

Appendix 1

OBSERVATION CHECKLIST

Education units : SMPN 1 Binjai Hulu Date and time: 29th April 2024
 Subjects : English Observer : Sepiyus, S.Pd
 Class /semester : VIII/Genap
 Subject matter : Simple present tense
 Sub material : Using simple present tense in daily life
 Time Allocation : 2x40 minutes

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. All students respond well to the greeting given by the researcher.			✓	
		b. Students listen carefully to the brainstorming given by the teacher and the students can answer question about simple present tense in daily life.			✓	
2.	Main activities	a. Students observe carefully the explanation about simple present tense that have been given by the teacher.		✓		
		b. Students begin to remember and also practice a list of the dialogue that have been given by the teacher.		✓		

		c. Students listen to the delivery of material from the teacher about expression of short dialogue.			✓	
		d. Students ask about the material from the expression of dialogue that they do not understand when the teacher explain before.		✓		
		e. Students listen to the explanation of the question they do.		✓		
		f. The students are enthusiastic what to practice the dialogue that given by the teacher in front of the class.			✓	
		g. Students are listen carefully and active to the direction given by the teacher on how the rules when apply the dialogue in the class.		✓		

		h. Students pay close attention to the names dialogue by the teacher actively and pay attention with the pronounce.			✓	
		i. Students also actively advance one by one to practice the dialogue.			✓	
		j. While practice the dialogue in their own chairs, the teacher ask the students to design the dialogue by their self.		✓		
		k. Students continue to practice the dialogue with their partner in the class.		✓		
		l. Students actively come forward one by one in front of the class to practice the dialogue with their partner.		✓		
		m. Students express the dialogue with fluency in front of the class.			✓	

		n. Students express the dialogue, and mention it in the correct pronunciation.		✓		
3.	Closing activities	a. Students listen carefully to the homework given by the teacher.		✓		
		b. Students express their opinions after participating in the learning process at this meeting.		✓		
		c. Students listen carefully to the conclusion of the learning by the teacher at this meeting.		✓		
		d. Students listen carefully to the lesson plan at the next meeting delivered by the teacher.		✓		
		e. Students answer the greeting from the teacher with expression of parting in English.			✓	

Binjai Hulu, 29th 2024

Observer



Sepiyus, S.Pd

NIPPPK.199307042024211002

6. Description on giving the score

Score	Description
4	Almost all students do the activities
3	Half the students do the activities
2	There are some students do the activities
1	Only few students do the activities

This is how to calculate students score:

$$\begin{aligned}
 \text{Students' participant(\%)} &= \frac{\text{obtained score}}{\text{Total score}} \times 100 \\
 &= \frac{50}{50} \times 100 \% = 59\%
 \end{aligned}$$

Appendix 2

OBSERVATION CHECKLIST

Education units : SMPN 1 Binjai Hulu Date and Time : 04th may 2024
 Subjects : English Observer : Sepiyus, S.Pd
 Class /semester : VIII/Genap
 Subject matter : Simple present tense
 Sub material : Using simple present tense in daily life
 Time allocation : 2x40 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students respond well to the greeting given by the teacher.				✓
		b. Students listen carefully to the brainstorming given by the teacher and can answer question about the stating prohibition.			✓	
2.	Main activities	a. Students observe carefully the explanation about short dialogue that have been given by the teacher.		✓		
		b. Students begin to remember and practice a list of the dialogue that have been given by the teacher.		✓		

		c. Students listen to the delivery of material from the teacher about expression of dialogue.			✓	
		d. Students ask about the material from the expression of dialogue that they do not understand.		✓		
		e. Students listen to the explanation of the questions they do.		✓		
		f. The students are enthusiastic want to practice the dialogue in front of the class.			✓	
		g. Students are excited and listen carefully to the directions given by the teacher on how the rules of practice short dialogue in the class.		✓		
		h. Students pay close attention to the names dialogue by the teacher actively and also pay attention with the pronounce each word.			✓	

		i. Students actively advance one by one to practice the dialogue with their partner in the class.			✓	
		j. While practice the dialogue in their own chairs, the teacher ask the students to design the dialogue by their self.		✓		
		k. Students continue to practice the dialogue with their partner.		✓		
		l. Students actively come forward one by one in front of the class and practice the dialogue.		✓		
		m. Students express the dialogue with fluency.			✓	
		n. Students express the dialogue and mention it in the correct pronunciation.			✓	
3.	Closing activities	a. Students listen carefully to the homework given by the teacher.			✓	
		b. Students express their opinions after participating in the learning process at this meeting.		✓		

		c. Students listen carefully to the conclusions to the learning at this meeting.			✓	
		d. Students listen carefully to the lesson plan at the next meeting delivered by the teacher.			✓	
		e. Students answer the greeting from the teacher with the expression of parting in English.			✓	

Binjai Hulu, 04th may 2024



Sepiyus, S.Pd

NIPPPK.199307042024211002

6. Description on giving the score

Score	Description
4	Almost all of the students do the activities
3	Half students do the activities
2	There are some students do the activities
1	Only few students do the activities

This is how to calculate students score:

Students participant (%) = $\frac{\text{obtained score}}{\text{Total score}} \times 100$

$$= \frac{55}{84} \times 100 \%$$

$$= 65 \%$$

Appendix 3

OBSERVATION CHECKLIST

Education units : SMPN 1 Binjai Hulu Date and Time : 06th may 2024
 Subjects : English Observer : Sepiyus, S.Pd
 Class /semester : VIII/Genap
 Subject matter : Simple present tense
 Sub material : Using simple present tense in daily life
 Time allocation : 2x40 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	c. Students respond well to the greeting given by the teacher.				✓
		d. Students listen carefully to the brainstorming given by the teacher and can answer question about the stating prohibition.			✓	
2.	Main activities	a. Students observe carefully the explanation about dialogue that have been given by the teacher.		✓		
		b. Students begin to remember and practice a list of the dialogue that have been given by the teacher.			✓	

		c. Students listen to the delivery of material from the teacher about expression of dialogue.			✓	
		d. Students ask about the material from the expression of dialogue that they do not understand.		✓		
		e. Students listen to the explanation of the questions they do.			✓	
		f. The students are enthusiastic want to practice the dialogue in front of the class.			✓	
		g. Students are excited and listen carefully to the directions given by the teacher on how the rules of practice short dialogue in the class.			✓	
		h. Students pay close attention to the names dialogue by the teacher actively and also pay attention with the pronounce each word.			✓	

		i. Students actively advance one by one to practice the dialogue with their partner in the class.			✓	
		j. While practice the dialogue in their own chairs, the teacher ask the students to design the dialogue by their self.			✓	
		k. Students continue to practice the dialogue with their partner.			✓	
		l. Students actively come forward one by one in front of the class and practice the dialogue.				✓
		m. Students express the dialogue with fluency.			✓	
		n. Students express the dialogue and mention it in the correct pronunciation.			✓	
3.	Closing activities	a. Students listen carefully to the homework given by the teacher.			✓	
		b. Students express their opinions after participating in the learning process at this meeting.			✓	

		c. Students listen carefully to the conclusions to the learning at this meeting.			✓	
		d. Students listen carefully to the lesson plan at the next meeting delivered by the teacher.			✓	
		e. Students answer the greeting from the teacher with the expression of parting in English.				✓

Binjai Hulu, 04th may 2024



Sepiyus, S.Pd

NIPPPK.199307042024211002

7. Description on giving the score

Score	Description
4	Almost all of the students do the activities
3	Half students do the activities
2	There are some students do the activities
1	Only few students do the activities

This is how to calculate students score:

