

APPENDIX

Appendix 1. Research Instruments

a. Speaking Assessment Rubric

Criteria	Indicators	Points				
		1	2	3	4	5
Vocabulary	Students are able to speak various numbers of vocabularies					
	Students are able to choose and speak the right vocab based on the context that they are talking about.					
Pronunciation	Students pronounce the words with an appropriate sound, stress, rhythm, intonation, and linking/elision/assimilation.					
Grammar	Students speak the language grammatically correct based on the context that they speak.					
Fluency	Students have an accurate speed of talking, hesitation while speaking, and hesitation before speaking.					
Conversational Skills	Students are able to maintain their speech along with the topic that they speak (coherent) and show an expressive mimic.					
Total Points						
Score					Total Point <u>10</u>	

b. Writing Assessment Rubric

No.	Competences	Indicators	Criteria	Score (maximum)
	Grammatical	Mechanics	Students are able to write the text with a correct punctuation or symbols.	25
		Vocabulary	Students have rich vocabularies or write the text with understandable and various vocabularies	25
		Grammar	Students write the text with correct grammar and structure.	20
	Discourse	Organization	Students are able to write the text coherently and comprehensively.	30
Total Score				

c. Questionnaire

Behavioral Engagement	Statements	Responses				
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	I am encouraged to study by giving contribution in finishing the project in my group.					
	I can maximize my learning performance by giving my best at working the project.					
	I continuously discuss about the project with my group.					

	I always supervise and observe the progress of my project gradually.					
	I collect many information from various sources and synthesize it.					
	I can submit the project with my team on time.					
	I frequently participate in giving comment or suggestion when teachers evaluate the learning process.					
	I can determine the action that I have to do in solving the case or problem.					
	I obey the rules or instructions given by the teachers.					
Emotional Engagement	I feel enthusiast when learning English through working in project.					
	I am happy while learning English in a project.					

	I am excited for studying English with my team.					
	I am satisfied with the result of my project.					
	I am satisfied with the process that I experience during working in project.					
Cognitive Engagement	I can comprehend the information well and critically analyse it.					
	I can design or create the project based on my own creativity.					

d. Interview Guide

Components	Questions
Motivation	Do you feel motivate during the implementation of PjBL activities? If it is yes, why do you feel motivate?
Interest	What is the most interesting thing during the implementation of PjBL activities? And how do you attract it?
Real-world experience	Do you get any real-world experience during the implementation? If it is yes, what is the real-world experience that you get?
Benefit	Do you get any benefit during the implementation? What are they?
Pleasure	Do you enjoy the learning process integrated with PjBL activities? Why do you enjoy it?
Team work	Do you think that you can work in a team during the implementation? What kind of team work that you get during the implementation?

Project management	Can you manage your project well during the implementation? How do you manage your project?
Communication skill	Do you think that PjBL activities help you in improving your communication skill? How does it help you?
Interpersonal skill	Do you think that PjBL activities help you in improving your interpersonal skill? How does it help you?



Appendix 2. The Expert Judgement Result (Research Instruments)

a. Speaking Assessment Rubric

No.	Criteria	Indicators	Relevant (1)	Irrelevant (0)
1.	Vocabulary	Students are able to speak various numbers of vocabularies	✓	
		Students are able to choose and speak the right vocab based on the context that they are talking about.	✓	
2.	Pronunciation	Students pronounce the words with an appropriate sound, stress, rhythm, intonation, and linking/elision/assimilation.	✓	
3.	Grammar	Students speak the language grammatically correct based on the context that they speak.	✓	
4.	Fluency	Students have an accurate speed of talking, hesitation while speaking, and hesitation before speaking.	✓	
5.	Conversational Skills	Students are able to maintain their speech along with the topic that they speak (coherent) and show an expressive mimic.	✓	

Singaraja, 21 November 2024



Prof. Dr. Ni Nyoman Padmadewi, M.A..

