.ac.id> (diakses pada tanggal 16 Februari 2024, 22.11).

H. Hypothesis Testing

This technique aimed to find out the value of pre-experimental class given the treatment. The statistical test used to test the alternative hypothesis truth or fallacy, which states that there was a significant samples randomly taken from the population.

CHAPTER IV

RESULT OF THE RESEARCH

The four chapters contain was description of the discussion results, the pre-test scores, the post-test scores, the results of data analysis techniques, the testing hypothesis, and discussion of research results.

This research was a pre-experimental design one group pre-test and post-test, using only one experimental class which was treatemeant used the 2013 curriculum. Class selection was carried out by purpose sampling from a total population of seventh grade and the sample was class VII D at SMP Negeri 1 Taopa. This study has three aspects of assessment, namely vocabulary, pronunciation, and fluency. The researcher obtained two kinds of data the score of pre-test and the score of post-test.

A. The pre-test scores

At the meeting students were given a pre-test by introducing themselves before being given action using the Online Quizizz application. The pre-test result data is obtained in the table below :

Table 4.1
The student's speaking score of pre-test

No	Name	Aspect of Speaking			Total Score	Pre - Test	Classification
		V	P	F			
1.	ABK	3	3	3	9	60	Fair
2	ARA	3	4	3	10	66	Fair
3	AB	3	3	3	9	60	Fair
4	AKH	3	4	3	10	66	Fair
5	DLV	3	3	3	9	60	Fair
6	FZ	2	2	2	6	40	Poor
7	FZN	2	2	2	6	40	Poor
8	FTY	2	2	2	6	40	Poor
9	JRN	2	2	2	6	40	Poor
10	LAK	3	3	4	10	66	Fair
11	MA	2	2	2	6	40	Poor
12	MR	3	3	4	10	66	Fair
13	MF	2	2	2	6	40	Poor
14	MFR	3	2	3	8	53	Poor
15	MRS	2	2	2	6	40	Poor
16	RKY	2	2	2	6	40	Poor
17	RSR	3	3	3	9	60	Fair
18	RAL	3	3	3	9	60	Fair
19	RR	3	3	3	9	60	Fair
20	SR	3	3	3	9	60	Fair
21	SKA	3	3	3	9	60	Fair
22	SBT	2	2	2	6	40	Poor
23	TSY	2	2	2	6	40	Poor
24	VRWT	3	3	3	9	60	Fair
25	WK	3	3	3	9	60	Fair
26	WHY	2	2	3	7	46	Poor
27	PRSTY	3	2	2	7	46	Poor
28	ZLFR	3	2	2	7	46	Poor
29	ZHN	3	3	3	9	60	Fair
30	AZR	3	3	3	9	60	Fair
31	RRN	2	1	2	5	33	Very Poor
Total						1608	

From the data above the researcher conclude that the highest scores was 66 and lowest 33. The researcher calculating the total score of pre-test was 1608, the researcher tried to find the mean of the data by applying the mean formula and then the researcher found the standard deviation the statistic that used to analyze the data by describing it to make a general conclusion.

Table 4.2
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest Valid N (listwise)	31 31	33	66	1608	51.87	0.346	10.742

Based on the result of the pret-test for the class presented in the table, it can be seen that N 31 the number of students' the highest score was 66 and the lowest was 33, score mean of statistic 51.87 and std error 0.346 with standard deviation of 10.742

B. The post-test scores

The data of post-test score can be seen in the table:

Table 4.3
The student's speaking score of post-test

No	Name	Aspect of Speaking			Total Score	Post - Test	Classification
		V	P	F			
1.	ABK	4	4	4	12	80	Good
2	ARA	5	4	4	13	86	Very Good
3	AB	4	5	4	13	86	Very Good
4	AKH	4	4	4	12	80	Good
5	DLV	4	4	4	12	80	Good
6	FZ	4	3	3	10	66	Fair
7	FZN	4	3	3	10	66	Fair
8	FTY	4	3	3	10	66	Fair
9	JRN	4	3	3	10	66	Fair
10	LAK	5	4	4	13	86	Very Good
11	MA	4	3	3	10	66	Fair
12	MR	4	4	4	12	80	Good
13	MF	4	3	3	10	66	Fair
14	MFR	4	3	3	10	66	Fair
15	MRS	4	3	3	10	66	Fair
16	RKY	4	3	3	10	66	Fair
17	RSR	4	4	4	12	80	Good
18	RAL	4	4	4	12	80	Good
19	RR	4	4	4	12	80	Good
20	SR	4	4	4	12	80	Good
21	SKA	4	4	4	12	80	Good
22	SBT	4	4	3	11	73	Fair
23	TSY	4	4	3	11	73	Fair
24	VRWT	4	4	4	12	80	Good
25	WK	4	4	3	11	73	Fair
26	WHY	4	4	3	11	73	Fair
27	PRSTY	4	4	4	12	80	Good
28	ZLFR	4	3	4	11	73	Fair
29	ZHN	4	4	4	12	80	Good
30	AZR	4	4	3	11	73	Fair
31	RRN	4	3	3	10	66	Fair
Total						2316	

From the data above the researcher conclude that the highest scores was 86 and lowest 66. The researcher calculating the total score of post-test was 2316, the researcher tried to find the mean of the data by applying the mean formula and then the researcher found the standard deviation the statistic that used to analyze the data by describing it to make a general conclusion.

Table 4.4
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Posttest	31	66	86	2316	74.71	0.227	7.058	49.813
Valid N (listwise)	31							

Based on the result of the pret-test for the class presented in the table, it can be seen that N 31 the number of students' the highest score was 86 and the lowest was 66, score mean of statistic 74.71 and std error 0.227 with standard deviation of 7.058

C. The result of t-test

To find out the T-test value, the researcher used Paired Samples Test by formula

$$t = \frac{\sum D / n}{s / \sqrt{n}}$$

t : The value of t-test

$\sum d$: Difference of before and after values

N : Number of sample

Following is explanation to find the t-test value:

$$\begin{aligned}
 s &= \sqrt{\frac{1}{n-1} \left(\sum D^2 - \frac{(\sum D)^2}{n} \right)} \\
 &= \sqrt{\frac{1}{30} \left(17.264 - \frac{501.264}{31} \right)} \\
 &= \sqrt{\frac{1}{30} (17.264 - 16.169,81)} \\
 &= \sqrt{\frac{1}{30} (1.094,194)} \\
 &= \sqrt{36,47313} \\
 &= 6,039 = 6,04
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{\sum D / n}{s / \sqrt{n}} \\
 &= \frac{-708 / 31}{6,04 / \sqrt{31}} \\
 &= \frac{-22,8387}{1,0848} \\
 &= -21,053 \\
 t &= |21,053|
 \end{aligned}$$