Students participant (%) = $\frac{\text{obtained score}}{\text{Total score}} \times 100$

$$\begin{aligned}
 &= \frac{64}{84} \times 100 \% \\
 &= 76
 \end{aligned}$$

Appendix 4

OBSERVATION CHECKLIST

Education units : SMPN 1 Binjai Hulu Date and time: 11th may 2024
 Subjects : English Observer : Sepiyus, S.Pd
 Class /semester : VIII/Genap
 Subject matter : Simple present tense
 Sub material : Using simple present tense in daily life
 Time Allocation : 2x40 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students respond well to the greeting given by the teacher.				✓
		b. Students listen carefully to the brainstorming given by the teacher and can answer question about the stating prohibition.			✓	
2.	Main activities	a. Students observe carefully the explanation about dialogue that have been given by the teacher.				✓
		b. Students begin to remember and practice a list of the dialogue that have been given by the teacher.			✓	

		c. Students listen to the delivery of material from the teacher about expression of dialogue.			✓	
		d. Students ask about the material from the expression of dialogue that they do not understand.			✓	
		e. Students listen to the explanation of the questions they do.			✓	
		f. The students are enthusiastic want to practice the dialogue in front of the class.			✓	
		g. Students are excited and listen carefully to the directions given by the teacher on how the rules of practice short dialogue in the class.				✓
		h. Students pay close attention to the names dialogue by the teacher actively and also pay attention with the pronounce each word.				✓

		i. Students actively advance one by one to practice the dialogue with their partner in the class.				✓
		j. While practice the dialogue in their own chairs, the teacher ask the students to design the dialogue by their self.			✓	
		k. Students continue to practice the dialogue with their partner.				✓
		l. Students actively come forward one by one in front of the class and practice the dialogue.				✓
		m. Students express the dialogue with fluency.				✓
		n. Students express the dialogue, students also spell the vocabulary of the dialogue and mention it in the correct pronunciation.			✓	
3.	Closing activities	a. Students listen carefully to the homework given by the teacher.				✓
		b. Students express their opinions after participating in the learning process at this meeting.			✓	

		c. Students listen carefully to the conclusions to the learning at this meeting.				✓
		d. Students listen carefully to the advised delivered by the teacher.			✓	
		e. Students answer the greeting from the teacher with the expression of parting in English.				✓

Binjai Hulu, 11th may 2024



Sepiyus, S.Pd

NIPPPK.19930704202421100

6. Description on giving the score

Score	Description
4	Almost all of the students do the activities
3	Half students do the activities
2	There are some students do the activities
1	Only few students do the activities

This is how to calculate students score:

Students participant (%) = $\frac{\text{obtained score}}{\text{Total score}} \times 100$

Total score

= $\frac{74}{84} \times 100\%$

84

= 88 %

Appendix 5

FIELD NOTES

Date and time : Saturday 4th may 2024
 Education units : SMPN 1 Binjai Hulu
 Class /semester : VIII/Genap
 Topic : Short dialogue and how using simple present tense
 Cycle : 1
 Time Allocation : 2X40 minutes
 Basic competences : Apply social function, text structure, and linguistic elements of oral and written transactional interaction texts which involves the act of giving and asking for information related to circumstances/actions/activities/events is done/occurs routinely or is a general truth, according to the context of its use. (Pay attention to the linguistic elements of the simple present tense). Compose very short and simple oral and written transactional interaction texts that involve action giving and asking for information regarding circumstances/actions/activities/events carried out/occurring routine or a general truth, taking into account social function, text structure and elements language that is correct and appropriate to the context.

Activities	Description
Pre-activities	<p>Strengthen</p> <ul style="list-style-type: none"> - Almost all students responds the greeted given by the teacher - The students already active when the teacher gave the brainstorming, but some of students still passive. - Almost all students follow the brainstorming that given by the teacher.

	<ul style="list-style-type: none"> • Weakness <p>Some of students don't responds well the greeted given by the teacher.</p>
Main activities	<ul style="list-style-type: none"> • Strengthen - Some of students also active in the class to ask about the material they don't understand.

	<ul style="list-style-type: none"> • Weakness - Some of the students still passive in the class. - The class still be noisy and the students also still confused about the material that given by the teacher. - The students are still lazy in speaking in front of the class. - The students still have difficulty in pronouncing the words. - The students participation in the class is still need improvement.
Post-activities	<ul style="list-style-type: none"> • Strengthen - Almost all students respond the greeted given by the teacher. - The students also asked about the dialogue given by the teacher and the material next meeting.

	<ul style="list-style-type: none"> • Weakness - Some of students still not respond the greeted that given by the teacher.
--	---

Binjai Hulu, 04th may 2024
Observer



Sepiyus, S.Pd
NIPPPK.199307042024211002

Appendix 6

FIELD NOTES

Date and time : 13rd may 2024
 Education units : SMPN 1 Binjai Hulu
 Class/ semester : VIII A/ Genap
 Topic : simple present tense
 Cycle : 2
 Time allocation : 2 x 40 minutes
 Basic competences : Apply social function, text structure, and linguistic elements of oral and written transactional interaction texts which involves the act of giving and asking for information related to circumstances/actions/activities/events is done/occurs routinely or is a general truth, according to the context of its use. (Pay attention to the linguistic elements of the simple present tense). Compose very short and simple oral and written transactional interaction texts that involve action giving and asking for information regarding circumstances/actions/activities/events carried out/occurring routine or a general truth, taking into account social function, text structure and elements language that is correct and appropriate to the context.

Activities	Description
Pre-activities	<p>Strengthen</p> <ul style="list-style-type: none"> - Almost all students responds the greeted given by the teacher - The students already active when the teacher gave the brainstorming. - All students follow the brainstorming that given by the teacher.

	<ul style="list-style-type: none"> • Weakness <p>Some of students don't responds well the greeted given by the teacher.</p>
Main activities	<ul style="list-style-type: none"> • Strengthen - Some of students also active in the class to ask about the material they don't understand. - All students practice the short dialogue given by the teacher and come forward based on their partner. - All students follow

	<ul style="list-style-type: none"> • Weakness <ul style="list-style-type: none"> - Some of the students still passive in the class. - The class still be noisy and the students also still confused about the material that given by the teacher. - The students still have difficulty in pronouncing the words. - The students participation in the class is still need improvement.
Post-activities	<ul style="list-style-type: none"> • Strengthen <ul style="list-style-type: none"> - Almost all students respond the greeted given by the teacher. - The students also asked about the dialogue given by the teacher and the material next meeting.

	<ul style="list-style-type: none"> • Weakness - Some of students still not respond the greeted that given by the teacher.
--	---

Binjai Hulu, 04th may 2024
Observer



Sepiyus, S.Pd

NIPPPK.199307042024211002

Appendix 7

INTERVIEW GUIDELINE

Students' name:

No	Question	Answer
1.	How far do you know about speaking skills?	
2.	Do you think speaking is really important in your daily life?	
3.	Why do you believe that short dialogue technique can improve your speaking skills?	
4.	How short dialogue technique can motivated you in learning process in the class?	
5.	Are you sure that short dialogue is the best technique that can help you in improving your speaking skills?	
6.	How far short dialogue technique can improve you in speaking?	
7.	How can this technique make you feel fun and enjoy during the teaching and learning process and also through this technique like the activities in the class?	

TRANSCRIPT OF INTERVIEW WITH STUDENTS

Cycle 1

R: How far do you know about speaking skills?

TA: Speaking skills is for us to learn more about how to communicate with the teacher and also with the others students

R: What do you think speaking is really important in your daily life

TA: Yes miss, because with speaking we can communicate with others.

R: Why do you believe that short dialogue technique can improve your speaking skills?

TA: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia and also how to pronounce it well.

R: How can short dialogue can motivated you in learning process in the class?

TA: Yes miss, because short dialogue already to help me to be active asked the teacher and also help me confident to speak in front of the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

TA: Yes miss, because short dialogue help me to pronounce the correct word in English.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

TA: Because with this technique help me to more active in the class and talk with my friend.

R: How far do you know about speaking skills?

SC: Speaking skills is for us to learn more about how to communicate with the teacher and also with the others students

R: What do you think speaking is really important in your daily life

SC: Yes miss, because with speaking we can communicate with others and help me for got the correct pronunciation.

