



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



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SURAT KETERANGAN

Nomor : 421.2/982/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
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Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 5 Singaraja

Menerangkan dengan sebenarnya Mahasiswa di bawah ini :

Nama : Gede Raditya Stava Yudiarta
NIM : 2112021199
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Asing

Memang benar mahasiswa tersebut diatas telah melakukan penelitian tentang “ Enhancing Students’ Fluency Using Drama-Based Pedagogy and 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



Balai Besar
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Appendix 1: Instruments Validity

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

Expert Judge 1: Prof.Dr. Ni Komang Arie Suwastina, S.Pd., M.Hum

No.	Items of Instrument	Relevant	Irrelevant	Note
1	Students will role-play the dialogue in pairs Using a short story create by Researcher	✓		
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.	✓		

Script for Pre-Test

Siswa A: Hi! Have you ever heard about *The Giraffe and the Pelly and Me*?

Siswa B: Yes! It's a story by Roald Dahl. Have you read it?

Siswa A: Yes, I have. I love the characters, especially the Giraffe. What about you?

Siswa B: I think the Pelican is the most interesting one. Why do you like the Giraffe?

Siswa A: Because it can stretch its neck so high! It's so unique.

Siswa B: That's true! The characters are very creative. What do you think the story teaches us?

Siswa A: I think it teaches us about teamwork and kindness.

Siswa B: I agree! It's also very fun to read.

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if he is talking to himself. The reading does not sound natural, like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader does not expressiveness reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word by word as a continuous voice.	Reads in two or three word phrases, not adjusting to punctuation, stress and intonation.	Reads with a mixture of two ors, and sentence phrases for breath and some (breathes). There is reasonable stress and intonation.	Reads with good phrasing, adjusting to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitation. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and sentence structures.	Reads smoothly with some breaks, but will continue with difficult words and in sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

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 (Fluency Test)

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

No.	Items of Instrument	Relevant	Irrelevant	Note
1	Students will role-play the dialogue in pairs. Using a short story create by Researcher	✓		
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.	✓		

Script for Pre-Test

Siswa A: Hi!. Have you ever heard about *The Giraffe and the Pelly and Me*?

Siswa B: Yes! It's a story by Roald Dahl. Have you read it?

Siswa A: Yes, I have. I love the characters, especially the Giraffe. What about you?

Siswa B: I think the Pelican is the most interesting one. Why do you like the Giraffe?

Siswa A: Because it can stretch its neck so high! It's so unique.

Siswa B: That's true! The characters are very creative. What do you think the story teaches us?

Siswa A: I think it teaches us about teamwork and kindness.

Siswa B: I agree! It's also very fun to read.

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppyness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Singaraja, February 24th, 2025

Expert Judge II



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

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!

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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:	<i>(Singing)</i> We are the window cleaners! The Giraffe, the Pelly and Me! <i>(The Duke turns to Billy.)</i>
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. <i>(The Giraffe and the Monkey get ready to clean the windows.)</i>

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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! <i>(The police arrive.)</i>
Narrator 2:	When the police came, the Pelican opened his beak, and the police jumped on the burglar. <i>(The police take the burglar away.)</i>
Duke:	Thank you, my friends. Those jewels are very, very expensive. They are only safe because of you.

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Appendix 3: Dialogue for Pre-Test

SPEAKING TEST INSTRUMENT

(Pre-Test and Post-Test)

Research Title: *Enhancing Students' Fluency Using Drama-Based Pedagogy Using Roald Dahl "The Giraffe, The Pelly and Me" for 9th-Grade Students at SMPN 5 Singaraja*

Test Objective: To measure the speaking fluency level of the 9th-grade students of Class IX B at SMPN 5 Singaraja. Fluency is measured based on four main criteria from the research rubric:

1. **Flow and Coherence**
2. **Pace**
3. **Pronunciation**
4. **Confidence**

A. Instructions for the Researcher/Teacher

1. The test is to be conducted in pairs (two students).
2. Give each pair approximately 2-3 minutes to read and understand the dialogue script in **Part A**.
3. Turn on the recording device (audio or video) to document the entire test process.
4. Ask the students to begin the dialogue in **Part A**. Do not interrupt while they are speaking.
5. After **Part A** is completed, proceed to **Part B** by asking the questions clearly to each student in order.
6. Allow students a reasonable amount of time to think and respond to the questions in **Part B**.
7. Use the **Fluency Scoring Rubric** to assess each student's performance individually.