As known, in this research, researchers used one sample with different treatments. So that the test used in this study is the paired sample t test.

$$t = \frac{\sum D / n}{s / \sqrt{n}}$$

t : Statistical test t

D : Difference between pretest and posttest scores

n : Number of samples

s : standard deviation of the D value

Therefore, first the researcher looks for the difference in pre-test and post-test scores. The difference in this value is symbolised by D. for more details, it can be seen in the following table:

Table 4.5
difference in pretest and posttest scores

No.	Pretest	Posttest	D	D ²
1	60	80	20	400
2	66	86	20	400
3	60	86	26	676
4	66	80	14	196
5	60	80	20	400
6	40	66	26	676
7	40	66	26	676
8	40	66	26	676
9	40	66	26	676
10	66	86	20	400
11	40	66	26	676
12	66	80	14	196
13	40	66	26	676
14	53	66	13	169
15	40	66	26	676
16	40	66	26	676

17	60	80	20	400
18	60	80	20	400
19	60	80	20	400
20	60	80	20	400
21	60	80	20	400
22	40	73	33	1089
23	40	73	33	1089
24	60	80	20	400
25	60	73	13	169
26	46	73	27	729
27	46	80	34	1156
28	46	73	27	729
29	60	80	20	400
30	60	73	13	169
31	33	66	33	1089
Jumlah	1608	2316	708	17264

After obtaining the difference value above, the researcher look for the standard deviation value of the difference value:

$$s = \sqrt{\frac{1}{(n-1)} \left(\sum D^2 - \frac{(\sum D)^2}{n} \right)}$$

So the value of $s = 6.039 = 6.04$ is obtained.

The value of D and the value of s has been obtained, is entered into the formula to calculate the value of t .

$$t = \frac{\sum D/n}{s/\sqrt{n}}$$

Obtained the calculated t value is:

$$t\text{-count} = |21.053|$$

For t -table with df 30 obtained t -table value is 1.697.

From the above results it can be concluded, the t -value is more than the t -table value. And finally, the value of t is an absolute value. An absolute value is a value although negative is considered positive. So the value was obtained as above. Based on the explanation above, it is known that the t -test value is 21,053 and the t -table is 1,697.

D. Testing hypothesis

In this research, the researcher proposed alternative hypothesis (H_a) and hypothesis (H_0), with explanation as follows:

1. H_a . There is a significance of the online Quizizz method on the improvement of basic speaking skills at seventh grade of SMP Negeri 1 Taopa.
2. H_0 . There is not a significance of the online Quizizz method on the improvement of basic speaking skills at seventh grade of SMP Negeri 1 Taopa.

If t counted $> t$ table, so H_a is accepted and H_0 is rejected. It means by using the Online Quizizz technique, students experience improving English speaking skill of the seventh grade at SMP Negeri 1 Taopa. However, if t counted $< t$ table, H_0 is accepted and H_a is rejected. It means by using the Online Quizizz technique, students did not experience an improving English speaking skill in the seventh grade at SMP Negeri 1 Taopa. However, before decides which

hypothesis was accepted and rejected, the researcher need to know the critical t-table using 0.05 level significance and the degree of (df) = 30.

Based on the result of the data analysis above, it can be seen that the t counted was 21,053 while the t table was 1,697 and significance value (0,00). It can be concluded that $t \text{ count } 21,053 > t \text{ table } (1,697)$. Meaning that H_a is accepted and H_o is rejected. In other words, by using the Online Quizizz technique, students experience improving english speaking skill in the seventh grade at SMP Negeri 1 Taopa.

E. Discussion of Research Results

Make observations to find out the subject and object of research when the researcher made observation at SMP Negeri 1 Taopa, the researcher found that the subject of this study was an English subject teacher. In the first stage the researcher gave a permit to research the school and was received directly by the school principal of SMP Negeri 1 Taopa. After that, the researcher was directed to meet the English subject teacher, the teacher suggested conducting research in class VII D which had 31 students to become the object of this research.

This research was conducted for six meetings in a month the first meeting the researcher conducted pre-test, four treatments and finally post-test. Each meeting consists of 2 x 40 minutes, in which case it is carried out before using the Online Quizizz technique and after using the Online Quizizz technique.

The results of this research indicate that there has been improving students understand in the learning process with the Online Quizizz technique. The Seventh-grade student learning outcomes after using the Online Quizizz technique

obtains a higher average value high of 74,71. Here It can be seen that this learning technique has a very important Online Quizizz in the learning process so that students are more active.

Based on the result of the data analysis above, it can be seen that the t counted was 21,053 and significance value (0,00). It can be concluded that t count (21,053) > significance value (0,00) < α (0.05). Meaning that H_a is accepted and H_o is reject

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two section, they were conclusion and suggestion. Conclude present the findings of this research based in the data analysis and discussion in previous chapter, while suggestion deal with what the researcher recommends to do.

A. Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the research concludes that:

Based on the result of research, the researcher used of Online Quizizz in speaking at the Seventh grade of SMP Negeri 1 Taopa is effective to improve students speaking ability. It was proved by the significance difference between students' achievement before and after used of Online Quizizz in speaking especially in term vocabulary, pronunciation and fluency.

There was a significance improve in accuracy and fluency for the students. It was proved by t-test is higher than t-table was $21,053 > 1,697$.

It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, where the t -test was greater than t -table.

B. Suggestion

1. For teachers

Teachers play a crucial role and have a significant influence on students' learning success. Teachers should be more creative in selecting teaching techniques in the classroom so that students do not feel bored and can easily understand the taught material.

2. For students

It is hoped that students will be more active during the English language learning process in the classroom. Students should review the material given by the teacher at home.

3. For future researchers

For other researchers, the results of this study can be used as basic information or a reference regarding the use of scaffolding techniques to improve students' speaking skills for further research in conducting similar studies.

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Appendix 1 Pre-test Sheet

PRE-TEST

Name :

Class :

Instruction :

Write a description of yourself by answering the following questions.

Questions :

1. What is your name?
2. What is your hobby?
3. What is your favorite food and drink?
4. Mention your family members at home!
5. What are your habits during your free time at home?