NIP. 19620202198032001

No.	Criteria	Indicators	Relevant (1)	Irrelevant (0)
1.	Vocabulary	Students are able to speak various numbers of vocabularies	✓	
		Students are able to choose and speak the right vocab based on the context that they are talking about.	✓	
2.	Pronunciation	Students pronounce the words with an appropriate sound, stress, rhythm, intonation, and linking/elision/assimilation.	✓	
3.	Grammar	Students speak the language grammatically correct based on the context that they speak.	✓	
4.	Fluency	Students have an accurate speed of talking, hesitation while speaking, and hesitation before speaking.	✓	
5.	Conversational Skills	Students are able to maintain their speech along with the topic that they speak (coherent) and show an expressive mimic.	✓	

Singaraja, 21 November 2024

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP. 196407141988102001

b. Writing Assessment Rubric

Competences	Indicators	Criteria	Relevant (1)	Irrelevant (0)
Grammatical	Mechanics	Students are able to write the text with a correct punctuation or symbols.	✓	
	Vocabulary	Students have rich vocabularies or write the text with understandable and various vocabularies	✓	
	Grammar	Students write the text with correct grammar and structure.	✓	
Discourse	Organization	Students are able to write the text coherently and comprehensively.	✓	

Singaraja, 21 November 2024


 Prof. Dr. Ni Nyoman Padmadewi, M.A..

NIP. 19620202198032001

Competences	Indicators	Criteria	Relevant (1)	Irrelevant (0)
Grammatical	Mechanics	Students are able to write the text with a correct punctuation or symbols.	✓	
	Vocabulary	Students have rich vocabularies or write the text with understandable and various vocabularies	✓	
	Grammar	Students write the text with correct grammar and structure.	✓	
Discourse	Organization	Students are able to write the text coherently and comprehensively.	✓	

Singaraja, 21 November 2024

Prof. Dra. Ni Luh Putu Artini, M.A., Ph.D.

NIP. 196407141988102001

c. Questionnaire

Types of Engagement	Indicators	Statement	Relevant (1)	Irrelevant (0)
Behavioral Engagement	Students' Effort	I am encouraged to study by giving contribution in finishing the project in my group.	✓	
		I can maximize my learning performance by giving my best at working the project.	✓	
	Students' Perseverance	I continuously discuss about the project with my group.	✓	
		I always supervise and observe the progress of my project gradually.	✓	
		I collect many information from various sources and synthesize it.	✓	
	Students' Intensity	I can submit the project with my team on time.	✓	
		I frequently participate in giving comment or suggestion when teachers evaluate the learning process.	✓	
	Students' Determination	I can determine the action that I have to do in solving the case or problem.	✓	
		I obey the rules or instructions given by the teachers.	✓	
Emotional Engagement	Students' Enthusiastic	I feel enthusiast when learning English through working in project.	✓	

	Students' feeling	I am happy while learning English in a project.	✓	
		I am excited for studying English with my team.	✓	
	Students' satisfaction	I am satisfied with the result of my project.	✓	
		I am satisfied with the process that I experience during working in project.	✓	
Cognitive Engagement	Students' thinking ability and creativity	I can comprehend the information well and critically analyze it.	✓	
		I can design or create the project based on my own creativity.	✓	

Singaraja, 21 November 2024

Prof. Dr. Ni Nyoman Padmadewi, M.A..

NIP. 19620202198032001

Types of Engagement	Indicators	Statement	Relevant (1)	Irrelevant (0)
Behavioral Engagement	Students' Effort	I am encouraged to study by giving contribution in finishing the project in my group.	✓	
		I can maximize my learning performance by giving my best at working the project.	✓	
	Students' Perseverance	I continuously discuss about the project with my group.	✓	
		I always supervise and observe the progress of my project gradually.	✓	
		I collect many information from various sources and synthesize it.	✓	
	Students' Intensity	I can submit the project with my team on time.	✓	
		I frequently participate in giving comment or suggestion when teachers evaluate the learning process.	✓	
	Students' Determination	I can determine the action that I have to do in solving the case or problem.	✓	
		I obey the rules or instructions given by the teachers.	✓	
Emotional Engagement	Students' Enthusiastic	I feel enthusiast when learning English through working in project.	✓	

	Students' feeling	I am happy while learning English in a project.	✓	
		I am excited for studying English with my team.	✓	
	Students' satisfaction	I am satisfied with the result of my project.	✓	
		I am satisfied with the process that I experience during working in project.	✓	
Cognitive Engagement	Students' thinking ability and creativity	I can comprehend the information well and critically analyze it.	✓	
		I can design or create the project based on my own creativity.	✓	

Singaraja, 21 November 2024



Prof. Dra. Ni Luh Putu Artini, M.A., Ph.D.

