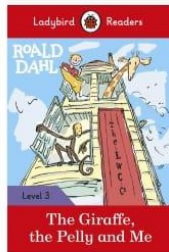


Appendix 1 Drama Script “The Giraffe, The Pelly, and Me” by lady bird readers

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 2 Pre-test Score Result

Pre-test Score Result

No	Code of Students	Score Pre-Test
1	Student 1	72.0
2	Student 2	66.7
3	Student 3	48.0
4	Student 4	74.7
5	Student 5	56.0
6	Student 6	45.3
7	Student 7	77.3
8	Student 8	64.0
9	Student 9	40.0
10	Student 10	32.0
11	Student 11	69.3
12	Student 12	50.7
13	Student 13	34.7
14	Student 14	42.7
15	Student 15	53.3
16	Student 16	37.3
17	Student 17	61.3
18	Student 18	66.7
19	Student 19	75.3
20	Student 20	77.3
21	Student 21	38.7
22	Student 22	69.3
23	Student 23	72.0
24	Student 24	58.7
25	Student 25	80.0
26	Student 26	50.7
27	Student 27	48.0
28	Student 28	60.0
29	Student 29	53.3
30	Student 30	30.7
31	Student 31	74.0
32	Student 32	75.0
33	Student 33	56.0
34	Student 34	36.0
35	Student 35	78.7

Appendix 3 Learning Module Cycle 1



**LEARNING MODULE
MERDEKA CURRICULUM**

Nama Sekolah	: SMP Negeri 5 Singaraja
Nama penyusun	: Kadek Agus Krisna Wijaya
Mata pelajaran	: Bahasa Inggris
Fase D, Kelas / Semester	: IX (Sembilan) / II (Genap)



LEARNING MODULE MERDEKA CURRICULUM

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Sekolah	: SMP Negeri 5 Singaraja
Penyusun	: Kadek Agus Krisna Wijaya
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas / Semester	: D / IX / II (Genap)
Alokasi Waktu	: 3 Pertemuan (3 x 40 menit)
B. KOMPETENSI AWAL	
<p>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.</p>	
<p>Elemen Menyimak – Berbicara</p> <ul style="list-style-type: none"> 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. 	
<p>Elemen Membaca – Memirsa</p> <ul style="list-style-type: none"> 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. 	
<p>Elemen Menulis – Mempresentasikan</p> <ul style="list-style-type: none"> 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, serta konjungsi umum untuk menghubungkan gagasan. Dalam menulis, mereka berusaha mengeja kata-kata baru berdasarkan pemahaman mereka tentang hubungan bunyi dan huruf dalam bahasa Inggris, serta menerapkan tanda baca dan kapitalisasi secara konsisten. 	



C. PROFIL PELAJAR PANCA SILA
(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 <i>the giraffe the pelly and me</i> , 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
Setelah mengikuti pembelajaran ini, siswa diharapkan mampu: <ol style="list-style-type: none"> Mengidentifikasi Kosakata Baru dari Cerita <ul style="list-style-type: none"> Siswa dapat mengenali dan memahami kosakata baru yang terdapat dalam cerita <i>The Giraffe, the Pelly, and Me</i>. Membaca dengan Pemahaman Sederhana <ul style="list-style-type: none"> Siswa dapat membaca bagian teks dari cerita dengan memperhatikan intonasi, stress, dan pengucapan yang benar untuk memahami makna umum dari cerita. Menganalisis Karakter dan Pesan Moral dalam Cerita <ul style="list-style-type: none"> Siswa dapat mendiskusikan karakter dan alur cerita melalui kegiatan drama, serta memahami pesan moral yang terkandung dalam cerita. Menggunakan Kosakata Baru dalam Kalimat Sederhana <ul style="list-style-type: none"> Siswa dapat menyusun dan menggunakan kosakata baru dalam kalimat sederhana secara lisan dengan pelafalan yang tepat. Memerankan Drama Sederhana Berdasarkan Cerita <ul style="list-style-type: none"> Siswa dapat menampilkan peran dari cerita <i>The Giraffe, the Pelly, and Me</i> dengan ekspresi, intonasi, dan pronunciation yang sesuai dalam sebuah pertunjukan drama mini.
B. PERTANYAAN PEMANTIK
<ul style="list-style-type: none"> Do you know any stories about animals and humans? How do you think pronunciation affects communication?
C. KEGIATAN PEMBELAJARAN
Kegiatan Pendahuluan <ul style="list-style-type: none"> Guru menyapa siswa dengan bahasa Inggris, tetapi dapat menyesuaikan dengan penggunaan bahasa Indonesia jika diperlukan.



- Guru meminta siswa untuk menjawab salam dengan jelas dan lantang, sebagai bagian dari latihan pronunciation.
- Contoh bahasa guru:
 - *"Good morning, everyone! How are you today?"*
 - (Siswa menjawab)
 - *"Let's practice our pronunciation—repeat after me: Good morning, everyone!"*
- Guru memanggil nama siswa satu per satu, meminta mereka merespons dengan "Present, Miss/Sir" dengan pelafalan yang jelas dan intonasi yang tepat.
- Guru memimpin doa bersama sebelum memulai pembelajaran.
- Test Pronunciation (pre-test)

Kegiatan Inti

Engage (Menarik Perhatian & Memperkenalkan Konsep)

Tujuan: Menarik perhatian siswa dan mengenalkan cerita *The Giraffe, The Pelly and Me* serta hubungannya dengan keferampilan *speaking* dan *pronunciation*.

Kegiatan:

- Ice Breaking
 - Guru menanyakan pertanyaan pemantik:
 - *"Do you know any stories about animals and humans?"*
 - *"How do you think pronunciation affects communication?"*
 - Siswa menjawab secara spontan dan guru mengajak mereka menirukan berbagai suara hewan dalam bahasa Inggris untuk membangun suasana menyenangkan.
- Video & Diskusi
 - Guru menampilkan cuplikan animasi atau audiobook *The Giraffe, The Pelly and Me*.
 - Setelah menonton, guru bertanya kepada siswa:
 - *"Name the characters in this story."*
 - *"How do they speak? Are there any difficult words?"*
- Guru mencatat kata-kata sulit dari video dan mengajak siswa mengucapkannya bersama.
- Pengantar Drama-Based Learning
 - Guru menjelaskan bahwa siswa akan belajar *pronunciation* dengan bermain peran dalam drama.
 - Guru mencontohkan bagaimana intonasi dan ekspresi dalam drama membantu pengucapan yang lebih baik.
- 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:

- Baca teks yang diberikan oleh guru dan temukan 5 kata baru yang belum pernah kamu pelajari sebelumnya.
- 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			



Explore (Eksplorasi – Mengembangkan Pemahaman Awal)

Tujuan: Siswa mulai mengeksplorasi karakter, alur cerita, dan teknik pengucapan dalam naskah drama yang diadaptasi dari novel.

Kegiatan:

- Membaca Naskah Drama
 - Guru membagikan naskah adaptasi dari novel yang telah disederhanakan.
 - Siswa membaca naskah secara individu, lalu dalam kelompok kecil untuk memahami alur dan karakter.
- Latihan Pronunciation
 - Guru mengenalkan beberapa kata sulit dan teknik pengucapan (*intonation, stress, connected speech*).
 - Contoh kata yang dipelajari: *giraffe, pelican, monkey, window-cleaners, magnificent*, dll.
 - Siswa menirukan guru membaca beberapa bagian dialog dengan ekspresi yang sesuai.
- Diskusi Karakter & Emosi
 - Siswa mendiskusikan bagaimana suara dan ekspresi setiap karakter seharusnya terdengar.
 - Guru membimbing latihan membaca dengan emosi (*dramatize reading*) dan intonasi yang tepat.

Worksheet:

Instruksi:

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

Pertanyaan Pemahaman:

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

Tulis jawabanmu di buku tugas dan diskusikan dengan teman sekelompok!

Explain (Menjelaskan Konsep Pronunciation dalam Drama)

Tujuan: Memahami teknik *pronunciation* dan *speaking skills* dalam konteks drama.

Kegiatan:

- 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.
Penjelasan Pronunciation

- o Guru menjelaskan pentingnya *intonation*, *stress*, *rhythm*, dan *pausing* dalam berbicara bahasa Inggris.
- o Guru memberikan contoh pengucapan yang salah dan benar dari beberapa dialog dalam naskah.

