

Appendix 1. Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor: 144/UN48.78.1/DT/2024

14 Januari 2025

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMP N 5 Singaraja

di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini :

Nama	: Ketut Filia Budi Agustini
NIM	: 2112021202
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: ENHANCING STUDENT'S VOCABULARY USING DRAMA-BASED PEDAGOGY USING ROALD DAHL'S "THE GIRAFFE, THE PELLY, AND ME" FOR 9TH- GRADE STUDENTS AT SMPN 5 SINGARAJA

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan ,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kaprodi, Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2. Surat Pernyataan Selesai Melakukan Penelitian



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 5 SINGARAJA



Alamat: Desa Penglatan, Kec. Buleleng, Kab. Buleleng
Telp. (0362) 3301005. Email : smpnegeri5singaraja@gmail.com Website : smpn5singaraja.sch.id

SURAT KETERANGAN

Nomor : 421.2/981/SMPN 5 SGR/DP.1/VII/2025

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Singaraja, Kecamatan Buleleng, Kabupaten Buleleng :

Nama : Ketut Ngurah Yasa, S.Pd.,M.Pd
NIP : 19690125 199802 1 002
Pangkat/Gol : Pembina Tk.I, IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 5 Singaraja

Menerangkan dengan sebenarnya Mahasiswa di bawah ini :

Nama : Ketut Filia Budi Agustini
NIM : 2112021202
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Asing

Memang benar mahasiswa tersebut diatas telah melakukan penelitian tentang “ Enhancing Student's Vocabulary Using Drama-Based Pedagogy Using Roald Dahl's” The Giraffe, The Pelly, And Me”For 9TH-Grade Students AT SMPN 5 SINGARAJA” sebagai syarat penyusunan Skripsi yang dilaksanakan dari tanggal 6 Maret 2025 sampai dengan 9 Mei 2025

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 12 Juli 2025



Dokumen ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik, Badan Siber dan Sandi Negara. Verifikasi file pdf dapat menggunakan aplikasi **Besign** atau dapat melalui link <https://tte.komdigi.go.id/verifyPDF>

Appendix 3. Instruments Validity

Expert Judgement of Pre-Test and Post-Test (Vocabulary Test)
Expert Judge I: Prof.Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum

No.	Items of Instrument	Relevant	Irrelevant	Note
1	Discussing Dreams and Ambitions Situation: You and a friend talk about future dreams, inspired by The Giraffe, the Pelly, and Me	✓		
2	Shopping at a Candy Store Situation: You are visiting a candy store and wants to buy some candy and your friend is the shopkeeper.	✓		

1. Example of a Student-Created Dialogue:

Student A: "Hey! Have you ever thought about what you want to be in the future?"
 Student B: "Yes! I want to be an explorer and travel the world!"
 Student A: "That sounds amazing! Why do you want to do that?"
 Student B: "Because I love discovering new places and learning about different cultures."
 Student A: "That's so cool! If I could choose, I would be an artist and paint beautiful landscapes."
 Student B: "Wow! Maybe one day, I'll travel to a place and you can paint it for me!"
 Student A: "That's a great idea! Let's work hard to make our dreams come true."

2. Examples of Dialogues that Students Can Create:

Shopkeeper (Student A): "Hello! Welcome to my sweet shop. What would you like to buy?"
 Customer (Student B): "Hi! I'd love some chocolate bars and jelly beans, please."
 Shopkeeper: "Great choice! Would you like to try our special caramel candies? They are delicious!"
 Customer: "That sounds good! How much is it?"
 Shopkeeper: "The chocolate bars cost \$3 each, and the jelly beans are \$5 per pack."
 Customer: "Okay, I'll take two chocolate bars and one pack of jelly beans."

Shopkeeper: "That will be \$11 in total."
 Customer: "Here you go. Thank you!"
 Shopkeeper: "Thank you! Enjoy your sweets!"

Singaraja, February 24th, 2025
 Expert Judge I

 Prof. Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum

Expert Judgement of Pre-Test and Post-Test (Vocabulary Test)

Expert Judge II: Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

No.	Items of Instrument	Relevant	Irrelevant	Note
1	Discussing Dreams and Ambitions Situation: You and a friend talk about future dreams, inspired by The Giraffe, the Pelly, and Me	✓		
2	Shopping at a Candy Store Situation: You are visiting a candy store and wants to buy some candy and your friend is the shopkeeper.	✓		

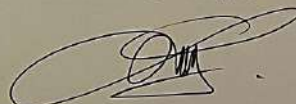
1. Example of a Student-Created Dialogue:

*Student A: "Hey! Have you ever thought about what you want to be in the future?"**Student B: "Yes! I want to be an explorer and travel the world!"**Student A: "That sounds amazing! Why do you want to do that?"**Student B: "Because I love discovering new places and learning about different cultures."**Student A: "That's so cool! If I could choose, I would be an artist and paint beautiful landscapes."**Student B: "Wow! Maybe one day, I'll travel to a place and you can paint it for me!"**Student A: "That's a great idea! Let's work hard to make our dreams come true."*

2. Examples of Dialogues that Students Can Create:

*Shopkeeper (Student A): "Hello! Welcome to my sweet shop. What would you like to buy?"**Customer (Student B): "Hi! I'd love some chocolate bars and jelly beans, please."**Shopkeeper: "Great choice! Would you like to try our special caramel candies? They are delicious!"**Customer: "That sounds good! How much is it?"**Shopkeeper: "The chocolate bars cost \$3 each, and the jelly beans are \$5 per pack."**Customer: "Okay, I'll take two chocolate bars and one pack of jelly beans."**Shopkeeper: "That will be \$11 in total."**Customer: "Here you go. Thank you!"**Shopkeeper: "Thank you! Enjoy your sweets!"*Singaraja, February 24th, 2025

Expert Judge II



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Expert Judgement of Interview Guide

Expert Judge I: Expert Judge I: Prof.Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum

No	Items of Instrument	Relevant	Irrelevant	Note
1	Can English learning using drama-based pedagogy improve student's vocabulary accuracy? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan ketepatan penggunaan kosakata?)	✓		
2	Can English learning using drama-based pedagogy increase student's vocabulary variety? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan variasi kosakata Anda?)	✓		
3	Can English learning using drama-based pedagogy help student's use vocabulary in context? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi membantu Anda menggunakan kosakata dalam konteks yang tepat?)	✓		
4	Can English learning using drama-based pedagogy improve student's vocabulary fluency? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan kelancaran dalam menggunakan kosakata?)	✓		
5	Does English learning using drama-based pedagogy improve student's vocabulary achievement? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan pencapaian kosakata Anda?)	✓		

Singaraja, February 24th, 2025

Expert Judge I



Prof.Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum

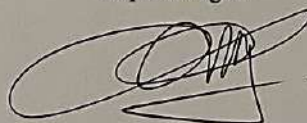
Expert Judgement of Interview Guide

Expert Judge I: Expert Judge II: Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

No	Items of Instrument	Relevant	Irrelevant	Note
1	Can English learning using drama-based pedagogy improve student's vocabulary accuracy? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan ketepatan penggunaan kosakata?)	✓		
2	Can English learning using drama-based pedagogy increase student's vocabulary variety? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan variasi kosakata Anda?)	✓		
3	Can English learning using drama-based pedagogy help student's use vocabulary in context? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi membantu Anda menggunakan kosakata dalam konteks yang tepat?)	✓		
4	Can English learning using drama-based pedagogy improve student's vocabulary fluency? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan kelancaran dalam menggunakan kosakata?)	✓		
5	Does English learning using drama-based pedagogy improve student's vocabulary achievement? (Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan pencapaian kosakata Anda?)	✓		

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Expert Judge I



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Expert Judgement of Observation Worksheet

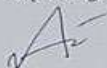
Expert Judge I: Expert Judge I: Prof.Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum

No	Items of Instrument	Relevant	Irrelevant	Note
Opening Activity				
1	Students respond to the teacher's greeting.	✓		
2	Students follow the teacher's instructions.	✓		
3	Students listen to an explanation of vocabulary and its importance in speaking skills.	✓		
Main Activity (DBP Syntax)				
Engage (Reading The Text)				
4	Students are divided into groups and assigned different roles from the text " <i>The Giraffe, the Pelly, and Me</i> ".	✓		
5	Students read the text " <i>The Giraffe, the Pelly, and Me</i> " aloud with their group.	✓		
6	Each group reads the text aloud, with students taking turns to read their assigned roles.	✓		
Activate (Dramatize Reading)				
7	The students practiced reading their lines expressively, adjusting their tone and voice based on the character they were playing.	✓		
8	Students try to act out short segments of the text while reading.	✓		
(Reflect) Discussing New Vocabulary				
9	Students actively participate in group discussions about the new vocabulary.	✓		
10	Students use the vocabulary in their own example sentences.	✓		
11	Students ask questions and clarify meanings of words with their peers and teacher.	✓		
Apply (Role Playing)				
12	Students work in groups to prepare a drama performance based on the story " <i>The Giraffe, the Pelly, and Me</i> ".	✓		
13	Students rehearse their roles, focusing on pronunciation, gestures, and expressions.	✓		
14	Students perform their drama in front of the class, using appropriate intonation, fluency, and body language.	✓		
15	Students demonstrate confidence and creativity while performing the drama.	✓		
16	Students receive feedback from teachers	✓		
17	Students work in groups to prepare a short role-play based on the story.	✓		

18	Students apply the new vocabulary in their role-play performance and confidently present their role-play in front of the class.	✓		
Closing Activity				
19	Students receive feedback from the teacher on their performance.	✓		
20	Students respond to the teacher's closing remarks and greetings.	✓		

Singaraja, February 24th, 2025

Expert Judge I



Prof.Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum

Expert Judgement of Observation Worksheet
Expert Judge II: Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