R: Why do you believe that short dialogue technique can improve your speaking skills?

SC: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia and also how to pronounce it well

R: How can short dialogue can motivated you in learning process in the class?

SC: Yes miss, because short dialogue already to help me to be active asked the teacher and also help me confident to speak in front of the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

SC: Yes miss, because short dialogue help me to pronounce the correct word in English.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

SC: Yes miss can, event though I still wrong in pronunciation but I felt enjoy and fun.

R: How far do you know about speaking skills?

SP: Speaking skills is to help us to communicate

R: What do you think speaking is really important in your daily life

SC: Yes miss, because with speaking we can communicate with others and help me for got the correct pronunciation.

R: Why do you believe that short dialogue technique can improve your speaking skills?

SC: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia but I still wrong to pronounce the word.

R: How can short dialogue can motivated you in learning process in the class?

SC: Yes miss, because short dialogue already to help me to be active asked the teacher and also help me confident to speak in front of the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

SC: Yes miss, because short dialogue is easy to remember the word.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

SC: Yes miss can, event though I still wrong in pronunciation but I felt enjoy and fun.

R: How far do you know about speaking skills?

AP: Speaking skills is to help us to communicate to foreign people in the word

R: What do you think speaking is really important in your daily life

AP: Yes miss, because with speaking we can communicate with others and help me for got the correct pronunciation.

R: Why do you believe that short dialogue technique can improve your speaking skills?

AP: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia but I still wrong to pronounce the word.

R: How can short dialogue can motivated you in learning process in the class?

AP: Yes miss, because short dialogue already to help me to be active asked the teacher and also help me confident to speak in front of the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

AP: Yes miss, because short dialogue is easy to remember the word.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

AP: Yes miss can, event though I still wrong in pronunciation but I felt enjoy and fun.

R: How far do you know about speaking skills?

SS: Speaking skills is someone can talk with English well

R: What do you think speaking is really important in your daily life

SS: Yes miss, because with speaking we can communicate with others and help me for got the correct pronunciation when speaking in English.

R: Why do you believe that short dialogue technique can improve your speaking skills?

SS: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia but I still wrong to pronounce the word, and still felt nervous when I speak in front of the class.

R: How can short dialogue can motivated you in learning process in the class?

SS: Yes miss, because short dialogue already to help me to be active asked the teacher and talk with my friend in the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

SS: Yes miss, because short dialogue is understandable and easy to remember the wrong.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

SC: Yes miss can, because I and my friend have to practice how to pronounce it, event though I still wrong in pronunciation but I felt enjoy and fun.

R: How far do you know about speaking skills?

ZS: Speaking skills is ability for someone communicate in English

R: What do you think speaking is really important in your daily life

ZS: Yes miss, but I don't like learn English subject

R: Why do you believe that short dialogue technique can improve your speaking skills?

ZS: I'm not sure miss because I felt bored in the class.

R: How can short dialogue can motivated you in learning process in the class?

ZS: I don't felt motivated with English subject miss because I don't really like the subject.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

ZS: Yes miss, because short dialogue is understandable and easy to remember the wrong event though I don't like it

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

ZS: No miss because, I felt bored there is no game.

TRANSCRIPT INTERVIEW WITH STUDENTS

Cycle 2

R: How far do you know about speaking skills?

TA: Speaking skills is for us to learn more about how to communicate with the teacher and also with the others students

R: What do you think speaking is really important in your daily life

TA: Yes miss, because with speaking we can communicate with others.

R: Why do you believe that short dialogue technique can improve your speaking skills?

TA: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia and also to pronounce the correct word.

R: How can short dialogue can motivated you in learning process in the class?

TA: Yes miss, because short dialogue already to help me to be active asked the teacher and also help me confident to speak in front of the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

TA: Yes miss, because short dialogue help me to pronounce the correct word in English.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

TA: Because with this technique help me to more active in the class and talk with my friend.

R: How far do you know about speaking skills?

SC: Speaking skills is for us to learn more about how to communicate with the teacher and also with the others students

R: What do you think speaking is really important in your daily life

SC: Yes miss, because with speaking we can communicate with others and help me for got the correct pronunciation.

R: Why do you believe that short dialogue technique can improve your speaking skills?

SC: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia and also how to pronounce it well

R: How can short dialogue can motivated you in learning process in the class?

SC: Yes miss, because short dialogue already to help me to be active asked the teacher and also help me confident to speak in front of the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

SC: Yes miss, because short dialogue help me to pronounce the correct word in English.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

SC: Yes miss can, event though I still wrong in pronunciation but I felt enjoy and fun.

R: How far do you know about speaking skills?

SP: Speaking skills is to help us to communicate

R: What do you think speaking is really important in your daily life

SP: Yes miss, because with speaking we can communicate with others and help me for got the correct pronunciation.

R: Why do you believe that short dialogue technique can improve your speaking skills?

SP: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia but I still wrong to pronounce the word.

R: How can short dialogue can motivated you in learning process in the class?

SP: Yes miss, because short dialogue already to help me to be active asked the teacher and also help me confident to speak in front of the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

SP: Yes miss, because short dialogue is easy to remember the word.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

SP: Yes miss can, event though I still wrong in pronunciation but I felt enjoy and fun.

R: How far do you know about speaking skills?

AP: Speaking skills is to help us to communicate to foreign people in the word

R: What do you think speaking is really important in your daily life

AP: Yes miss, because with speaking we can communicate with others and help me for got the correct pronunciation.

R: Why do you believe that short dialogue technique can improve your speaking skills?

AP: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia but I still wrong to pronounce the word.

R: How can short dialogue can motivated you in learning process in the class?

PA: Yes miss, because short dialogue already to help me to be active asked the teacher and also help me confident to speak in front of the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

AP: Yes miss, because short dialogue is easy to remember the word.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

AP: Yes miss can, event though I still wrong in pronunciation but I felt enjoy and fun.

R: How far do you know about speaking skills?

SS: Speaking skills is someone can talk with English well

R: What do you think speaking is really important in your daily life

SS: Yes miss, because with speaking we can communicate with others and help me for got the correct pronunciation when speaking in English.

R: Why do you believe that short dialogue technique can improve your speaking skills?

SS: Yes miss, sure short dialogue make me easier to remember the word, and the meaning in Indonesia but I still wrong to pronounce the word, and still felt nervous when I speak in front of the class.

R: How can short dialogue can motivated you in learning process in the class?

SS: Yes miss, because short dialogue already to help me to be active asked the teacher and talk with my friend in the class.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

SS: Yes miss, because short dialogue is understandable and easy to remember the wrong.

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

SC: Yes miss can, because I and my friend have to practice how to pronounce it, event though I still wrong in pronunciation but I felt enjoy and fun.

R: How far do you know about speaking skills?

ZS: Speaking skills is ability for someone communicate in English

R: What do you think speaking is really important in your daily life

ZS: Yes miss, but I don't like learn English subject

R: Why do you believe that short dialogue technique can improve your speaking skills?

ZS: I'm not sure miss because I felt bored in the class.

R: How can short dialogue can motivated you in learning process in the class?

ZS: I don't felt motivated with English subject miss because I don't really like the subject.

R: What are sure that a short dialogue technique that can help you in improving your speaking skills?

ZS: Yes miss, because short dialogue is understandable and easy to remember the wrong event though I don't like it

R: How can this technique make you feel fun and enjoy during the teaching and learning process?

ZS: No miss because, I felt bored there is no game.