Latihan Berpasangan

- o Siswa berlatih membaca dialog dalam pasangan atau kelompok kecil.
- o Guru memberikan umpan balik langsung tentang *pronunciation* dan ekspresi mereka.
- 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:

- Baca teks berikut yang merupakan bagian dari cerita *The Giraffe, The Pelly, and Me*.
- Isi bagian yang kosong (fill in the blank) dengan kata yang tepat dari daftar kosakata yang tersedia.
- Gunakan konteks dalam kalimat untuk membantu memilih kata yang paling sesuai.

Kosakata yang tersedia:

(grateful, thief, mansion, promise, flap, treasure, guard, nervous, whisper, amazing)

Billy and his friends, the giraffe, the pelican, and the monkey, were standing outside the grand _____ (1). They had been invited inside by the Duke, who was very _____ (2) for their help.

Just as they were about to enter, they heard a strange sound. The pelican spread his wings and gave a big _____ (3) to keep everyone quiet. "Listen!" he said in a _____ (4).

From inside the house, they could hear footsteps. Someone was sneaking through the halls! The monkey quickly climbed up the wall to see. "It's a _____ (5)!" he shouted.

The giraffe stretched his neck to look inside the window. "We must do something!" he said. The pelican, being the bravest, decided to _____ (6) down and catch the intruder.

As they worked together, the Duke smiled. "What an _____ (7) team you are!" he said. "You not only clean my windows but also protect my home."

After capturing the thief, the police arrived. The Duke kept his _____ (8) and rewarded the friends with a big feast. "You will always have a place in my home," he said.

The friends laughed and enjoyed their meal, happy to be part of such a great adventure.

Jawaban Kunci (Guru Saja):

1. mansion
2. grateful
3. flap
4. whisper
5. thief



6. guard
7. amazing
8. promise


Extend (Penerapan dalam Konteks Nyata melalui Drama-Based Pedagogy)

Tujuan: Siswa mengaplikasikan *pronunciation* dan *speaking skills* melalui pertunjukan mini drama.


Kegiatan:

1. Final Rehearsal
 - o Siswa berlatih lebih lanjut dengan kelompok mereka.
 - o Guru memberikan koreksi akhir terkait *pronunciation*, intonasi, dan ekspresi.
2. Pertunjukan Drama
 - o Setiap kelompok menampilkan mini drama berdasarkan skenario dari novel.
 - o Guru merekam pertunjukan agar siswa dapat melihat dan mengevaluasi kemajuan mereka.
3. Diskusi Pasca-Drama
 - o Siswa berdiskusi:
 - "Bagaimana perasaan mereka saat berbicara dalam bahasa Inggris?"
 - "Apakah mereka merasa *pronunciation* mereka membaik?"
 - o Guru memberikan umpan balik positif dan membahas tantangan yang dihadapi siswa.

Worksheet:

 Instruksi:

1. Beri nilai (1-5) untuk masing-masing pernyataan sebelum dan sesudah bermain drama.
2. Diskusikan hasilnya dengan teman.

 Role-Playing Confidence Meter

Pernyataan	Skor Sebelum (1-5)	Skor Sesudah (1-5)
Saya merasa nyaman berbicara bahasa Inggris di depan kelas.		
Saya percaya diri mengucapkan kata-kata sulit dengan benar.		
Saya bisa mengekspresikan karakter dengan baik.		
Saya merasa santai saat berbicara dalam drama.		

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 pronunciation dalam berbicara bahasa Inggris.
- Guru menutup pelajaran dengan meminta salah satu siswa memimpin doa dan mengucapkan salam.

D. REFLEKSI

Refleksi Guru

1. Untuk membantu peserta didik melakukan refleksi, besar kemungkinan perlu dilakukan latihan secara eksplisit bagaimana melakukan refleksi pembelajaran dan mengisi lembar refleksi.
2. Hal ini dapat dilakukan pada awal semester (bersamaan dengan pengenalan *classroom language*). Contoh latihan eksplisit adalah dengan mengajak peserta didik mendiskusikan pertanyaan refleksi untuk mengukur apa yang mereka pahami mengenai hal tersebut.
3. Peserta didik diharapkan dapat terbiasa melakukan refleksi pembelajaran setidaknya sekali dalam sepekan. Hal ini agar dapat membantu mereka menjadi lebih mengetahui proses belajarnya yang kemudian menjadikan mereka lebih mandiri dan bertanggung jawab.
4. Refleksi dapat dilakukan pada setiap akhir pertemuan atau pun pada setiap akhir bab, baik secara lisan maupun tulisan.
5. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepada peserta didik dengan pertanyaan berikut: *What did you do? What did you learn? How did you learn?*
Bahasa guru:
"Let's think about what we did. So, let me ask you some questions. First, what did you do? Please raise your hand and share your experience. Do you want to try? Okay, go ahead."
6. Berkaitan dengan refleksi secara tulisan, guru dapat memberikan kesempatan kepada peserta untuk mengisi lembar refleksi belajar.
7. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.
Bahasa guru:
"We are coming to the end of the lesson. I'd like to give you some time to think about your learning. So, please now fill out the following sheet. If you don't understand, please feel free to ask me any questions."



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			
Pronounce words from <i>The Giraffe, The Pelly and Me</i> correctly			
Use proper intonation and stress while speaking in English			
Perform a drama scene with confidence and clear pronunciation			
Identify and correct my pronunciation mistakes based on feedback			
Express emotions and character voices effectively in a drama performance			



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			

Section 2

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

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:

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.

Kosakata yang tersedia:

(grateful, thief, mansion, promise, flap, treasure, guard, nervous, whisper, amazing)

Billy and his friends, the giraffe, the pelican, and the monkey, were standing outside the grand _____ (1). They had been invited inside by the Duke, who was very _____ (2) for their help.

Just as they were about to enter, they heard a strange sound. The pelican spread his wings and gave a big _____ (3) to keep everyone quiet. "Listen!" he said in a _____ (4).

From inside the house, they could hear footsteps. Someone was sneaking through the halls! The monkey quickly climbed up the wall to see. "It's a _____ (5)!" he shouted.

The giraffe stretched his neck to look inside the window. "We must do something!" he said. The pelican, being the bravest, decided to _____ (6) down and catch the intruder.

As they worked together, the Duke smiled. "What an _____ (7) team you are!" he said. "You not only clean my windows but also protect my home."

After capturing the thief, the police arrived. The Duke kept his _____ (8) and rewarded the friends with a big feast. "You will always have a place in my home," he said.

The friends laughed and enjoyed their meal, happy to be part of such a great adventure.

Jawaban Kunci (Guru Saja):

9. mansion
10. grateful
11. flap
12. whisper
13. thief
14. guard
15. amazing
16. promise

Section 4

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

Instruksi:

- Beri nilai (1-5) untuk masing-masing pernyataan sebelum dan sesudah bermain drama.
- Diskusikan hasilnya dengan teman.

Role-Playing Confidence Meter

Pernyataan	Skor Sebelum (1-5)	Skor Sesudah (1-5)
Saya merasa nyaman berbicara bahasa Inggris di depan kelas.		



Saya percaya diri mengucapkan kata-kata sulit dengan benar.		
Saya bisa mengekspresikan karakter dengan baik.		
Saya merasa santai saat berbicara dalam drama.		

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Instrument Speaking Test - Post-test 1 Pronunciation

Title: The Clever Deer and the Hungry Crocodile

Characters: Rusa (a clever deer) and Buaya (a hungry crocodile)

Instructions for the Speaking Test:

- Students will role-play the dialogue in pairs.
- Focus on pronunciation.
- The teacher will assess using a rubric.

Script:

(Crossing the River)

Rusa: Good morning, Buaya! I need to cross the river. May I step on your back?

Buaya: Good morning, Rusa. Why should I let you cross?

(The Trick Begins)

Rusa: The king is sending food for all the crocodiles. I must count you first!

Buaya: Food? Oh! Count us quickly!

(Counting the Crocodiles)

Rusa: One, two, three... (jumps from one crocodile to another)

Buaya: Hurry up! I can't wait to eat!

(The Escape)

Rusa: Thank you, Buaya! I have crossed the river!

