

Appendix 1**OBSERVATION CHECKLIST****(For Students)**

Day/Date : Monday/April 29th 2024
 Cycle/Meeting : 1/1
 Education Units : SMPN 3 Satap Seberuang
 Subject : English
 Class/Semester : VIII/2
 Subject Matter : Speaking
 Sub Subject : What are you doing?
 Time Allocation : 2 x 45 minutes

No.	Aspects	Indicators	Rating			
			1	2	3	4
1.	Pre-Activity	Students respond well to the greeting given by teacher.			√	
		Students pray before they start the lesson.			√	
		Students listen to an explanation about the purpose and benefits of learning present continuous tense.		√		
		Students listen well to the explanation given by teacher about the competencies to be achieved.		√		
2.	While-Activity	Students observe a short and simple dialog about an activity/events that are happening.		√		
		Students answer the teacher's questions related to understanding the material.	√			
		Students listen well to the explanation given by teacher about the activity/events that are happening.		√		

		Students correctly explain the meaning of present continuous tense.	√			
		Students correctly mention the present continuous tense formula.	√			
		Students answer the teacher's questions by applying the chain drill technique.	√			
		Students arrange sentences correctly into a complete dialog according to the topic of daily activities by paying attention to the rules of the present continuous tense.		√		
		Students practice the dialogue they made in groups to see the extent of students' speaking ability.		√		
		Students listen to the motivation given by the teacher about the importance of improving their speaking ability.		√		
3.	Post-Activity	Students convey the conclusions of the learning at this meeting together with the teacher.	√			
		Students listen carefully to the learning activities for the next meeting.			√	
		Students pray together to end the lesson.			√	
		Students answer greetings from the teacher with farewell expressions in English.			√	

Gurung, April 29th 2024

Observer



Grecia Regina, S.Pd

Description:

Score	Description
4	Almost all of the students do the activities (14-18)
3	Half students do the activities (9-13)
2	There are some students do the activities (4-7)
1	Only few students do the activities (0-4)

$$\frac{34}{68} \times 100\% = 50\%$$

Appendix 2

OBSERVATION CHECKLIST (For Students)

Day/Date : Tuesday/April 30th 2024
 Cycle/Meeting : 1/2
 Education Units : SMPN 3 Satap Seberuang
 Subject : English
 Class/Semester : VIII/2
 Subject Matter : Speaking
 Sub Subject : What are you doing?
 Time Allocation : 2 x 45 minutes

No.	Aspects	Indicators	Rating			
			1	2	3	4
1.	Pre-Activity	Students respond well to the greeting given by teacher.			√	
		Students pray before they start the lesson.				√
		Students listen to an explanation about the purpose and benefits of learning present continuous tense.			√	
		students listen well to the explanation from the teacher about the competencies to be achieved.			√	
2.	While-Activity	Students listen further explanation of the first meeting material.			√	
		Students provide their understanding of the present continuous tense material.		√		
		Students create a dialog with present continuous tense rules.		√		
		Students do a speaking performance test in front of the class.		√		
		Students share their difficulties while learning speaking.		√		

3.	Post-Activity	Students listen well to the correction from the teacher about their speaking performance test.		√		
		Students listen to motivation from the teacher.			√	
		Students convey the conclusions of the learning at this meeting together with the teacher.		√		
		Students pray together to end the lesson.				√
		Students answer greetings from the teacher with farewell expressions in English.			√	

Gurung, April 30th 2024

Observer



Grecia Regina, S.Pd

Description:

Score	Description
4	Almost all of the students do the activities (14-18)
3	Half students do the activities (9-13)
2	There are some students do the activities (4-7)
1	Only few students do the activities (0-4)

$$\frac{38}{56} \times 100\% = 68\%$$

Appendix 3

OBSERVATION CHECKLIST (For Students)

Day/Date : Monday/May 27th 2024
 Cycle/Meeting : 2/1
 Education Units : SMPN 3 Satap Seberuang
 Subject : English
 Class/Semester : VIII/2
 Subject Matter : Speaking
 Sub Subject : What are you doing?
 Time Allocation : 2 x 45 minutes

No.	Aspects	Indicators	Rating			
			1	2	3	4
1.	Pre-Activity	Students respond well to the greeting given by teacher.			√	
		Students pray before they start the lesson.				√
		Students listen to an explanation about the purpose and benefits of learning present continuous tense.			√	
		Students listen well to the explanation given by teacher about the competencies to be achieved.			√	
2.	While-Activity	Students observe a short and simple dialog about an activity/events that are happening.			√	
		Students answer the teacher's questions related to understanding the material.			√	
		Students listen well to the explanation given by teacher about the activity/events that are happening.			√	

		Students correctly explain the meaning of present continuous tense.		√		
		Students correctly mention the present continuous tense formula.		√		
		Students answer the teacher's questions by applying the chain drill technique.		√		
		Students arrange sentences correctly into a complete dialog according to the topic of daily activities by paying attention to the rules of the present continuous tense.			√	
		Students practice the dialogue they made in groups to see the extent of students' speaking ability.			√	
		Students listen to the motivation given by the teacher about the importance of improving their speaking ability.			√	
3.	Post-Activity	Students convey the conclusions of the learning at this meeting together with the teacher.	√			
		Students listen carefully to the learning activities for the next meeting.			√	
		Students pray together to end the lesson.				√
		Students answer greetings from the teacher with farewell expressions in English.			√	

Gurung, May 27th 2024
Observer



Grecia Regina, S.Pd

Description:

Score	Description
4	Almost all of the students do the activities (14-18)
3	Half students do the activities (9-13)
2	There are some students do the activities (4-7)
1	Only few students do the activities (0-4)

$$\frac{48}{68} \times 100\% = 71\%$$

Appendix 4

OBSERVATION CHECKLIST (For Students)

Day/Date : Tuesday/May 28th 2024
 Cycle/Meeting : 2/2
 Education Units : SMPN 3 Satap Seberuang
 Subject : English
 Class/Semester : VIII/2
 Subject Matter : Speaking
 Sub Subject : What are you doing?
 Time Allocation : 2 x 45 minutes

No.	Aspects	Indicators	Rating			
			1	2	3	4
1.	Pre-Activity	Students respond well to the greeting given by teacher.			√	
		Students pray before they start the lesson.				√
		Students listen to an explanation about the purpose and benefits of learning present continuous tense.			√	
		students listen well to the explanation from the teacher about the competencies to be achieved.			√	
2.	While-Activity	Students listen further explanation of the first meeting material.			√	
		Students provide their understanding of the present continuous tense material.			√	
		Students create a dialog with present continuous tense rules.			√	
		Students do a speaking performance test in front of the class.			√	
		Students share their difficulties while learning speaking.			√	

3.	Post-Activity	Students listen well to the correction from the teacher about their speaking performance test.			√	
		Students listen to motivation from the teacher.			√	
		Students convey the conclusions of the learning at this meeting together with the teacher.		√		
		Students pray together to end the lesson.				√
		Students answer greetings from the teacher with farewell expressions in English.			√	

Gurung, May 28th 2024
Observer



Grecia Regina, S.Pd

Description:

Score	Description
4	Almost all of the students do the activities (14-18)
3	Half students do the activities (9-13)
2	There are some students do the activities (4-7)
1	Only few students do the activities (0-4)

$$\frac{43}{56} \times 100\% = 77\%$$

Appendix 5**INTERVIEW GUIDELINE****(For Students)**Day/Date : Tuesday/April 30th, 2024

Cycle/Meeting : 1/2

No	Questions	Answers
1.	What do you think about the teaching and learning process?	
2	Do you understand the teacher's explanation? Why?	
3	What do you like speaking learning activities? Why?	
4	Do you enjoy during the teaching learning process using chain drill technique? Why?	
5	Do you interested in learning to speak through using chain drill technique? Why?	
6	What do you think about speaking learning through chain drill technique?	
7	What do you think this chain drill technique can help you in speaking? Why?	
8	How do you feel when you do a speaking performance test in front of the class? Why?	
9	What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?	
10	What do you think that the chain drill technique can help your easier in increase your ideas?	

Gurung, April 30th 2024

Interviewer


Veronika Vika Bintang

NIM.200407144

TRANSCRIPT OF INTERVIEW WITH STUDENTS

Cycle I

- W : What do you think about the teaching and learning process?
- S1 : I think it's fun.
- W : Do you understand the teacher's explanation? Why?
- S1 : Yes, I understand Miss, because easy to understand.
- W : What do you like speaking learning activities? Why?
- S1 : I like it, I like it, Miss, it's easy, even though the pronunciation is still wrong, but it's understandable.
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S1 : Yes, I enjoy it Miss, because the chain drill technique is easy to use and we all get a chance to speak.
- W : Do you interested in learning to speak through using chain drill technique? Why?
- S1 : Interested, because I want to try, I've never been, so I'm interested in trying.
- W : What do you think about speaking learning through chain drill technique?
- S1 : I think the lessons are easier to understand.
- W : What do you think this chain drill technique can help you in speaking? Why?
- S1 : Yes, because it's easy to understand
- R : How do you feel when you do a speaking performance test in front of the class?
- S1 : I felt scared, because English is very difficult.
- R : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S1 : I think chain drill technique can increase my motivation in learning, because it's fun.
- R : What do you think that the chain drill technique can help your easier in increase your ideas?
- S1 : Yes, because it's easy to remember.

- W : What do you think about the teaching and learning process?
- S2 : I think it's fun and easy to understand
- W : Do you understand the teacher's explanation? Why?
- S2 : Yes, I understand Miss, because the material is easy to understand.
- W : What do you like speaking learning activities? Why?
- S2 : Yes, I like it, because it is fun and trains you to speak.
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S2 : I enjoy it because the learning is very fun.
- W : Do you interested in learning to speak through using chain drill technique? Why?
- S2 : Very interested, because it's fun.
- W : What do you think about speaking learning through chain drill technique?
- S2 : Makes it easier for us to talk because there is someone we are talking to.
- W : What do you think this chain drill technique can help you in speaking? Why?
- S2 : Very helpful, because it trains me in speaking.
- W : How do you feel when you do a speaking performance test in front of the class? Why?
- S2 : Feeling nervous, because speaking English is very difficult.
- W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S2 : Yes Miss, very increase my motivation to speaking English.
- W : What do you think that the chain drill technique can help your easier in increase your ideas?
- S2 : It's easy to remember.

- W : What do you think about the teaching and learning process?
- S3 : Happy, because the dialogue is easy to understand.
- W : Do you understand the teacher's explanation? Why?
- S3 : Understandable, because the explanation is detailed
- W : What do you like speaking learning activities? Why?
- S3 : Yes, I like it, Miss, because I think learning to speak trains us in public speaking.
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S3 : I enjoy during the learning process.