No	Items of Instrument	Relevant	Irrelevant	Note
Opening Activity				
1	Students respond to the teacher's greeting.	✓		
2	Students follow the teacher's instructions.	✓		
3	Students listen to an explanation of vocabulary and its importance in speaking skills.	✓		
Main Activity (DBP Syntax)				
Engage (Reading The Text)				
4	Students are divided into groups and assigned different roles from the text " <i>The Giraffe, the Pelly, and Me</i> ".	✓		
5	Students read the text " <i>The Giraffe, the Pelly, and Me</i> " aloud with their group.	✓		
6	Each group reads the text aloud, with students taking turns to read their assigned roles.	✓		
Activate (Damatize Reading)				
7	The students practiced reading their lines expressively, adjusting their tone and voice based on the character they were playing.	✓		
8	Students try to act out short segments of the text while reading.	✓		
(Reflect) Discussing New Vocabulary				
9	Students actively participate in group discussions about the new vocabulary.	✓		
10	Students use the vocabulary in their own example sentences.	✓		
11	Students ask questions and clarify meanings of words with their peers and teacher.	✓		
Apply (Role Playing)				
12	Students work in groups to prepare a drama performance based on the story " <i>The Giraffe, the Pelly, and Me</i> ".	✓		
13	Students rehearse their roles, focusing on pronunciation, gestures, and expressions.	✓		
14	Students perform their drama in front of the class, using appropriate intonation, fluency, and body language.	✓		
15	Students demonstrate confidence and creativity while performing the drama.	✓		
16	Students receive feedback from teachers.	✓		
17	Students work in groups to prepare a short role-play based on the story.	✓		

18	Students apply the new vocabulary in their role-play performance and confidently present their role-play in front of the class.	✓		
Closing Activity				
19	Students receive feedback from the teacher on their performance.	✓		
20	Students respond to the teacher's closing remarks and greetings.	✓		

Singaraja, February 24th, 2025

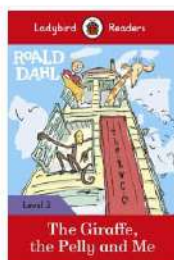
Expert Judge I


 Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Appendix 4. Drama Script “The Giraffe, The Pelly, and Me”

The Giraffe, the Pelly and Me Role-play

Level 3



Cast



Narrator 1



Billy



Pelican
(Pelly)



Monkey



Narrator 2



Giraffe



man



Duke

Non-speaking



Police



burglar

Work with the children to allocate characters and prepare a short performance. Discuss the stage directions in advance and make sure the children understand how to follow the script.

Billy: Near my home, there was an old house. In the past, it was a candy store. What a great place for a candy store!

Narrator 1: One day, the house had a new door. A very, very tall door.

Billy: Then, one of the top windows opened, and a head looked at me with big, dark eyes.

Narrator 2: A second window opened, and there was a big pelican.

Billy: Who is your friend in the next window?

Pelican: She is the Giraffe!

Narrator 1: A third window opened below the Pelican—and there was a Monkey! He sang,

Monkey: *(Singing)* We can clean windows!
We work really hard,
We never stop to drink tea.
Who needs a ladder?
With friends like us—
The Giraffe, the Pelly and Me!

The Giraffe, the Pelly and Me Role-play

Level 3

- Billy:** I stood and watched.
- Narrator 2:** Then, the pelican flew down.
- Pelican:** Jump in.
- Billy:** The Pelican carried me up to the top window in his beak.
- Giraffe:** Hello, what is your name?
- Billy:** Billy.
- Giraffe:** We're hungry, Billy. We must find some windows to clean. Then, we can buy food.
- Billy:** A big car stopped outside, and a man got out and looked up at us.
- man:** Please can you clean the Duke of Hampshire's windows? He has lots of windows, and they are very dirty.
- Giraffe:** Yes! We can!
- Billy:** The four of us went to the Duke of Hampshire's house.
- Duke:** Who are you?
- Monkey:** *(Singing)* We are the window cleaners!
The Giraffe, the Pelly and Me!
- (The Duke turns to Billy.)*
- Duke:** What about you?
- Giraffe:** His name is Billy. He helps us. I am the ladder.
The Pelly holds the water. The Monkey is the cleaner.
- (The Giraffe and the Monkey get ready to clean the windows.)*

The Giraffe, the Pelly and Me Role-play

Level 3

- Giraffe:** Let's start with the top windows.
- Duke:** You can't clean the top windows! They're too high
- Giraffe:** Nothing is too high for me!
- Narrator 1:** Then, her neck grew longer . . . and longer . . . and longer.
- Narrator 2:** The Giraffe, the Pelly, and the Monkey were VERY fast and VERY good at cleaning the Duke's windows.
- Narrator 1:** Then, they saw something in the top window. They stopped cleaning.
- Billy:** The Giraffe walked very slowly to us.
- Giraffe:** Duke, there is a man in that bedroom. He is taking things from the cupboard.
- Duke:** My wife's jewels! Call the police!
- Narrator 2:** The Pelly threw the water out of his beak and flew up to the window.
- Narrator 1:** He went into the room. When he flew down again, a loud noise came from his beak.
- Monkey:** The Pelly has the burglar!
- (The police arrive.)*
- Narrator 2:** When the police came, the Pelican opened his beak, and the police jumped on the burglar.
- (The police take the burglar away.)*
- Duke:** Thank you, my friends. Those jewels are very, very expensive. They are only safe because of you.

Appendix 5. Pre-Test Result

Table Result of Pre-Test		
No	Name	Score Pre-Test
1	Student 1	55
2	Student 2	42,5
3	Student 3	55
4	Student 4	75
5	Student 5	37,5
6	Student 6	52,5
7	Student 7	52,5
8	Student 8	37,5
9	Student 9	30
10	Student 10	52,5
11	Student 11	75
12	Student 12	42,5
13	Student 13	42,5
14	Student 14	60
15	Student 15	77,5
16	Student 16	32,5
17	Student 17	35
18	Student 18	55
19	Student 19	35
20	Student 20	40
21	Student 21	30
22	Student 22	77,5
23	Student 23	75
24	Student 24	52,5
25	Student 25	77,5
26	Student 26	52,5
27	Student 27	52,5
28	Student 28	57,5
29	Student 29	60
30	Student 30	55
31	Student 31	40
32	Student 32	55
33	Student 33	80
34	Student 34	57,5
35	Student 35	35
Total Reached Minimum Score		8
Total Score		1062,5
Maximum		60
Minimum		30
Average Score		53,2
Students Classical Achievement		23 %
Criteria		Poor

Appendix 6. Post Test Cycle 1 Result

Table Result of Post Test Cycle 1

No	Name	Score Post-Test Cycle 1
1	Student 1	77,5
2	Student 2	65
3	Student 3	65
4	Student 4	80
5	Student 5	67,5
6	Student 6	77,5
7	Student 7	75
8	Student 8	60
9	Student 9	60
10	Student 10	70
11	Student 11	87,5
12	Student 12	65
13	Student 13	67,5
14	Student 14	80
15	Student 15	82,5
16	Student 16	57,5
17	Student 17	62,5
18	Student 18	77,5
19	Student 19	50
20	Student 20	60
21	Student 21	55
22	Student 22	80
23	Student 23	82,5
24	Student 24	75
25	Student 25	80
26	Student 26	65
27	Student 27	80
28	Student 28	80
29	Student 29	90
30	Student 30	82,5
31	Student 31	62,5
32	Student 32	80
33	Student 33	92,5
34	Student 34	75
35	Student 35	60
Total Reached Minimum Score		20
Total Score		2527,5
Maximum		92,5
Minimum		50
Average Score		72,2
Students Classical Achievement		57 %
Criteria		Average

Appendix 7. Post Test Cycle 2 Result

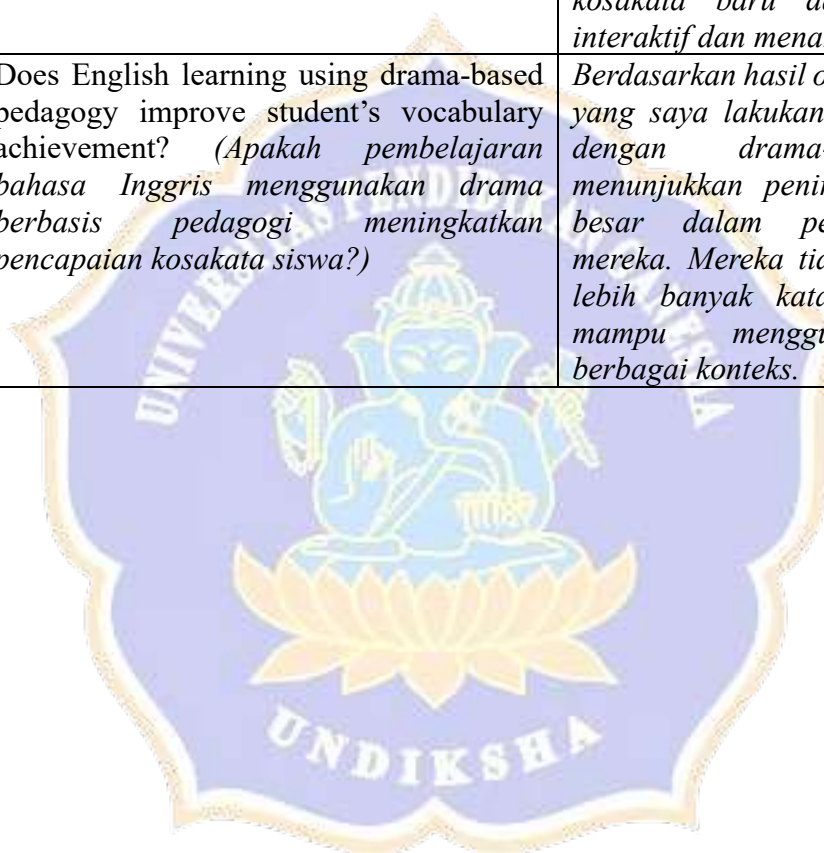
Table Result of Post Test Cycle 2

No	Name	Score Post-Test Cycle 2
1	Student 1	80
2	Student 2	75
3	Student 3	82,5
4	Student 4	82,5
5	Student 5	77,5
6	Student 6	85
7	Student 7	90
8	Student 8	72,5
9	Student 9	75
10	Student 10	82,5
11	Student 11	90
12	Student 12	77,5
13	Student 13	77,5
14	Student 14	87,5
15	Student 15	90
16	Student 16	90
17	Student 17	77,5
18	Student 18	82,5
19	Student 19	65
20	Student 20	75
21	Student 21	67,5
22	Student 22	92,5
23	Student 23	85
24	Student 24	82,5
25	Student 25	92,5
26	Student 26	77,5
27	Student 27	85
28	Student 28	82,5
29	Student 29	90
30	Student 30	85
31	Student 31	72,5
32	Student 32	85
33	Student 33	95
34	Student 34	85
35	Student 35	72,5
Total Reached Minimum Score		29
Total Score		2845
Maximum		95
Minimum		65
Average Score		81,3
Students Classical Achievement		83%
Criteria		Very good