B. Instructions for Students

- "Today, we are going to have a speaking test. You will work in pairs."
- "This test has two parts. **First**, you will read a short dialogue with your partner. **Second**, I will ask each of you some questions related to the story 'The Giraffe, the Pelly and Me'."
- "Don't be afraid of making mistakes. Try to speak in a relaxed, clear, and confident manner. The entire conversation will be recorded for scoring purposes."

TEST SCRIPT

PART A: Scripted Dialogue

- **Context:** Two friends are discussing a book they have just read.
- **Roles:** Student 1 and Student 2

(Begin Dialogue)

Student 1: Hey, have you read the book 'The Giraffe, the Pelly and Me' by Roald Dahl? I just finished it, and it was so fun!

Student 2: Oh, yes! I have. I love the characters, especially the Pelican with his amazing beak that can stretch. It's so imaginative! What about you?

Student 1: I agree! I think the Giraffe is the most interesting one. Her neck can reach any window. And Billy is so lucky to be friends with them.

Student 2: That's true. The story also has a good message. What do you think the story teaches us?

Student 1: I think it teaches us about teamwork and using our unique talents. Together, they created a very successful window-cleaning company.

Student 2: Exactly! It's a very creative story. I think it would be fun to make a short drama about their adventures.

(End Dialogue)

PART B: Semi-Structured Questions and Responses

- **Instruction for Researcher:** Ask the following questions to each student alternately.

Questions for Student 1:

1. In the dialogue, you said Billy is lucky to be friends with the animals. Can you explain more why you think he is lucky?
2. If you were a part of their window-cleaning company, what special skill would you want to have? Why?
3. Besides the Duke's house, where else do you think they should go for their next adventure?

Questions for Student 2:

1. You mentioned that the story teaches about teamwork. Can you give an example of good teamwork from the story?
2. The Pelican has a magic beak. If you had a magic beak like him for one day, what would you do?
3. Which character in the story is your ~~favorite~~? Please describe the character and tell me why you like them.



Appendix 4 : Completed Observation Worksheet - CYCLE 1

NO	Activity	Notes
Opening Activity		
1	Students' response to the teacher's greeting	Mixed responses. About a third of the class replied in English. Others were silent or relied on their native language. Many students looked hesitant.
2	Students follow the teacher's instructions	Many seemed passive and waited for instructions.
Main Activity		
1	Students demonstrate understanding of the text "The Girrafe, The Pelly and Me"	Most groups understood the basic plot. They struggled to articulate deeper themes or character motivations in English.
2	Students engage in group discussions (Character and Plot Analysis)	A few active students in each group could identify basic traits. Most were unable to provide detailed analysis.
3	Students demonstrate fluency in speaking during group discussions	Uneven participation. In most groups, 1-2 students dominated while others were passive.
4	Students create and perform a dialogue based on the story	Limited creativity at this stage. Most groups were unsure how to start and needed significant encouragement from the researcher.
5	Students use proper intonation and expression during performances	Students were very nervous and read their lines in a flat, monotone voice. Little use of expression or body language.
6	Level of confidence and enthusiasm during the drama presentation.	Low confidence was the biggest issue. Many students looked at the

		floor while speaking and spoke very softly
7	Students' ability to rewrite parts of the story into a play script	The teacher had to lead the summary almost entirely.
8	Students show improvement in pronunciation and fluency in English	and clarity of speech. Pronunciation was a challenge for many, with common errors on words like "Giraffe," "Pelly," and "character."
9	Students' ability to reflect on their learning and provide feedback	Very few students volunteered to share their thoughts. Those who did spoke in very simple, incomplete sentences.
10	Students collaborate effectively in group tasks	Some groups collaborated well, but others struggled with passive members who did not contribute
11	Students providing support, input, or help to their group members.	Observed only in a few instances. Most students worked individually even when seated in a group.