- W : Do you interested in learning to speak through using chain drill technique? Why?
- S1 : Less interested, because
- W : What do you think about speaking learning through chain drill technique?
- S1 : Good Miss, because you practice speaking directly.
- W : What do you think this chain drill technique can help you in speaking? Why?
- S1 : Yes, because I was shy at first, so after playing chain drill technique, I can improve my speaking ability.
- W : How do you feel when you do a speaking performance test in front of the class? Why?
- S3 : Happy, because we can learn not to be afraid of making mistakes.
- W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S3 : I think chain drill technique can increase my motivation in learning, because it's fun.
- W : What do you think that the chain drill technique can help your easier in increase your ideas?
- S3 : Yes, because it's easy to use.
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- W : What do you think about the teaching and learning process?
- S4 : Very fun.
- W : Do you understand the teacher's explanation? Why?
- S4 : A little understanding but it was fun
- W : What do you like speaking learning activities? Why?
- S4 : I like Miss, because it trains us to speak.
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S4 : Yes, I enjoy it, because the teaching process is not strained.
- W : Do you interested in learning to speak through using chain drill technique? Why?
- S4 : Interested, because it can improve my speaking ability.
- W : What do you think about speaking learning through chain drill technique?
- S4 : I find it very interesting.
- W : What do you think this chain drill technique can help you in speaking? Why?

- S4 : Yes, because it makes me dare to speak and not be shy when I speak.
- W : How do you feel when you do a speaking performance test in front of the class? Why?
- S4 : I'm a bit nervous, because my friends saw it when I performed.
- W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S4 : Yes miss, it's very motivating for me
- W : What do you think that the chain drill technique can help your easier in increase your ideas?
- S4 : I am free to express my feelings
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- W : What do you think about the teaching and learning process?
- S5 : Very bored.
- W : Do you understand the teacher's explanation? Why?
- S5 : Does not understand at all
- W : what do you like speaking learning activities? Why?
- S5 : Like it, because it can exchange opinions.
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S5 : don't enjoy it, because English is difficult.
- W : Do you interested in learning to speak through using chain drill technique? Why?
- S5 : Not interested, because it's boring.
- W : What do you think about speaking learning through chain drill technique?
- S5 : I think it's like we're fighting an enemy.
- W : What do you think this chain drill technique can help you in speaking? Why?
- S5 : Does not help, because it is difficult.
- W : How do you feel when you do a speaking performance test in front of the class? Why?
- S5 : Bored because I don't like English lessons
- W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S5 : Hard to explain.
- W : What do you think that the chain drill technique can help your easier in increase your ideas?
- S5 : Hard to explain.

- W : What do you think about the teaching and learning process?
- S6 : Happy, because there is ice breacking, at the beginning of learning.
- W : Do you understand the teacher's explanation? Why?
- S6 : Little understanding because the material is difficult.
- W : What do you like speaking learning activities? Why?
- S6 : Like it, because it's more active and fun.
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S6 : Enjoyed, because it's hard.
- W : Do you interested in learning to speak through using chain drill technique? Why?
- S6 : Don't really like it, because it's hard.
- W : What do you think about speaking learning through chain drill technique?
- S6 : No answer.
- W : what do you think this chain drill technique can help you in speaking? Why?
- S6 : Help, because it can make me confident.
- W : How do you feel when you do a speaking performance test in front of the class? Why?
- S6 : A little nervous, but happy, because learning is fun.
- W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S6 : A little motivating, because it's hard.
- W : What do you think that the chain drill technique can help your easier in increase your ideas?
- S6 : Helpful, even though the pronunciation is still wrong, but it's understandable.

TRANSCRIPT OF INTERVIEW WITH STUDENTS

Cycle II

Day/Date : Tuesday/May 28th, 2024

Cycle/Meeting : 2/2

- W : What do you think about the teaching and learning process?
- S1 : I think it's fun.
- W : Do you understand the teacher's explanation? Why?
- S1 : Yes, I understand Miss, because easy to understand.
- W : What do you like speaking learning activities? Why?
- S1 : I like it, because it's more active and fun
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S1 : Yes, I enjoy it Miss, because the chain drill technique is easy to use and we all get a chance to speak.
- W : Do you interested in learning to speak through using chain drill technique? Why?
- S1 : Interested, because I want to try, I've never been, so I'm interested in trying.
- W : What do you think about speaking learning through chain drill technique?
- S1 : I think the lessons are easier to understand.
- W : What do you think this chain drill technique can help you in speaking? Why?
- S1 : Yes Miss, it can make me confident
- R : How do you feel when you do a speaking performance test in front of the class? Why?
- S1 : I felt scared, because English is very difficult.
- R : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S1 : I think chain drill technique can increase my motivation in learning, because it's fun.
- R : What do you think that the chain drill technique can help your easier in increase your ideas?
- S1 : Yes, because it's easy to remember.

- W : What do you think about the teaching and learning process?
- S2 : I think it's fun and easy to understand
- W : Do you understand the teacher's explanation? Why?
- S2 : Yes, I understand Miss, because the material is easy to understand.
- W : What do you like speaking learning activities? Why?
- S2 : Yes, I like it, because it is fun and trains you to speak.
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S2 : I enjoy it because the learning is very fun.
- W : Do you interested in learning to speak through using chain drill technique? Why?
- S2 : Very interested, because it's fun.
- W : What do you think about speaking learning through chain drill technique?
- S2 : Makes it easier for us to talk because there is someone we are talking to.
- W : What do you think this chain drill technique can help you in speaking? Why?
- S2 : Very helpful, because it trains me in speaking.
- W : How do you feel when you do a speaking performance test in front of the class? Why?
- S2 : Feeling nervous, because speaking English is very difficult.
- W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S2 : Yes Miss, very increase my motivation to speak English.
- W : What do you think that the chain drill technique can help your easier in increase your ideas?
- S2 : It's easy to remember.