Appendix 8. Interview Guide with The Teacher

No	Items of Instrument	Response
1	Can English learning using drama-based pedagogy improve student's vocabulary accuracy? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan ketepatan penggunaan kosakata?)</i>	<i>Ya, saya melihat bahwa penggunaan drama dalam pembelajaran bahasa Inggris membantu siswa dalam meningkatkan ketepatan kosakata mereka. Dalam kegiatan drama, mereka harus memilih kata-kata yang sesuai dengan konteks percakapan dan karakter yang mereka perankan. Mereka juga lebih sadar terhadap kesalahan kosakata karena ada interaksi langsung dengan teman-teman mereka serta umpan balik dari guru. Selain itu, melalui latihan berulang dalam bermain peran, mereka belajar membedakan penggunaan kata yang lebih tepat sesuai situasi.</i>
2.	Can English learning using drama-based pedagogy increase student's vocabulary variety? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan variasi kosakata Anda?)</i>	<i>Ya, dengan pendekatan ini, saya melihat siswa mulai menggunakan lebih banyak kosakata dibandingkan metode pembelajaran tradisional. Dalam drama, mereka didorong untuk menggunakan berbagai kata dan frasa untuk menggambarkan emosi, situasi, serta tindakan karakter mereka. Selain itu, diskusi sebelum pementasan juga membantu mereka mengeksplorasi sinonim dan ekspresi baru yang relevan dengan cerita yang dimainkan</i>
3	Can English learning using drama-based pedagogy help student's use vocabulary in context? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi membantu Anda menggunakan kosakata dalam konteks yang tepat?)</i>	<i>Tentu saja. Salah satu tantangan dalam belajar kosakata adalah memahami kapan dan bagaimana menggunakannya dalam konteks yang sesuai. Dalam drama, siswa tidak hanya menghafal kata-kata baru, tetapi juga menerapkannya dalam situasi nyata. Mereka belajar bagaimana menggunakan kata-kata berdasarkan emosi, ekspresi, dan reaksi yang tepat dalam percakapan. Jadi, pembelajaran tidak hanya bersifat teoretis tetapi langsung diterapkan dalam komunikasi yang lebih alami.</i>

4	Can English learning using drama-based pedagogy improve student's vocabulary fluency? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan kelancaran dalam menggunakan kosakata?)</i>	<i>Ya, saya melihat peningkatan dalam kelancaran siswa dalam berbicara, terutama dalam mengingat dan menggunakan kosakata dengan lebih spontan. Karena mereka sering berlatih dialog dalam drama, mereka menjadi lebih terbiasa dengan kata-kata yang mereka pelajari dan mampu menggunakannya tanpa terlalu banyak jeda atau berpikir terlalu lama. Selain itu, mereka lebih percaya diri dalam berbicara karena terbiasa mengucapkan kosakata baru dalam konteks yang interaktif dan menarik</i>
5	Does English learning using drama-based pedagogy improve student's vocabulary achievement? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan pencapaian kosakata siswa?)</i>	<i>Berdasarkan hasil observasi dan evaluasi yang saya lakukan, siswa yang belajar dengan drama-based pedagogy menunjukkan peningkatan yang cukup besar dalam pencapaian kosakata mereka. Mereka tidak hanya mengingat lebih banyak kata, tetapi juga lebih mampu menggunakannya dalam berbagai konteks.</i>



Appendix 9. Interview Guide with The Student's

No	Items of Instrument	Response
1	Can English learning using drama-based pedagogy improve student's vocabulary accuracy? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan ketepatan penggunaan kosakata?)</i>	Student's 1: <i>Iya, waktu latihan drama saya jadi lebih hafal kosakata Bahasa Inggris yang benar.</i> Student's 2: <i>Iya, saya jadi tau cara ngomongin kata-kata Inggris yang benar saat praktek drama.</i> Student's 3: <i>Iya, karena dari drama aku jadi tahu cara pakai kosakata yang tepat dalam kalimat.</i> Student's 4: <i>Iya, soalnya pas drama saya belajar ngomong yang benar, jadi makin baik.</i> Student's 5: <i>Iya, drama bikin aku ngerti gimana ngomong kata-kata Bahasa Inggris yang benar.</i> Student's 6: <i>Iya, menurutku pembelajaran pakai drama bikin aku lebih ngerti gimana cara pakai kosakata Inggris dengan benar. Soalnya kita nggak cuma hafalin, tapi langsung praktek di percakapan.</i> Student's 7: <i>Iya, aku jadi lebih ngerti cara pake kosakata yang benar saat ngomong Bahasa Inggris.</i> Student's 8: <i>Iya, lewat drama aku belajar pakai kosakata Bahasa Inggris dengan lebih baik.</i> Student's 9: <i>Iya, soalnya pas main drama aku jadi ngerti cara ngomong yang benar.</i> Student's 10: <i>Iya, saya jadi lebih ngerti cara pake kosakata Inggris yang tepat. Soalnya waktu drama, kita harus hafal dan ngomong sesuai naskah, jadi lebih terlatih.</i>
2.	Can English learning using drama-based pedagogy increase student's vocabulary variety? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan variasi kosakata Anda?)</i>	Student's 1: <i>Iya juga, soalnya kata-katanya beda-beda, jadi saya bisa tau banyak kosakata baru.</i> Student's 2: <i>Iya, tambah banyak kata baru yang saya pelajari gara-gara latihan dramanya.</i>

		Student's 3: <i>Iya, aku banyak nemu kata-kata baru terus tiap latihan, jadi makin banyak tau.</i> Student's 4: <i>Iya, soalnya tiap peran beda-beda, jadi tau belajar banyak kosakata.</i> Student's 5: <i>Iya, aku jadi dapet banyak kata baru yang belum pernah aku tau sebelumnya.</i> Student's 6: <i>Iya, soalnya naskah dramanya banyak pakai kosakata yang belum pernah saya pelajari sebelumnya.</i> Student's 7: <i>Iya, karena sering latihan, saya belajar banyak kata baru.</i> Student's 8: <i>Iya, karena selama prosesnya aku nemu banyak kosakata baru yang menarik.</i> Student's 9: <i>Iya, karena kata-kata yang dipake di dramanya macam-macam, jadi aku bisa belajar kosakata yang lebih banyak dari biasanya.</i> Student's 10: <i>Iya, karena selama latihan drama saya ketemu banyak kata baru yang belum pernah aku dengar, jadi tambah variasi kosakata yang saya bisa.</i>
3	Can English learning using drama-based pedagogy help student's use vocabulary in context? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi membantu Anda menggunakan kosakata dalam konteks yang tepat?)</i>	Student's 1: <i>Iya, karena di drama itu kita pake kata-kata pas sama situasinya, jadi ngerti kapan harus dipake.</i> Student's 2: <i>Iya, jadi ngerti kapan harus pake kata yang cocok, soalnya kita praktek langsung.</i> Student's 3: <i>Iya, jadi ngerti harus ngomong apa pas lagi adegan, nggak asal ngomong.</i> Student's 4: <i>Iya, aku jadi tau kata mana yang cocok dipake di situasi tertentu.</i> Student's 5: <i>Iya, kata-katanya jadi lebih jelas dipakenya, nggak asal ngomong.</i> Student's 6: <i>Iya, drama bantu aku ngerti konteks penggunaan kata, jadi nggak cuma hafal arti doang</i> Student's 7: <i>Iya, jadi tau gimana pake kata yang pas sama adegannya.</i> Student's 8: <i>Iya, aku jadi ngerti gimana pakai kata-kata itu sesuai situasi atau konteksnya.</i>

		Student's 9: <i>Iya, aku belajar gimana pakai kata-kata itu di situasi yang sesuai. Jadi aku nggak cuma tahu artinya, tapi juga tahu kapan harus dipake.</i> Student's 10: <i>Iya, drama ngebantu saya ngerti gimana pakai kata-kata itu sesuai sama situasinya. Jadi aku nggak asal ngomong, tapi tahu kapan dan gimana harus pakainya.</i>
4	Can English learning using drama-based pedagogy improve student's vocabulary fluency? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan kelancaran dalam menggunakan kosakata?)</i>	Student's 1: <i>Iya, soalnya makin sering ngomong pas latihan, jadi ngomongnya jadi lancar.</i> Student's 2: <i>Iya, saya jadi nggak kaku lagi kalau ngomong Inggris, lebih lancar gitu.</i> Student's 3: <i>Iya, lama-lama ngomongnya jadi lancar, nggak bingung lagi.</i> Student's 4: <i>Iya, latihan terus bikin saya ngomongnya makin lancar.</i> Student's 5: <i>ya, karena sering latihan, ngomong Inggris jadi nggak gugup lagi.</i> Student's 6: <i>Iya, karena sering latihan ngomong, saya jadi lebih lancar pakai kosakata Inggris.</i> Student's 7: <i>Iya, ngomongnya sekarang jadi lebih lancar, nggak banyak mikir dulu.</i> Student's 8: <i>Iya, makin sering latihan, jadi lebih lancar ngomong pakai kosakata Inggris</i> Student's 9: <i>Iya, karena sering ngomong pas latihan, jadi nggak gugup lagi, lebih lancar waktu ngomong Inggris.</i> Student's 10: <i>Iya, karena kita sering latihan dan ngomong pake bahasa Inggris, jadinya sudah terbiasa, ngomongnya jadi lebih lancar dan nggak takut</i>
5	Does English learning using drama-based pedagogy improve student's vocabulary achievement? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan pencapaian kosakata Anda?)</i>	Student's 1: <i>Iya, soalnya sekarang saya lebih banyak ngerti dan inget kosakata Inggris.</i> Student's 2: <i>Iya, kosakata saya nambah, jadi bisa lebih pinter bahasa Inggrisnya.</i> Student's 3: <i>Iya, soalnya tambah banyak kata Inggris yang aku bisa sekarang.</i>