Buaya: Wait! Where is my food?

(The Lesson Learned)

Rusa: There was no food. You should not be greedy, Buaya!

Buaya: Oh no! You tricked me!

Pronunciation Assessment Rubric for Students of SMPN 5 Singaraja

Category	Score 1	Score 2	Score 3	Score 4	Score 5
Vowels	Vowel errors (such as /ɛ/, æ/, /ɑ, ʌ/, /u, ʊ/, /ɔ, ɒ/) are frequent and distracting and often cause miscommunication.	Some vowels (such as /i, ɪ/, /e, ɛ/, /ɑ, ʌ/) are consistently confused or mispronounced and cause miscommunication or distraction.	Vowel errors (such as /i, ɪ/ occur frequently and inconsistently but do not usually cause miscommunication.	Vowel errors occur occasionally (especially in vowel dense contexts) but do not lead to miscommunication.	Mispronounced vowels are rare and cause no distraction or miscommunication.
Consonants	Consonant errors (such as /p, b/, /p, f/, /m, n/, /n, ɳ/, /l, r/) are frequent and distracting and cause miscommunication.	Some consonants (such as /f, h/, /t, d/, /k, g/) are consistently confused or mispronounced and cause miscommunication or distraction.	Frequent but inconsistent consonant errors occur, such as /w, v/, /s, z/	Most consonants are pronounced correctly most of the time, but troubles with consonant clusters, word-final consonants, etc. persist.	Mispronounced consonants are rare and cause no distraction or miscommunication.
Intonation	Intonation is used inappropriately and interferes with communication or is distracting.	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding.	Intonation is usually correct but occasionally misleads listeners.	Intonation is employed effectively to express emotion, but one particular pattern is overused.	A variety of intonation patterns effectively reflect the speakers' intent (e.g., questioning, apology, sarcasm, etc.)
Word stress	Frequent word-stress misplacement causes miscommunication and annoys listeners.	Due to frequent and confusing word stress errors, context is greatly needed for the listener to understand the intended meaning.	Misplacement happens in a variety of words, but meaning is not hindered.	Misplaced word stress is rare and it only occurs in multisyllabic words.	Misplaced word stress is rare and causes no distraction or miscommunication.
Rhythm	Rhythm is predominantly and strongly syllable-timed (i.e., very "choppy").	Rhythm is heavily syllable-timed, but occasionally demonstrates stress-timing.	Stress-timed rhythm is employed sometimes appears but only unnaturally and with effort.	Stress-timed rhythm is employed naturally most of the time.	Stress-timed rhythm is used naturally and consistently.
Sentence stress	Sentence stress is not used to indicate key words in thought groups.	Sentence stress is rarely used or is frequently misplaced, leading to miscommunication or confusion.	Sentence stress is employed, but not always correctly (e.g., function words receive stress inappropriately).	Sentence stress is placed correctly most of the time, but sometimes misplaced.	Sentence stress is almost always placed appropriately based on the speaker's communicative intent.

Adapted from (Ma, 2015)

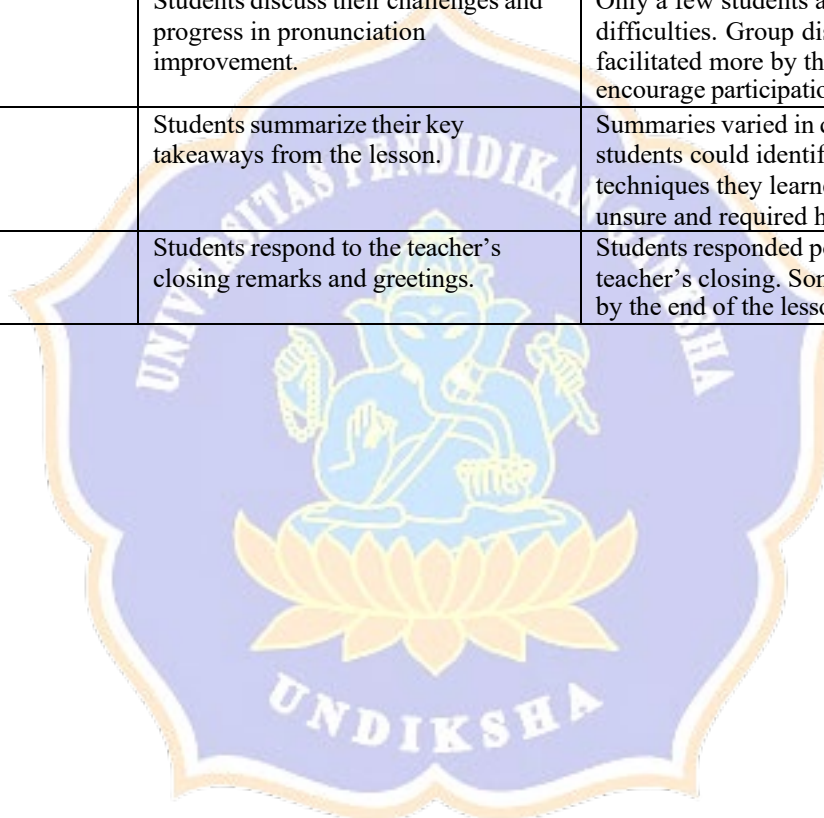


Appendix 4 Researcher Observation Findings During Cycle 1

Researcher Observation Findings During Cycle 1

No	Activity	Notes
Opening Activity		
1	Students respond to the teacher's greeting and engage in the ice-breaking activity.	The students answered the greetings and participated in ice-breaking enthusiastically; some were still shy.
2	Students participate in discussions by answering warm-up questions about stories and pronunciation.	Most of the students participated and answered the questions. But some were still passive.
3	Students watch the video/audio of The Giraffe, the Pelly, and Me and identify new vocabulary.	Most of the students participated. But some were still passive.
Main Activity (DBP Syntax)		
Engage		
4	Students are divided into groups and assigned different character roles from The Giraffe, the Pelly, and Me.	Group division went smoothly; students were interested in the roles given.
5	Students practice reading their assigned dialogues aloud while focusing on pronunciation.	Most of the students actively read the text, but pronunciation still needs to be guided.
6	Students discuss and practice the correct pronunciation of challenging words from the story.	The discussion went smoothly. But some students were still passive.
Explore		
7	Students practice reading their lines with the correct intonation, stress, and rhythm.	Several students tried to follow the correct rhythm and stress, but many still needed assistance. Some were hesitant and lacked confidence when reading aloud.
8	Students experiment with different emotions and expressions while reading their lines.	A few groups showed enthusiasm and creativity, but others were still unsure about expressing emotions and needed guidance from the teacher.
Explain		
9	Students receive explanations and demonstrations of pronunciation techniques (intonation, stress, connected speech).	The teacher explained clearly using examples. Most students listened attentively, though some required further clarification and repetition.
10	Students apply pronunciation techniques in their reading practice.	Some students began applying the techniques correctly, especially stress and intonation. However, many still struggled and needed reminders during practice.
11	Students ask and answer questions about pronunciation challenges and how to improve them.	Only a few students actively asked questions; the rest were still passive and had to be encouraged to participate.
Extend and Apply (Role Playing)		
12	Students work in groups to create a mini-drama performance based on the story.	Most groups collaborated well, but some students relied heavily on more active peers. The teacher needed to monitor and support the quieter students.
13	Students rehearse their lines while focusing on pronunciation, gestures, and expressions.	Some students rehearsed seriously and tried to improve their performance. However, pronunciation issues were still evident and required teacher intervention.

14	Students perform their drama in front of the class with proper pronunciation and fluency.	Performances varied. A few groups performed confidently, while others still showed hesitation, mispronunciations, and lack of fluency.
15	Students demonstrate confidence, creativity, and expressive speaking in their performance.	Confidence levels were mixed. Some students enjoyed the role-playing activity, but others were still shy and needed motivation from the teacher.
Closing Activity		
19	Students receive constructive feedback from the teacher and peers on pronunciation and performance.	Feedback was delivered constructively. Students were receptive, though some needed further explanation to understand how to improve.
20	Students reflect on their learning experience by writing in their reflection journal.	Most students completed the journal, though some entries were brief and lacked detail. Additional guidance was needed for meaningful reflection.
21	Students discuss their challenges and progress in pronunciation improvement.	Only a few students actively shared their difficulties. Group discussions had to be facilitated more by the teacher to encourage participation.
22	Students summarize their key takeaways from the lesson.	Summaries varied in quality. While some students could identify pronunciation techniques they learned, others were unsure and required help.
23	Students respond to the teacher's closing remarks and greetings.	Students responded positively to the teacher's closing. Some were more relaxed by the end of the lesson.