- W : What do you think about the teaching and learning process?
- S3 : Happy, because the dialogue is easy to understand.
- W : Do you understand the teacher's explanation? Why?
- S3 : Understandable, because the explanation is detailed
- W : What do you like speaking learning activities? Why?
- S3 : Yes, I like it, Miss, because I think learning to speak trains us in public speaking.
- W : How do you enjoy during the teaching learning process using chain drill technique? Why?
- S3 : I enjoy during the learning process.

W : Do you interested in learning to speak through using chain drill technique? Why?

S3 : Less interested, because

W : What do you think about speaking learning through chain drill technique?

S3 : Good Miss, because you practice speaking directly.

W : What do you think this chain drill technique can help you in speaking? Why?

S3 : Yes, because I was shy at first, so after playing chain drill technique, I can improve my speaking ability.

W : How do you feel when you do a speaking performance test in front of the class? Why?

S3 : Happy, because we can learn not to be afraid of making mistakes.

W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?

S3 : I think chain drill technique can increase my motivation in learning, because it's fun.

W : What do you think that the chain drill technique can help your easier in increase your ideas?

S3 : Yes, because it's easy to use.

W : What do you think about the teaching and learning process?

S4 : Very fun.

W : Do you understand the teacher's explanation? Why?

S4 : A little understanding but it was fun

W : What do you like speaking learning activities? Why?

S4 : I like Miss, because it trains us to speak.

W : Do you enjoy during the teaching learning process using chain drill technique? Why?

S4 : Yes, I enjoy it, because the teaching process is not strained.

W : Do you interested in learning to speak through using chain drill technique? Why?

S4 : Interested, because it can improve my speaking ability.

W : What do you think about speaking learning through chain drill technique?

S4 : I find it very interesting.

W : What do you think this chain drill technique can help you in speaking? Why?

S4 : Yes, because it makes me dare to speak and not be shy when I speak.
 W : How do you feel when you do a speaking performance test in front of the class? Why?
 S4 : I'm a bit nervous, because my friends saw it when I performed.
 W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
 S4 : Yes miss, it's very motivating for me
 W : What do you think that the chain drill technique can help your easier in increase your ideas?
 S4 : I am free to express my feelings

W : What do you think about the teaching and learning process?
 S5 : Very bored.
 W : Do you understand the teacher's explanation? Why?
 S5 : Does not understand at all
 W : What do you like speaking learning activities? Why?
 S5 : Like it, because it can exchange opinions.
 W : Do you enjoy during the teaching learning process using chain drill technique? Why?
 S5 : don't enjoy it, because English is difficult.
 W : Do you interested in learning to speak through using chain drill technique? Why?
 S5 : Not interested, because it's boring.
 W : What do you think about speaking learning through chain drill technique?
 S5 : I think it's like we're fighting an enemy.
 W : What do you think this chain drill technique can help you in speaking? Why?
 S5 : Does not help, because it is difficult.
 W : How do you feel when you do a speaking performance test in front of the class? Why?
 S5 : Bored because I don't like English lessons
 W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
 S5 : Hard to explain.
 W : What do you think that the chain drill technique can help your easier in increase your ideas?
 S5 : Hard to explain.

- W : What do you think about the teaching and learning process?
- S6 : Happy, because there is ice breaking at the beginning of learning.
- W : Do you understand the teacher's explanation? Why?
- S6 : Little understanding because the material is difficult.
- W : What do you like speaking learning activities? Why?
- S6 : Like it, because it's more active and fun.
- W : Do you enjoy during the teaching learning process using chain drill technique? Why?
- S6 : Enjoyed, because it's hard.
- W : Do you interested in learning to speak through using chain drill technique? Why?
- S6 : Don't really like it, because it's hard.
- W : What do you think about speaking learning through chain drill technique?
- S6 : No answer.
- W : What do you think this chain drill technique can help you in speaking? Why?
- S6 : Help, because it can make me confident.
- W : How do you feel when you do a speaking performance test in front of the class? Why?
- S6 : A little nervous, but happy, because learning is fun.
- W : What do you think that the chain drill technique can increase your motivation in learning to speak English? Why?
- S6 : A little motivating, because it's hard.
- W : What do you think that the chain drill technique can help your easier in increase your ideas?
- S6 : Helpful, because I think the lesson are easier to understand

Appendix 6

FIELD NOTE

Day/Date : Tuesday/April 30th 2024
 Cycle/Meeting : 1
 Education Units : SMPN 3 Satap Seberuang
 Subject : English
 Class/Semester : VIII/2
 Sub Matter : Speaking
 Sub Material : What are you doing?
 Time Allocation : 2 x 45 minutes

No.	Description
1.	The students are still lazy in speaking in front of the class
2.	The students has difficulty in pronouncing the words
3.	the students motivation in the class is still not visible
4.	the students already seen active. but there are some students still passive

Gurung, April 30th 2024
Observer



Grecia Regina, S.Pd

Appendix 7

FIELD NOTE

Day/Date : Tuesday/May 28th 2024
 Cycle/Meeting : 2
 Education Units : SMPN 3 Satap Seberuang
 Subject : English
 Class/Semester : VIII/2
 Sub Matter : Speaking
 Sub Material : What are you doing?
 Time Allocation : 2 x 45 minutes