	Student's 4: <i>ya, kosa kata aku makin nambah sejak ikut belajar drama Bahasa Inggris.</i> Student's 5: <i>Iya, kosa katanya nambah terus tiap kali latihan drama.</i> Student's 6: <i>Iya, pencapaian kosakataku meningkat, soalnya saya jadi lebih percaya diri dan ngerti lebih banyak.</i> Student's 7: <i>ya, kosa katabahasa Inggris aku makin banyak dari sebelumnya.</i> Student's 8: <i>ya, sekarang aku merasa kemampuan kosakataku lebih bagus dari sebelumnya.</i> Student's 9: <i>Iya, kosa kata aku sekarang lebih banyak dan lebih paham. Ngerasa ada kemajuan dibanding sebelum ikut drama.</i> Student's 10: <i>Iya, karena saya ngerasa kemampuan kosakataku sekarang jauh lebih baik. Dulu suka lupa atau bingung, sekarang bisa lebih yakin waktu ngomong.</i>
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Appendix 10. Researcher Observation Worksheet Cycle 1

No	Activity	Notes
Opening Activity		
1	Students respond to the teacher's greeting.	The students answered the greetings enthusiastically, some were still shy.
2	Students follow the teacher's instructions.	Students followed the instructions well, although they needed to be redirected at the beginning.
3	Students listen to an explanation of vocabulary and its importance in speaking skills.	Most students listened to the explanation, some students seemed less focused.
Main Activity (DBP Syntax)		
Engage (Reading The Text)		
4	Students are divided into groups and assigned different roles from the text <i>"The Giraffe, the Pelly, and Me"</i> .	Group division went smoothly, students were interested in the roles given.
5	Students read the text <i>"The Giraffe, the Pelly, and Me"</i> aloud with their group.	Most students actively read the text, pronunciation still needs to be guided.
6	Each group reads the text aloud, with students taking turns to read their assigned roles.	The reading turns were good, but some students still stuttered.
Activate (Damatize Reading)		
7	The students practiced reading their lines expressively, adjusting their tone and voice based on the character they were playing.	Some students began to adjust intonation and expression, some were still shy.
8	Students try to act out short segments of the text while reading.	Some groups were confident, while others were hesitant.
(Reflect) Discussing New Vocabulary		
9	Students actively participate in group discussions about the new vocabulary.	The discussion went well, students began to recognize new vocabulary.
10	Students use the vocabulary in their own example sentences.	The majority of students can make simple sentences with new words.
11	Students ask questions and clarify meanings of words with their peers and teacher.	Some students are quite enthusiastic in asking

		questions but many students are still shy to ask.
Apply (Role Playing)		
12	Students work in groups to prepare a drama performance based on the story " <i>The Giraffe, the Pelly, and Me</i> ".	Role rehearsal begins, the group has not yet completed the dialog.
13	Students rehearse their roles, focusing on pronunciation, gestures, and expressions.	The practice is going good, but there are still a lot of pronunciation mistakes and still forget what the role is.
14	Students perform their drama in front of the class, using appropriate intonation, fluency, and body language.	Some appeared confident, others were shy and hesitant.
15	Students demonstrate confidence and creativity while performing the drama.	Creativity emerged from some students, but not evenly.
16	Students receive feedback from teachers	The teacher gives light correction and appreciation directly.
17	Students work in groups to prepare a short role-play based on the story.	Group discussion is ongoing, some students are still waiting for their friends' direction.
18	Students apply the new vocabulary in their role-play performance and confidently present their role-play in front of the class.	New vocabulary is being used, but there is still repetition of the same words.
Closing Activity		
19	Students receive feedback from the teacher on their performance.	The teacher gives positive comments and constructive suggestions.
20	Students respond to the teacher's closing remarks and greetings.	Students respond well to the closing greeting.



Appendix 11. Researcher Observation Worksheet Cycle 2

No	Activity	Notes
Opening Activity		
1	Students respond to the teacher's greeting.	Most students respond to the teacher's greetings with enthusiasm and loud voices..
2	Students follow the teacher's instructions.	Students are getting used to following the teacher's instructions without needing to be redirected.
3	Students listen to an explanation of vocabulary and its importance in speaking skills.	The majority of students seem focused and take good notes on the teacher's explanation.
Main Activity (DBP Syntax)		
Engage (Reading The Text)		
4	Students are divided into groups and assigned different roles from the text " <i>The Giraffe, the Pelly, and Me</i> ".	Group division went smoothly and students seemed happy to get their respective roles
5	Students read the text " <i>The Giraffe, the Pelly, and Me</i> " aloud with their group.	Students read actively, pronunciation improves although there are still some corrections.
6	Each group reads the text aloud, with students taking turns to read their assigned roles.	The reading turns were good, but some students still stuttered.
Activate (Damatize Reading)		
7	The students practiced reading their lines expressively, adjusting their tone and voice based on the character they were playing.	Students take turns reading more fluently than before.
8	Students try to act out short segments of the text while reading.	Intonation and expression have started to appear although some are still shy.
(Reflect) Discussing New Vocabulary		
9	Students actively participate in group discussions about the new vocabulary.	Discussion is more lively, students start to help each other understand the new vocabulary.
10	Students use the vocabulary in their own example sentences.	Almost all students are able to make simple sentences using the new vocabulary.

11	Students ask questions and clarify meanings of words with their peers and teacher.	Some students begin to actively ask questions and discuss with confidence.
Apply (Role Playing)		
12	Students work in groups to prepare a drama performance based on the story <i>"The Giraffe, the Pelly, and Me"</i> .	Drama preparation begins to be structured, roles are divided evenly and students help each other.
13	Students rehearse their roles, focusing on pronunciation, gestures, and expressions.	Pronunciation began to improve and expressions developed in some groups.
14	Students perform their drama in front of the class, using appropriate intonation, fluency, and body language.	Performance is smoother and more confident, although there are still minor mistakes.
15	Students demonstrate confidence and creativity while performing the drama.	Creativity begins to appear in improvising dialogue and gestures.
16	Students receive feedback from teachers	Students accept correction and feedback with a positive attitude.
17	Students work in groups to prepare a short role-play based on the story.	Group discussion is more active, students give ideas and support to each other.
18	Students apply the new vocabulary in their role-play performance and confidently present their role-play in front of the class.	New vocabulary is being used, although there is still repetition of certain words. Closing Activity
Closing Activity		
19	Students receive feedback from the teacher on their performance.	The teacher gives positive comments and constructive suggestions.
20	Students respond to the teacher's closing remarks and greetings.	Students respond well to the closing greeting.

Appendix 12. Teaching Modul Cycle 1



MODUL AJAR KURIKULUM MERDEKA

Nama Sekolah : SMP Negeri 5 Singaraja
Nama penyusun : Ketut Filia Budi Agustini
Mata pelajaran : Bahasa Inggris
Fase D, Kelas / Semester : IX (Sembilan) / II (Genap)



MODUL AJAR KURIKULUM MERDEKA	
INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Sekolah	: SMP Negeri 5 Singaraja
Penyusun	: Ketut Filia Budi Agustini
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas / Semester	: D / IX / II (Genap)
Alokasi Waktu	: 2 Pertemuan (2 x 40 menit)
B. KOMPETENSI AWAL	
Capaian Pembelajaran Pada akhir Fase D, siswa mampu menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam berbagai konteks, baik formal maupun informal. Mereka dapat memahami dan memanfaatkan berbagai jenis teks, seperti narasi, deskripsi, prosedur, serta teks khusus seperti pesan singkat dan iklan, sebagai referensi utama dalam pembelajaran bahasa Inggris. Siswa juga mulai menggunakan bahasa Inggris untuk berdiskusi dan mengungkapkan keinginan atau perasaan mereka. Pemahaman mereka terhadap teks tertulis semakin meningkat, termasuk kemampuan dalam menyimpulkan informasi tersirat. Selain itu, mereka dapat menghasilkan teks tertulis dan visual yang lebih terstruktur dengan kosakata yang lebih luas, serta memahami tujuan dan audiens dalam produksi teks tersebut. Elemen Menyimak – Berbicara – Pada akhir Fase D, siswa mampu berkomunikasi dalam bahasa Inggris untuk bertukar ide, pengalaman, minat, serta pendapat dengan guru, teman sebaya, dan orang lain dalam berbagai situasi, baik formal maupun informal yang sudah mereka kenal. Dengan menggunakan pengulangan dan variasi kosakata, mereka dapat memahami ide utama serta detail penting dari diskusi atau presentasi mengenai topik yang familiar dalam kehidupan sehari-hari, baik di sekolah maupun di rumah. Siswa juga berpartisipasi dalam diskusi dengan memberikan pendapat, membuat perbandingan, serta menyatakan preferensi mereka. Selain itu, mereka dapat menjelaskan dan memperjelas jawaban menggunakan struktur kalimat serta kata kerja sederhana. Elemen Membaca - Memirsa – Pada akhir Fase D, siswa dapat membaca dan menanggapi teks, baik yang sudah dikenal maupun yang baru, yang mengandung struktur dan kosakata yang telah mereka pelajari secara mandiri. Mereka mampu mencari serta mengevaluasi ide utama dan informasi spesifik dari berbagai jenis teks, baik dalam bentuk cetak maupun digital. Teks tersebut dapat berupa teks visual, multimodal, atau interaktif. Selain itu, siswa dapat mengidentifikasi tujuan dari suatu teks dan mulai mengembangkan keterampilan inferensi untuk memahami informasi yang tersirat di dalamnya.	