Appendix 2 Post-test Sheet

POST-TEST

Name :

Class :

Instruction :

Questions :

1. What is your name?
2. What is your hobby?
3. What is your favorite food and drink?
4. Mention your family members at home!
5. What are your habits during your free time at home?

Appendix 3 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Taopa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / Genap
Judul Bab : It's a beautiful day!
Materi Pokok : Memberi dan meminta informasi terkait dengan sifat orang, binatang, benda
Alokasi Waktu : 4 X 3 120 menit

A. Kompetensi Inti

- **KI1 dan KI2: 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.
- **KI3:** 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.
- **KI4:** 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.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
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)	• 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
4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat	• 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. • Menyebutkan sifat seseorang (kind, nice,

orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	friendly, etc) • Memahami teks deksriptive tentang seorang tokoh idola. • Menggunakan simple Tense (verb 1 s/es) • Menggunakan to be (is, am, are) dalam menggambarkan seorang tokoh idola. • Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seorang tokoh idola • Menggunakan ucapan yang benar • Mengucapkan perbedaan intonasi yang tepat
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C. 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 ucapan yang benar
- Menyebutkan sifat seseorang (kind, nice, friendly, etc)
- Menggunakan ucapan yang benar

D. Materi Pembelajaran

➤ Fungsi Sosial

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

➤ Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

➤ Unsur Kebahasaan

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
- Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

➤ Topik

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Online Quizzes
- 3) Metode : Tanya jawab, wawancara.

F. Media Pembelajaran

1. Media

- ❖ Online Quizzes
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Spidol, buku pembelajaran, hp, laptop

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Internet

H. Langkah-Langkah Pembelajaran

1.	Pertemuan Ke-1 (2 x 40 Menit)
Kegiatan Pendahuluan (15 Menit)	
Guru :	
Orientasi	
●	Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran
●	Memeriksa kehadiran peserta didik sebagai sikap disiplin
●	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
Aperpepsi	
●	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
●	Mengingatkan kembali materi prasyarat dengan bertanya.
●	Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
Motivasi	
●	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
●	Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
	<i>Fungsi Sosial</i>
	<i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i>
●	Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
●	Mengajukan pertanyaan
Pemberian Acuan	
●	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
●	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
●	Pembagian kelompok belajar
●	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u>
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi Sosial dengan cara :
	→ Melihat (tanpa atau dengan Alat)
	Memperlihatkan gambar/foto yang relevan pada aplikasi quizzes
	→ Mengamati

	●	Mengamati materi pemberian guru dalam quizzes
	●	Pemberian contoh-contoh materi Fungsi Sosial untuk dapat dikembangkan peserta didik, dari media interaktif, dsb
	→	Membaca.
		Kegiatan literasi ini dilakukan di sekolah dengan membaca materi dari buku dan materi pada aplikasi Quizzes
	→	Mendengar
		Pemberian materi Melalui aplikasi Quizzes oleh guru.
	→	Menyimak
		Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :
		<i>Fungsi Sosial</i>
		<i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i>
		untuk melatih rasa <i>syukur</i> , kesungguhan dan <i>kedisiplinan</i> , ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>	
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :	
	→	Mengajukan pertanyaan tentang materi :
		<i>Fungsi Sosial</i>
		<i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i>
	yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.	
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u>	
	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:	
	→	Mengamati obyek/kejadian
		Mengamati dengan seksama materi Fungsi Sosial yang sedang dipelajari dan mencoba menginterpretasikannya.
	→	Membaca sumber lain selain buku teks
		Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi melalui aplikasi Quizzes guna menambah pengetahuan dan pemahaman tentang materi Fungsi Sosial yang sedang dipelajari.
	→	Aktivitas
		Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Fungsi Sosial yang sedang dipelajari.
	→	Wawancara/tanya jawab dengan nara sumber
		Mengajukan pertanyaan berkaitan dengan materi Fungsi Sosial yang telah disusun dalam daftar pertanyaan kepada guru.
	<u>COLLABORATION (KERJASAMA)</u>	

	Peserta didik dibentuk dalam beberapa kelompok untuk:	
	→	Mendiskusikan
		Peserta didik dan guru secara bersama-sama membahas contoh dalam buku atau aplikasi Quizzes mengenai materi Fungsi Sosial
	→	Mengumpulkan informasi
		Mencatat semua informasi tentang materi Fungsi Sosial yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→	Mempresentasikan ulang
		Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Fungsi Sosial sesuai dengan pemahamannya.
	→	Saling tukar informasi tentang materi :
		<i>Fungsi Sosial</i>
		<i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i>
Data processing (pengolahan Data)	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	
	<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u>	
	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :	
	→	Berdiskusi tentang data dari Materi :
		<i>Fungsi Sosial</i>
		<i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i>
Verification (pembuktian)	→	Mengolah informasi dari materi Fungsi Sosial yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	→	Peserta didik mengerjakan beberapa soal mengenai materi Fungsi Sosial
	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>	
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :	
	→	Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :
		<i>Fungsi Sosial</i>
Generalization (menarik)		<i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i>
	antara lain dengan : Peserta didik dan guru secara bersama-sama membahas materi yang telah diberikan pada aplikasi Quizzes.	
Generalization (menarik)	<u>COMMUNICATION (BERKOMUNIKASI)</u>	
	Peserta didik berdiskusi untuk menyimpulkan	

kesimpulan)	→	Menyampaikan hasil diskusi tentang materi Fungsi Sosial berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→	Mempresentasikan hasil diskusi kelompok secara individu tentang materi :
		<i>Fungsi Sosial</i>
		<i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i>
	<u>CREATIVITY (KREATIVITAS)</u>	
	→	Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
		Laporan hasil pengamatan secara <i>lisan</i> tentang materi :
		<i>Fungsi Sosial</i>
		<i>Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i>
	→	Menjawab pertanyaan tentang materi Fungsi Sosial yang terdapat pada aplikasi Quizzes
	→	Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Fungsi Sosial yang akan selesai dipelajari
	→	Menyelesaikan uji kompetensi untuk materi Fungsi Sosial yang terdapat pada aplikasi Quizzes yang telah disediakan oleh guru secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
Kegiatan Penutup (15 Menit)		
Peserta didik :		
•	Mengagendakan pekerjaan rumah untuk materi pelajaran Fungsi Sosial yang baru diselesaikan.	
•	Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.	
Guru :		
•	Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Fungsi Sosial	
•	Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi nilai untuk penilaian tugas	
•	Memberikan apresiasi untuk materi pelajaran Fungsi Sosial kepada peserta didik yang memiliki kinerja yang baik.	
2.	Pertemuan Ke-2 (2 x 40 Menit)	
Kegiatan Pendahuluan (15 Menit)		
Guru :		
Orientasi		
•	Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran	
•	Memeriksa kehadiran peserta didik sebagai sikap disiplin	
•	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	
Aperpepsi		
•	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya	
•	Mengingat kembali materi prasyarat dengan bertanya.	