Appendix 5 The Result of Students' Pronunciation Score in Post-Test Cycle 1

The Result of Students' Pronunciation Score in Post-Test Cycle 1

No	Code of Students	Post Test 1 Score
1	Student 1	75.3
2	Student 2	74.0
3	Student 3	65.0
4	Student 4	79.0
5	Student 5	59.5
6	Student 6	42.5
7	Student 7	77.0
8	Student 8	68.0
9	Student 9	40.0
10	Student 10	44.0
11	Student 11	71.0
12	Student 12	49.0
13	Student 13	55.0
14	Student 14	64.0
15	Student 15	60.0
16	Student 16	76.3
17	Student 17	78.5
18	Student 18	47.0
19	Student 19	80.0
20	Student 20	75.2
21	Student 21	72.0
22	Student 22	46.0
23	Student 23	63.0
24	Student 24	77.5
25	Student 25	85.0
26	Student 26	43.0
27	Student 27	53.0
28	Student 28	58.0
29	Student 29	68.5
30	Student 30	41.0
31	Student 31	90.0
32	Student 32	76.0
33	Student 33	62.0
34	Student 34	56.0
35	Student 35	79.5

Appendix 6 Learning Module in Cycle 2

**LEARNING MODULE
MERDEKA CURRICULUM**

Nama Sekolah : SMP Negeri 5 Singaraja
Nama penyusun : Kadek Agus Krisna Wijaya
Mata pelajaran : Bahasa Inggris
Fase D, Kelas / Semester : IX (Sembilan) / II (Genap)



LEARNING MODULE MERDEKA CURRICULUM

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Sekolah	: SMP Negeri 5 Singaraja
Penyusun	: Kadek Agus Krisna Wijaya
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas / Semester	: D / IX / II (Genap)
Alokasi Waktu	: 3 Pertemuan (3 x 40 menit)
B. KOMPETENSI AWAL	
<p>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.</p>	
<p>Elemen Menyimak – Berbicara</p> <ul style="list-style-type: none"> 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. 	
<p>Elemen Membaca - Memirsa</p> <ul style="list-style-type: none"> 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. 	
<p>Elemen Menulis - Mempresentasikan</p> <ul style="list-style-type: none"> 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, serta konjungsi umum untuk menghubungkan gagasan. Dalam menulis, mereka berusaha mengeja kata-kata baru berdasarkan pemahaman mereka tentang hubungan bunyi dan huruf dalam bahasa Inggris, serta menerapkan tanda baca dan kapitalisasi secara 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
Gawai, akses internet, teks <i>the giraffe the pelly and me</i> , 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
Setelah mengikuti pembelajaran ini, siswa diharapkan mampu: <ol style="list-style-type: none"> 6. Mengidentifikasi Kosakata Baru dari Cerita <ul style="list-style-type: none"> Siswa dapat mengenali dan memahami kosakata baru yang terdapat dalam cerita <i>The Giraffe, the Pelly, and Me</i>. 7. Membaca dengan Pemahaman Sederhana <ul style="list-style-type: none"> Siswa dapat membaca bagian teks dari cerita dengan memperhatikan intonasi, stress, dan pengucapan yang benar untuk memahami makna umum dari cerita. 8. Menganalisis Karakter dan Pesan Moral dalam Cerita <ul style="list-style-type: none"> Siswa dapat mendiskusikan karakter dan alur cerita melalui kegiatan drama, serta memahami pesan moral yang terkandung dalam cerita. 9. Menggunakan Kosakata Baru dalam Kalimat Sederhana <ul style="list-style-type: none"> Siswa dapat menyusun dan menggunakan kosakata baru dalam kalimat sederhana secara lisan dengan pelafalan yang tepat. 10. Memerankan Drama Sederhana Berdasarkan Cerita <ul style="list-style-type: none"> Siswa dapat menampilkan peran dari cerita <i>The Giraffe, the Pelly, and Me</i> dengan ekspresi, intonasi, dan pronunciation yang sesuai dalam sebuah pertunjukan drama mini.
B. PERTANYAAN PEMANTIK
<ul style="list-style-type: none"> Do you know any stories about animals and humans? How do you think pronunciation affects communication?
C. KEGIATAN PEMBELAJARAN
Kegiatan Pendahuluan <ul style="list-style-type: none"> Guru menyapa siswa dengan bahasa Inggris, tetapi dapat menyesuaikan dengan penggunaan bahasa Indonesia jika diperlukan.



- Guru meminta siswa untuk menjawab salam dengan jelas dan lantang, sebagai bagian dari latihan pronunciation.
- Contoh bahasa guru:
 - *"Good morning, everyone! How are you today?"*
 - (Siswa menjawab)
 - *"Let's practice our pronunciation—repeat after me: Good morning, everyone!"*
- Guru memanggil nama siswa satu per satu, meminta mereka merespons dengan "Present, Miss/Sir" dengan pelafalan yang jelas dan intonasi yang tepat.
- Guru memimpin doa bersama sebelum memulai pembelajaran.

Kegiatan Inti

Engage (Menarik Perhatian & Memperkenalkan Konsep)

Tujuan: Menarik perhatian siswa dan mengenalkan cerita *The Giraffe, The Pelly and Me* serta hubungannya dengan keferampilan *speaking* dan *pronunciation*.

Kegiatan:

- Ice Breaking
 - Guru menanyakan pertanyaan pemantik:
 - *"Do you know any stories about animals and humans?"*
 - *"How do you think pronunciation affects communication?"*
 - Siswa menjawab secara spontan dan guru mengajak mereka menirukan berbagai suara hewan dalam bahasa Inggris untuk membangun suasana menyenangkan.
- Video & Diskusi
 - Guru menampilkan cuplikan animasi atau audiobook *The Giraffe, The Pelly and Me*.
 - Setelah menonton, guru bertanya kepada siswa:
 - *"Name the characters in this story."*
 - *"How do they speak? Are there any difficult words?"*
 - Setelah ice breaking dan diskusi, ajak siswa lakukan drill pronunciation singkat dengan menirukan suara hewan menggunakan intonasi beragam:

Contoh: "Giraffe" dengan suara lembut, "Monkey" dengan suara cepat dan tinggi.
- Guru mencatat kata-kata sulit dari video dan mengajak siswa mengucapkannya bersama.
- Pengantar Drama-Based Learning
 - Guru menjelaskan bahwa siswa akan belajar *pronunciation* dengan bermain peran dalam drama.
 - Guru mencontohkan bagaimana intonasi dan ekspresi dalam drama membantu pengucapan yang lebih baik.
 - Ajak siswa mengulang 3–5 kalimat sederhana dari video secara serempak dan individu dengan fokus pada intonasi dan artikulasi.



- 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:

- Baca teks yang diberikan oleh guru dan temukan 5 kata baru yang belum pernah kamu pelajari sebelumnya.
- 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			

Explore (Eksplorasi – Mengembangkan Pemahaman Awal)

Tujuan: Siswa mulai mengeksplorasi karakter, alur cerita, dan teknik pengucapan dalam naskah drama yang diadaptasi dari novel.

Kegiatan:

- Membaca Naskah Drama
 - Guru membagikan naskah adaptasi dari novel yang telah disederhanakan.
 - Siswa membaca naskah secara individu, lalu dalam kelompok kecil untuk memahami alur dan karakter.
- Latihan Pronunciation
 - Guru mengenalkan beberapa kata sulit dan teknik pengucapan (*intonation, stress, connected speech*).
 - Guru mengajak siswa "Mouth Gym" (latihan artikulasi ringan) sebelum membaca, misalnya: *giraffe, pelican, monkey, burglar, jewels, window-cleaners, magnificent*, dll.
 - Dilanjutkan dengan sesi "Echo Reading": Guru membaca satu kalimat → siswa mengulang secara serempak → dilanjutkan dengan siswa bergiliran membaca per individu.
 - Guru mengajak siswa melakukan *drill pronunciation* dari kosakata yang telah dikenalkan sebelumnya. Minta siswa mengulang sebanyak 2–3 kali sambil memperhatikan stress dan intonasi.
- Diskusi Karakter & Emosi
 - Siswa mendiskusikan bagaimana suara dan ekspresi setiap karakter seharusnya terdengar.
 - Guru membimbing latihan membaca dengan emosi (*dramatize reading*) dan intonasi yang tepat.