Appendix 5 : Completed Observation Worksheet - CYCLE 2

NO	Activity	Notes
Opening Activity		
1	Students' response to the teacher's greeting	Huge improvement. Almost all students responded in English with more confidence. The classroom atmosphere felt more lively and dynamic.
2	Students follow the teacher's instructions	The targeted pronunciation drills were very effective. Students actively participated and tried to imitate the sounds correctly.
Main Activity		
1	Students demonstrate understanding of the text "The Girrafe, The Pelly and Me"	Students now discuss not just the plot, but also the characters' feelings and motivations. Deeper understanding is evident
2	Students engage in group discussions (Character and Plot Analysis)	Students confidently describe characters and how they work together, using vocabulary from the book.
3	Students demonstrate fluency in speaking during group discussions	Almost all students participated actively, even those who were quiet in Cycle 1.
4	Students create and perform a dialogue based on the story	The more structured scripts and role cards helped them perform with more focus. They started to add their own creative lines.
5	Students use proper intonation and expression during performances	A dramatic increase in expressive language use. Students used different voices for characters and more body language
6	Level of confidence and enthusiasm during the drama presentation.	Confidence rose sharply across the class. Students seemed to enjoy performing and were

		less afraid of the audience.
7	Students' ability to rewrite parts of the story into a play script	Several students volunteered to help summarize the key points of the lesson in English.
8	Students show improvement in pronunciation and fluency in English	The focused drills paid off. Pronunciation of key words is much clearer and more accurate
9	Students' ability to reflect on their learning and provide feedback	Many students were eager to share their feelings about the activity. They were able to articulate what they learned and enjoyed.
10	Students collaborate effectively in group tasks	Collaboration is now the norm. Groups work cohesively, and discussions are productive
11	Students providing support, input, or help to their group members.	Students were observed giving each other feedback and encouragement, such as "Your pronunciation is good!" or correcting each other gently.

Appendix 6: Students' Interview

Question	Students' Answers
Can English learning using drama-based pedagogy create a good atmosphere in the classroom? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi dapat menciptakan suasana yang baik di dalam kelas?)</i>	Siswa A: Iya, Kak. Sangat lebih baik. Saya kan orangnya pendiam, biasanya takut kalau disuruh ngomong di depan. Tapi karena kemarin itu ramai-ramai sama teman, jadi suasananya lebih santai, tidak menakutkan. Siswa B: Seru banget, Kak! Beda dari biasanya. Biasanya kan cuma duduk, dengar guru, catat. Agak membosankan. Kalau kemarin kita banyak gerak, banyak diskusi, jadi kelasnya hidup Siswa C: Iya, Kak, kondusif. Karena kita langsung praktik. Teori sedikit, praktiknya banyak. Jadi ilmu bahasanya langsung dipakai, tidak cuma dihafal. Siswa D: Asyik, Kak. Saya suka karena banyak kerja kelompoknya. Jadi bisa diskusi sama teman, tukar pikiran. Nggak belajar sendiri-sendiri. Siswa E: Pengalaman yang sangat bagus, Kak. Suasana kelasnya jadi positif sekali. Semua orang jadi aktif, tidak ada yang pasif. Rasanya menyenangkan dan tidak ada tekanan sama sekali
Does English learning using drama-based pedagogy increase your learning interest? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan minat belajar Anda?)</i>	Siswa A: Iya. Tadinya saya tidak terlalu suka bahasa Inggris karena sulit. Tapi karena ceritanya menarik dan kegiatannya seru seperti bermain peran, saya jadi lebih tertarik untuk ikut. Siswa B: Oh, jelas! Saya jadi penasaran sama ceritanya, karakternya lucu-lucu. Jadi pas belajar itu nggak terasa seperti belajar, lebih kayak main drama. Jadi semangat ikut pelajarannya Siswa C: Bertambah. Saya jadi tahu kalau bahasa Inggris itu bukan cuma grammar, tapi soal komunikasi. Jadi lebih menarik karena langsung terasa gunanya. Siswa D: Meningkat. Karena belajarnya bareng teman-teman. Jadi kalau ada yang tidak tahu, bisa tanya langsung. Kami juga saling bantu menghafal dialog. Siswa E: Tentu saja. Cerita dari Roald Dahl itu sendiri sudah menarik. Ditambah lagi dengan cara belajarnya yang pakai drama, membuat saya sangat termotivasi. Saya merasa ini bukan sekadar belajar, tapi mengekspresikan diri
Does English learning using drama-based pedagogy motivate you to learn English?	Siswa A: Iya, Kak. Saya jadi termotivasi karena saya lihat teman-teman yang lain