●	Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
Motivasi	
●	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
●	Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
	<i>Struktur Teks</i>
	<i>Ø Memulai</i> <i>Ø Menanggapi (diharapkan/di luar dugaan)</i>
●	Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
●	Mengajukan pertanyaan
Pemberian Acuan	
●	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
●	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
●	Pembagian kelompok belajar dan tugas individu
●	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u>
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Struktur Teks dengan cara :
	→ Melihat (tanpa atau dengan Alat)
	Memperlihatkan gambar/foto yang relevan.
	→ Mengamati
	● Pemberian contoh-contoh materi Struktur Teks untuk dapat dikembangkan peserta didik, dari gambar, internet, dsb
	→ Membaca.
	Kegiatan literasi ini dilakukan di sekolah dengan membaca materi dari buku paket dan aplikasi yang berhubungan dengan Struktur Teks
	→ Menulis
	Menulis jawaban dari hasil pengamatan dan bacaan terkait Struktur Teks
	→ Mendengar
	Pemberian materi Struktur Teks oleh guru.
	→ Menyimak
	Penjelasan pengantar kegiatan tentang materi pelajaran mengenai materi :
	<i>Struktur Teks</i> <i>Ø Memulai</i> <i>Ø Menanggapi (diharapkan/di luar dugaan)</i>
	untuk melatih rasa <i>syukur</i> , kesungguhan dan <i>kedisiplinan</i> , ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :

masalah)	→	Mengajukan pertanyaan tentang materi :
		<i>Struktur Teks</i>
		Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i>
		Yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)		<u>KEGIATAN LITERASI</u>
		Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:
	→	Mengamati obyek/kejadian
		Mengamati dengan seksama materi Struktur Teks yang sedang dipelajari mencoba menginterpretasikannya.
	→	Membaca sumber lain selain buku teks
		Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Struktur Teks yang sedang dipelajari.
	→	Aktivitas
		Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Struktur Teks yang sedang dipelajari.
	→	Wawancara/tanya jawab dengan nara sumber
		Mengajukan pertanyaan berkaitan dengan materi Struktur Teks yang telah disusun dalam daftar pertanyaan kepada guru.
		<u>COLLABORATION (KERJASAMA)</u>
		Peserta didik dibentuk dalam beberapa kelompok untuk:
	→	Mendiskusikan
		Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket dan aplikasi quizzes mengenai materi Struktur Teks
	→	Mengumpulkan informasi
		Mencatat semua informasi tentang materi Struktur Teks yang telah diperoleh pada buku catatan dan aplikasi quizzes dengan tulisan yang rapi dan menggunakan bahasa Inggris yang baik dan benar.
	→	Mempresentasikan ulang
		Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Struktur Teks sesuai dengan pemahamannya.
	→	Saling tukar informasi tentang materi :
		<i>Struktur Teks</i>
		Ø <i>Memulai</i> Ø <i>Menanggapi (diharapkan/di luar dugaan)</i>
		dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar

	kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u>
	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	→ Berdiskusi tentang data dari Materi :
	<i>Struktur Teks</i>
	<i>Ø Memulai</i> <i>Ø Menanggapi (diharapkan/di luar dugaan)</i>
	→ Mengolah informasi dari materi Struktur Teks yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	→ Peserta didik mengerjakan beberapa soal mengenai materi Struktur Teks
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :
	→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :
	<i>Struktur Teks</i>
	<i>Ø Memulai</i> <i>Ø Menanggapi (diharapkan/di luar dugaan)</i>
	antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u>
	Peserta didik berdiskusi untuk menyimpulkan
	→ Menyampaikan hasil diskusi tentang materi Struktur Teks berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
	<i>Struktur Teks</i>
	<i>Ø Memulai</i> <i>Ø Menanggapi (diharapkan/di luar dugaan)</i>
	→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Struktur Teks dan ditanggapi oleh kelompok yang mempresentasikan.
	→ Bertanya atas presentasi tentang materi Struktur Teks yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	<u>CREATIVITY (KREATIVITAS)</u>
	→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :

		Laporan hasil pengamatan secara <i>tertulis</i> tentang materi :
		<i>Struktur Teks</i>
		<i>Ø Memulai</i> <i>Ø Menanggapi (diharapkan/di luar dugaan)</i>
	→	Menjawab pertanyaan tentang materi Struktur Teks yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→	Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Struktur Teks yang akan selesai dipelajari
	→	Menyelesaikan uji kompetensi untuk materi Struktur Teks yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
Kegiatan Penutup (15 Menit)		
Peserta didik :		
•	Mengagendakan pekerjaan rumah untuk materi pelajaran Struktur Teks yang baru diselesaikan.	
•	Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.	
Guru :		
•	Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Struktur Teks	
•	Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi nilai untuk penilaian tugas	
3.	Pertemuan Ke-3 (2 x 40 Menit)	
Kegiatan Pendahuluan (15 Menit)		
Guru :		
Orientasi		
•	Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran	
•	Memeriksa kehadiran peserta didik sebagai sikap disiplin	
•	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	
Aperpepsi		
•	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya	
•	Mengingat kembali materi prasyarat dengan bertanya.	
•	Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	
Motivasi		
•	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.	
•	Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</i>	
•	Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung	
•	Mengajukan pertanyaan	
Pemberian Acuan		
•	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	

●	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
●	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u>
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. dengan cara :
	→ Melihat (tanpa atau dengan Alat)
	Memperlihatkan gambar/foto yang relevan.
	→ Mengamati
	● Materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
	● Pemberian contoh-contoh materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. untuk dapat dikembangkan peserta didik, dari media interaktif, dsb
	→ Membaca.
	Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket dan aplikasi quizes yang berhubungan dengan Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
	→ Menulis
	Menulis resume dari hasil pengamatan dan bacaan terkait Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
	→ Mendengar
	Pemberian materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. oleh guru.
	→ Menyimak
	Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :
	<i>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</i>
	untuk melatih rasa <i>syukur</i> , kesungguhan dan <i>kedisiplinan</i> , ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :
	→ Mengajukan pertanyaan tentang materi :
	<i>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</i>
	yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u>
	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:
	→ Mengamati obyek/kejadian