Worksheet:

Instruksi:

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

Pertanyaan Pemahaman:

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

Tulis jawabanmu di buku tugas dan diskusikan dengan teman sekelompok!



Explain (Menjelaskan Konsep Pronunciation dalam Drama)

Tujuan: Memahami teknik *pronunciation* dan *speaking skills* dalam konteks drama.

Kegiatan:

- 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.

Penjelasan Pronunciation

- Guru menjelaskan pentingnya *intonation*, *stress*, *rhythm*, dan *pausing* dalam berbicara bahasa Inggris.
- Guru memberikan contoh pengucapan yang salah dan benar dari beberapa dialog dalam naskah.

Latihan Berpasangan

- Siswa berlatih membaca dialog dalam pasangan atau kelompok kecil.
- Guru memberikan umpan balik langsung tentang *pronunciation* dan ekspresi mereka.
- 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:**

- Baca teks berikut yang merupakan bagian dari cerita *The Giraffe, The Pelly, and Me*.
- Isi bagian yang kosong (fill in the blank) dengan kata yang tepat dari daftar kosakata yang tersedia.
- Gunakan konteks dalam kalimat untuk membantu memilih kata yang paling sesuai.

Kosakata yang tersedia:

(grateful, thief, mansion, promise, flap, treasure, guard, nervous, whisper, amazing)

Billy and his friends, the giraffe, the pelican, and the monkey, were standing outside the grand _____ (1). They had been invited inside by the Duke, who was very _____ (2) for their help.

Just as they were about to enter, they heard a strange sound. The pelican spread his wings and gave a big _____ (3) to keep everyone quiet. "Listen!" he said in a _____ (4).

From inside the house, they could hear footsteps. Someone was sneaking through the halls! The monkey quickly climbed up the wall to see. "It's a _____ (5)!" he shouted.

The giraffe stretched his neck to look inside the window. "We must do something!" he said. The pelican, being the bravest, decided to _____ (6) down and catch the intruder.

As they worked together, the Duke smiled. "What an _____ (7) team you are!" he said. "You not only clean my windows but also protect my home."

After capturing the thief, the police arrived. The Duke kept his _____ (8) and rewarded the friends with a big feast. "You will always have a place in my home," he said.

The friends laughed and enjoyed their meal, happy to be part of such a great adventure.

Jawaban Kunci (Guru Saja):

17. mansion
18. grateful
19. flap
20. whisper
21. thief
22. guard
23. amazing
24. promise


Extend (Penerapan dalam Konteks Nyata melalui Drama-Based Pedagogy)

Tujuan: Siswa mengaplikasikan *pronunciation* dan *speaking skills* melalui pertunjukan mini drama.


Kegiatan:

4. Final Rehearsal
 - o Siswa berlatih lebih lanjut, setiap kelompok diminta mengulangi satu adegan pilihan minimal 3 kali dengan umpan balik guru setelah tiap percobaan.
 - o Guru memberikan koreksi akhir terkait *pronunciation*, intonasi, dan ekspresi.
5. Pertunjukan Drama
 - o Setiap kelompok menampilkan mini drama berdasarkan skenario dari novel.
 - o Guru merekam pertunjukan agar siswa dapat melihat dan mengevaluasi kemajuan mereka.
6. Diskusi Pasca-Drama
 - o Siswa berdiskusi:
 - "Bagaimana perasaan mereka saat berbicara dalam bahasa Inggris?"
 - "Apakah mereka merasa *pronunciation* mereka membaik?"
 - o Guru memberikan umpan balik positif dan membahas tantangan yang dihadapi siswa.

Worksheet:

 Instruksi:

3. Beri nilai (1-5) untuk masing-masing pernyataan sebelum dan sesudah bermain drama.
4. Diskusikan hasilnya dengan teman.

 Role-Playing Confidence Meter

Pernyataan	Skor Sebelum (1-5)	Skor Sesudah (1-5)
Saya merasa nyaman berbicara bahasa Inggris di depan kelas.		
Saya percaya diri mengucapkan kata-kata sulit dengan benar.		



Saya bisa mengekspresikan karakter dengan baik.		
Saya merasa santai saat berbicara dalam drama.		

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 pronunciation dalam berbicara bahasa Inggris.
- Guru menutup pelajaran dengan meminta salah satu siswa memimpin doa dan mengucapkan salam.

D. REFLEKSI

Refleksi Guru

8. Untuk membantu peserta didik melakukan refleksi, besar kemungkinan perlu dilakukan latihan secara eksplisit bagaimana melakukan refleksi pembelajaran dan mengisi lembar refleksi.
9. Hal ini dapat dilakukan pada awal semester (bersamaan dengan pengenalan *classroom language*). Contoh latihan eksplisit adalah dengan mengajak peserta didik mendiskusikan pertanyaan refleksi untuk mengukur apa yang mereka pahami mengenai hal tersebut.
10. Peserta didik diharapkan dapat terbiasa melakukan refleksi pembelajaran setidaknya sekali dalam sepekan. Hal ini agar dapat membantu mereka menjadi lebih mengetahui proses belajarnya yang kemudian menjadikan mereka lebih mandiri dan bertanggung jawab.
11. Refleksi dapat dilakukan pada setiap akhir pertemuan atau pun pada setiap akhir bab, baik secara lisan maupun tulisan.
12. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepada peserta didik dengan pertanyaan berikut: *What did you do? What did you learn? How did you learn?*
Bahasa guru:
"Let's think about what we did. So, let me ask you some questions. First, what did you do? Please raise your hand and share your experience. Do you want to try? Okay, go ahead."
13. Berkaitan dengan refleksi secara tulisan, guru dapat memberikan kesempatan kepada peserta untuk mengisi lembar refleksi belajar.
14. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.
Bahasa guru:
"We are coming to the end of the lesson. I'd like to give you some time to think about your learning. So, please now fill out the following sheet. If you don't understand, please feel free to ask me any questions."



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			
Pronounce words from <i>The Giraffe, The Pelly and Me</i> correctly			
Use proper intonation and stress while speaking in English			
Perform a drama scene with confidence and clear pronunciation			
Identify and correct my pronunciation mistakes based on feedback			
Express emotions and character voices effectively in a drama performance			



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			

Section 2

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

Essay

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

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

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

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.

Kosakata yang tersedia:

(grateful, thief, mansion, promise, flap, treasure, guard, nervous, whisper, amazing)

Billy and his friends, the giraffe, the pelican, and the monkey, were standing outside the grand _____ (1). They had been invited inside by the Duke, who was very _____ (2) for their help.

Just as they were about to enter, they heard a strange sound. The pelican spread his wings and gave a big _____ (3) to keep everyone quiet. "Listen!" he said in a _____ (4).

From inside the house, they could hear footsteps. Someone was sneaking through the halls! The monkey quickly climbed up the wall to see. "It's a _____ (5)!" he shouted.

The giraffe stretched his neck to look inside the window. "We must do something!" he said. The pelican, being the bravest, decided to _____ (6) down and catch the intruder.

As they worked together, the Duke smiled. "What an _____ (7) team you are!" he said. "You not only clean my windows but also protect my home."

After capturing the thief, the police arrived. The Duke kept his _____ (8) and rewarded the friends with a big feast. "You will always have a place in my home," he said.


The friends laughed and enjoyed their meal, happy to be part of such a great adventure.

Jawaban Kunci (Guru Saja):


25. mansion
26. grateful
27. flap
28. whisper
29. thief
30. guard
31. amazing
32. promise

Section 4

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

 **Instruksi:**

- Beri nilai (1-5) untuk masing-masing pernyataan sebelum dan sesudah bermain drama.
- Diskusikan hasilnya dengan teman.