<i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi memotivasi Anda untuk belajar bahasa Inggris?)</i>	juga berani mencoba. Saya jadi tidak mau ketinggalan, jadi saya paksakan diri untuk ikut aktif, dan ternyata bisa. Siswa B: Sangat termotivasi. Karena kegiatannya menantang. Apalagi pas disuruh bikin dialog sendiri, jadi tertantang untuk kreatif. Saya ingin kelompok saya tampil bagus, jadi saya lebih berusaha Siswa C: Termotivasi untuk bisa lancar seperti di dialog. Pas dengar contoh dari Kakak, terus lihat teman-teman latihan, jadi ingin bisa juga ngomongnya luwes. Siswa D: Iya. Motivasi dari teman-teman itu besar. Kalau lihat teman satu kelompok semangat, saya jadi ikut semangat. Kami ingin kelompok kami jadi yang terbaik pas tampil.
Is English learning using drama-based pedagogy beneficial for your English fluency learning? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi bermanfaat untuk pembelajaran kefasihan bahasa Inggris Anda?)</i>	Siswa A: Bermanfaat. Karena dipaksa untuk terus berbicara pakai dialog. Jadi mau tidak mau harus latihan. Kalau di buku kan cuma baca dalam hati. Siswa B: Bermanfaat. Soalnya kita ngobrol terus pakai bahasa Inggris. Awalnya campur-campur, tapi lama-lama jadi terbiasa. Siswa C: Paling bermanfaat, Kak. Dibanding metode lain, ini yang paling terasa efeknya. Lidah saya rasanya tidak kaku lagi Siswa D: Sangat bermanfaat. Karena kami saling mengoreksi. Misalnya lafal saya salah, teman saya kasih tahu. Begitu juga sebaliknya. Jadi belajarnya lebih cepat. Siswa E: Manfaatnya langsung terasa. Kami tidak hanya menghafal, tapi benar-benar menggunakan bahasa itu dalam konteks percakapan. Jadi kami belajar intonasi, ekspresi, dan kecepatan bicara secara alami.
Does English learning using drama-based pedagogy improve your fluency in speaking t? <i>(Apakah pembelajaran bahasa Inggris menggunakan drama berbasis pedagogi meningkatkan kefasihan berbicara anda?)</i>	Siswa A: Meningkatkan, Kak. Mungkin belum lancar sekali, tapi saya jadi lebih berani. Dulu kalau ditanya, saya diam saja. Sekarang setidaknya saya berani menjawab walaupun sedikit-sedikit. Rasa takut salahnya berkurang. Siswa B: Ada, Kak. Dulu saya kalau ngomong mikirnya lama. Sekarang karena sudah terbiasa latihan dialog, jadi lebih cepat. Nggak banyak berhenti untuk mikir kata-katanya.