		Mengamati dengan seksama materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang sedang dipelajari dan mencoba menginterpretasikannya.
	→	Membaca sumber lain selain buku teks
		Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber tentang materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang sedang dipelajari.
	→	Aktivitas
		Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang sedang dipelajari.
	→	Wawancara/tanya jawab dengan nara sumber
		Mengajukan pertanyaan berkaitan dengan materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang telah disusun dalam daftar pertanyaan kepada guru.
		<u>COLLABORATION (KERJASAMA)</u>
		Peserta didik dibentuk dalam beberapa kelompok untuk:
	→	Mendiskusikan
		Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
	→	Mengumpulkan informasi
		Mencatat semua informasi tentang materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→	Mempresentasikan ulang
		Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. sesuai dengan pemahamannya.
	→	Saling tukar informasi tentang materi :
		<i>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</i>
		dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)		<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u>
		Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	→	Berdiskusi tentang data dari Materi :
		<i>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</i>
	→	Mengolah informasi dari materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

	→	Peserta didik mengerjakan beberapa soal mengenai materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>	
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :	
	→	Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :
		<i>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</i>
	antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.	
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u>	
	Peserta didik berdiskusi untuk menyimpulkan	
	→	Menyampaikan hasil diskusi tentang materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→	Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
		<i>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</i>
	→	Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. dan ditanggapi oleh kelompok yang mempresentasikan.
	→	Bertanya atas presentasi tentang materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	<u>CREATIVITY (KREATIVITAS)</u>	
	→	Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
		Laporan hasil pengamatan secara <i>tertulis</i> tentang materi :
		<i>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</i>
	→	Menjawab pertanyaan tentang materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→	Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang akan selesai dipelajari
	→	Menyelesaikan uji kompetensi untuk materi Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
Kegiatan Penutup (15 Menit)		
Peserta didik :		
•	Mengagendakan pekerjaan rumah untuk materi pelajaran Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. yang baru diselesaikan.	
•	Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada	

	pertemuan berikutnya di luar jam sekolah atau di rumah.		
Guru :			
	•	Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.	
	•	Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas	
	•	Memberikan penghargaan untuk materi pelajaran Pernyataan dan pertanyaan terkait sifat orang, benda, binatang, kepada kelompok yang memiliki kinerja dan kerjasama yang baik.	
4.	Pertemuan Ke-4 (2 x 40 Menit)		
Kegiatan Pendahuluan (15 Menit)			
Guru :			
Orientasi			
	•	Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran	
	•	Memeriksa kehadiran peserta didik sebagai sikap disiplin	
	•	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	
Aperpepsi			
	•	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya	
	•	Mengingat kembali materi prasyarat dengan bertanya.	
	•	Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	
Motivasi			
	•	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.	
	•	Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang 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 (antara lain. kind, good, polite).</i>	
	•	Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung	
	•	Mengajukan pertanyaan	
Pemberian Acuan			
	•	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	
	•	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung	
	•	Pembagian kelompok belajar	
	•	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
Kegiatan Inti (60 Menit)			
Sintak Model Pembelajaran	Kegiatan Pembelajaran		
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u>		
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). dengan cara :		
	→	Melihat (tanpa atau dengan Alat)	

		Memperlihatkan gambar/foto yang relevan.
	→	Mengamati
	●	Pemberian contoh-contoh materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). untuk dapat dikembangkan peserta didik, dari media interaktif, dsb
	→	Membaca.
		Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket dan aplikasi Quizzes yang berhubungan dengan Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
	→	Menulis
		Menulis resume dari hasil pengamatan dan bacaan terkait Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
	→	Mendengar
		Pemberian materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). oleh guru.
	→	Menyimak
		Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai 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 (antara lain. kind, good, polite).</i>
		untuk melatih rasa syukur , kesungguhan dan kedisiplinan , ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>	
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :	
	→	Mengajukan pertanyaan tentang 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 (antara lain. kind, good, polite).</i>
	yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.	
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u>	
	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:	
	→	Mengamati obyek/kejadian
		Mengamati dengan seksama materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang sedang dipelajari dan mencoba menginterpretasikannya.

	→	Membaca sumber lain selain buku teks
		Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang sedang dipelajari.
	→	Aktivitas
		Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang sedang dipelajari.
	→	Wawancara/tanya jawab dengan nara sumber
		Mengajukan pertanyaan berkaitan dengan materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang telah disusun dalam daftar pertanyaan kepada guru.
	<u>COLLABORATION (KERJASAMA)</u>	
	Peserta didik dibentuk dalam beberapa kelompok untuk:	
	→	Mendiskusikan
		Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket dan aplikasi Quizzes mengenai materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
	→	Mengumpulkan informasi
		Mencatat semua informasi tentang materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→	Mempresentasikan ulang
		Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). sesuai dengan pemahamannya.
	→	Saling tukar informasi tentang 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 (antara lain. kind, good, polite).</i>
		dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Data processing (pengolahan Data)	<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u>	
	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :	
	→	Berdiskusi tentang data dari 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 (antara lain. kind, good, polite).</i>
	→	Mengolah informasi dari materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
Verification (pembuktian)	→	Peserta didik mengerjakan beberapa soal mengenai materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).
	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>	
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :	
	→	Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang 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 (antara lain. kind, good, polite).</i>
Generalization (menarik kesimpulan)	<u>antara lain dengan</u> : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.	
	<u>COMMUNICATION (BERKOMUNIKASI)</u>	
	Peserta didik berdiskusi untuk menyimpulkan	
	→	Menyampaikan hasil diskusi tentang materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→	Mempresentasikan hasil diskusi kelompok secara klasikal tentang 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 (antara lain. kind, good, polite).</i>
	→	Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). dan ditanggapi oleh kelompok yang mempresentasikan.

	→	Bertanya atas presentasi tentang materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
<u>CREATIVITY (KREATIVITAS)</u>		
	→	Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
		Laporan hasil pengamatan secara <i>tertulis</i> tentang 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 (antara lain. kind, good, polite).</i>
	→	Menjawab pertanyaan tentang materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→	Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang akan selesai dipelajari
	→	Menyelesaikan uji kompetensi untuk materi Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
Kegiatan Penutup (15 Menit)		
Peserta didik :		
●	Mengagendakan pekerjaan rumah untuk materi pelajaran Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). yang baru diselesaikan.	
●	Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.	
Guru :		
●	Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).	
●	Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas	
●	Memberikan penghargaan untuk materi pelajaran Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). kepada kelompok yang memiliki kinerja dan kerjasama yang baik.	