 **Role-Playing Confidence Meter**



Pernyataan	Skor Sebelum (1-5)	Skor Sesudah (1-5)
Saya merasa nyaman berbicara bahasa Inggris di depan kelas.		
Saya percaya diri mengucapkan kata-kata sulit dengan benar.		
Saya bisa mengekspresikan karakter dengan baik.		
Saya merasa santai saat berbicara dalam drama.		

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Instrument Speaking Test - Post-test 2 Pronunciation

Title: The Brave Turtle and the Proud Rabbit

Characters: Kura-kura (a slow but brave turtle) and Kelinci (a fast but proud rabbit)

Instructions for the Speaking Test:

- Students will role-play the dialogue in pairs.
- Focus on pronunciation.
- The teacher will assess using a rubric.

Script:

(The Challenge Begins)

Rabbit: Hello, Turtle! You are so slow. You'll never beat me in a race!

Turtle: Hello, Rabbit. Let's try! I may be slow, but I don't give up.

(On the Race Day)

Rabbit: This will be easy! I'll run fast and take a nap.

Turtle: I'll just keep walking. Step by step.

(During the Race)

Rabbit: (sleeping) Zzz... I'm the fastest...

Turtle: (walking) Almost there... I must keep going.

(At the Finish Line)

Rabbit: (wakes up) What? The Turtle is already here?

Turtle: Yes! I won the race. Slow and steady wins the race!

(The Lesson)

Rabbit: You were right. I was too proud.

Turtle: We all have our own strengths, Rabbit.

Pronunciation Assessment Rubric for Students of SMPN 5 Singaraja

Category	Score 1	Score 2	Score 3	Score 4	Score 5
Vowels	Vowel errors (such as /ε, æ/, /ɑ, ʌ/, /u, ʊ/, /ɔ, ɒ/) are frequent and distracting and often cause miscommunication.	Some vowels (such as /i, ɪ/, /e, æ/, /ɑ, ʌ/) are consistently confused or mispronounced and cause miscommunication or distraction.	Vowel errors (such as /i, ɪ/) occur frequently and inconsistently but do not usually cause miscommunication.	Vowel errors occur occasionally (especially in vowel dense contexts) but do not lead to miscommunication.	Mispronounced vowels are rare and cause no distraction or miscommunication.
Consonants	Consonant errors (such as /p, b/, /p, f/, /m, n/, /n, l/, /l, r/) are frequent and cause miscommunication.	Some consonants (such as /f, h/, /t, d/, /k, g/) are consistently confused or mispronounced and cause miscommunication or distraction.	Frequent but inconsistent consonant errors occur, such as /w, v/, /s, z/	Most consonants are pronounced correctly most of the time, but troubles with consonant clusters, word-final consonants, etc. persist.	Mispronounced consonants are rare and cause no distraction or miscommunication.
Intonation	Intonation is used inappropriately and interferes with communication or is distracting.	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding.	Intonation is usually correct but occasionally misleads listeners.	Intonation is employed effectively to express emotion, but one particular pattern is overused.	A variety of intonation patterns effectively reflect the speakers' intent (e.g., questioning, apology, sarcasm, etc.)
Word stress	Frequent word-stress misplacement causes miscommunication and annoys listeners.	Due to frequent and confusing word stress errors, context is greatly needed for the listener to understand the intended meaning.	Misplacement happens in a variety of words, but meaning is not hindered.	Misplaced word stress is rare and it only occurs in multisyllabic words.	Misplaced word stress is rare and causes no distraction or miscommunication.
Rhythm	Rhythm is predominantly and strongly syllable-timed (i.e., very "choppy").	Rhythm is heavily syllable-timed, but occasionally demonstrates stress-timing.	Stress-timed rhythm is employed sometimes appears but only unnaturally and with effort.	Stress-timed rhythm is employed naturally most of the time.	Stress-timed rhythm is used naturally and consistently.
Sentence stress	Sentence stress is not used to indicate key words in thought groups.	Sentence stress is rarely used or is frequently misplaced, leading to miscommunication or confusion.	Sentence stress is employed, but not always correctly (e.g., function words receive stress inappropriately).	Sentence stress is placed correctly most of the time, but sometimes misplaced.	Sentence stress is almost always placed appropriately based on the speaker's communicative intent.

Adapted from (Ma, 2015)

Appendix 7 Researcher Observation Findings During Cycle 2

Researcher Observation Findings During Cycle 2

No	Activity	Notes
Opening Activity		
1	Students respond to the teacher's greeting and engage in the ice-breaking activity.	The students answered the greetings and participated in ice-breaking enthusiastically
2	Students participate in discussions by answering warm-up questions about stories and pronunciation.	Most of the students participated and answered the questions.
3	Students watch the video/audio of The Giraffe, the Pelly, and Me and identify new vocabulary.	Most of the students participated.
Main Activity (DBP Syntax)		
Engage		
4	Students are divided into groups and assigned different character roles from The Giraffe, the Pelly, and Me.	Group division went smoothly; students were interested in the roles given.
5	Students practice reading their assigned dialogues aloud while focusing on pronunciation.	Most of the students actively read the text, but pronunciation still needs to be guided.
6	Students discuss and practice the correct pronunciation of challenging words from the story.	Most students were more confident in participating. They were able to identify challenging words and actively practiced them with peers. Guidance was still needed occasionally but significantly reduced compared to Cycle 1.
Explore		
7	Students practice reading their lines with the correct intonation, stress, and rhythm.	Students showed notable improvement. More students used proper stress and rhythm, and fewer hesitated while reading. The teacher still provided feedback, but overall fluency had increased.
8	Students experiment with different emotions and expressions while reading their lines.	Compared to the previous cycle, more students showed expressive reading. They were more engaged in trying different tones and emotions, making their performances more dynamic.
Explain		
9	Students receive explanations and demonstrations of pronunciation techniques (intonation, stress, connected speech).	Students listened attentively and asked relevant questions. Many took notes and showed understanding by applying the techniques during practice.
10	Students apply pronunciation techniques in their reading practice.	Most students consistently applied pronunciation techniques such as correct stress and intonation. Pronunciation accuracy and confidence had visibly improved from Cycle 1.
11	Students ask and answer questions about pronunciation challenges and how to improve them.	Student participation increased. They were more open in discussing difficulties and also helped peers by giving suggestions or sharing strategies they used.
Extend and Apply (Role Playing)		
12	Students work in groups to create a mini-drama performance based on the story.	Collaboration was more effective than in Cycle 1. Every member contributed, and the group discussions were more focused and productive.
13	Students rehearse their lines while focusing on pronunciation, gestures, and expressions.	Rehearsals were more structured and lively. Most students practiced seriously, and improvements in gestures, clarity, and expression were clearly visible.

14	Students perform their drama in front of the class with proper pronunciation and fluency.	The overall performance quality improved. Students spoke more clearly and fluently, and there were fewer mispronunciations. Most groups delivered the drama with better flow and confidence.
15	Students demonstrate confidence, creativity, and expressive speaking in their performance.	There was significant progress in students' confidence and creativity. Many students delivered lines with expressive intonation and appropriate body language. Stage fright decreased.
Closing Activity		
19	Students receive constructive feedback from the teacher and peers on pronunciation and performance.	Feedback sessions were more interactive. Students listened to comments actively and some even self-evaluated their performances, showing better awareness of their progress.
20	Students reflect on their learning experience by writing in their reflection journal.	Reflection journals were more detailed and thoughtful. Most students described their learning progress, what they enjoyed, and how they overcame challenges in pronunciation.
21	Students discuss their challenges and progress in pronunciation improvement.	Discussions became more open and constructive. Students identified specific areas they improved and shared strategies they used during practice.
22	Students summarize their key takeaways from the lesson.	Most students were able to articulate what they learned, particularly pronunciation techniques like intonation and stress. They also mentioned increased confidence in speaking.
23	Students respond to the teacher's closing remarks and greetings.	Students responded positively and enthusiastically. The atmosphere was more relaxed and supportive compared to the first cycle.