NIP. 196407141988102001

d. Interview Guide

No.	Components	Questions	Relevant	Irrelevant
	Motivation	Do you feel motivate during the implementation of PjBL activities? If it is yes, why do you feel motivate?	✓	
	Interest	What is the most interesting thing during the implementation of PjBL activities? And how do you attract it?	✓	
	Real-world experience	Do you get any real-world experience during the implementation? If it is yes, what is the real-world experience that you get?	✓	
	Benefit	Do you get any benefit during the implementation? What are they?	✓	
	Pleasure	Do you enjoy the learning process integrated with PjBL activities? Why do you enjoy it?	✓	
	Team work	Do you think that you can work in a team during the implementation? What kind of team work that you get during the implementation?	✓	
	Project management	Can you manage your project well during the implementation? How do you manage your project?	✓	
	Communication skill	Do you think that PjBL activities help	✓	

		you in improving your communication skill? How does it help you?		
	Interpersonal skill	Do you think that PjBL activities help you in improving your interpersonal skill? How does it help you?	✓	

Singaraja, 21 November 2024



Prof. Dr. Ni Nyoman Padmadewi, M.A..

NIP. 19620202198032001

No.	Components	Questions	Relevant	Irrelevant
	Motivation	Do you feel motivate during the implementation of PjBL activities? If it is yes, why do you feel motivate?	✓	
	Interest	What is the most interesting thing during the implementation of PjBL activities? And how do you attract it?	✓	
	Real-world experience	Do you get any real-world experience during the implementation? If it is yes, what is the real-world experience that you get?	✓	
	Benefit	Do you get any benefit during the implementation? What are they?	✓	
	Pleasure	Do you enjoy the learning process integrated with PjBL activities? Why do you enjoy it?	✓	
	Team work	Do you think that you can work in a team during the implementation? What kind of team work that you get during the implementation?	✓	
	Project management	Can you manage your project well during the implementation? How do you manage your project?	✓	
	Communication skill	Do you think that PjBL activities help you in improving your communication	✓	

		skill? How does it help you?		
	Interpersonal skill	Do you think that PjBL activities help you in improving your interpersonal skill? How does it help you?	✓	

Singaraja, 21 November 2024



Prof. Dra. Ni Luh Putu Artini, M.A., Ph.D.

NIP. 196407141988102001



Appendix 3. The *Result of Data Collection*

a. Students' Learning Achievement (Pre-Test)

Students' Code	Learning Achievement
1	51
2	53
1	48
1	47
1	47
1	44
1	62
2	43
1	43
2	45
2	45
1	42
1	40
1	43
2	43
1	63
2	63
2	67
1	67
1	45
2	63
2	69
2	69
1	53
1	48
2	47
2	46
2	70
2	45
1	45
2	44
1	71
2	43
2	43
2	35
2	73
2	48
2	32
2	33
1	74
2	37
1	75

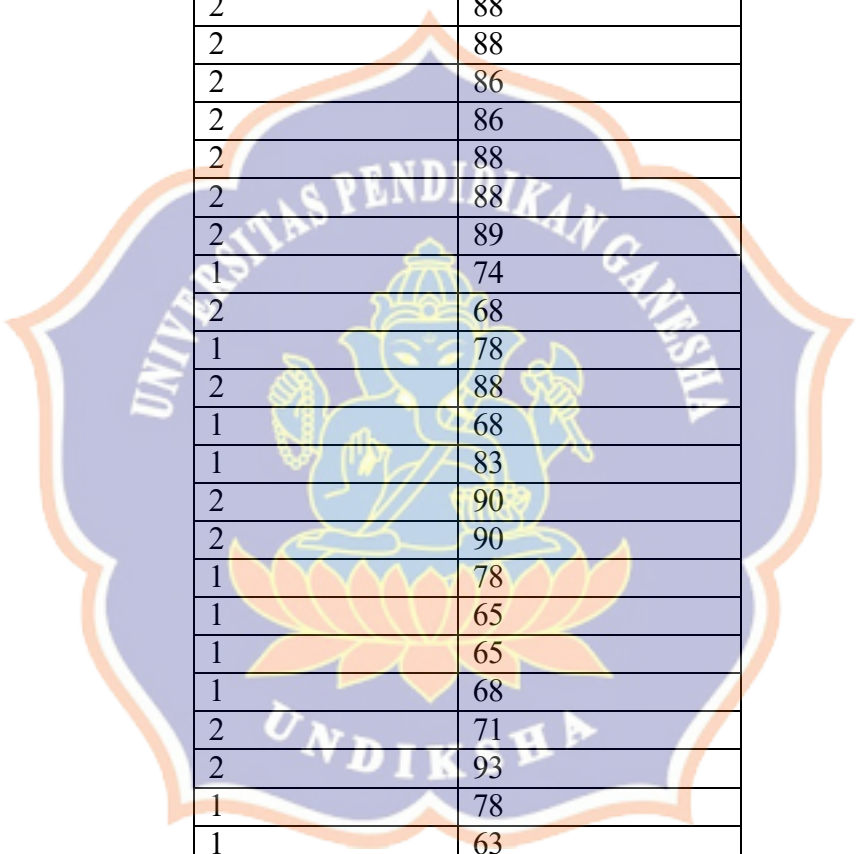
2	75
1	43
1	34
2	51
2	52
1	35
1	30
1	77
1	78
2	77
2	77
1	53
1	73
1	78
1	35
1	78
1	50
2	48
2	43
2	35