Appendix 8

Students' Speaking Test

Day/ Date : Saturday, 04th Mei 2024

Cycle/ Meeting : 1/2

No	Students' name	Pronunciation	Fluency	grammar	Vocabulary	comprehension	Total score
1.	AP	2	2	2	2	3	55
2.	AR	2	2	2	2	3	55
3.	BY	2	2	2	2	2	50
4.	BF	2	2	2	2	2	50
5.	DS	2	2	2	2	2	50
6.	FY	2	2	2	3	3	60
7.	GR	2	2	2	2	3	55
8.	JD	2	3	2	3	3	65
9.	KE	2	2	2	2	3	55
10	LA	2	2	2	2	2	50
11	MR	2	2	2	2	2	50
12	NP	2	2	2	2	2	50
13	PE	3	3	2	3	3	70
14	SP	2	3	2	3	3	65
15	SO	2	2	2	3	3	60
16	SC	3	3	2	2	3	65
17	SS	2	2	2	2	3	55
18	SJ	2	2	2	2	3	55
19	TR	2	2	2	2	2	50
20	TA	3	3	2	2	3	65
21	WD	2	2	2	2	3	55
22	YK	3	3	2	2	3	65
23	ZD	2	2	2	2	2	50
24	ZS	2	2	2	2	2	50
25	SH	3	3	2	2	3	65
26	RF	2	2	2	2	2	50
	TOTAL						1465
	AVERAGE						56,34

Appendix 9

Students' Speaking Test

Day/ Date : Saturday, 11th Mei 2024

Cycle/ Meeting : 2/2

No	Name	Fluency	Pronunciation	Grammar	Vocabulary	Comprehension	Total Score
1.	AP	3	3	2	3	3	70
2.	AR	3	3	2	3	3	70
3.	BY	3	3	2	2	3	65
4.	BF	3	3	2	3	3	70
5.	DS	3	3	2	3	3	70
6.	FY	3	3	2	3	3	70
7.	GR	3	3	3	3	3	75
8.	JD	3	3	3	3	3	75
9.	KE	3	3	2	3	3	70
10.	LA	3	3	2	3	3	70
11.	MR	3	2	2	3	3	60
12.	NP	3	3	2	2	3	65
13.	PE	3	3	3	3	3	75
14.	SP	3	3	3	3	3	75
15.	SO	3	3	2	3	3	70
16.	SC	3	3	3	3	3	75
17.	SS	3	3	2	3	3	70
18.	SJ	3	3	2	3	3	70
19.	TR	3	3	2	3	3	70
20.	TA	3	3	2	3	3	70
21.	WD	3	3	2	3	3	70
22.	YK	3	3	2	3	3	70
23.	ZD	3	3	2	3	3	70
24.	ZS	3	3	2	3	3	70
25.	SH	3	3	2	3	3	70
26.	RE	3	3	2	3	3	70
	TOTAL						1825
	AVERAGE						70

Appendix 10**LESSON PLAN**

SUBJECT : **ENGLISH**

CLASS/SEMESTER : **VIII/GENAP**

SUBJECT MATTER : **simple present tense**

NAME : **Ayuna**

SMP

2024

LESSON PLAN

Name Of Education Unit	: SMPN 1 Binjai Hulu
Subject Of Themes/Subthemes	: English
Class/Semester	: VIII/Genap
Subject Matter	: Simple present tense
Time Allocation	: 1x meeting (2x40 minutes)

A. Learning Purpose

In line with the KD-KD taught in this chapter, Chapter 1 aims to make students able to:

1. Explain the social function, text structure, and linguistic elements of oral and written transactional interaction texts very short and simple involving the act of giving and asking for information related to the situation/actions/activities/events that are carried out/occur regularly or are generally accepted truths with the context of its use;
2. Capture the contextual meaning of social functions, text structure, and linguistic elements of interaction text transactional, verbal and written related to given and asking for information related to circumstances/actions/activities/events that occur/occur routinely or are a general truth;
3. Compose oral and written transactional interaction texts, related to giving and asking for related information circumstances/actions/activities/events that are carried out/occur regularly or are a general truth, by paying attention to social function, text structure and linguistic elements, correctly and according to context;
4. Analyze and evaluate sentences (simple present tense). In addition, students are expected to improve in terms of attitudes, 21st century skills, and level thinking accuracy high through the completion of learning activities. These learning objectives will be achieved by students after completing learning activities learning both in terms of understanding texts and explanations, as well as

creating texts especially in the learning activities Getting Started, Proper Lesson, and Evaluation.

B. Core Competencies

KI 1: Appreciate and live the teachings of the religion one adheres to.

KI 2: Appreciate and appreciate honest behaviour, discipline, responsibility, caring (tolerance, mutual cooperation cooperative), polite, confident, in interacting effectively with the social and natural environment within the reach of his social circle and existence.

KI 3: Understand and apply knowledge (factual, conceptual and procedural) based on feeling want to know about science, technology, art, culture related phenomena and events visible to the eye.

KI 4: Processing, presenting and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and the abstract domain writing, reading, calculating, drawing and composing) according to what is learned in school and sources others who are the same in point of view/theory

C. Basic Competencies And Indicators Of Competency Achievement:

Basic Competencies	Indicators Of Competence Achievement
1.1 Be grateful for the opportunity learn English as language of communication International which is realized in eager to learn	1.1.1. Be enthusiastic in carrying out everything activities in language learning English. 1.1.2. Serious in implementing everything Activities in learning English.
2.2 Demonstrate honest, disciplined behaviour, confident and responsible in carrying out communication transactional	2.2.1. Can answer questions about actions or events that occur regularly honestly. 2.2.2. Can answer questions about actions

<p>with teachers and friends.</p>	<p>or events that occur routine with discipline.</p> <p>2.2.3. Can answer questions about actions or events that occur routine with confidence.</p> <p>2.2.4. Can answer questions about actions or events that occur routine with a sense of responsibility.</p>
<p>3.7 Apply text structure and elements language to carry out functions social stating and asking actions/events that are carried out/occur routinely or is the truth general, according to context its use</p>	<p>3.7.1 Able to apply text structure about actions or events that occur routine according to context its use.</p> <p>3.7.2 Able to apply linguistic elements text about an action or event occur routinely according to the context its use.</p>
<p>4.7 Composing oral and written texts for stating and asking about actions/events carried out/ occurs regularly or is a regular occurrence general truth, by paying attention social function, text structure and elements correct and appropriate language context.</p>	<p>4.7.1. Compose written text to express routine actions or events with pay attention to the social function, structure of the text and correct linguistic elements according to context.</p> <p>4.7.2. Have a conversation to ask about what happened/happened regularly with attention to function social, text structure and linguistic elements correct and appropriate to the context.</p>

D. Learning objectives

After participating in a series of a learning activities, students can:

1. Listening or reading expressions of words used to express and ask the short dialogue according to the context of they use.
2. Identify the expression use simple present tense used to express and ask the short dialogue.
3. Express the short dialogue with correct pronounce.

E. Learning materials

a. Regular Material

Oral and written texts to state and ask about actions/events carried out/ occurs routinely or is a common truth. Social function; Respect the universe, give examples of good and bad habits, be proud, etc

Text structure

The sun shines everyday in Indonesia, so it is mostly very green. My father is very Healthy because he wakes up early and exercises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes; And something like that.

1) Verbs in Simple Present Tense

(2) Adverbs: always, often, sometimes, never, usually, every.

(3) Vocabulary: nouns, verbs and adjectives related to people, animals and things
class, school, home and surrounding areas.

(4) Correct use of singular and plural nominals, with or without a, the, this, the, my, their, etc. correctly in nominal phrases.

(5) Pronunciation of word stress, intonation, spelling and punctuation.

(6) Handwriting.

If we look at the examples above, some of these sentences use the verb "be" and some don't. This is because the simple present tense can be made in nominal and in verbal form.

If the Simple Present Tense uses the verb "be" it means it is in the form of a nominal sentence, if do not use the verb "be" but instead use "verb" (such as; go, eat, run, study, etc.) to mean verbal form.

Examples of verbal sentences in Simple Present Tense:

I go to Jakarta twice a week. (I go to Jakarta twice a week.)

My mother cooks every morning. (My mother cooks every morning.)

John plays games every morning. (John plays games every morning.)

The boy likes juice. (the boy loves juice.)