	Siswa C: Meningkatkan pesat. Dulu saya sering berhenti di tengah kalimat, sekarang sudah bisa ngomong satu kalimat penuh tanpa berhenti. Kata-katanya lebih mengalir. Siswa D: Iya, meningkat. Dan yang paling penting, saya jadi lebih percaya diri. Karena tampilnya bareng-bareng, jadi malunya dibagi-bagi (tertawa). Rasanya aman untuk buat salah karena semua juga lagi belajar. Siswa E: Sangat. Saya bisa merasakannya. Dulu kalau mau jawab pertanyaan guru, saya harus menyusun kalimat di kepala dulu lama sekali. Sekarang saya bisa lebih spontan. Rasa percaya diri saya juga meningkat drastis karena lingkungan belajarnya sangat mendukung. Ini metode terbaik yang pernah saya coba untuk speaking.
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Appendix 7 : Students' Pre Test Final Score

No	Student's Name	PRE-TEST
1	Student 1	50
2	Student 2	47
3	Student 3	53
4	Student 4	41
5	Student 5	47
6	Student 6	47
7	Student 7	38
8	Student 8	34
9	Student 9	47
10	Student 10	69
11	Student 11	50
12	Student 12	44
13	Student 13	63
14	Student 14	66
15	Student 15	75
16	Student 16	44
17	Student 17	72
18	Student 18	53
19	Student 19	50
20	Student 20	44
21	Student 21	44
22	Student 22	47
23	Student 23	56
24	Student 24	69
25	Student 25	38
26	Student 26	44
27	Student 27	53
28	Student 28	41

29	Student 29	31
30	Student 30	38
31	Student 31	44
32	Student 32	38
33	Student 33	50
34	Student 34	56
35	Student 35	44



Appendix 8 : Students' Post Test Final Score

No	Student's Name	PRE-TEST
1	Student 1	56
2	Student 2	50
3	Student 3	63
4	Student 4	47
5	Student 5	56
6	Student 6	50
7	Student 7	44
8	Student 8	44
9	Student 9	59
10	Student 10	72
11	Student 11	56
12	Student 12	56
13	Student 13	69
14	Student 14	69
15	Student 15	81
16	Student 16	53
17	Student 17	75
18	Student 18	59
19	Student 19	56
20	Student 20	50
21	Student 21	56
22	Student 22	56
23	Student 23	63
24	Student 24	75
25	Student 25	50
26	Student 26	53
27	Student 27	63
28	Student 28	50

29	Student 29	50
30	Student 30	50
31	Student 31	56
32	Student 32	50
33	Student 33	56
34	Student 34	63
35	Student 35	50



Appendix 9 : Students' Post Test 2 Final Score

No	Student's Name	PRE-TEST
1	Student 1	75.00
2	Student 2	63.00
3	Student 3	78.00
4	Student 4	63.00
5	Student 5	66.00
6	Student 6	69.00
7	Student 7	56.00
8	Student 8	56.00
9	Student 9	72.00
10	Student 10	75.00
11	Student 11	63.00
12	Student 12	63.00
13	Student 13	69.00
14	Student 14	75.00
15	Student 15	94.00
16	Student 16	56.00
17	Student 17	81.00
18	Student 18	63.00
19	Student 19	63.00
20	Student 20	56.00
21	Student 21	63.00
22	Student 22	59.00
23	Student 23	69.00
24	Student 24	81.00
25	Student 25	56.00
26	Student 26	59.00
27	Student 27	66.00
28	Student 28	56.00



29	Student 29	63.00
30	Student 30	63.00
31	Student 31	56.00
32	Student 32	53.00
33	Student 33	63.00
34	Student 34	66.00
35	Student 35	56.00





Nama Sekolah : SMP Negeri 5 Singaraja
Nama penyusun : Gede Raditya Stava Yudiarta
NIM : 2112021199
Mata pelajaran : Bahasa Inggris
Fase D, Kelas / Semester : IX (Sembilan) / II (Genap)



MODUL AJAR KURIKULUM MERDEKA
CHAPTER 3 JOURNEY TO THE FANTASY WORLDS

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Sekolah	:	SMP Negeri 5 Singaraja
Penyusun	:	Gede Raditya Stava Yudiarta
NIP	:	19880320 201708 2 002
Mata Pelajaran	:	Bahasa Inggris
Fase / Kelas / Semester	:	D / IX / II (Genap)
Alokasi Waktu	:	2 Pertemuan