I. Penilaian Hasil Pembelajaran

- Penilaian Jurnal (Lihat lampiran)

a. Penilaian Kemampuan Berbicara (*Speaking Skill*)

Penilaian Kemampuan Berbicara (Speaking Skill)					
No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (pronunciation)	Hampir sempurna			
		Ada beberapa kesalahan, tetapi tidak mengganggu makna			
		Ada beberapa kesalahan dan mengganggu makna			
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna		
		Terlalu banyak kesalahan dan mengganggu makna			
2	Intonasi (intonation)	Hampir sempurna			
		Ada beberapa kesalahan, tetapi tidak mengganggu makna			
		Ada beberapa kesalahan dan mengganggu makna			
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna		
		Terlalu banyak kesalahan dan mengganggu makna			
3	Kelancaran	Sangat lancar			

	(fluency)	Lancar			
		Cukup lancar			
		Kurang lancar	Sangat tidak lancar		
		Tidak lancar			
4	Ketepatan Makna (accuracy)	Sangat tepat			
		Tepat			
		Cukup tepat			
		Kurang tepat	Hampir tidak tepat		
		Tidak tepat			

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Taopa, 17 Februari
2024

Mengetahui
Kepala Sekolah SMP Negeri 1 Taopa

Guru Mata Pelajaran



SITI RAHMA, S.Pd., M.M
NIP. 196909181993032010

ZAKIRAH MA'SUMAH
191160059

Appendix 4 Worksheet Quizizz



Lembar kerja

English Lesson 1

Jumlah questions: 2

Estimasi pengerjaan: 60detik

Nama instruktur: Zakirah Ma'sumah

Nama :

Kelas :

Tanggal :

Lina's room

Siti : Lina, your room is very unique. It has things with many different colours and shapes.

Lina : Yes, thats right. It has two pink chairs, a red bed, a rectangle table...

Siti : And a round table and blue bookshelf.

Lina : You're right. I never realized that my room is very colourful and has many things with different shapes.



Please listening the conversation between
Lina and Siti in Lina's room!
After you listening, please practice with
your friend!

Lembar kerja

English Lesson 2

Nama instruktur: Zakirah Ma'sumah

Hi Everyone!!

Are you ready for the lesson?

Say yes i am ready!!

Very good! Let's start the lesson...

**WE WILL TELL THE QUALITIES OF THE THINGS
AND ROOMS THAT WE REALLY HAVE IN OUR
SCHOOL**

Here are what we will do. We will work in groups. Firstly, we will discuss and determine some objects (rooms and things) in our school and their qualities. Secondly, each of us will write a sentence on a piece of paper, like the example above. Thirdly, we will read out our group work in front of the class, orally.

EXAMPLE

This is our school.

1. It is large, clean and green. There are many shady places.
2. Our school has quite a lot of classrooms.
3. Our school garden is very shady and cosy, with many small birds living there.
- 4.
5. etc.



It is large, clean and green. There are many shady places.



Our school has quite a lot of classrooms.



Our school garden is very shady and cosy, with many small birds living there.

After hearing the explanation from the teacher, make a group of 3-4 people, determine and discuss some objects (rooms and objects) in your school. Then write them down in a book like the example earlier, then read the results of your discussion in front of the class.

Setelah mendengar penjelasan dari guru, buatlah kelompok dengan jumlah 3-4 orang, tentukan dan diskusikan beberapa objek (ruangan dan benda) disekolahmu. Lalu tuliskan dalam buku seperti contoh tadi, kemudian bacakan hasil diskusimu didepan kelas.

**Thank you
and
Good luck guys!!**

Appendix 5 Post Test Lesson Quizzz

Lembar kerja

Post Test Lesson

Nama instruktur: Zakirah Ma'sumah

Hi everyone!!

Are you ready for the lesson?

Alright, lest's start the lesson...!

Video kali ini tentang :

MEMPERKENALKAN DIRI LEBIH DALAM

<https://youtu.be/xRq7p3gnwQI?si=L6uAMIQT1hhjyOMJ>

Teman-teman, klik link di atas, dan tonton videonya ya...
Simak baik-baik, lalu catat jika ada yang penting, setelah itu
praktekkan.

Kenapa materinya masih perkenalan ya?

Saya melihat kalian masih belum bisa memperkenalkan diri dengan
baik, kali ini kalian harus bisa memperkenalkan diri dengan baik ya.
dan ingat, kali ini jangan pake buku. Kalian harus praktek seperti
orang yang di video. oke ya?

Sudah lihat?

Baik, sekarang, teman-teman bisa mempraktekkan sama seperti yang
di video tadi ya...

Ingat, kali ini tidak boleh pake buku ya.

Kan kalian akan memperkenalkan diri, jadi tidak pakai buku.

Oke guys?

Good luck and thank you very much, everyone!

Happy nice day!

Appendix 6 Title of Submission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax. 0451-480165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: Zabirah Ma'sumah	NIM	: 191160059
TTL	: Palu, 03 Agustus 2001	Jenis Kelamin	: Perempuan
Program Studi	: Tadris Bahasa Inggris	Semester	: 21/6
Alamat	: Jl. Punguti	HP	: 0821 9222 4516
Judul			

☐ Judul I

The Use of Visual audio Media in enhancing
Vocabulary results of student first grade in SMPN 1 Taqa

☐ Judul II

The impact of song use in improving the english
Vocabulary of the seventh graders MTS Al-Khairaat Cito

☐ Judul III

Improved the vocabulary skills of seventh grade
english students through the use of english grammar Card
in MTS Al-Khairaat Cito

Palu, 29 Maret 2022
Mahasiswa,

Nama: Zabirah Ma'sumah
NIM: 191160059

Telah disetujui penyusunan skripsi dengan catatan: Referensi: 2016-2022

✓ The effectiveness of online English Quizzes on the
improvement of the seventh graders' at SMPN 1 Taqa
Basic Speaking skills of

Pembimbing I: Ana Kuliahana, S.Pd. M.Pd.