No.	Description
1.	the students still dared when speak in front of the class
2.	the students has an increased in speaking ability especially in pronunciation
3.	the students motivation has increased when the teacher speak about learning materials

Gurung, May 28th 2024
 Observer



Grecia Regina, S.Pd

Appendix 8

THE RESULTS OF STUDENTS' ABILITY TO SPEAK THROUGH CHAIN DRILL TECHNIQUE AT EIGHTH GRADE STUDENTS IN SMPN 3 SATAP SEBERUANG CYCLE I

No.	Students' Name	Aspect of Speaking Ability				
		Grammar	vocabulary	fluency	Pronunciation	Total Score
1.	AS	2	3	3	3	70
2.	AV	2	3	2	2	52,5
3.	AM	2	2	1	1	32,5
4.	AL	2	2	3	2	54,5
5.	AM	1	2	3	2	52,5
6.	DFL	1	2	3	2	52,5
7.	EEP	2	2	3	2	57,5
8.	FF	2	2	3	2	54,5
9.	FA	1	2	3	2	52,5
10.	FR	1	2	3	2	52,5
11	MLS	2	2	3	2	57,5
12.	MNS	2	2	3	2	57,5
13.	MNS	2	2	3	2	57,5
14.	MOH	2	2	3	2	57,5
15.	RP	1	2	2	2	35
16.	RA	1	2	3	2	35
17.	TIK	2	3	3	3	70
18	VP	2	2	3	2	54,5
TOTAL						956
AVERAGE						53

Appendix 9

THE RESULTS OF STUDENTS' ABILITY TO SPEAK THROUGH CHAIN DRILL TECHNIQUE AT EIGHTH GRADE STUDENTS IN SMPN 3 SATAP SEBERUANG CYCLE 2

No.	Students' Name	Aspect of Speaking Ability				
		Grammar	vocabulary	fluency	Pronunciation	Total Score
1.	AS	3	3	3	3	75
2.	AV	1	3	3	3	65
3.	AM	1	3	2	2	47,5
4.	AL	3	3	3	2	70
5.	AM	3	3	3	3	75
6.	DFL	2	3	3	3	65
7.	EEP	3	3	3	2	70
8.	FF	3	3	3	2	70
9.	FA	3	3	3	3	75
10.	FR	2	3	3	3	65
11	MLS	3	3	3	2	70
12.	MNS	3	3	3	3	75
13.	MNS	3	3	3	2	70
14.	MOH	3	3	3	3	75
15.	RP	3	3	3	2	70
16.	RA	3	3	3	2	70
17.	TIK	3	3	3	3	75
18	VP	3	3	3	2	70
TOTAL						1252,5
AVERAGE						70

Appendix 10

SILLABUS

Satuan Pendidikan : SMP
Mata Pelajaran : Bahasa Inggris

- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i> - Adverbial: <i>now</i> 	<ul style="list-style-type: none"> • Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar • Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi • Menyebutkan tindakan, kegiatan yang sedang 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi 	12 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris VIII, Kemen dibud, ❖ Kamus Bahasa 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menimbulkan perilaku yang termuat di KI 	<p>dilakukan oleh anggota keluarga mereka dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) 		<ul style="list-style-type: none"> - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 		Inggris	
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan		<ul style="list-style-type: none"> • Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 				<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
yang benar dan sesuai konteks		sesuai konteks					

Appendix 11**LESSON PLAN**

SUBJECT : ENGLISH LANGUAGE
CLASS : EIGHTH GRADE
SUBJECT MATTER : What are You Doing? (Present Continuous
Tense)

SMPN 3 SATAP SEBERUANG

2024/2025

LESSON PLAN

Name of Educational Unit : SMPN 3 Satap Seberuang
 Class/Semester : VIII/2
 Subject Matter : What are you doing? (Present Continuous Tense)
 Time Allocation : 2 x 45 minutes
 Cycle/Meeting : 1/1

A. Core Competencies

- KI-I : Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art, and culture with insights into humanity, nationality, and state-related phenomena and apparent events.
- KI-II : Demonstrate creative, productive, critical, independent, collaborative, and communicative reasoning, processing, and presentation skills, in the concrete and abstract domains in accordance with what is learned at school and other similar sources in a theoretical point of view.

B. Basic Competencies and Indicators of Competency Achievement:

Basic Competencies	Indicators of Competency Achievement
3.8. Apply the social functions, text structures, and linguistic elements of oral and written transactional interaction texts involving actions/activities/events that are being performed/occurring now, according to the context of use. (Note the linguistic elements of the present continuous tense)	3.8.1 Analyze text structures and linguistic elements about actions/activities that are being done/occurring at the moment 3.8.2 Compose sentences about actions/activities that are being done/occurring at the moment
4.8. Compose very short and simple	4.8.1 Create conversational texts

<p>oral and written transactional interaction texts involving actions/activities/events that are being carried out/occurring now, with attention to social functions, text structures, and correct and contextually appropriate linguistic elements.</p>	<p>(dialogue) in the present continuous tense form in very short and simple oral and written transactional interaction texts in pairs.</p> <p>4.8.2 Analyze the activities/ events that are being carried out in the present continuous tense.</p> <p>4.8.3 Communicate the results of creating conversational texts (dialogue) in the present continuous tense form in very short and simple oral and written transactional in pairs in front of the class.</p>
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C. Learning Objectives

After the lesson, students are expected to be able to analyze text structure, compose sentences, create conversational text in the present continuous tense, and communicate the results of creating conversational text (dialogue) in the present continuous tense in very short and simple oral and written transactional interaction texts (dialogue) in pairs in front of the class.