B. KOMPETENSI AWAL

Capaian Pembelajaran

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara

- Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Elemen Membaca - Memirsa

- Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Elemen Menulis - Mempresentasikan

- Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik

mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

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

- Buku *The Giraffe and the Pelly and Me*
- Papan tulis/whiteboard
- Alat tulis
- Handout materi dan lembar kerja siswa
- Properti sederhana untuk pertunjukan drama

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

Upon completion of The Lesson, the students should be able to:

1. Mengidentifikasi dan memahami isi teks naratif dari *The Giraffe and the Pelly and Me*, dengan menunjukkan pemahaman melalui diskusi.
2. Mendemonstrasikan kefasihan berbicara dalam bahasa Inggris dengan memainkan peran dari cerita dalam kelompok kecil dan mendapatkan umpan balik dari teman sebaya.
3. Menganalisis karakter dan alur cerita dengan membuat ringkasan dan peta karakter yang menunjukkan hubungan antar tokoh dalam cerita.
4. Menulis ulang bagian cerita dalam bentuk skenario drama, dengan melakukan diskusi kelompok dan revisi berdasarkan umpan balik guru dan teman.
5. Menampilkan pementasan drama dengan menunjukkan ekspresi, intonasi, dan kerja sama tim yang baik, serta melakukan refleksi terhadap pengalaman berbicara dalam bahasa Inggris.

C. PERTANYAAN PEMANTIK

- Would you go to fantasy world ?

D. KEGIATAN PEMBELAJARAN

Kegiatan Inti

Section 1 - Engage

- Pada bagian ini guru menanyakan bagaimana perasaan siswa saat ini dan Guru memberikan siswa waktu untuk menjawab
- Peserta didik diminta menceritakan perasaan mereka terkait Suasana pembelajaran, dan Suasana Hati siswa
- Guru memimpin sesi latihan pelafalan (*Pronunciation Drill*) selama 5-10 menit untuk kata-kata sulit dari cerita, menggunakan teknik pemodelan dan repetisi bersama.

Section 2 - Activate

- Guru menyiapkan Dialog singkat terkait cerita "The Giraffe, The Pelly and Me"
- Siswa diminta untuk menganalisis karakter dan peran
- Siswa diminta untuk menjawab lembar kerja sesuai dengan pemahaman mereka terkait cerita
-

Worksheet 1

Nama :

Kelas :

Memahami Cerita Singkat

Baca dan jawablah pertanyaan di bawah ini!



Bacalah Teks yang sudah disiapkan oleh guru

PERTANYAAN

- What is the main job of the Giraffe, the Pelly, and the Monkey?

- How does the Giraffe use its long neck in the story?

- What problem do the characters face, and how do they solve it?

- What lesson can you learn from the story?

- If you could add a new character to the team, what animal would it be and why?

Section 3 – Reflect

- Guru meminta siswa untuk membaca dialog yang sudah disiapkan
- Siswa Membaca teks dengan kelompoknya menggunakan Intonasi dan Ekspresi yang tepat
- Guru menilai kefasihan siswa dalam berbicara

Dialog

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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

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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:	<i>(Singing)</i> We are the window cleaners! The Giraffe, the Pelly and Me! <i>(The Duke turns to Billy.)</i>
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. <i>(The Giraffe and the Monkey get ready to clean the windows.)</i>

The Giraffe, the Pelly and Me Role-play

Level 3

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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! <i>(The police arrive.)</i>
Narrator 2:	When the police came, the Pelican opened his beak, and the police jumped on the burglar. <i>(The police take the burglar away.)</i>
Duke:	Thank you, my friends. Those jewels are very, very expensive. They are only safe because of you.