Examples of nominal sentences in Simple Present Tense

I am tall. (I'm tall.)

Roni is in America. (Roni in America.)

The house is big. (The house is big.)

They are clever (They are clever).

Enrichment Material

The enrichment material contains variations of simple present tense sentences which were previously only in sentence form

positive, students are given enrichment material in the form of negative sentences and simple questions

present tense

Rules for making verbal sentences

(+) I, You, They, We + V1 + O

He, She, it + V1 +s/es + O

(-) I, You, They, We + don't + V1 + O

He, She, it + doesn't + V1 + O

(?) Do + I, You, They, We + V1 + O?

Does + He, She, it + V1 + O

Does + He, She, it + V1 + O

Examples of Simple Present Sentences:

(+) We study English every day.

(-) We don't study English everyday

(?) Do we study English every day?

Rules for Making Present Tense Nominal Sentences

(+) S + Verb be (is/am/are) + Kt. nature, kt. thing, kt. ket.

(-) S + Verb be (is/am/are) + not + Kt. nature, kt. thing, kt. ket.

(?) Verb be (is/am/are) + S + Kt. nature, kt. thing, kt. Ket.

Example:

(+) She is at the office.

(-) She is not at the office.

(?) is she at the office?

Notes on the simple present, third person singular

In the third person singular the verb always ends in -s: he wants, she needs, he gives, she thinks. Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.

He wants ice cream. Does he want strawberry? He does not want vanilla.

Verbs ending in -y: the third person changes the -y to -ies:

fly -flies, cry – cries

Exception: if there is a vowel before the -y:

play -plays, pray - prays

Add -es to verbs ending in:-ss, -x, -sh, -ch:

he passes, she catches, he fixes, it pushes

Examples

- a. He goes to school every morning.
- b. She understands English.
- c. It mixes the sand and the water.
- d. He tries very hard.
- e. She enjoys playing the piano.

1) Social function

Maintain interpersonal relationships with teacher and friends.

2) Text structure

Practice the short dialogue.

F. Methods

Direct method -based learning using the short dialogue technique.

G. Media, Tools, And Learning Resources

1. Media: Student Package books

2. Tools: Blackboard and markers

3. Learning resources; Student Book English for students.

H. Learning Activities

No.	Aspect	Indicator	
		Teacher	Students
1.	Preliminary activities	a. The teacher greet the students.	a. Students respond well to the greeting given by the teacher.
		b. The teacher ask the students to lead the prayer in English.	b. Students lead the prayer in English.
		c. The teacher ask the students' attendance.	c. Students respond to the questions for students attendance.
		d. Brainstorming, ask the students about dialogue that they often use in daily activity.	d. Students listen carefully to the brainstorming given by the teacher about dialogue they usually do in daily activities.
		e. The teacher conveys learning objectives.	e. Students listen to the teacher.
2.	Main activities	a. The teacher will give some lists of rules of dialogue about simple present tense in daily activity.	a. The listen carefully the explanation.
		b. Teacher ask the students to remember about simple present tense dialogue .	b. Students begin to remember and memorize about dialogue using simple present tense.

		c. The teacher will deliver material about simple present tense in the student package book.	c. Students listen carefully by the teacher explanation.
		d. The teacher invites the students to ask question about the material they do not understood.	e. Students ask the material they do not understood to the teacher.
		f. The teacher will answer question from students and re-explain.	g. Students listen to explanations of the questions they do.
		h. The teacher invites students to a group the group is consist in two students in group.	i. The students are enthusiastic want to join.
		j. The teacher will explain how to use the method.	k. Students are excited and listen carefully to the directions given by the teacher on how to use short dialogue technique.
		l. The teacher will write a list of the dialogue use simple present tense that have been given on the blackboard, The teacher show first the material.	m. Students pay attention to expression use simple present tense written by the teacher then the students actively and arrange the dialogue using simple present tense that they see on the blackboard.

		n. The teacher directs students to read the dialogue together that related with the material.	o. Students follow the teacher how to pronounce the dialogue.
		p. While using the method, the teacher keep reminding the students to remember dialogue using simple present tense.	q. While playing the method students will continue to remember the dialogue using simple present tense.
		r. The teacher and the students will continue to practice short dialogue together.	s. Students will continue to practice with the dialogue on the blackboard until they all are finish.
		t. The teacher ask the students to come forward one by one in front of the class to mention the short dialogue into a group.	u. Students are actively come forward one by one in front of the class to mention the dialogue.
		v. The teacher ask the students to practice their dialogue in their own chair in 6 minutes.	w. Students will practice it as possible in 6 minutes.
		x. The teacher ask students practice the dialogue in front of the class with speak louder and the teacher will score the students.	y. Students will practice in front of the class and do the dialogue actively with the correct pronunciation.

3.	Closing activities	a. The teacher will give the homework to make a short dialogue with their group.	a. Students listen carefully to the homework given by the teacher.
		b. The teacher ask about the opinions of students after participating in the learning process.	b. Students express their opinion after participating in the learning process.
		a. The teacher and students conclude the learning outcomes at this meeting.	c. Students listen carefully to the conclusions of the learning given by the teacher.
		b. The teacher conveys the lesson plan in the next meeting.	d. Students listen carefully to the lesson plan at the next meeting delivered by the teacher.
		c. The teacher ask the students to lead the prayer in English.	e. One of the students lead the prayer in English.
		d. The teacher close with greeting and say goodbye to the students.	f. students answer the greeting from the teacher with the expression of parting in English.

i. Rating

1. Attitude

i. Assessment technique: written

ii. Instrument form: Observation sheet (attached)

iii. Scoring rubric: Attached

1. Knowledge
 - i. Assessment technique: written and oral
 - ii. Instrument form: speaking measurement (test)
 - iii. Scoring rubric: Attached
2. Skills
 - i. Assessment technique: performance
 - ii. Instrument form: speaking
 - iii. Scoring rubric: Attached
 - iv. Scoring guidelines: Attached.


Sintang, 29th April, 2024

Approved:

The Chair of SMP N 1 Binjai Hulu

The English Teacher




Sepiyus, S.Pd
 NIPPK.199307042024211002

RPP Attachment

- a. The attitude that are focus on the assessment on the discipline, responsibility, care for the environment, cooperation, conscientious and creative.
- b. Attitude assessment rubric

No	Students Names	Discipline	Responsible	Cooperation	Conscientius	Creative	Environment

The behavioural aspect column is filled with numbers that meet the following criteria:

4: Very good

3: good

2: enough

c. Journal Of Attitude Assessment:

No	Day and date	Students' Name	Class	Occurance /behavior	Attitudes point	Category		Follow up
						+	-	

2. Knowledge Competency Assessment

No	Ipk	Technique	Form	Instrument
	3.7.1 Able to apply text structure about actions or events that occur routine according to context its use. 3.7.2 Able to apply linguistic elements text about an action or event occur routinely according to the context its use.	Observation (speaking log)	Oral	Practice short dialogue

3. Skills Competency Assessment

No	Ipk	Technique	Form	Instrument
	4.7.2. Have a conversation to ask about what happened/happened regularly with attention to function social,	Observation (speaking log)	Work method	Speaking rubric

b. Scoring guidelines

Aspect	Score	Description
Fluency X5	4	The student's speech is smooth and easy, speak with the correct pronunciation, and also fluent.
	3	Students speak with pauses but without stuttering and also with correct pronunciation.
	2	Students speak with lots of pauses and poor pronunciation.
	1	Students speech that is unclear and difficult for the teacher to understand word by word.
Pronunciation X5	4	Students are able to pronounce the dialogue and speaking clearly without stop to speak the dialogue.
	3	Students are able to pronounce the word with a good stress and intonation.
	2	Students frequent phonemic errors and stress, intonation patterns that cause the students sometime doesn't clear.
	1	Students pronounce the error words, the stress and intonation.