D. Subject Matter

Present Continuous Tense

- Text: Short transactional interaction texts about events that are currently at home, school, and surrounding areas.
- Social function of the text: explain and describe events/activities that take place at home, school, and surrounding areas.

- Text structure: initiating and responding to events that are happening in the present.
- Language elements: Declarative and interrogative sentences in present continuous tense (is/am/are + V- ing), time signal: now, right now, at the moment, at the present, today, this morning, this afternoon, this evening, etc.
- Grammar: present continuous tense. Sentences with Present Continuous Tense are formed by the auxiliary verb "be" such as am, is, are and followed by a present participle (V1 + ing form).
- The Formula of Present Continuous Tense:

Positive (+)	Subject + am/is/are + Verb-ing + Object
Negative (-)	Subject + am/is/are + not + Verb-ing + Object
Interrogative (?)	Am/Is/Are + Subject + Verb-ing + Object

➤ **Students' Test on Speaking Ability**

Name :
 Class :
 Subject :
 Semester :

A. Instructions

Make a short and simple dialog about the activity that is happening. And students are randomly selected to form pairs. Each pair consists of 2 people. After that, each pair is given a speaking performance test.

A :
 B :
 A :
 B :
 A :
 B :
 A :
 B :

E. Methods of Learning

Approach : *Scientific Approach*

Model : *Cooperative Learning TPR*

Technique : *Chain Drill*

F. Media Learning

Media : Video, pictures, and powerpoints

Tools : Dictionary, whiteboard, board marker, and eraser

G. Learning Step

Pre – Activity (15 minutes)	
Teacher Activity	Students Activity
a. The Teacher greets the students. b. The teacher asks the students to pray before they start the lesson. c. The teacher checks the students' attendance. d. The teacher gives motivation to the students contextually based on the benefit of the learning activity which relates to the subject matter. e. The teacher conveys the topic and learning objective that relates to the syllabus.	a. The students responds the teacher greeting. b. The students pray before they start the lesson. c. The students give an answer toward the absentee checks. d. The students listen carefully motivation from the teacher. e. The students listen carefully learning objective that relates to the syllabus.
Main – Activity (60 minutes)	
a. The teacher provides a stimulus in the form of examples in everyday life related to activities/events that	a. The students listen well to examples in everyday life related to activities/events that are happening.

<p>are happening.</p> <p>b. The teacher provides explanatory material about the activities/events that are happening.</p> <p>c. The teacher provides opportunities for students to ask questions about the material about activities/events that are happening.</p> <p>d. The teacher asks the students to sit in a circle.</p> <p>e. The teacher explains to the students how to use the chain drill technique.</p> <ul style="list-style-type: none"> • The teacher starts the conversation by greeting and asking questions to student A. Example question “what are you doing right now?” • Student A responds and asks student B who is sitting next to him/her. • Student B responds, and then student B turn to the student C and asks a question. • This activity will continue 	<p>b. The students can understand the material well given by the teacher.</p> <p>c. The students ask the teacher about material they don't understand.</p> <p>d. The students sit in a circle.</p> <p>e. Students listen carefully to the explanation of how to use the chain drill technique in class.</p> <p>f. Students make a pair and each group consists of two people.</p> <p>g. The students create a short dialog about an activity/events that are happening.</p> <p>h. Students come to the front of the class in pairs to speak a short dialog about an activity/occurrence that is happening.</p> <p>i. Students listen carefully to the teacher's comments.</p>
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<p>until all sistas get their turn to ask questions and respond to the activities/events that are happening.</p> <p>f. The teacher makes pairs randomly and each pair consists of two people.</p> <p>g. The teacher asks the students to make a short dialog about an activity/occurrence that is happening.</p> <p>h. After that, the teacher asks several pairs to come to the front of the class.</p> <p>i. The teacher corrects the students' mistakes.</p>	
Closing Activity (15 minutes)	
Teacher Activity	Students Activity
<p>a The teacher asks the students what they opinion about today's activities.</p> <p>b The teacher and students draw conclusion of the lesson.</p> <p>c The teacher conveys the learning activity for the next meeting.</p> <p>d The students asks the students to pray before they end the lesson.</p>	<p>a. The students express their opinions after participating in the learning process at this meeting.</p> <p>b. The students convey the conclusions of learning at this meeting with the teacher.</p> <p>c. The students listen carefully to the learning activities for the next meeting.</p> <p>d. The students pray together to</p>

e The teacher greets in English.	end the lesson. e. The students answer greetings from the teacher with farewell expressions in English.
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Meeting 2

Pre – Activity (15 minutes)	
Teacher Activity	Students Activity
<ul style="list-style-type: none"> a. The Teacher greets the students. b. The teacher asks the students to pray before they start the lesson. c. The teacher checks the students' attendance. d. The teacher gives motivation to the students contextually based on the benefit of the learning activity which relates to the subject matter. 	<ul style="list-style-type: none"> a. The students respond to the teacher greeting. b. The students pray before they start the lesson. c. The students give an answer toward the absentee checks. d. The students listen carefully to the motivation from the teacher.
Main – Activity (60 minutes)	
<ul style="list-style-type: none"> a. The teacher asks the students' opinions about the last material. b. The teacher re-explains the material about the activities/events that are happening. c. The teacher gives the speaking performance test as final test. d. The teacher makes pairs randomly and each pair consists of two people. e. The teacher asks the students to make a short dialog about an activity/occurrence that is 	<ul style="list-style-type: none"> a. Students give their opinions about the last material. b. Students listen well to the explanation given by the teacher about the activities/events that are happening. c. Students perform a speaking test to the front of the class.