Section 4 – Apply

- Peserta didik diminta untuk membuat dialog mereka sendiri terkait "The Giraffe, The Pelly and Me" Bersama kelompok yang sudah ada
- Guru secara aktif berkeliling ke setiap kelompok untuk memberikan bimbingan, *scaffolding*, dan menjawab pertanyaan selama proses penulisan naskah.
- Guru memfasilitasi sesi umpan balik, di mana setiap kelompok menampilkan latihannya di depan kelompok lain untuk mendapatkan masukan konstruktif.
- Guru menyiapkan properti sederhana untuk pertunjukan drama
- Peserta didik melakukan pementasan Drama Sederhana berdasarkan Dialog mereka
- Guru memimpin diskusi kelas, memberikan apresiasi, dan meminta siswa untuk berbagi perasaan mereka mengenai peningkatan kepercayaan diri dan kelancaran berbicara.

E. REFLEKSI



Reflection

Refleksi Peserta Didik

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Name :

Date :

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			
make simple dialog			
Understand Narrative Text			
analyze character in the story			
Speak Fluently			
Rewrite the Story			

If you ticked 😐 or 😞 you need to revise these parts.

I shared with my family:

My Parent's Signature

.....

F. ASESMEN / PENILAIAN

ASESMEN TUJUAN PEMBELAJARAN 1

Guru menceritakan cerita singkat tentang “The Girrafe, The Pelly and Me” menggunakan Youtube sebagai media pembelajaran

<https://www.youtube.com/watch?v=GKbVdLaDY5Y>

Setelah Guru menceritakan cerita, Siswa diminta untuk mengerjakan lembar kerja berikut

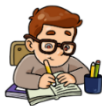
Worksheet 1

Nama :

Kelas :

Memahami Cerita Singkat

Baca dan jawablah pertanyaan di bawah ini!



Bacalah Teks yang sudah disiapkan oleh guru

PERTANYAAN

- What is the main job of the Giraffe, the Pelly, and the Monkey?

- How does the Giraffe use its long neck in the story?

- What problem do the characters face, and how do they solve it?

- What lesson can you learn from the story?

- If you could add a new character to the team, what animal would it be and why?

ASESMEN TUJUAN PEMBELAJARAN 2

Siswa diminta untuk membaca dan memeanakan tokoh dalam cerita bersama kelompok yang sudah dibagikan.

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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

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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:	<i>(Singing)</i> We are the window cleaners! The Giraffe, the Pelly and Me! <i>(The Duke turns to Billy.)</i>
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. <i>(The Giraffe and the Monkey get ready to clean the windows.)</i>

The Giraffe, the Pelly and Me Role-play

Level 3

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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!
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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! <i>(The police arrive.)</i>
Narrator 2:	When the police came, the Pelican opened his beak, and the police jumped on the burglar. <i>(The police take the burglar away.)</i>
Duke:	Thank you, my friends. Those jewels are very, very expensive. They are only safe because of you.

Rubric Penilaian Reading Aloud

Date: _____



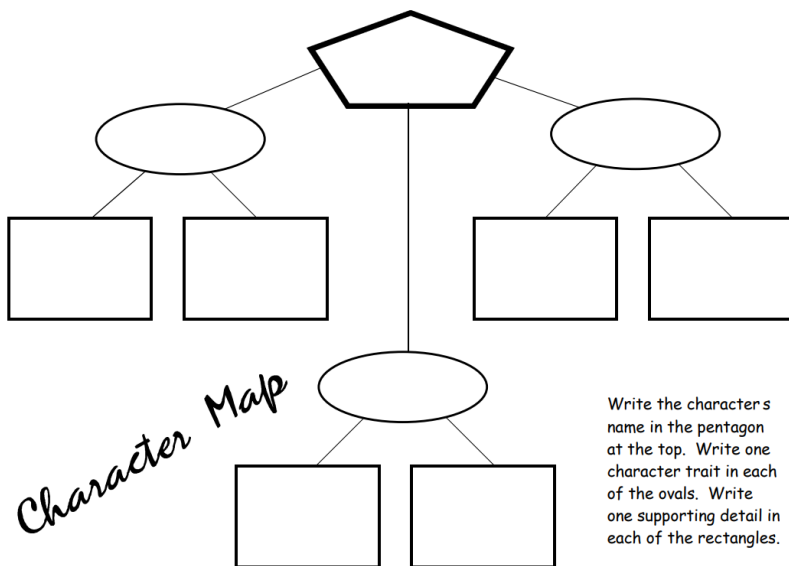
READ-ALoud RUBRIC

Instructions: Use this rubric to assess students' performances at various points (rehearsals, dress rehearsals, performance).