C. PROFIL PELAJAR PANCASILA
(1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.
D. SARANA DAN PRASARANA
Gawai, akses internet, teks the giraffe the pelly and me, papan tulis/white board, handout materi, infokus/proyektor/pointer dan referensi yang mendukung.
E. TARGET PESERTA DIDIK
Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
F. MODEL PEMBELAJARAN
Model pembelajaran tatap muka
KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
After participating in this learning, students are expected to be able to: 1. Identifying New Vocabulary from the Story Students can identify and understand new vocabulary from the story The Giraffe, the Pelly, and Me. 2. Reading with Simple Comprehension Students can read a short text from a story and understand its general meaning. 3. Analyzing Characters and Moral Messages in Stories Students can understand the storyline and characters through group discussion. 4. Using New Vocabulary in Simple Sentence Students are able to use new vocabulary in simple sentences that are appropriate to the context. 5. Perform a Simple Drama Based on a Story Students can act out the characters in the story using appropriate expressions and intonation.
B. PERTANYAAN PEMANTIK

C. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

- Guru mempersiapkan semua bahan pembelajaran termasuk mempersiapkan peserta didik secara fisik ataupun psikis agar dapat mengikuti dengan baik selama pembelajaran berlangsung.
- Guru menyapa siswa dan mengajak mereka untuk berdiskusi singkat mengenai pengalaman mereka dalam membaca cerita atau menonton drama.
- Guru menjelaskan tujuan pembelajaran, yaitu meningkatkan penguasaan kosakata dan keterampilan berbicara melalui drama berbasis cerita *The Giraffe, The Pelly, and Me*.

Kegiatan Inti

Section 1: Engage (Reading The Text)

Metode: Reading the Text & Vocabulary Exploration

- Pada bagian ini guru memperkenalkan cerita secara singkat dan menunjukkan naskah drama kepada siswa dan siswa diminta untuk membaca naskah drama *The Giraffe, The Pelly, and Me* secara berkelompok.

Billy:	Near my home, there was an old house. In the past, it was a candy store. What a great place for a candy store!
Narrator 1:	One day, the house had a new door. A very, very tall door.
Billy:	Then, one of the top windows opened, and a head looked at me with big, dark eyes.
Narrator 2:	A second window opened, and there was a big pelican.
Billy:	Who is your friend in the next window?
Pelican:	She is the Giraffe!
Narrator 1:	A third window opened below the Pelican—and there was a Monkey! He sang,
Monkey:	<i>(Singing)</i> We can clean windows! We work really hard, We never stop to drink tea. Who needs a ladder? With friends like us— The Giraffe, the Pelly and Me!

UNDIKSHA

The Giraffe, the Pelly and Me Role-play Level 3

Billy: I stood and watched.

Narrator 2: Then, the pelican flew down.

Pelican: Jump in.

Billy: The Pelican carried me up to the top window in his beak.

Giraffe: Hello, what is your name?

Billy: Billy.

Giraffe: We're hungry, Billy. We must find some windows to clean. Then, we can buy food.

Billy: A big car stopped outside, and a man got out and looked up at us.

man: Please can you clean the Duke of Hampshire's windows? He has lots of windows, and they are very dirty.

Giraffe: Yes! We can!

Billy: The four of us went to the Duke of Hampshire's house.

Duke: Who are you?

Monkey: (Singing) We are the window cleaners!
The Giraffe, the Pelly and Me!

(The Duke turns to Billy.)

Duke: What about you?

Giraffe: His name is Billy. He helps us. I am the ladder.
The Pelly holds the water. The Monkey is the cleaner.
(The Giraffe and the Monkey get ready to clean the windows.)

The Giraffe, the Pelly and Me Role-play Level 3

Giraffe: Let's start with the top windows.

Duke: You can't clean the top windows! They're too high.

Giraffe: Nothing is too high for me!

Narrator 1: Then, her neck grew longer... and longer... and longer.

Narrator 2: The Giraffe, the Pelly, and the Monkey were VERY fast and VERY good at cleaning the Duke's windows.

Narrator 1: Then, they saw something in the top window. They stopped cleaning.

Billy: The Giraffe walked very slowly to us.

Giraffe: Duke, there is a man in that bedroom. He is taking things from the cupboard!

Duke: My wife's jewels! Call the police!

Narrator 2: The Pelly threw the water out of his beak and flew up to the window.

Narrator 1: He went into the room. When he flew down again, a loud noise came from his beak.

Monkey: The Pelly has the burglar!

(The police arrive.)

Narrator 2: When the police came, the Pelican opened his beak, and the police jumped on the burglar.

(The police take the burglar away.)

Duke: Thank you, my friends. Those jewels are very, very expensive. They are only safe because of you.

- Guru membagi siswa ke dalam beberapa kelompok dan memberikan peran sesuai dengan karakter dalam naskah untuk mulai membaca teks drama.

The Giraffe, the Pelly and Me Role-play Level 3



Cast

Narrator 1 

Narrator 2 

Billy 

Giraffe 

Pelican (Pelly) 

man 

Monkey 

Duke 

Non-speaking

Police 

burglar 

Work with the children to allocate characters and prepare a short performance. Discuss the stage directions in advance and make sure the children understand how to follow the script.

- Setelah itu guru akan membimbing siswa untuk membaca teks secara bergantian dalam kelompok.
- Kemudian Guru memberikan catatan kosakata baru yang ditemukan dalam teks *The Giraffe, The Pelly, And Me* kepada siswa.

Example:

English	Indonesian
Giraffe	Jerapah
Pelican	Burung pelican
Monkey	Monyet
Duke	Bangsawan
Thief/Burglar	Pencuri
Police	Polisi
Shopkeeper	Pemilik toko
Window	Jendela
Ladder	Tangga
Mansion	Istana
Roof	Atap
Garden	Taman
Grubber	Toko permen yang sudah tutup
Bucket	Ember
Soap	Sabun
Water	Air
Jewels	perhiasan
Crown	Mahkota
Rope	Tali
Gun	Pistol
Window cleaner	Pembersih jendela
Climb	Memanjat
Clean	Membersihkan
Steal	Mencuri
Catch	Menangkap
Hide	Bersembunyi
Tall	Tinggi
Dark eyes	Mata gelap
Beak	Paruh
Neck	Leher
expensive	Mahal
Etc	

Worksheet:

Instruksi:

1. Baca teks yang diberikan oleh guru dan temukan 5 kata baru yang belum pernah kamu pelajari sebelumnya.
2. Tulis kata-kata tersebut dalam tabel berikut dan lengkapi maknanya serta contoh kalimatnya.

No	Vocabulary	Meaning	Example Sentences in English
1			
2			
3			
4			
5			

Section 2: Activate (Dramatize Reading)

Metode: Matching Activity & Comprehension Check

- Pada bagian ini guru meminta peserta didik untuk membaca teks secara ekspresif dengan intonasi dan pengucapan yang benar.
- Kemudian guru menjelaskan pentingnya intonasi, ekspresi wajah, dan bahasa tubuh dalam menyampaikan emosi dari karakter.
- Guru memberikan contoh cara membaca beberapa bagian teks dengan intonasi, nada suara, dan ekspresi yang sesuai.
- Setelah itu peserta didik diminta untuk mendramatisasi pembacaan dengan menggunakan Gerakan tubuh dan mimic wajah.
- Kemudian Guru juga meminta siswa untuk mendiskusikan karakter utama dan nilai moral yang bisa dipelajari dari cerita
- Guru memberikan penilaian pemahaman dengan mencocokkan teks pendek dengan gambar dan soal pertanyaan terbuka terkait karakter dan pesan moral cerita

Worksheet:

Instruksi:

1. Bacalah teks *The Giraffe, The Pelly, and Me* dengan suara lantang dan gunakan intonasi yang sesuai.
2. Diskusikan isi cerita dengan kelompokmu dan jawab pertanyaan berikut:

Pertanyaan Pemahaman:

1. Who are the main characters in this story?
2. What is Billy's goal when he meets Giraffe, Pelly and Monkey?
3. How do they work as a team?
4. What is the main conflict in this story?
5. What is the moral message you can take from this story?

Tulis jawabanmu di buku tugas dan diskusikan dengan teman sekelompok.

Section 3: Reflect (Discuss New Vocabulary)

- Setelah dramatize reading, pada bagian ini setiap kelompok berdiskusi mengenai kosakata baru yang mereka temukan dalam teks.
- Setelah itu guru memberikan penjelasan tentang arti dan penggunaan dalam kalimat.
- Pada bagian ini guru memberikan kalimat dengan bagian rumpang yang harus diisi dengan kosakata yang tepat.
- Siswa berlatih menyusun kalimat sederhana menggunakan kosakata baru

Worksheet:

Instruksi:

1. Baca teks berikut yang merupakan bagian dari cerita *The Giraffe, The Pelly, and Me*.
2. Isi bagian yang kosong (fill in the blank) dengan kata yang tepat dari daftar kosakata yang tersedia.

3. Gunakan konteks dalam kalimat untuk membantu memilih kata yang paling sesuai.

(bucket, ladder, window, gentle, owner, clean, reach, team, hungry, delicious)

Billy was walking down the street when he saw a very tall _____ (1). He looked up and saw a giraffe holding a _____ (2) in his mouth. The giraffe was part of a special cleaning _____ (3), and their job was to _____ (4) the windows of a very big house.

The pelican had a very special beak that could hold water like a _____ (5), making it easy to wash the _____ (6). The monkey was small but very fast, and he could climb up the _____ (7) quickly to help with the cleaning.

The house belonged to a very rich _____ (8), who was surprised but happy to see his windows cleaned so well. He thanked the team and gave them a big feast because they were very _____ (9) after a long day of work. The food was so _____ (10) that the pelican, giraffe, and monkey were extremely happy.

Section 4: Apply (Role Playing)

- Pada bagian ini guru mempersiapkan group yang akan memerankan perannya.
- Guru meminta siswa untuk mempraktikkan peran mereka dengan menggunakan ekspresi dan intonasi yang sesuai
- Siswa diminta untuk memainkan drama di depan kelas, menggunakan kosakata baru yang telah dipelajari.
- Setelah itu guru memberikan siswa umpan balik terkait penggunaan kosakata dan kefasihan berbicara

Worksheet:

Instruksi:

1. Pilih satu adegan dari cerita yang akan diperankan dalam drama.
2. Latih pengucapan, intonasi, dan ekspresi sesuai dengan karakter yang kamu perankan.
3. Tampilkan drama secara berkelompok di depan kelas.

Kegiatan Penutup

- Guru mengajak siswa untuk merefleksikan pengalaman mereka dalam memainkan drama dan bagaimana hal itu membantu mereka dalam memahami kosakata baru.
- Siswa diminta untuk menyampaikan pendapat mereka tentang proses pembelajaran menggunakan drama.
- Guru memberikan penguatan terkait pentingnya penguasaan kosakata dalam berbicara bahasa Inggris.
- Guru menutup pelajaran dengan meminta salah satu siswa memimpin doa dan mengucapkan salam.