Pembimbing II: Tamrin Pettawali, S.Pd. M.Pd.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan

Dr. Arifuddin M. Arif, S.Ag., M.Ag.
NIP. 19751107 200701 1 016

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Appendix 7 Title Decree

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 393 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU : Menetapkan saudara :
1. Ana Kuliahana, S.Pd., M.Pd.
2. Muh. Tamrin AM.S. Pettawali, S.S., M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Zakirah Ma'sumah
- NIM : 191160059
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE EFFECTIVENESS OF ONLINE ENGLISH QUIZZES ON THE IMPROVEMENT OF BASIC SPEAKING SKILLS OF THE SEVENTH GRADERS' AT SMPN 1 TAOPA
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 30 Maret 2022



Appendix 8 Consultation Book

Mata Kuliah Pembimbingan Skripsi

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Zakirah Ma'sruah
NIM : 191.160.059
Program Studi : Teknik Bahasa Inggris
Judul : The effectiveness of online English literature in the improvement of foreign speaking skills of the english student at SMP N 1 Temon

Pembimbing I : MHA KHUATATTA S.Pd., M.Pd
Pembimbing II : MUH. TAMERIN AM.S PdTAWALI S.S.Mg

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	Senin, 19 Juni 2023	I	Bookmate KTI	
2.	Senin, 26 Juni 2023	II	English expert under guidance	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	Senin, 27 Juni 2023	II	Introduction from the expert present discussion	
4.	Selasa, 01/July 2023		Concept of Open Input method	
5.	Senin, 27/July 2023	II	Non extinction	
6.	Selasa, 29 July 23	II	Scoring Rubric and pretest	
7.	Rabu, 13 Aug 23		Lesson plan, Repetition, subjective scoring rubric	
8.	Kamis, 22 Feb 24	IV	Revelation results dan nilai t-test.	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
9.	Senin, 26 Feb 24	III	Revisi Rencana Crisis, dan pdr	
10.	Jumat, 15 Mar 24	I	ACE	
11.	Senin, 02 April 24		- Mean score - t-count - t-table	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan

Appendix 9 Invitation of Proposal Seminar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax. 0451-480165

Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 576/Un.24/F.I/PP.00.9/09/2023
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 27 September 2023

Kepada Yth.

1. Ana Kuliahana, S.Pd., M.Pd. (Pembimbing I)
2. Muh. Tamrin AM. S. Pettawali, S.S., M.Pd. (Pembimbing II)
3. Zul Aini Rengur, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu 'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Zakirah Ma'sumah
NIM : 19.1.16.0059
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Effectiveness of Online English Quizzes in the Improvement of Basic Speaking Skills of the Seventh Grade at SMP Negeri 1 Taopa

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa, 03 Oktober 2023
Waktu : 11.00 Wita - Selesai
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu 'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 10 Proposal Seminar Card

FOTO 3x4		KARTU SEMINAR PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU			
		NAMA	Takirah Ma'sumah		
		NIM	19.116.005.9		
		PROGRAM STUDI	Tadris Bahasa Inggris		
No	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Rabu, 01 Maret 2023	Hervianury	The Analysis of Gender Differences in English Learning Motivation of the First Grade Student of GLEIT (Dungas)	1. Dr. Anwar Ghozali Marzuki S.pd. M. Pd. 2. Hidayat Syam S. Pd. M. Pd.	
2	Rabu, 15 Maret 2023	Muhammad Ikraha	Peran Kepemimpinan Intelektual Kepala Sekolah dalam Pelaksanaan Program Guru di MTs al-Iktis Wajuwat Kab. Pasa	1. Dr. Husein M. Ag 2. Dr. A. Marhaen S. Ag M. Pd.	
3	Rabu, 17 Maret 2023	Muhammad	Peran Pengaruh Prinsip dan Penerapan Strategi Pembelajaran dan Pendekatan Pembelajaran dalam Meningkatkan Kemampuan Berpikir Kritis Siswa di Desa Sinau Kab. Sigi	1. Dr. Fakhru Syam S. Pd. M. Pd. 2. Zulfahma S. Pd. M. Pd.	
4	29 Maret 2023	Moh. Reza	The Implementation of Water Play in English Learning to Enhance Speaking Skill of the Optimal at Group 10 Year is 10	1. Atta Kurniawan S.pd. M. Pd. 2. Hidayat Syam S.pd. M. Pd.	
5	30 Maret 13 Juni 2023	Miftahul Jauwa	The English Teacher Strategies in Post-Pandemic Covid by It the eight grade SMP 3 Tihonro	1. Dr. Husein Marzuki S. Ag M. Pd. 2. Rugin S. Pd. M. Pd. M. & Pd.	
6	Sabtu 13 Juni 2023	Roni Feoniza	The Use of Pen-Work Phrases in Enhancing Student English Learning Motivation & Skill in English Classrooms	1. Dr. Husein Marzuki S. Ag M. Pd. 2. Rugin S. Pd. M. Pd. M. & Pd.	
7	14 Nov 2023	DIVA ALIA SYAH S.pd. M. Pd.			
8					
9					
10					

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

Appendix 11 Proposal Seminar Assesment Sheet



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id email : humas@iainpalu.ac.id

BERITA ACARA UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 03 Oktober 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Zakirah Ma'sumah
NIM : 19.1.16.0059
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effectiveness of Online English Quizzes in the Improvement of Basic Speakir Skills of the Seventh Grade at SMP Negeri 1 Taopa
Pembimbing I : Ana Kuliachana, S.Pd., M.Pd.
Pembimbing II : Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.
Penguji : Zul Aini Rengur, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	87	Rumus bab 3 fix
2.	BAHASA & TEKNIK PENULISAN	87	
3.	METODOLOGI	87	
4.	PENGUASAN	87	
	Jumlah	348	
	Nilai Rata-rata	87	

Palu, 27 September 2023

Mengetahui

a.n. Dekan

Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,

Ana Kuliachana, S.Pd., M.Pd.
NIP. 19820214 200501 2 004

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 03 Oktober 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Zakirah Ma'sumuh
NIM : 19.1.16.0059
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effectiveness of Online English Quizzes in the Improvement of Basic Speaking Skills of the Seventh Grade at SMP Negeri 1 Taopa
Pembimbing I : Ana Kuliahana, S.Pd., M.Pd.
Pembimbing II : Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.
Penguji : Zul Aini Rengur, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	Revisi babnya sama de pengji dan pemb.2
2.	BAHASA & TEKNIS PENULISAN	80	
3.	METODOLOGI	83	
4.	PENGUASAN	87	
	Jumlah	335	
	Nilai Rata-rata	84	