Note: 1: Control Group

2: Experimental Group

b. Students' Learning Achievement (Post-Test)

Students' Code	Learning Achievement
1	78
2	78
1	77
1	80
1	80
1	80
1	82
2	81
1	78
2	80
2	81
1	75
1	74
1	74
2	83
1	82
2	84
2	80
1	73
1	73



2	85
2	83
2	83
1	72
1	73
2	74
2	82
2	82
2	76
1	78
2	85
1	72
2	88
2	88
2	86
2	86
2	88
2	88
2	89
1	74
2	68
1	78
2	88
1	68
1	83
2	90
2	90
1	78
1	65
1	65
1	68
2	71
2	93
1	78
1	63
1	80
1	62
1	62
1	59
2	86
2	92
2	79

Note: 1: Control Group
2: Experimental Group

c. Students' Learning Engagement (Pre-Test)

Control	Score	Experimental	Score
1	64	2	67
1	63	2	69
1	65	2	67
1	63	2	69
1	68	2	70
1	68	2	63
1	70	2	65
1	70	2	63
1	69	2	68
1	69	2	68
1	66	2	70
1	69	2	70
1	67	2	69
1	69	2	67
1	67	2	69
1	69	2	70
1	70	2	68
1	68	2	70
1	70	2	67
1	67	2	66
1	66	2	70
1	70	2	68
1	68	2	67
1	67	2	68
1	68	2	66
1	66	2	71
1	71	2	68
1	68	2	67
1	67	2	65
1	65	2	68
1	68	2	70

d. Students' Learning Engagement (Post-Test)

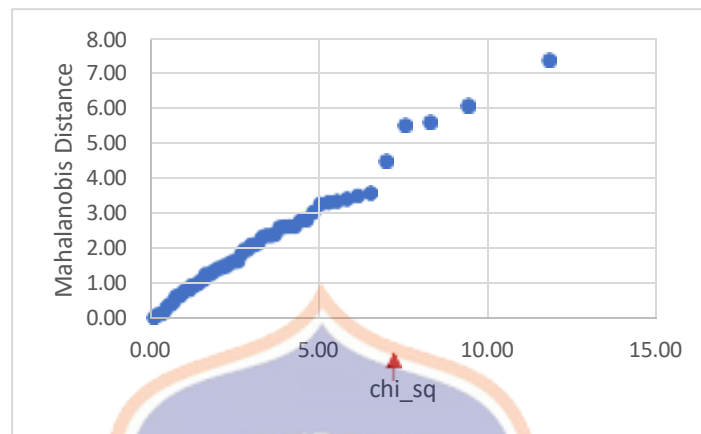
Control	Score	Experimental	Score
1	64	2	73
1	63	2	68
1	65	2	68
1	63	2	67
1	68	2	71