<p>happening.</p> <p>f. The teacher records the students' performance during doing the oral test.</p>	
Closing Activity (15 minutes)	
Teacher Activity	Students Activity
<p>a The teacher corrects the students' weaknesses during conducting the test.</p> <p>b The teacher asks the students what they opinion about today's activities.</p> <p>c The teacher and students draw conclusion of the lesson.</p> <p>d The teacher motivates the students.</p> <p>e The students asks the students to pray before they end the lesson.</p> <p>f The teacher greets in English.</p>	<p>a. The students listen carefully to the teacher's comments.</p> <p>b. The students express their opinions after participating in the learning process at this meeting.</p> <p>c. The students convey the conclusions of learning at this meeting with the teacher.</p> <p>d. The students listen well to the motivation given by the teacher.</p> <p>e. The students pray together to end the lesson.</p> <p>f. The students answer greetings from the teacher with farewell expressions in English.</p>

H. Assessment

1. Assessment technique is done through speaking performance.
2. The form of assessment is an oral test.
3. Aspects of the speaking assessment are grammar, vocabulary, fluency, pronunciation.

Gurung, April 30th, 2024

Known By
English Teacher



Grecia Regina, S.Pd

Writer



Veronika Vika Bintang
NIM.200407144

Acknowledged by:
The Principle of SMPN 3 Satap Seberuang



Bonifasius Barlianta
NIP.198303062009021004

Appendix 12**LESSON PLAN**

SUBJECT : ENGLISH LANGUAGE
CLASS : EIGHTH GRADE
SUBJECT MATTER : What are You Doing? (Present Continuous Tense)

SMPN 3 SATAP SEBERUANG

2024/2025

LESSON PLAN

Name of Educational Unit : SMPN 3 Satap Seberuang
 Class/Semester : VIII/2
 Subject Matter : What are you doing? (Present Continuous Tense)
 Time Allocation : 2 x 45 minutes
 Cycle/Meeting : 2/1

A. Core Competencies

- KI-I : Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art, and culture with insights into humanity, nationality, and state-related phenomena and apparent events.
- KI-II : Demonstrate creative, productive, critical, independent, collaborative, and communicative reasoning, processing, and presentation skills, in the concrete and abstract domains in accordance with what is learned at school and other similar sources in a theoretical point of view.

B. Basic Competencies and Indicators of Competency Achievement:

Basic Competencies	Indicators of Competency Achievement
5.8. Apply the social functions, text structures, and linguistic elements of oral and written transactional interaction texts involving actions/activities/events that are being performed/occurring now, according to the context of use. (Note the linguistic elements of the present continuous tense)	<p>5.8.1 Analyze text structures and linguistic elements about actions/activities that are being done/occurring at the moment</p> <p>5.8.2 Compose sentences about actions/activities that are being done/occurring at the moment</p>

<p>6.8. Compose very short and simple oral and written transactional interaction texts involving actions/activities/events that are being carried out/occurring now, with attention to social functions, text structures, and correct and contextually appropriate linguistic elements.</p>	<p>6.8.1 Create conversational texts (dialogue) in the present continuous tense form in very short and simple oral and written transactional interaction texts in pairs.</p> <p>6.8.2 Analyze the activities/events that are being carried out in the present continuous tense.</p> <p>6.8.3 Communicate the results of creating conversational texts (dialogue) in the present continuous tense form in very short and simple oral and written transactional in pairs in front of the class.</p>
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C. Learning Objectives

After the lesson, students are expected to be able to analyze text structure, compose sentences, create conversational text in the present continuous tense, and communicate the results of creating conversational text (dialogue) in the present continuous tense in very short and simple oral and written transactional interaction texts (dialogue) in pairs in front of the class.

D. Subject Matter

Present Continuous Tense

- Text: Short transactional interaction texts about events that are currently at home, school, and surrounding areas.
- Social function of the text: explain and describe events/activities that take place at home, school, and surrounding areas.
- Text structure: initiating and responding to events that are happening in the present.

- Language elements: Declarative and interrogative sentences in present continuous tense (is/am/are + V- ing), time signal: now, right now, at the moment, at the present, today, this morning, this afternoon, this evening, etc.
- Grammar: present continuous tense. Sentences with Present Continuous Tense are formed by the auxiliary verb "be" such as am, is, are and followed by a present participle (V1 + ing form).
- The Formula of Present Continuous Tense:

Positive (+)	Subject + am/is/are + Verb-ing + Object
Negative (-)	Subject + am/is/are + not + Verb-ing + Object
Interrogative (?)	Am/Is/Are + Subject + Verb-ing + Object

➤ **Students' Test on Speaking Ability**

Name :
 Class :
 Subject :
 Semester :

B. Instructions

Make a short and simple dialog about the activity that is happening. And students are randomly selected to form pairs. Each pair consists of 2 people. After that, each pair is given a speaking performance test.