Grammar x5	4	There is no error or little mistake in grammar by the students.
	3	Students make mistake in grammar and influences and the meaning and sometimes make mistake in grammar but it does not influence the meaning.
	2	The students make many mistakes in which made hinder in meaning and should re-arrange sentence.
	1	Students' grammar mistake is so bad and make difficult to understand by the teach.
Comprehension x5	4	Students understand all without difficulties.
	3	Students understand most of what the teacher talks in slow speaking and understand almost all, although there is repetition in certain part.
	2	Students difficult to understand what the teacher talks.
	1	Students can not understand although is simple conversation.

Vocabulary X5	4	Using vocabulary and expression like researcher and teacher when the students practice it.
	3	Using vocabulary which not appropriate, conversation becomes limited because vocabulary is limited and sometimes using vocabulary which not appropriate.
	2	Using wrong vocabulary and it is limited so it is difficult to understand by the teacher and the researcher.
	1	Students' vocabulary is so limited conversation impossible to occur.

Score: Grammar (Obtained Score X5) +Fluency (Obtained Score X5)+Vocabulary(Obtained Score X5)+ Pronunciation (Obtained Score X5) + Comprehension (Obtained Score X5)

Appendix 11**LESSON PLAN**

SUBJECT	: ENGLISH
CLASS/SEMESTER	: VIII/GENAP
SUBJECT MATTER	: simple present tense
NAME	: Ayuna

SMP**2024**

LESSON PLAN

Name Of Education Unit	: SMPN 1 Binjai Hulu
Subject Of Themes/Subthemes	: English
Class/Semester	: VIII/Genap
Subject Matter	: Simple present tense
Time Allocation	: 1x meeting (2x40 minutes)

A. Learning Purpose

In line with the KD-KD taught in this chapter, Chapter 1 aims to make students able to:

1. Explain the social function, text structure, and linguistic elements of oral and written transactional interaction texts very short and simple involving the act of giving and asking for information related to the situation/actions/activities/events that are carried out/occur regularly or are generally accepted truths with the context of its use.
2. Capture the contextual meaning of social functions, text structure, and linguistic elements of interaction text transactional, verbal and written related to given and asking for information related to circumstances/actions/activities/events that occur/occur routinely or are a general truth;
3. Compose oral and written transactional interaction texts, related to giving and asking for related information circumstances/actions/activities/events that are carried out/occur regularly or are a general truth, by paying attention to social function, text structure and linguistic elements, correctly and according to context
4. Analyze and evaluate sentences (simple present tense). In addition, students are expected to improve in terms of attitudes, 21st century skills, and level thinking accuracy high through the completion of learning activities. These learning objectives will be achieved by students after completing learning activities learning both in terms of understanding texts and explanations, as well as creating texts especially in the learning activities Getting Started, Proper Lesson, and Evaluation.

B. Core Competencies

KI 1: Appreciate and live the teachings of the religion one adheres to.

KI 2: Appreciate and appreciate honest behaviour, discipline, responsibility, caring (tolerance, mutual cooperation cooperative), polite, confident, in interacting effectively with the social and natural environment within the reach of his social circle and existence.

KI 3: Understand and apply knowledge (factual, conceptual and procedural) based on feeling want to know about science, technology, art, culture related phenomena and events visible to the eye.

KI 4: Processing, presenting and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and the abstract domain writing, reading, calculating, drawing and composing) according to what is learned in school and sources others who are the same in point of view/theory

C. Basic Competencies And Indicators Of Competency Achievement:

Basic Competencies	Indicators Of Competence Achievement
1.2 Be grateful for the opportunity learn English as language of communication International which is realized in eager to learn	1.1.1. Be enthusiastic in carrying out everything activities in language learning English. 1.1.2. Serious in implementing everything Activities in learning English.
2.2 Demonstrate honest, disciplined behaviour, confident and responsible in carrying out communication transactional with teachers and friends.	2.2.1. Can answer questions about actions or events that occur regularly honestly. 2.2.2. Can answer questions about actions or events that occur routine with discipline.

	<p>2.2.3. Can answer questions about actions or events that occur routine with confidence.</p> <p>2.2.4. Can answer questions about actions or events that occur routine with a sense of responsibility.</p>
<p>3.7 Apply text structure and elements language to carry out functions social stating and asking actions/events that are carried out/occur routinely or is the truth general, according to context its use</p>	<p>3.7.1 Able to apply text structure about actions or events that occur routine according to context its use.</p> <p>3.7.2 Able to apply linguistic elements text about an action or event occur routinely according to the context its use.</p>
<p>4.7 Composing oral and written texts for stating and asking about actions/events carried out/ occurs regularly or is a regular occurrence general truth, by paying attention social function, text structure and elements correct and appropriate language context.</p>	<p>4.7.1. Compose written text to express routine actions or events with pay attention to the social function, structure of the text and correct linguistic elements according to context.</p> <p>4.7.2. Have a conversation to ask about what happened/happened regularly with attention to function social, text structure and linguistic elements correct and appropriate to the context.</p>

C. Learning objectives

After participating in a series of a learning activities, students can:

4. Listening or reading expressions of words used to express and ask the short dialogue according to the context of they use.
5. Identify the expression use simple present tense used to express and ask the short dialogue.
6. Express the short dialogue with correct pronounce.

D. Learning materials

a. Regular Material

Oral and written texts to state and ask about actions/events carried out/ occurs routinely or is a common truth. Social function; Respect the universe, give examples of good and bad habits, be proud, etc

Text structure

The sun shines everyday in Indonesia, so it is mostly very green. My father is very Healthy because he wakes up early and exercises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes; And something like that.

1) Verbs in Simple Present Tense

(2) Adverbs: always, often, sometimes, never, usually, every.

(3) Vocabulary: nouns, verbs and adjectives related to people, animals and things
class, school, home and surrounding areas.

(4) Correct use of singular and plural nominals, with or without a, the, this, the, my, their, etc. correctly in nominal phrases.

(5) Pronunciation of word stress, intonation, spelling and punctuation.

(6) Handwriting.

If we look at the examples above, some of these sentences use the verb "be" and some don't. This is because the simple present tense can be made in nominal and in verbal form.

If the Simple Present Tense uses the verb "be" it means it is in the form of a nominal sentence, if do not use the verb "be" but instead use "verb" (such as; go, eat, run, study, etc.) to mean verbal form.

Examples of verbal sentences in Simple Present Tense:

I go to Jakarta twice a week. (I go to Jakarta twice a week.)

My mother cooks every morning. (My mother cooks every morning.)

John plays games every morning. (John plays games every morning.)

The boy likes juice. (the boy loves juice.)

Examples of nominal sentences in Simple Present Tense

I am tall. (I'm tall.)

Roni is in America. (Roni in America.)

The house is big. (The house is big.)

They are clever (They are clever).

Enrichment Material

The enrichment material contains variations of simple present tense sentences which were previously only in sentence form

positive, students are given enrichment material in the form of negative sentences and simple questions

present tense

Rules for making verbal sentences

(+) I, You, They, We + V1 + O

He, She, it + V1 +s/es + O

(-) I, You, They, We + don't + V1 + O

He, She, it + doesn't + V1 + O

(?) Do + I, You, They, We + V1 + O?

Does + He, She, it + V1 + O

Does + He, She, it + V1 + O

Examples of Simple Present Sentences:

(+) We study English every day.

(-) We don't study English everyday

(?) Do we study English every day?

Rules for Making Present Tense Nominal Sentences

(+) S + Verb be (is/am/are) + Kt. nature, kt. thing, kt. ket.

(-) S + Verb be (is/am/are) + not + Kt. nature, kt. thing, kt. ket.

(?) Verb be (is/am/are) + S + Kt. nature, kt. thing, kt. Ket.

Example:

(+) She is at the office.

(-) She is not at the office.

(?) is she at the office?

Notes on the simple present, third person singular

In the third person singular the verb always ends in -s: he wants, she needs, he gives, she thinks. Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.

He wants ice cream. Does he want strawberry? He does not want vanilla.