1	68	2	69
1	70	2	71
1	70	2	72
1	69	2	71
1	69	2	72
1	66	2	80
1	69	2	71
1	67	2	73
1	69	2	68
1	67	2	68
1	69	2	67
1	70	2	71
1	68	2	69
1	70	2	71
1	67	2	72
1	66	2	71
1	70	2	72
1	68	2	80
1	67	2	71
1	68	2	70
1	66	2	67
1	71	2	73
1	68	2	72
1	67	2	80
1	65	2	68
1	68	2	70

Appendix 4. SPSS Output

Pre-Test

a. Normality Test



b. Correlation Result for Normality

Correlations			
		Mahalanobis Distance	chi_square
Mahalanobis Distance	Pearson Correlation	1	.994**
	Sig. (2-tailed)		<.001
	N	62	62
chi_square	Pearson Correlation	.994**	1
	Sig. (2-tailed)	<.001	
	N	62	62

**, Correlation is significant at the 0.01 level (2-tailed).

c. Homogeneity Test Result

**Box's Test of Equality of
Covariance Matrices^a**

Box's M	3.809
F	1.224
df1	3
df2	648000.000
Sig.	.229

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Students

d. The Covariable Linearity Test on The Dependent Variable

ANOVA Table^{a,b}

			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * Student Groups	Between Groups	(Combine d)	6.452	1	6.452	1.572	<.001
	Within Groups		246.323	60	4.105		
	Total		252.774	61			
Learning Engagement * Student Groups	Between Groups	(Combine d)	372.645	1	372.645	1.793	<.001
	Within Groups		12467.355	60	207.789		
	Total		12840.000	61			

a. With fewer than three groups, linearity measures for Learning Achievement * Student Groups cannot be computed.

b. With fewer than three groups, linearity measures for Learning Engagement * Student Groups cannot be computed.

e. The Multicollinearity Test of Inter-Dependent Variables

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	-.697	2.162		-.322	.748		
	students' Learning Achievement	.037	.031	.149	.247	.247	.995	1.005
	Students' Learning Engagement	-.006	.004	-.160	.213	.213	.995	1.005

a. Dependent Variable: Students' Group

f. The Multivariate Analysis

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.999	34849.998 ^b	2.000	59.000	<.001
	Wilks' Lambda	.001	34849.998 ^b	2.000	59.000	<.001
	Hotelling's Trace	1181.356	34849.998 ^b	2.000	59.000	<.001
	Roy's Largest Root	1181.356	34849.998 ^b	2.000	59.000	<.001
Students_Group	Pillai's Trace	.051	1.585 ^b	2.000	59.000	.214
	Wilks' Lambda	.949	1.585 ^b	2.000	59.000	.214
	Hotelling's Trace	.054	1.585 ^b	2.000	59.000	.214
	Roy's Largest Root	.054	1.585 ^b	2.000	59.000	.214

a. Design: Intercept + Students_Group

b. Exact statistic

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Students' Learning Engagement	198.726 ^a	1	198.726	24.248	.081
	students' Learning Achievement	325.226 ^b	1	325.226	1.559	.217
Intercept	Students' Learning Engagement	298364.532	1	298364.532	36405.014	.001
	students' Learning Achievement	174158.000	1	174158.000	834.972	.001
Learning Model	Students' Learning Engagement	198.726	1	198.726	24.248	.081
	students' Learning Achievement	325.226	1	325.226	1.559	.217
Error	Students' Learning Engagement	491.742	60	8.196		
	students' Learning Achievement	12514.774	60	208.580		
Total	Students' Learning Engagement	299055.000	62			

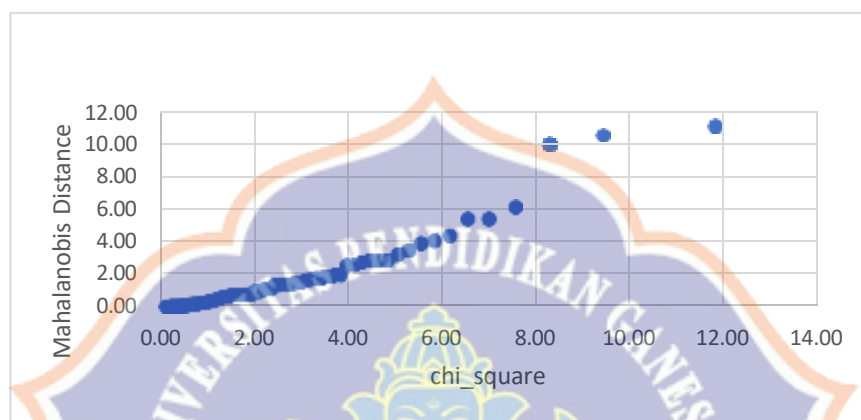
	students' Learning Achievement	186998.000	62			
Corrected Total	Students' Learning Engagement	690.468	61			
	students' Learning Achievement	12840.000	61			

a. R Squared = .288 (Adjusted R Squared = .276)

b. R Squared = .025 (Adjusted R Squared = .009)