A :
 B :
 A :
 B :
 A :
 B :
 A :
 B :

H. Methods of Learning

Approach : *Scientific Approach*
 Model : *Cooperative Learning TPR*
 Technique : *Chain Drill*

I. Media Learning

Media : Video, pictures, and powerpoints

Tools : Dictionary, whiteboard, board marker, and eraser

J. Learning Step

Pre – Activity (15 minutes)	
Teacher Activity	Students Activity
a. The Teacher greets the students. b. The teacher asks the students to pray before they start the lesson. c. The teacher checks the students' attendance. d. The teacher gives motivation to the students contextually based on the benefit of the learning activity which relates to the subject matter. e. The teacher conveys the topic and learning objective that relates to the syllabus.	a. The students respond to the teacher's greeting. b. The students pray before they start the lesson. c. The students give an answer to the teacher's checks. d. The students listen carefully to the teacher's motivation. e. The students listen carefully to the learning objective that relates to the syllabus.
Main – Activity (60 minutes)	
a. The teacher provides a stimulus in the form of examples in everyday life related to activities/events that are happening. b. The teacher provides explanatory material about the activities/events that are	a. The students listen well to examples in everyday life related to activities/events that are happening. b. The students can understand the material well given by the teacher. c. The students ask the teacher

<p>happening.</p> <p>c. The teacher provides opportunities for students to ask questions about the material about activities/events that are happening.</p> <p>d. The teacher asks the students to sit in a circle.</p> <p>e. The teacher explains to the students how to use the chain drill technique.</p> <ul style="list-style-type: none"> • The teacher starts the conversation by greeting and asking questions to student A. Example question “what are you doing right now?” • Student A responds and asks student B who is sitting next to him/her. • Student B responds, and then student B turn to the student C and asks a question. • This activity will continue until all sistas get their turn to ask questions and respond to the activities/events that are 	<p>about material they don't understand.</p> <p>d. The students sit in a circle.</p> <p>e. Students listen carefully to the explanation of how to use the chain drill technique in class.</p> <p>f. Students make a pair and each group consists of two people.</p> <p>g. The students create a short dialog about an activity/events that are happening.</p> <p>h. Students come to the front of the class in pairs to speak a short dialog about an activity/occurrence that is happening.</p> <p>i. Students listen carefully to the teacher's comments.</p>
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<p>happening.</p> <p>f. The teacher makes pairs randomly and each pair consists of two people.</p> <p>g. The teacher asks the students to make a short dialog about an activity/occurrence that is happening.</p> <p>h. After that, the teacher asks several pairs to come to the front of the class.</p> <p>i. The teacher corrects the students' mistakes.</p>	
Closing Activity (15 minutes)	
Teacher Activity	Students Activity
<p>a The teacher asks the students what they opinion about today's activities.</p> <p>b The teacher and students draw conclusion of the lesson.</p> <p>c The teacher conveys the learning activity for the next meeting.</p> <p>d The students asks the students to pray before they end the lesson.</p> <p>e The teacher greets in English.</p>	<p>a. The students express their opinions after participating in the learning process at this meeting.</p> <p>b. The students convey the conclusions of learning at this meeting with the teacher.</p> <p>c. The students listen carefully to the learning activities for the next meeting.</p> <p>d. The students pray together to end the lesson.</p> <p>e. The students answer greetings from the teacher with farewell expressions in English.</p>

Meeting 2

Pre – Activity (15 minutes)	
Teacher Activity	Students Activity
<ul style="list-style-type: none"> a. The Teacher greets the students. b. The teacher asks the students to pray before they start the lesson. c. The teacher checks the students' attendance. d. The teacher gives motivation to the students contextually based on the benefit of the learning activity which relates to the subject matter. 	<ul style="list-style-type: none"> a. The students respond to the teacher greeting. b. The students pray before they start the lesson. c. The students give an answer toward the absentee checks. d. The students listen carefully to the motivation from the teacher.
Main – Activity (60 minutes)	
<ul style="list-style-type: none"> a. The teacher asks the students' opinions about the last material. b. The teacher re-explains the material about the activities/events that are happening. c. The teacher gives the speaking performance test as final test. d. The teacher makes pairs randomly and each pair consists of two people. e. The teacher asks the students to make a short dialog about an activity/occurrence that is 	<ul style="list-style-type: none"> a. Students give their opinions about the last material. b. Students listen well to the explanation given by the teacher about the activities/events that are happening. c. Students perform a speaking test to the front of the class.

<p>happening.</p> <p>f. The teacher records the students' performance during doing the oral test.</p>	
Closing Activity (15 minutes)	
Teacher Activity	Students Activity
<p>a The teacher corrects the students' weaknesses during conducting the test.</p> <p>b The teacher asks the students what they opinion about today's activities.</p> <p>c The teacher and students draw conclusion of the lesson.</p> <p>d The teacher motivates the students.</p> <p>e The students asks the students to pray before they end the lesson.</p> <p>f The teacher greets in English.</p>	<p>a. The students listen carefully to the teacher's comments.</p> <p>b. The students express their opinions after participating in the learning process at this meeting.</p> <p>c. The students convey the conclusions of learning at this meeting with the teacher.</p> <p>d. The students listen well to the motivation given by the teacher.</p> <p>e. The students pray together to end the lesson.</p> <p>f. The students answer greetings from the teacher with farewell expressions in English.</p>

I. Assessment

1. Assessment technique is done through speaking performance.
2. The form of assessment is an oral test.
3. Aspects of the speaking assessment are grammar, vocabulary, fluency, pronunciation.

Gurung, May 28th, 2024

Known By
English Teacher



Grecia Regina, S.Pd

Writer



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Acknowledged by:
The Principle of SMPN 3 Satap Seberuang



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Appendix 13**DOCUMENTATION**

Picture 1. Research Permit at SMPN 2 Satap Seberuang



Picture 2. Learning Process in the Classroom with the English Teacher



Picture 3. Interview with student A



Picture 4. Interview with student B