Name	(3 = excellent 2 = good 1 = needs improvement)					
	Uses a loud voice	Articulates words clearly	Reads with expression	Reads with fluency	Makes sure the script doesn't cover his/her face	Uses appropriate gestures and motions
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

ASESMEN TUJUAN PEMBELAJARAN 3

Guru meminta murid untuk mengerjakan lembar kerja berikut



ASESMEN TUJUAN PEMBELAJARAN 4

Siswa diminta untuk mengerjakan soal-an berikut dengan teman sekelompoknya

Make a Story about "The Girrafe, The Pelly and Me" with your own words

Rubric

 Narrative Writing Rubric				
	3	2	1	student score
 details	Details 3 or more events.	Details 1 or 2 events.	Does not include clear details about the story.	
 sequencing	Uses temporal words such as first, next, or finally 3 or more times.	Uses temporal words such as first, next, or finally 2 times.	Uses temporal words such as first, next, or finally 1 time.	
 grammar	Periods and capital letters are where they should be.	Some periods and capital letters are where they should be.	Most sentences do not have a period or capital letter.	
 spelling	All words are spelled correctly.	Several words are spelled incorrectly.	Many words are spelled incorrectly.	
total: ____ /12				

Rubrik penilaian yang dapat digunakan di kelas terdapat pada bagian akhir Chapter. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

Marking Rubric for Speaking

Date: _____ Class: _____ Chapter/Unit: _____

Students	Expression and Volume	Phrasing	Smoothness	Pace	Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
Comment: 					

Appendix 12 : Students' Drama Script (made by students)

Kelompok 1

Judul Drama : The Lost Kite

Karakter

- Billy
- Giraffe
- Pelly
- Monkey
- Little Girl

Billy: Good job team, The window of the candy shop at

Monkey: Yes! and we get free candy

seorang gadis kecil datang sambil menangis)

little girl: My kite is stuck, help me

Billy: Hey don't cry, what happen?

little girl: My kite... it fly very high. Now it stuck on the

Pelly : wow, it high. A ladder cannot go there

giraffe : I can use my long neck, I will see where

Monkey : stuck? I can climb your neck, Giraffe. I will

the kite free.

Billy : Okay that is good plan

Appendix 13 : Documentation









Riwayat Hidup



Gede Raditya Stava Yudiarta lahir pada tanggal 21 Januari 2004 di Singaraja sebagai anak pertama dari pasangan suami istri Made Sudarmika dan Luh Erniti. Penulis adalah Warga Negara Indonesia dan beragama Hindu. Penulis beralamat di Desa Pacung, Kecamatan Tejakula, Kabupaten Buleleng. penulis telah menyelesaikan Pendidikan Sekolah Dasar di SDN 2 Pacung pada tahun 2015, menyelesaikan studi ke jenjang Sekolah Menengah Pertama di SMPN 3 Singaraja pada tahun 2018, dan menyelesaikan Sekolah Menengah Atas di SMAN 1 Singaraja pada tahun 2021. Selanjutnya penulis melanjutkan studi di Perguruan Tinggi di Universitas Pendidikan Ganesha dengan mengambil program studi S1 Pendidikan Bahasa Inggris. Pada bulan Juli 2025, penulis menyelesaikan tugas akhir program sarjana dengan judul *“ENHANCING STUDENTS’ FLUENCY USING DRAMA-BASED PEDAGOGY USING ROALD DAHL’S “THE GIRAFFE, THE PELLY AND ME” FOR 9th-GRADE STUDENTS AT SMPN 5 SINGARAJA”*.