Appendix 8 The Result of Students' Pronunciation Score in Post-Test Cycle 2

The Result of Students' Pronunciation Score in Post-Test Cycle 2

NO	Code of Students	Post-Test 2 Score
1	Student 1	80
2	Student 2	81
3	Student 3	77.3
4	Student 4	85
5	Student 5	75
6	Student 6	71
7	Student 7	82
8	Student 8	76
9	Student 9	72
10	Student 10	70
11	Student 11	78
12	Student 12	69
13	Student 13	72
14	Student 14	75
15	Student 15	73
16	Student 16	81
17	Student 17	82
18	Student 18	75
19	Student 19	84
20	Student 20	83.3
21	Student 21	77
22	Student 22	70
23	Student 23	76
24	Student 24	84
25	Student 25	87
26	Student 26	69
27	Student 27	68
28	Student 28	75
29	Student 29	77
30	Student 30	72
31	Student 31	90
32	Student 32	82
33	Student 33	75
34	Student 34	71
35	Student 35	88

Appendix 9 Expert Judgment of Pre-test and Post-test

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

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

No.	Items of Instrument	Relevant	Irrelevant	Note
1	Students will role-play the dialogue in pairs. Using a short story entitled: The Clever Deer and the Hungry Crocodile (Focusing on their pronunciation)	✓		
2	The researcher will assess students using a rubric. This test will assess students' pronunciation skills in Vowels, Consonants, Intonation, Word stress, Rhythm, and Sentence stress.	✓		

Script:

(Crossing the River)

Rusa: Good morning, Buaya! I need to cross the river. May I step on your back?

Buaya: Good morning, Rusa. Why should I let you cross?

(The Trick Begins)

Rusa: The king is sending food for all the crocodiles. I must count you first!

Buaya: Food? Oh! Count us quickly!

(Counting the Crocodiles)

Rusa: One, two, three... (jumps from one crocodile to another)

Buaya: Hurry up! I can't wait to eat!

(The Escape)

Rusa: Thank you, Buaya! I have crossed the river!

Buaya: Wait! Where is my food?

(The Lesson Learned)

Rusa: There was no food. You should not be greedy, Buaya!

Buaya: Oh no! You tricked me!

Category	Score 1	Score 2	Score 3	Score 4	Score 5
Vowels	Vowel errors (such as /e, æ/, /a, s/, /u, w/, /ɔ, oo/) are frequent and distracting and often cause miscommunication.	Some vowels (such as /i, v/, /e, eu/, /a, u/) are constantly confused or mispronounced and cause miscommunication or distraction.	Vowel errors (such as /i, v/) occur frequently and inconsistently but do not usually cause miscommunication.	Vowel errors occur occasionally (especially in vowel dense contexts) but do not lead to miscommunication.	Mispronounced vowels are rare and cause no distraction or miscommunication.
Consonants	Consonant errors (such as	Some consonants (such as	Frequent but inconsistent	Most consonants are	Mispronounced

	/p, b/, /p, f/, /m, n/ /n, l/, /l, r/) are frequent and distracting and cause miscommunication.	/f, h/, /h, d/, /k, g/) are consistently confused or mispronounced and cause miscommunication or distraction.	consonant errors occur, such as /w, v/, /s, z/	pronounced correctly most of the time, but troubles with consonant clusters, word-final consonants, etc. persist.	consonants are rare and cause no distraction or miscommunication.
Intonation	Intonation is used inappropriately and interferes with communication or is distracting.	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding.	Intonation is usually correct but occasionally misleads listeners.	Intonation is employed effectively to express emotion, but one particular pattern is overused.	A variety of intonation patterns effectively reflect the speakers' intent (e.g., questioning, apology, sarcasm, etc.)
Word stress	Frequent word- stress misplacement causes miscommunication and annoys listeners.	Due to frequent and confusing word stress errors, context is greatly needed for the listener to understand the intended meaning.	Misplacement happens in a variety of words, but meaning is not hindered.	Misplaced word stress is rare and it only occurs in multisyllabic words.	Misplaced word stress is rare and causes no distraction or miscommunication.
Rhythm	Rhythm is predominantly and strongly syllable- timed (i.e., very "choppy").	Rhythm is heavily syllable-timed, but occasionally demonstrates stress- timing.	Stress-timed rhythm is employed sometimes appears but only unnaturally and with effort.	Stress-timed rhythm is employed naturally most of the time.	Stress-timed rhythm is used naturally and consistently.
Sentence stress	Sentence stress is not used to indicate key words in thought groups.	Sentence stress is rarely used or is frequently misplaced, leading to miscommunication or confusion.	Sentence stress is employed, but not always correctly (e.g., function words receive stress inappropriately).	Sentence stress is placed correctly most of the time, but sometimes misplaced.	Sentence stress is almost always placed appropriately based on the speaker's communicative intent.

Singaraja, February 24th, 2025

Expert Judge II


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

Expert Judgement of Pre-Test and Post-Test (Pronunciation 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 entitled: The Clever Deer and the Hungry Crocodile (Focusing on their pronunciation)	✓		
2	The researcher will assess students using a rubric. This test will assess students' pronunciation skills in Vowels, Consonants, Intonation, Word stress, Rhythm, and Sentence stress.	✓		

Script:

(Crossing the River)

Rusa: Good morning, Buaya! I need to cross the river. May I step on your back?

Buaya: Good morning, Rusa. Why should I let you cross?

(The Trick Begins)

Rusa: The king is sending food for all the crocodiles. I must count you first!

Buaya: Food? Oh! Count us quickly!

(Counting the Crocodiles)

Rusa: One, two, three... (jumps from one crocodile to another)

Buaya: Hurry up! I can't wait to eat!

(The Escape)

Rusa: Thank you, Buaya! I have crossed the river!

Buaya: Wait! Where is my food?

(The Lesson Learned)

Rusa: There was no food. You should not be greedy, Buaya!

Buaya: Oh no! You tricked me!

Category	Score 1	Score 2	Score 3	Score 4	Score 5
Vowels	Vowel errors (such as /e, æ/, /a, ʌ/, /u, o/, /ɜ, ou/) are frequent and distracting and often cause miscommunication.	Some vowels (such as /i, ɪ/, /e, ei/, /a, ʌ/) are consistently confused or mispronounced and cause miscommunication or distraction.	Vowel errors (such as /i, ɪ/) occur frequently and inconsistently but do not usually cause miscommunication.	Vowel errors occur occasionally (especially in vowel dense contexts) but do not lead to miscommunication.	Mispronounced vowels are rare and cause no distraction or miscommunication.
Consonants	Consonant errors (such as	Some consonants (such as	Frequent but inconsistent	Most consonants are	Mispronounced

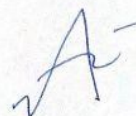
Expert Judgement of Interview Guide

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

No	Items of Instrument	Relevant	Irrelevant	Note
1	Apakah pembelajaran menggunakan Drama-Based Pedagogy membantu Anda dalam mengucapkan kata-kata bahasa Inggris dengan lebih jelas dan tepat? (Does learning through Drama-Based Pedagogy help you pronounce English words more clearly and accurately?)	✓		
2.	Apakah pembelajaran berbasis drama membuat suasana kelas lebih menyenangkan dan interaktif? Mengapa? (Does drama-based learning make the classroom atmosphere more enjoyable and interactive? Why?)	✓		
3	Apakah bermain peran dalam drama membuat Anda lebih percaya diri dalam berbicara bahasa Inggris? Mengapa? (Does role-playing in drama make you more confident in speaking English? Why?)	✓		
4	Menurut Anda, apakah menggunakan naskah dari novel <i>The Giraffe and The Pelly and Me</i> membantu dalam belajar pengucapan bahasa Inggris? (Do you think using the script from <i>The Giraffe and The Pelly and Me</i> helps you learn English pronunciation?)	✓		
5	Apakah Anda ingin terus belajar bahasa Inggris dengan metode ini di masa depan? Mengapa atau mengapa tidak? (Would you like to continue learning English using this method in the future? Why or why not?)	✓		