Palu, 27 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.
NIDN. 2001058403

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 03 Oktober 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Zakirah Ma'sumah
NIM : 19.1.16.0059
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effectiveness of Online English Quizzes in the Improvement of Basic Speaking Skills of the Seventh Grade at SMP Negeri 1 Taopa
Pembimbing I : Ana Kuliabana, S.Pd., M.Pd.
Pembimbing II : Muh. Tamrin AM, S. Pettawali, S.S., M.Pd.
Penguji : Zul Aini Rengur, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	88	sant minta ttd bawa proposal yang dicoret sant seminar!
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	89	
4.	PENGUASAN	89	
	Jumlah	356	
	Nilai Rata-rata	89	

Palu, 27 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji,

Zul Aini Rengur, S.Pd., M.Pd.
NIP. 19911111 202012 2 003

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka

Appendix 12 List of Attendances of the Proposal Seminar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI TAHUN AKADEMIK 2023/2024

Pada hari ini Selasa, tanggal 03 Oktober 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Zakirah Ma'sumah
NIM : 19.1.16.0059
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effectiveness of Online English Quizzes in the Improvement of Basic Speaking Skills of the Seventh Grade at SMP Negeri 1 Taopa
Tgl / Waktu Seminar : 03 Oktober 2023/11.00 Wita

NO.	NAMA	NIM	SEM / PRODL	TTD	KET.
1.	Suusthawati Pawnta	191160049	TBI		
2.	SILVON	191160047	TBI		
3.	NUR HIKMA A-AMAN	181160101	TBI		
4.	Sunarto, T	191040075	PGMI		
5.	KARNO STEFANI	191040074	PGMI		
6.	MOH. RAFLY TOBOKI	191040076	PGMI		
7.	ROMLIAN	191040051	PGMI		
8.	SALSABILAH	191160052	TBI		
9.	MIFTAHUL TAMBAH	19160060	TBI		

Pembimbing I,

Ana Kurniawati, S.Pd., M.Pd.
NIP. 19820214 200501 2 004

Pembimbing II,

Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.
NIDN. 2001058403

Palu, 27 September 2023
Penguji,

Zul Aini Rengun, S.Pd., M.Pd.
NIP. 19911111 202012 2 003

Mengetahui

a.n. Dekan

Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Appendix 13 Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 403 /Un.24/F.I/PP.00.9/01/2024 Palu, 20 Januari 2024
Lampiran : -
Hal : Izin Penelitian Untuk Menyusun Skripsi

Yth. Kepala SMP Negeri 1 Taopa

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Zakirah Ma'sumah
NIM : 191160059
Tempat Tanggal Lahir : Palu, 03 Agustus 2001
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Puenjidi
Judul Skripsi : The Effectiveness Of Online English Quizess On The Improvement Of Basic Speaking Skills Of The Seventh Grade At SMP Negeri 1 Taopa
No. HP : 082192224516

Dosen Pembimbing :
1. Ana Kuliahana, S.Pd., M.Pd.
2. Muh. Tamrin S. Pettawali, S.S.,M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. Saepudin Mashuri, S.Ag.,M.Pd.
NIP. 197312312005011070

Appendix 14 Certificate of Completion Research



PEMERINTAH KABUPATEN PARIGI MOUTONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 TAOPA
NPSN 40202956, Jl. Trans Sulawesi No. 103, Kecamatan Taopa
Kabupaten Parigi Moutong - Sulawesi Tengah. Telp 082191457260
Email : smpn.taopa@yahoo.co.id



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 422/168 /SMPN 1 TP/II/2024

Yang bertandatangan di bawah ini :

Nama : Siti Rahma Sunusi, S.Pd,
NIP : 196909181993032010
Pangkat/Gol : Pembina Tkt.I,IV/b
Jabatan : Kepala SMP Negeri 1 Taopa

Dengan Ini Menerangkan bahwa :

Nama : Zakirah Ma'sumah
NIM : 191160059
Tempat Tanggal lahir : Palu, 03 Agustus 2001
Semester : X (Sepuluh)
Program Study : Tadris Bahasa Inggris
Alamat : Jl.Puenjidi Palu Barat
Judul Skripsi : THE EFFECTIVENESS OF ONLINE ENGLISH QUIZZES ON
THE IMPROVEMENT OF BASIC SPEAKING SKILLS OF
SEVENTH GRADE AT SMP NEGERI 1 TAOPA.

Benar nama tersebut di atas telah melaksanakan penelitian untuk menyusun skripsi di SMP Negeri 1 Taopa Kec.Taopa Kabupaten Parigi Moutong, mulai tanggal 23 Januari s/d 17 Februari 2024.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana perlunya.

Taopa, 17 Februari 2024
Kepala Sekolah,

SITI RAHMA SUNUSI, S.Pd
Nip.196909181993032010



Appendix 15 Documentation

DOCUMENTATION

Upacara Bendera



Kegiatan setelah upacara



Kegiatan belajar mengajar 1



Kegiatan belajar mengajar 2



Siswa-siswi kelas VII C



Guru mata pelajaran bahasa Inggris



Kepala sekolah SMP Negeri 1 Taopa



Beberapa staf guru-guru SMP Negeri 1 Taopa



CURRICULUM VITAE

Name : Zakirah Ma'sumah

Place of birth date : Palu, 03 August 2001

Address of residence : Taopa, Kec. Taopa

Education : -TK Annisa Gio
-SDN Gio
-MTS Al-Falah
-MTS Negeri Lemito
-MTS Alkhairaat Gio
-MA Alkhairaat Tilamuta

Phone number : 092192224516 / 0838982098949

Email address : zakirahmasumah@gmail.com

Social media : Instagram : _zkysama_



Zakirah Ma'sumah was born in Palu, on 03 August 2001 to father Suaib M.Arif and mother Miana Malasugi. The author is the first of two children. Has a younger sister who is 19 years old named Syifa Humairah.

The author's first education was at An-Nisa Gio kindergarten in 2006. The author continued primary school at SDN Gio in 2007 and graduated in 2013. The author continued her education in Pondok Pesantren Al-Falah West Limboto, Gorontalo and then moved in 2014 to MTS Negeri Lemito, Pohuwato. The author moved again to MTS Alkhairaat Gio in 2015 until graduating in 2016. The author continued her education at Pondok Pesantren and Madrasah Aliyah Alkhairaat Tilamuta, Boalemo, Gorontalo and graduated in 2019. In the same year, the author was accepted as a student at the Palu State Islamic Institute which has changed to Datokarama State Islamic University in Palu and completed the education period in 2024 with the thesis title *"The effectiveness of Online English Quizizz on the improvement of Basic Speaking Skills of The Seventh Grade at SMP Negeri 1 Taopa"*.