Verbs ending in -y: the third person changes the -y to -ies:

fly -flies, cry – cries

Exception: if there is a vowel before the -y:

play -plays, pray - prays

Add -es to verbs ending in:-ss, -x, -sh, -ch:

he passes, she catches, he fixes, it pushes

Examples

- f. He goes to school every morning.
- g. She understands English.
- h. It mixes the sand and the water.
- i. He tries very hard.
- j. She enjoys playing the piano.

3) Social function

Maintain interpersonal relationships with teacher and friends.

4) Text structure

Practice the short dialogue.

E. Methods

Direct method -based learning using the short dialogue technique.

F. Media, Tools, And Learning Resources

1. Media: Student Package books

2. Tools: Blackboard and markers

3. Learning resources; Student Book English for student.

G. Learning Activities

No.	Aspect	Indicator	
		Teacher	Students
1.	Preliminary activities	a. The teacher greet the students.	a. Students respond well to the greeting given by the teacher.
		b. The teacher ask the students to	b. Students lead the prayer in

		lead the prayer in English.	English.
		c. The teacher ask the students' attendance.	c. Students respond to the questions for students attendance.
		d. Brainstorming, ask the students about dialogue that they often use in daily activity.	d. Students listen carefully to the brainstorming given by the teacher about dialogue they usually do in daily activities.
		e. The teacher conveys learning objectives.	e. Students listen to the teacher.
	Main activities	a. The teacher will give some lists of rules of dialogue about simple present tense in daily activity.	a. The listen carefully the explanation.
		b. Teacher ask the students to remember about simple present tense dialogue .	c. Students begin to remember and memorize about dialogue using simple present tense.
		d. The teacher will deliver material about simple present tense in the student package book.	e. Students listen carefully by the teacher explanation.
		f. The teacher invites the students to ask question about the material they do not understood.	g. Students ask the material they do not understood to the teacher.

		h. The teacher will answer question from students and re-explain.	i. Students listen to explanations of the questions they do.
		j. The teacher invites students to a group the group is consist in two students in group.	k. The students are enthusiastic want to join.
		l. The teacher will explain how to use the method.	m. Students are excited and listen carefully to the directions given by the teacher on how to use short dialogue technique.
		n. The teacher will write a list of the dialogue use simple present tense that have been given on the blackboard, The teacher show first the material.	o. Students pay attention to expression use simple present tense written by the teacher then the students actively and arrange the dialogue using simple present tense that they see on the blackboard.
		p. The teacher directs students to read the dialogue together that related with the material.	q. Students follow the teacher how to pronounce the dialogue.
		r. While using the method, the teacher keep reminding the students to remember dialogue using simple present tense.	s. While playing the method students will continue to remember the dialogue using simple present tense.

		t. The teacher and the students will continue to practice short dialogue together.	u. Students will continue to practice with the dialogue on the blackboard until they all are finish.
		v. The teacher ask the students to come forward one by one in front of the class to mention the short dialogue into a group.	w. Students are actively come forward one by one in front of the class to mention the dialogue.
		x. The teacher ask the students to practice their dialogue in their own chair in 6 minutes.	y. Students will practice it as possible in 6 minutes.
		z. The teacher ask students practice the dialogue in front of the class with speak louder and the teacher will score the students.	z. Students will practice in front of the class and do the dialogue actively with the correct pronunciation.
3.	Closing activities	a. The teacher will give the homework to make a short dialogue with their group.	a. Students listen carefully to the homework given by the teacher.
		b. The teacher ask about the opinions of students after participating in the learning process.	c. Students express their opinion after participating in the learning process.

		d. The teacher and students conclude the learning outcomes at this meeting.	e. Students listen carefully to the conclusions of the learning given by the teacher.
		f. The teacher conveys the lesson plan in the next meeting.	g. Students listen carefully to the lesson plan at the next meeting delivered by the teacher.
		h. The teacher ask the students to lead the prayer in English.	i. One of the students lead the prayer in English.
		j. The teacher close with greeting and say goodbye to the students.	k. students answer the greeting from the teacher with the expression of parting in English.

H. Rating

1. Attitude

- i. Assessment technique: written
- ii. Instrument form: Observation sheet (attached)
- iii. Scoring rubric: Attached

2. Knowledge

- i. Assessment technique: written and oral
- ii. Instrument form: speaking measurement (test)
- iii. Scoring rubric: Attached

3. Skills

- i. Assessment technique: performance
- ii. Instrument form: speaking
- iii. Scoring rubric: Attached
- iv. Scoring guidelines: Attached.

Sintang, 29th April, 2024

Approved:

The Chair of SMP N 1 Binjai Hulu

The English Teacher



A handwritten signature in black ink, appearing to be "Sepiyus".

Sepiyus, S.Pd

NIPPK.199307042024211002

RPP Attachment

- a. The attitude that are focus on the assessment on the discipline, responsibility, care for the environment, cooperation, conscientious and creative.
- b. Attitude assessment rubric

No	Students Names	Discipline	Responsible	Cooperation	Conscientius	Creative	Environment

The behavioural aspect column is filled with numbers that meet the following criteria:

4: Very good

3: good

2: enough

c. Journal Of Attitude Assessment:

No	Day and date	Students' Name	Class	Occurance /behavior	Attitudes point	Category		Follow up
						+	-	

2. Knowledge Competency Assessment

No	Ipk	Technique	Form	Instrument
	<p>3.7.1 Able to apply text structure about actions or events that occur routine according to context its use.</p> <p>3.7.2 Able to apply linguistic elements text about an action or event occur routinely according to the context its use.</p>	Observation (speaking log)	Oral	Practice short dialogue

3. Skills Competency Assessment

No	Ipk	Technique	Form	Instrument
	4.7.2. Have a conversation to ask about what happened/happened regularly with attention to function social, text structure and linguistic elements correct and appropriate to the context.	Observation (speaking log)	Work method	Speaking rubric

A. Speaking log:

1. Express the short dialogue in front of the class

1. Skill competency rubric

Express the short dialogue below with your partner in front of the class!

Rini: Good morning Dika?
 Dika: Good morning Rini?
 Rini: How are you today?
 Dika: I'm doing very well.
 Rini: Do you arrive early everyday?
 Dika: Yes I do, I always come to school early.

No	Name	Grammar				Fluency				Vocabulary				Pronunciation				Comprehension			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

m. Scoring guidelines

Aspect	Score	Description
Fluency X5	4	The student's speech is smooth and easy, speak with the correct pronunciation, and also fluent.

	3	Students speak with pauses but without stuttering and also with correct pronunciation.
	2	Students speak with lots of pauses and poor pronunciation.
	1	Students speech that is unclear and difficult for the teacher to understand word by word.
Pronunciation X5	4	Students are able to pronounce the dialogue and speaking clearly without stop to speak the dialogue.
	3	Students are able to pronounce the word with a good stress and intonation.
	2	Students frequent phonemic errors and stress, intonation patterns that cause the students sometime doesn't clear.
	1	Students pronounce the error words, the stress and intonation.
Grammar X5	4	There is no error or little mistake in grammar by the students.

	3	Students make mistake in grammar and influences and the meaning and sometimes make mistake in grammar but it does not influence the meaning.
	2	The students make many mistakes in which made hinder in meaning and should re-arrange sentence.
	1	Students' grammar mistake is so bad and make difficult to understand by the teach.
Comprehension x5	4	Students understand all without difficulties.
	3	Students understand most of what the teacher talks in slow speaking and understand almost all, although there is repetition in certain part.
	2	Students difficult to understand what the teacher talks.
	1	Students can not understand although is simple conversation.
Vocabulary X5	4	Using vocabulary and expression like researcher and teacher when the students practice it.

	3	Using vocabulary which not appropriate, conversation becomes limited because vocabulary is limited and sometimes using vocabulary which not appropriate.
	2	Using wrong vocabulary and it is limited so it is difficult to understand by the teacher and the researcher.
	1	Students' vocabulary is so limited conversation impossible to occur.