Singaraja, February 24th, 2025

Expert Judge I




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

	/p, b/, /p, f/, /m, n/ /n, l/, /l, r/) are frequent and distracting and cause miscommunication.	/t, h/, /t, d/, /k, g/) are consistently confused or mispronounced and cause miscommunication or distraction.	consonant errors occur, such as /w, v/, /s, z/	pronounced correctly most of the time, but troubles with consonant clusters, word-final consonants, etc. persist.	consonants are rare and cause no distraction or miscommunication.
Intonation	Intonation is used inappropriately and interferes with communication or is distracting.	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding	Intonation is usually correct but occasionally misleads listeners.	Intonation is employed effectively to express emotion, but one particular pattern is overused.	A variety of intonation patterns effectively reflect the speakers' intent (e.g., questioning, apology, sarcasm, etc.)
Word stress	Frequent word- stress misplacement causes miscommunication and annoys listeners.	Due to frequent and confusing word stress errors, context is greatly needed for the listener to understand the intended meaning.	Misplacement happens in a variety of words, but meaning is not hindered.	Misplaced word stress is rare and it only occurs in multisyllabic words.	Misplaced word stress is rare and causes no distraction or miscommunication.
Rhythm	Rhythm is predominantly and strongly syllable- timed (i.e., very "choppy").	Rhythm is heavily syllable-timed, but occasionally demonstrates stress- timing.	Stress-timed rhythm is employed sometimes appears but only unnaturally and with effort.	Stress-timed rhythm is employed naturally most of the time.	Stress-timed rhythm is used naturally and consistently.
Sentence stress	Sentence stress is not used to indicate key words in thought groups.	Sentence stress is rarely used or is frequently misplaced, leading to miscommunication or confusion.	Sentence stress is employed, but not always correctly (e.g., function words receive stress inappropriately).	Sentence stress is placed correctly most of the time, but sometimes misplaced.	Sentence stress is almost always placed appropriately based on the speaker's communicative intent.

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
	Apakah pembelajaran menggunakan Drama-Based Pedagogy membantu Anda dalam mengucapkan kata-kata bahasa Inggris dengan lebih jelas dan tepat? (Does learning through Drama-Based Pedagogy help you pronounce English words more clearly and accurately?)	✓		
2.	Apakah pembelajaran berbasis drama membuat suasana kelas lebih menyenangkan dan interaktif? Mengapa? (Does drama-based learning make the classroom atmosphere more enjoyable and interactive? Why?)	✓		
3	Apakah bermain peran dalam drama membuat Anda lebih percaya diri dalam berbicara bahasa Inggris? Mengapa? (Does role-playing in drama make you more confident in speaking English? Why?)	✓		
4	Menurut Anda, apakah menggunakan naskah dari novel <i>The Giraffe and The Pelly and Me</i> membantu dalam belajar pengucapan bahasa Inggris? (Do you think using the script from <i>The Giraffe and The Pelly and Me</i> helps you learn English pronunciation?)	✓		
5	Apakah Anda ingin terus belajar bahasa Inggris dengan metode ini di masa depan? Mengapa atau mengapa tidak? (Would you like to continue learning English using this method in the future? Why or why not?)	✓		

Singaraja, February 24th, 2025

Expert Judge II



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 and engage in the ice-breaking activity.	✓		
2	Students participate in discussions by answering warm-up questions about stories and pronunciation.	✓		
3	Students watch the video/audio of <i>The Giraffe, the Pelly, and Me</i> and identify key vocabulary.	✓		
Main Activity (Drama-Based Pedagogy Implementation)				
Engage (Introducing the Story & Characters)				
4	Students are divided into groups and assigned different character roles from <i>The Giraffe, the Pelly, and Me</i> .	✓		
5	Students practice reading their assigned dialogues aloud while focusing on pronunciation.	✓		
6	Students discuss and practice the correct pronunciation of challenging words from the story.	✓		
Explore (Practicing Pronunciation & Expression)				
7	Students practice reading their lines with the correct intonation, stress, and rhythm.	✓		
8	Students experiment with different emotions and expressions while reading their lines.	✓		
Explain (Understanding Pronunciation Techniques)				
9	Students receive explanations and demonstrations of pronunciation techniques (intonation, stress, connected speech).	✓		
10	Students apply pronunciation techniques in their reading practice.	✓		

11	Students ask and answer questions about pronunciation challenges and how to improve them.			
Extend (Role-Playing & Performance Preparation)				
12	Students work in groups to create a mini-drama performance based on the story.	✓		
13	Students rehearse their lines while focusing on pronunciation, gestures, and expressions.	✓		
14	Students perform their drama in front of the class with proper pronunciation and fluency.	✓		
15	Students demonstrate confidence, creativity, and expressive speaking in their performance.	✓		
Evaluate (Reflection & Feedback)				
16	Students receive constructive feedback from the teacher and peers on pronunciation and performance.	✓		
17	Students reflect on their learning experience by writing in their reflection journal.	✓		
18	Students discuss their challenges and progress in pronunciation improvement.	✓		
Closing Activity				
19	Students summarize their key takeaways from the lesson.	✓		
20	Students respond to the teacher's closing remarks and greetings.	✓		

Singaraja, February 24th, 2025

Expert Judge II



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

Expert Judgement of Observation Worksheet

Expert Judge I: 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 and engage in the ice-breaking activity.	✓		
2	Students participate in discussions by answering warm-up questions about stories and pronunciation.	✓		
3	Students watch the video/audio of <i>The Giraffe, the Pelly, and Me</i> and identify key vocabulary.	✓		
Main Activity (Drama-Based Pedagogy Implementation)				
Engage (Introducing the Story & Characters)				
4	Students are divided into groups and assigned different character roles from <i>The Giraffe, the Pelly, and Me</i> .	✓		
5	Students practice reading their assigned dialogues aloud while focusing on pronunciation.	✓		
6	Students discuss and practice the correct pronunciation of challenging words from the story.	✓		
Explore (Practicing Pronunciation & Expression)				
7	Students practice reading their lines with the correct intonation, stress, and rhythm.	✓		
8	Students experiment with different emotions and expressions while reading their lines.	✓		
Explain (Understanding Pronunciation Techniques)				
9	Students receive explanations and demonstrations of pronunciation techniques (intonation, stress, connected speech).	✓		
10	Students apply pronunciation techniques in their reading practice.	✓		

Appendix 10 Research Permission Letter



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
 E-mail: fbs.undiksha.ac.id

Nomor : 215/UN48.78.1/D1/2024

20 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	: Kadek Agus Krisna Wijaya
NIM	: 2112021179
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: Surat Izin Penelitian

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,

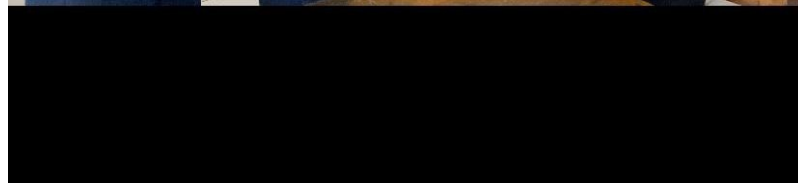
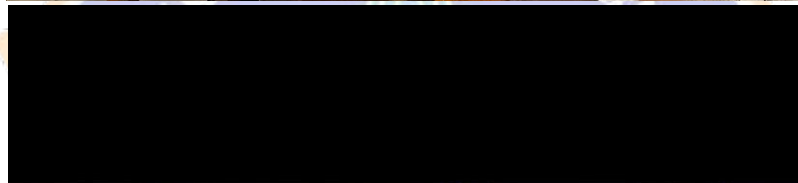
 Ni Luh Putu Eka Sulistia Dewi
 NIP. 198104192006042002

Tembusan :

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



Appendix 11 Documentations







Appendix 12 Letter of Data Retrieval

	<p>PEMERINTAH KABUPATEN BULELENG DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA SMP NEGERI 5 SINGARAJA Alamat: Desa Penglatan ,Kec. Buleleng, Kab. Buleleng Telp.(0362) 3301005. Email :smpnegeri5singaraja@gmail.com Website :smpn5singaraja.sch.id</p>	
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SURAT KETERANGAN
 Nomor : 421.2/983/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	: Kadek Agus Krisna Wijaya
NIM	: 2112021179
Prodi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa Asing


Memang benar mahasiswa tersebut diatas telah melakukan penelitian tentang “ Enhancing The Pronunciation Of 9th Grade Students At SMP N 5 Singaraja Through Drama-Based Pedagogy: A Classroom Action Research” 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

Ditandatangani secara elektronik oleh

Kepala Sekolah
SMP Negeri 5 Singaraja
Ketut Ngurah Yasa, S.Pd.,M.Pd.
Pembina Tk.I (IV/b)
NIP. 196901251998021002





Balai Besar Sertifikasi Elektronik

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