D. REFLEKSI



Reflection

Refleksi Guru

1. Memberikan latihan eksplisit tentang bagaimana melakukan refleksi pembelajaran dan mengisi lembar refleksi.
2. Memulai pembelajaran dengan diskusi pertanyaan refleksi, seperti What did you do? What did you learn? How did you learn?
3. Mendorong siswa untuk membuat catatan kosakata baru dan berlatih menggunakannya dalam dialog.
4. Menggunakan metode bimbingan bertahap bagi siswa yang masih kesulitan berbicara, seperti latihan berpasangan sebelum tampil di depan kelas.
5. Mengadakan sesi refleksi baik secara lisan maupun tertulis di akhir pertemuan untuk membantu siswa mengetahui seberapa baik mereka belajar dan mengidentifikasi langkah selanjutnya dalam meningkatkan kemampuan berbicara mereka.

Bahasa Guru dalam Refleksi Lisan:

"Let's think about what we did today. What did you do? What did you learn? How did you learn? Please raise your hand and share your experience!"

Bahasa Guru dalam Refleksi Tertulis:

"We are coming to the end of the lesson. I'd like to give you some time to think about your learning. Please fill out the reflection sheet. If you don't understand, feel free to ask me any questions."

6. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.

Refleksi Peserta Didik

Think about what you are learning, then fill out the following sheet.

LEARNING REFLECTION

Name:

Drama-Based Pedagogy

Date:

"The Giraffe, The Pelly, and Me"

What I liked doing most:

.....

What I didn't like or found difficult:



How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN			
Using new vocabulary in English sentences			
Read a drama text with the right expression and intonation			
Understand and analyze the story The Giraffe, the Pelly, and Me			
Speak more confidently in English			
Participate in discussions and role plays with the group			

If you ticked 😊 or 😞 you need to revise these parts



E. ASESMEN / PENILAIAN**Section 1**

(CP: Siswa dapat menemukan kosakata baru dari cerita *The Giraffe, the Pelly, and Me*, Siswa memahami makna kata tersebut dalam konteks cerita.)

Read the text the teacher gave and find 5 new words you have never learned before.

Write the words in the following table and complete their meanings as well as example sentences.

No	Vocabulary	Meaning	Example Sentences in English
1			
2			
3			
4			
5			

Rubrik Penilaian

No	Indikator	Skor	Jumlah skor Maksimal
1	Tidak Mengisi Jawaban	0	100
2	Memberikan Jawaban salah	5	
3	Memberikan Jawaban Hampir Sempurna	15	
4	Memberikan Jawaban Sempurna	20	



Section 2

(CP: Siswa dapat membaca teks pendek dari cerita dengan intonasi dan pengucapan yang lebih baik, Siswa dapat menghubungkan isi bacaan dengan gambar yang tersedia, Siswa dapat menyebutkan karakter utama dalam cerita, Siswa dapat menjelaskan pesan moral yang terdapat dalam cerita)

a. Matching Activity

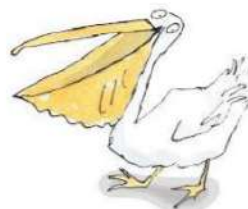
1. Billy walks past an old building that says "Grubber." He looks inside and wonders what kind of shop it used to be.
2. The Giraffe stretches its long neck to clean the high windows of the Duke's house.
3. The Pelican opens its beak wide to catch water, showing its special ability.
4. The Monkey jumps around happily, helping the team clean the windows quickly.
5. The Duke is amazed by the animals' teamwork and offers them a reward.



(.....)



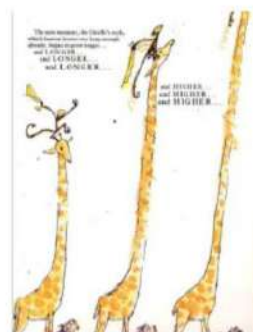
(.....)



(.....)



(.....)



(.....)

Rubrik PenilaianSumber : daryusri.com**Rubrik Penilaian Pengetahuan**

Nomor Soal	Skor	Kriteria Penilaian
1	2	Siswa menjawab soal dengan benar
	1	Siswa menjawab tetapi salah
	0	Siswa tidak menjawab
2	2	Siswa menjawab soal dengan benar
	1	Siswa menjawab tetapi salah
	0	Siswa tidak menjawab
3	2	Siswa menjawab soal dengan benar
	1	Siswa menjawab tetapi salah
	0	Siswa tidak menjawab

b. Essay

Read the Text *The Giraffe, The Pelly, and Me*.

Discuss the content of the story with your group and answer the following questions:

- Who are the main characters in this story?
Answer:
- What is Billy's goal when he meets Giraffe, Pelly and Monkey?
Answer:
- How do they work as a team?
Answer:
- What is the main conflict in this story?
Answer:
- What is the moral message you can take from this story?
Answer:

Rubrik penilaian

No	Indikator	Skor	Jumlah skor Maksimal
1	Tidak Mengisi Jawaban	0	100
2	Memberikan Jawaban salah	5	
3	Memberikan Jawaban Hampir Sempurna	15	
4	Memberikan Jawaban Sempurna	20	

Section 3

(CP: Siswa dapat menggunakan kosakata baru dalam percakapan sehari-hari, Siswa dapat membuat kalimat sederhana menggunakan kata-kata yang sudah dipelajari)

Read the following text which is part of the story The Giraffe, The Pelly, and Me.

Fill in the blanks with the correct word from the vocabulary list provided.

(bucket, ladder, window, gentle, owner, clean, reach, team, hungry, delicious)

Billy was walking down the street when he saw a very tall _____ (1). He looked up and saw a giraffe holding a _____ (2) in his mouth. The giraffe was part of a special cleaning _____ (3), and their job was to _____ (4) the windows of a very big house.

The pelican had a very special beak that could hold water like a _____ (5), making it easy to wash the _____ (6). The monkey was small but very fast, and he could climb up the _____ (7) quickly to help with the cleaning.

The house belonged to a very rich _____ (8), who was surprised but happy to see his windows cleaned so well. He thanked the team and gave them a big feast because they were very _____ (9) after a long day of work. The food was so _____ (10) that the pelican, giraffe, and monkey were extremely happy.

Rubrik Penilaian

Sumber: ilangguni.com

Rubrik Penilaian Pengetahuan		
Nomor Soal	Skor	Kriteria Penilaian
1	2	Siswa menjawab soal dengan benar
	1	Siswa menjawab tetapi salah
	0	Siswa tidak menjawab
2	2	Siswa menjawab soal dengan benar
	1	Siswa menjawab tetapi salah
	0	Siswa tidak menjawab
3	2	Siswa menjawab soal dengan benar
	1	Siswa menjawab tetapi salah
	0	Siswa tidak menjawab

Section 4

(CP: Siswa dapat memainkan dialog sederhana dari cerita dengan ekspresi yang sesuai, Siswa dapat berinteraksi dalam drama dengan percaya diri).

1. Read the part of the story The Giraffe, the Pelly, and Me given by the teacher.
2. Assign each role in the group (for example: Billy, The Giraffe, The Pelly, The Monkey, or The Duke).
3. Practice reading the dialog with the right expression, intonation, and pronunciation.
4. Add body movements or facial expressions to make the drama more interesting.
5. Each group will perform in front of the class to play its role.
6. Listen well when other groups perform and give appreciation.

Rubrics for Assessment

Rubrik penilaian ini dapat digunakan di kelas terdapat pada bagian akhir Chapter. Rubrik penilaian ini juga dapat menyesuaikan dengan kebutuhan maupun kondisi peserta didik di sekolah masing-masing.

Marking Rubric for Speaking

Assessment Aspects	Score 4	Score 3	Score 2	Score 1
Enunciation	Audience could hear each word spoken	Audience could hear most words spoken	Audience could hear some words spoken	What did you say?
Projection	Audience could hear each word spoken	Audience could hear most words spoken	Audience could hear some words spoken	What did you say?
Concentration	Maintained character through whole play even when not speaking	Maintained character through most of play even when not speaking	Maintained character through some of play even when not speaking	Maintained character only when speaking or lost track of place
Cooperation	Always worked well with others. Resolved conflicts respectfully	Mostly worked well with others. Resolved conflicts respectfully	Sometimes worked well with others. Resolved conflicts respectfully	Refused worked well with others. Resolved conflicts respectfully



Students	Enunciation	Projection	Concentration	Cooperation	Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					

F. DAFTAR PUSTAKA**DAFTAR PUSTAKA**

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- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*.



Appendix 13. Teaching Modul Cycle 2**MODUL AJAR
KURIKULUM MERDEKA**

Nama Sekolah : SMP Negeri 5 Singaraja
Nama penyusun : Ketut Filia Budi Agustini
Mata pelajaran : Bahasa Inggris
Fase D, Kelas / Semester : IX (Sembilan) / II (Genap)



MODUL AJAR KURIKULUM MERDEKA	
INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Sekolah	: SMP Negeri 5 Singaraja
Penyusun	: Ketut Filia Budi Agustini
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas / Semester	: D / IX / II (Genap)
Alokasi Waktu	: 2 Pertemuan (2 x 40 menit)
B. KOMPETENSI AWAL	
Capaian Pembelajaran Pada akhir Fase D, siswa mampu menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam berbagai konteks, baik formal maupun informal. Mereka dapat memahami dan memanfaatkan berbagai jenis teks, seperti narasi, deskripsi, prosedur, serta teks khusus seperti pesan singkat dan iklan, sebagai referensi utama dalam pembelajaran bahasa Inggris. Siswa juga mulai menggunakan bahasa Inggris untuk berdiskusi dan mengungkapkan keinginan atau perasaan mereka. Pemahaman mereka terhadap teks tertulis semakin meningkat, termasuk kemampuan dalam menyimpulkan informasi tersirat. Selain itu, mereka dapat menghasilkan teks tertulis dan visual yang lebih terstruktur dengan kosakata yang lebih luas, serta memahami tujuan dan audiens dalam produksi teks tersebut. Elemen Menyimak – Berbicara – Pada akhir Fase D, siswa mampu berkomunikasi dalam bahasa Inggris untuk bertukar ide, pengalaman, minat, serta pendapat dengan guru, teman sebaya, dan orang lain dalam berbagai situasi, baik formal maupun informal yang sudah mereka kenal. Dengan menggunakan pengulangan dan variasi kosakata, mereka dapat memahami ide utama serta detail penting dari diskusi atau presentasi mengenai topik yang familiar dalam kehidupan sehari-hari, baik di sekolah maupun di rumah. Siswa juga berpartisipasi dalam diskusi dengan memberikan pendapat, membuat perbandingan, serta menyatakan preferensi mereka. Selain itu, mereka dapat menjelaskan dan memperjelas jawaban menggunakan struktur kalimat serta kata kerja sederhana. Elemen Membaca - Memirsa – Pada akhir Fase D, siswa dapat membaca dan menanggapi teks, baik yang sudah dikenal maupun yang baru, yang mengandung struktur dan kosakata yang telah mereka pelajari secara mandiri. Mereka mampu mencari serta mengevaluasi ide utama dan informasi spesifik dari berbagai jenis teks, baik dalam bentuk cetak maupun digital. Teks tersebut dapat berupa teks visual, multimodal, atau interaktif. Selain itu, siswa dapat mengidentifikasi tujuan dari suatu teks dan mulai mengembangkan keterampilan inferensi untuk memahami informasi yang tersirat di dalamnya.	