Score: Grammar (Obtained Score X5) +Fluency (Obtained Score X5)+Vocabulary(Obtained Score X5)+ Pronunciation (Obtained Score X5) + Comprehension (Obtained Score X5)

Appendix 12

DOCUMENTATION

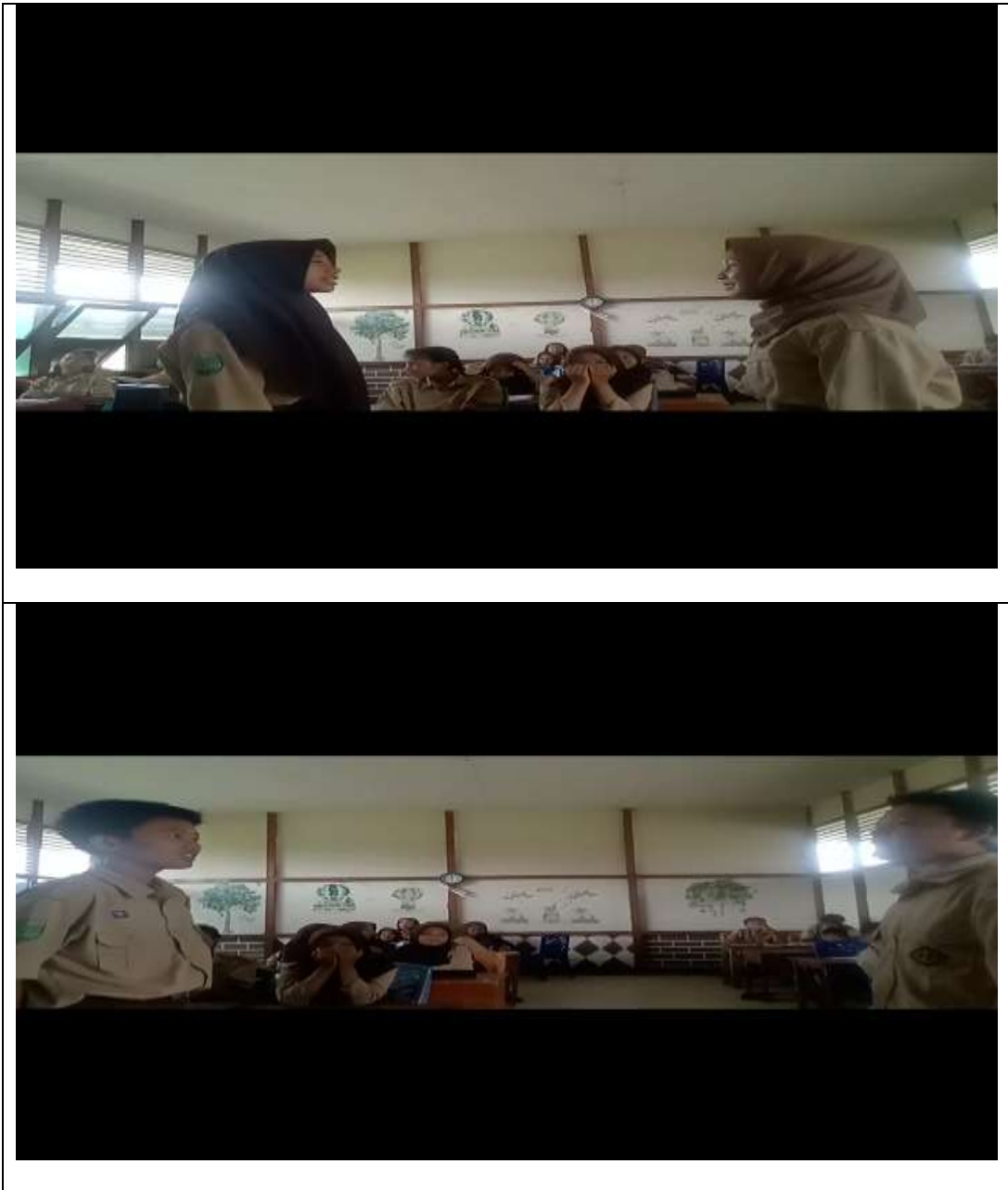
Picture 1. The teaching and learning process in the classroom



Picture 2. Interview with students





Picture 3 The implementation of short dialogue





Appendix 13

Research Permission

	<p>PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN PERSADA KHATULISTIWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS SINTANG – KALIMANTAN BARAT Jl. Pertamina Sengkurang KM. 4 Kotak Pos 126 Telp. (0561) 2022386, 2022387 Email: elepersada@gmail.com Website: perukda.persadakhatulistiwa.ac.id</p>	
---	--	---

Nomor : 283/B-6/G1/II/2024
Lampiran : 1 (satu) lembar
Perihal : Izin Observasi

Kepada
 Yth. Kepala SMPN 1 Binjai Hulu
 Di
 Tempat

Dengan hormat,

Bersama ini kami kami sampaikan kepada Bapak/Ibu bahwa mahasiswa kami :


Nama : Ayuna
 NIM : 200407123
 Program Studi : Pendidikan Bahasa Inggris

Akan melaksanakan observasi dalam rangka penyusunan Tugas Akhir dengan judul:

"Improving Students' Speaking Skill Through Short Dialogue Technique of Eighth Grade SMPN Binjai Hulu". Adapun tanggal dan waktu observasi sepenuhnya adalah hasil koordinasi kedua belah pihak. Sehubungan dengan perihal tersebut diatas, kami mohon kepada Bapak / Ibu untuk membantu mahasiswa kami melaksanakan kegiatan tersebut.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 02 Februari 2024


Ketua Prodi PBI
Sijono, M.Pd.
 NIDN/1115028901

Appendix 14 Research Getting Permission



PEMERINTAH KABUPATEN SINTANG
DINAS PENDIDIKAN DAN KBUDAYAAN
SMP NEGERI 1 BINJAI HULU
 Alamat: Jl. Yulia III/267 Binjai Hulu – Sintang
 NSS : 201130404019 NIS : 200270 Pos. 78651

SURAT IZIN PENELITIAN

Nomor : 400.3.5/34/SMP.1/A/2024

Berdasarkan Surat dari Sekolah Tinggi keguruan dan Ilmu Pendidikan Khatulistiwa Sintang nomor 307/B-6/G1/IV/2024 . Tanggal,23 April 2024 Tentang Permohonan Penelitian. Dengan ini Kepala SMP Negeri 1 Binjai Hulu tidak keberatan mengizinkan Mahasiswa yang namanya di bawah ini :

N a m a : AYUNA
 Tempat/Tanggal Lahir : Topan, 22-11-2001
 NIM : 2000407123

Untuk melakukan Penelitian dalam penyusunan skripsi yang bersangkutan dengan judul peneelitan :
“ Improving Students’ Speking Skill Through Short Dialogue Teehnique At Eighth Grade In SMP NEGERI 1 BINJAI HULU. “

Demikian Surat Izin ini buat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.



Binjai Hulu, 29 April 2024
 Kepala SMP NEGERI 1 Binjai Hulu
Nawawi Jawas, S.Pd
 NIP 19701116199312001

BIOGRAPHY



Ayuna is the Researcher of this thesis. Born to Mr Jafirman Panti and Mrs. Sumi she is the first of three siblings. The researcher was born in Topan on April 01, 2002. She lived in Desa Tanah Merah, Dusun Ransa, Kecamatan Kayan Hulu, Kabupaten Sintang, West Kalimantan Province. In 2006 she began her formal education at SDN 24 Topan (2006-2012), followed by SMPN 1 Kayan Hulu (2013-2015), and SMAN 1 Kayan Hulu (2017-2019). After completing her secondary education, she pursued a Bachelor's degree in the English Education Study Program at STKIP Persada Khatulistiwa Sintang. While at the campus, she become a member of the English Language Learning Students Association (ELLSA) and joined the student organization council (DPM), serving in the entrepreneurship division.