Elemen Menulis - Mempresentasikan

- Pada akhir Fase D, siswa mampu mengungkapkan ide dan pengalaman mereka melalui paragraf sederhana yang terstruktur, dengan menunjukkan peningkatan dalam penggunaan kosakata spesifik dan struktur kalimat dasar. Dengan menggunakan contoh, mereka dapat merencanakan, menulis, dan menyajikan teks informatif, imajinatif, serta persuasif menggunakan kalimat sederhana dan majemuk untuk menyusun argumen serta menjelaskan atau mempertahankan pendapat. Mereka juga menambahkan informasi dasar dan detail serta mulai memvariasikan struktur kalimat dalam tulisan mereka. Siswa mampu mengungkapkan ide dalam berbagai bentuk waktu, seperti masa kini, masa depan, dan masa lalu, dengan menggunakan penanda waktu, kata keterangan frekuensi,

C. PROFIL PELAJAR PANCASILA

- (1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia,
- (2) berkebinekaan global,
- (3) bergotong royong,
- (4) kreatif,
- (5) bernalar kritis, dan
- (6) mandiri.

D. SARANA DAN PRASARANA

Gawai, akses internet, teks the giraffe the pelly and me, papan tulis/white board, handout materi, infokus/proyektor/pointer dan referensi yang mendukung.

E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

Model pembelajaran tatap muka



KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
After participating in this learning, students are expected to be able to: 1. Identifying New Vocabulary from the Story Students can identify and understand new vocabulary from the story The Giraffe, the Pelly, and Me. 2. Reading with Simple Comprehension Students can read a short text from a story and understand its general meaning. 3. Analyzing Characters and Moral Messages in Stories Students can understand the storyline and characters through group discussion. 4. Using New Vocabulary in Simple Sentence Students are able to use new vocabulary in simple sentences that are appropriate to the context. 5. Perform a Simple Drama Based on a Story Students can act out the characters in the story using appropriate expressions and intonation.
B. PERTANYAAN PEMANTIK
▪ Before Learning What do you know about giraffes and pelicans? (Connecting to the main character in the story) ▪ During Learning What new vocabularies did you find in the story The Giraffe, the Pelly, and Me? (Encourage students to identify and discuss new vocabulary) ▪ After Learning How did you feel after playing a drama based on this story? (Encourage students' reflection on their experience of learning through drama)



C. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

- Guru mempersiapkan semua bahan pembelajaran termasuk mempersiapkan peserta didik secara fisik ataupun psikis agar dapat mengikuti dengan baik selama pembelajaran berlangsung.
- Guru menyapa siswa dan mengajak mereka untuk berdiskusi singkat mengenai pengalaman mereka dalam membaca cerita atau menonton drama.
- Guru menjelaskan tujuan pembelajaran, yaitu meningkatkan penguasaan kosakata dan keterampilan berbicara melalui drama berbasis cerita *The Giraffe, The Pelly, and Me*.

Kegiatan Inti

Section 1: Engage (Reading The Text)

Metode: Reading the Text & Vocabulary Exploration

- Pada bagian ini guru Kembali memperkenalkan cerita secara singkat dan menunjukkan naskah drama kepada siswa dan siswa diminta untuk membaca naskah drama *The Giraffe, The Pelly, and Me* secara berkelompok.

Billy:	Near my home, there was an old house. In the past, it was a candy store. What a great place for a candy store!
Narrator 1:	One day, the house had a new door. A very, very tall door.
Billy:	Then, one of the top windows opened, and a head looked at me with big, dark eyes.
Narrator 2:	A second window opened, and there was a big pelican.
Billy:	Who is your friend in the next window?
Pelican:	She is the Giraffe!
Narrator 1:	A third window opened below the Pelican-and there was a Monkey! He sang.
Monkey:	<i>(Singing)</i> We can clean windows! We work really hard, We never stop to drink tea. Who needs a ladder? With friends like us-- The Giraffe, the Pelly and Me!

The Giraffe, the Pelly and Me Role-play Level 3

Billy: I stood and watched.

Narrator 2: Then, the pelican flew down.

Pelican: Jump in.

Billy: The Pelican carried me up to the top window in his beak.

Giraffe: Hello, what is your name?

Billy: Billy.

Giraffe: We're hungry, Billy. We must find some windows to clean. Then, we can buy food.

Billy: A big car stopped outside, and a man got out and looked up at us.

man: Please can you clean the Duke of Hampshire's windows? He has lots of windows, and they are very dirty.

Giraffe: Yes! We can!

Billy: The four of us went to the Duke of Hampshire's house.

Duke: Who are you?

Monkey: (Singing) We are the window cleaners!
The Giraffe, the Pelly and Me!

(The Duke turns to Billy.)

Duke: What about you?

Giraffe: His name is Billy. He helps us. I am the ladder.
The Pelly holds the water. The Monkey is the cleaner.
(The Giraffe and the Monkey get ready to clean the windows.)

The Giraffe, the Pelly and Me Role-play Level 3

Giraffe: Let's start with the top windows.

Duke: You can't clean the top windows! They're too high.

Giraffe: Nothing is too high for me!

Narrator 1: Then, her neck grew longer... and longer... and longer.

Narrator 2: The Giraffe, the Pelly, and the Monkey were VERY fast and VERY good at cleaning the Duke's windows.

Narrator 1: Then, they saw something in the top window. They stopped cleaning.

Billy: The Giraffe walked very slowly to us.

Giraffe: Duke, there is a man in that bedroom. He is taking things from the cupboard.

Duke: My wife's jewels! Call the police!

Narrator 2: The Pelly threw the water out of his beak and flew up to the window.

Narrator 1: He went into the room. When he flew down again, a loud noise came from his beak.

Monkey: The Pelly has the burglar!

(The police arrive.)

Narrator 2: When the police came, the Pelican opened his beak, and the police jumped on the burglar.

(The police take the burglar away.)

Duke: Thank you, my friends. These jewels are very, very expensive. They are only safe because of you.

- Guru membagi siswa ke dalam beberapa kelompok dan memberikan peran sesuai dengan karakter dalam naskah untuk mulai membaca teks drama.

The Giraffe, the Pelly and Me Role-play Level 3

Cast


Narrator 1


Billy


Pelican (Pelly)


Monkey


Narrator 2


Giraffe


man


Duke

Non-speaking


Police


burglar

Work with the children to allocate characters and prepare a short performance. Discuss the stage directions in advance and make sure the children understand how to follow the script.

- Setelah itu guru akan membimbing siswa untuk membaca teks secara bergantian dalam kelompok.
- Kemudian Guru memberikan catatan kosakata baru yang ditemukan dalam teks *The Giraffe, The Pelly, And Me* kepada siswa.
- Guru kembali memeberikan kosakata yang lebih banyak ke siswa dan berdiskusi penggunaan kosakata dalam kalimat

Example:

English	Indonesian
Giraffe	Jerapah
Pelican	Burung pelican
Monkey	Monyet
Duke	Bangsawan
Thief/Burglar	Pencuri
Police	Polisi
Shopkeeper	Pemilik toko
Window	Jendela
Ladder	Tangga
Mansion	Istana
Roof	Atap
Garden	Taman
Grubber	Toko permen yang sudah tutup
Bucket	Ember
Soap	Sabun
Water	Air
Jewels	perhiasan
Crown	Mahkota
Rope	Tali
Gun	Pistol
Window cleaner	Pembersih jendela
Climb	Memanjat
Clean	Membersihkan
Steal	Mencuri
Catch	Menangkap
Hide	Bersembunyi
Tall	Tinggi
Dark eyes	Mata gelap
Beak	Paruh
Neck	Leher
expensive	Mahal
Etc	

Worksheet:

Instruksi:

1. Baca teks yang diberikan oleh guru dan temukan 10 kata baru yang belum pernah kamu pelajari sebelumnya.
2. Tulis kata-kata tersebut dalam tabel berikut dan lengkapi maknanya serta contoh kalimatnya.

No	Vocabulary	Meaning	Example Sentences in English
1			
2			
3			
4			
5			
etc			



Section 2: Activate (Dramatize Reading)

- Pada bagian ini guru meminta peserta didik untuk membaca teks secara ekspresif dengan intonasi dan pengucapan yang benar.
- Kemudian guru menjelaskan pentingnya intonasi, ekspresi wajah, dan bahasa tubuh dalam menyampaikan emosi dari karakter.
- Guru memberikan contoh cara membaca beberapa bagian teks dengan intonasi, nada suara, dan ekspresi yang sesuai.
- Setelah itu peserta didik diminta untuk mendramatisasi pembacaan dengan menggunakan Gerakan tubuh dan mimic wajah.
- Guru menambahkan sesi diskusi singkat setelah membaca, membahas bagaimana karakter merasa dalam adegan tertentu, agar siswa lebih menghayati.
- Siswa diminta menuliskan satu kalimat deskripsi karakter yang mereka perankan
- Kemudian Guru juga meminta siswa untuk mendiskusikan karakter utama dan nilai moral yang bisa dipelajari dari cerita
- Pada akhir pertemuan guru meminta siswa untuk menghafal dialog sesuai dengan perannya masing-masing di rumah, untuk lanjut ke pertemuan selanjutnya di tahap apply.

Worksheet:

Instruksi:

1. Bacalah teks *The Giraffe, The Pelly, and Me* dengan suara lantang dan gunakan intonasi yang sesuai.
2. Diskusikan isi cerita dengan kelompokmu dan jawab pertanyaan berikut:

Pertanyaan Pemahaman:

1. What did Duke say when he saw the animals cleaning his windows?
2. What can the giraffe, pelican and monkey do to help them clean the windows?
3. What problems occur in Duke's house? How did they solve it?
4. What did Duke give the animals and Billy?
5. If you were Billy, how would you feel after the adventure?

Tulis jawabanmu di buku tugas dan diskusikan dengan teman sekelompok.

Section 3: Reflect (Discuss New Vocabulary)

- Setelah dramatize reading, pada bagian ini setiap kelompok berdiskusi mengenai kosakata baru yang mereka temukan dalam teks.
- Guru memberikan aktivitas penilaian menggunakan gambar.
- Siswa diminta untuk mendeskripsikan secara singkat sesuai dengan gambar yang disediakan.
- Setelah itu guru memberikan penjelasan tentang arti dan penggunaan dalam kalimat.
- Guru memandu diskusi dengan menjelaskan arti dan penggunaan kosakata tersebut secara kontekstual.
- Siswa diminta untuk menyusun kalimat sendiri yang memuat kosakata tersebut dan menuliskannya dalam bentuk dialog sederhana bersama pasangan mereka.
- Dialog ini terdiri dari 4–6 kalimat yang menggambarkan interaksi antara dua karakter dari cerita atau situasi yang relevan.
- Guru meningkatkan pendampingan dalam Latihan pembuatan percakapan, agar saat di post test nilainya lebih meningkat.
- Guru juga memberikan umpan balik terhadap penggunaan kosakata dan struktur kalimat yang digunakan siswa.

Worksheet:

1. Vocabulary Activity

Tulis kalimat pendek menggunakan gambar ini!



Answer:

- a)
- b)
- c)

2. Berlatih Membuat percakapan bersama teman sebangku menggunakan kosa kata yang sudah dipelajari sebelumnya, setelah itu diskusikan Bersama guru.

Section 4: Apply (Role Playing)

- Pada bagian ini guru mempersiapkan group yang akan memerankan perannya.
- Guru meminta siswa untuk mempraktikkan peran mereka dengan menggunakan ekspresi dan intonasi yang sesuai
- Guru meminta siswa berlatih di kelas dan membawa pulang script untuk dihafalkan di rumah.
- Di akhir pertemuan, siswa menampilkan drama secara berkelompok dengan intonasi dan gestur sesuai karakter.
- Setelah itu guru memberikan siswa umpan balik terkait penggunaan kosakata dan kefasihan berbicara

Worksheet:

Instruksi:

1. Pilih satu adegan dari cerita yang akan diperankan dalam drama.
2. Latih pengucapan, intonasi, dan ekspresi sesuai dengan karakter yang kamu perankan.
3. Tampilkan drama secara berkelompok di depan kelas.

Kegiatan Penutup

- Guru mengajak siswa untuk merefleksikan pengalaman mereka dalam memainkan drama dan bagaimana hal itu membantu mereka dalam memahami kosakata baru.
- Siswa diminta untuk menyampaikan pendapat mereka tentang proses pembelajaran menggunakan drama.
- Guru memberikan penguatan terkait pentingnya penguasaan kosakata dalam berbicara bahasa Inggris.

Guru menutup pelajaran dengan meminta salah satu siswa memimpin doa dan mengucapkan salam.

D. REFLEKSI



Reflection

Refleksi Guru

1. Memberikan latihan eksplisit tentang bagaimana melakukan refleksi pembelajaran dan mengisi lembar refleksi.
2. Memulai pembelajaran dengan diskusi pertanyaan refleksi, seperti What did you do? What did you learn? How did you learn?
3. Mendorong siswa untuk membuat catatan kosakata baru dan berlatih menggunakannya dalam dialog.
4. Menggunakan metode bimbingan bertahap bagi siswa yang masih kesulitan berbicara, seperti latihan berpasangan sebelum tampil di depan kelas.
5. Mengadakan sesi refleksi baik secara lisan maupun tertulis di akhir pertemuan untuk membantu siswa mengetahui seberapa baik mereka belajar dan mengidentifikasi langkah selanjutnya dalam meningkatkan kemampuan berbicara mereka.

Bahasa Guru dalam Refleksi Lisan:

"Let's think about what we did today. What did you do? What did you learn? How did you learn? Please raise your hand and share your experience!"

Bahasa Guru dalam Refleksi Tertulis:

"We are coming to the end of the lesson. I'd like to give you some time to think about your learning. Please fill out the reflection sheet. If you don't understand, feel free to ask me any questions."

6. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.

Refleksi Peserta Didik

Think about what you are learning, then fill out the following sheet.

LEARNING REFLECTION

Name:

Drama-Based Pedagogy

Date:

"The Giraffe, The Pelly, and Me"

What I liked doing most:

.....

 ..

What I didn't like or found difficult:

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN			
Using new vocabulary in English sentences			
Read a drama text with the right expression and intonation			
Understand and analyze the story The Giraffe, the Pelly, and Me			
Speak more confidently in English			
Participate in discussions and role plays with the group			

If you ticked 😊 or 😞 you need to revise these parts



E. ASESMEN / PENILAIAN**Section 1**

(CP: Siswa dapat menemukan kosakata baru dari cerita *The Giraffe, the Pelly, and Me*, Siswa memahami makna kata tersebut dalam konteks cerita.)

Read the text the teacher gave and find 5 new words you have never learned before.

Write the words in the following table and complete their meanings as well as example sentences.

No	Vocabulary	Meaning	Example Sentences in English
1			
2			
3			
4			
5			

Rubrik Penilaian

No	Indikator	Skor	Jumlah skor Maksimal
1	Tidak Mengisi Jawaban	0	100
2	Memberikan Jawaban salah	5	
3	Memberikan Jawaban Hampir Sempurna	15	
4	Memberikan Jawaban Sempurna	20	

Section 2

(CP: Siswa dapat membaca teks pendek dari cerita dengan intonasi dan pengucapan yang lebih baik, Siswa dapat pemahaman dari isi cerita, kemampuan berpikir kritis, dan keterampilan menulis siswa menggunakan kosakata baru yang telah dipelajari dalam bahasa Inggris.)



Essay

Read the Text *The Giraffe, The Pelly, and Me*.

Discuss the content of the story with your group and answer the following questions:

1. What did Duke say when he saw the animals cleaning his windows?
Answer:
2. What can the giraffe, pelican and monkey do to help them clean the windows?
Answer:
3. What problems occur in Duke's house? How did they solve it?
Answer:
4. What did Duke give the animals and Billy?
Answer:
5. If you were Billy, how would you feel after the adventure?
Answer:

Rubrik penilaian

No	Indikator	Skor	Jumlah skor Maksimal
1	Tidak Mengisi Jawaban	0	100
2	Memberikan Jawaban salah	5	
3	Memberikan Jawaban Hampir Sempurna	15	
4	Memberikan Jawaban Sempurna	20	



Section 3

(CP: Siswa dapat menggunakan kosakata baru dalam percakapan sehari-hari, Siswa dapat membuat kalimat sederhana menggunakan kata-kata yang sudah dipelajari)

1. Vocabulary Activity

Tulis kalimat pendek menggunakan gambar ini!



Answer:



"All right, get in it, you'll be safe!"
"But you're not! You're not!"

Answer:



"Well, now I can do what I want to do,
in the store! And you, my boy, will have to!"

Answer:

2. Berlatih Membuat percakapan Bersama teman sebangku menggunakan kosa kata yang sudah dipelajari sebelumnya

Section 4

(CP: Siswa dapat memainkan dialog sederhana dari cerita dengan ekspresi yang sesuai, Siswa dapat berinteraksi dalam drama dengan percaya diri).

1. Read the part of the story The Giraffe, the Pelly, and Me given by the teacher.
2. Assign each role in the group (for example: Billy, The Giraffe, The Pelly, The Monkey, or The Duke).
3. Practice reading the dialog with the right expression, intonation, and pronunciation.
4. Add body movements or facial expressions to make the drama more interesting.
5. Each group will perform in front of the class to play its role.
6. Listen well when other groups perform and give appreciation.

Rubrics for Assessment

Rubrik penilaian ini dapat digunakan di kelas terdapat pada bagian akhir Chapter. Rubrik penilaian ini juga dapat menyesuaikan dengan kebutuhan maupun kondisi peserta didik di sekolah masing-masing.

Marking Rubric for Speaking

Assessment Aspects	Score 4	Score 3	Score 2	Score 1
Enunciation	Audience could hear each word spoken	Audience could hear most words spoken	Audience could hear some words spoken	What did you say?
Projection	Audience could hear each word spoken	Audience could hear most words spoken	Audience could hear some words spoken	What did you say?
Concentration	Maintained character through whole play even when not speaking	Maintained character through most of play even when not speaking	Maintained character through some of play even when not speaking	Maintained character only when speaking or lost track of place
Cooperation	Always worked well with others. Resolved conflicts respectfully	Mostly worked well with others. Resolved conflicts respectfully	Sometimes worked well with others. Resolved conflicts respectfully	Refused worked well with others. Resolved conflicts respectfully

Students	Enunciation	Projection	Concentration	Cooperation	Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					

F. DAFTAR PUSTAKA

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Appendix 14. Documentation

Documentation of Pre-Test



Documentation 1st Meeting



Documentation 2nd Meeting

Documentation 3rd Meeting



Documentation 4th Meeting



Documentation of Post-Test Cycle One



Documentation of Post-Test Cycle Two



Documentation of Interview Guide