2. Post-test

a. Normality Test



b. Correlation Test for Normality

Correlations		Mahalanobis Distance	chi_square
Mahalanobis Distance	Pearson Correlation	1	.963**
	Sig. (2-tailed)		<.001
	N	62	62
chi_square	Pearson Correlation	.963**	1
	Sig. (2-tailed)	<.001	
	N	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

c. Homogeneity Test Result

Box's Test of Equality of Covariance Matrices^a

Box's M	11.359
F	3.650
df1	3
df2	648000.000
Sig.	.210

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Students

Levene's Test of Equality of Error Variances^a

		Levene Statistic	df1	df2	Sig.
Learning Engagement	Based on Mean	2.853	1	60	.179
	Based on Median	1.816	1	60	.183
	Based on Median and with adjusted df	1.816	1	45.918	.184
	Based on trimmed mean	1.741	1	60	.192
Learning Achievement	Based on Mean	.928	1	60	.339
	Based on Median	.753	1	60	.389
	Based on Median and with adjusted df	.753	1	59.789	.389
	Based on trimmed mean	.843	1	60	.362

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Students

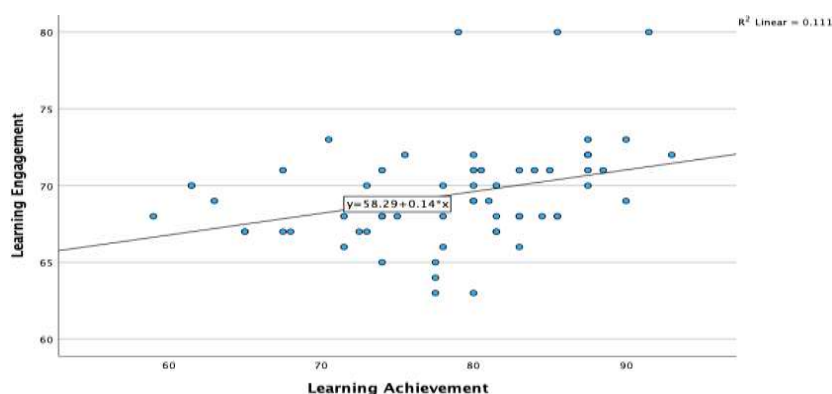
d. The Covariable Linearity Test on The Dependent Variable

ANOVA Table ^{a,b}			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * Student Groups	Between Groups	(Combine d)	198.726	1	198.726	24.248	<.001
	Within Groups		491.742	60	8.196		
	Total		690.468	61			
Learning Engagement * Student Groups	Between Groups	(Combine d)	1466.165	1	1466.165	37.255	<.001
	Within Groups		2361.306	60	39.355		
	Total		3827.472	61			

a. With fewer than three groups, linearity measures for Learning Achievement * Student Groups cannot be computed.

b. With fewer than three groups, linearity measures for Learning Engagement * Student Groups cannot be computed.

e. The Scatter Plot (Linearity)



f. The Multicollinearity Test Result

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	-4.830	.964		-5.0123	<.001		
	students' Learning Achievement	.056	.015	.372	3.828	.001	.889	1.125
	Students' Learning Engagement	.032	.006	.495	4.495	<.001	.889	1.125

a. Dependent Variable: Students' Group

g. Multivariate Analysis

		Multivariate Tests ^a			Hypothesis df	Error df	Sig.
Effect		Value	F				
Intercept	Pillai's Trace	.998	17947.338 ^b		2.000	59.000	.567
	Wilks' Lambda	.002	17947.338 ^b		2.000	59.000	.567
	Hotelling's Trace	608.384	17947.338 ^b		2.000	59.000	.567
	Roy's Largest Root	608.384	17947.338 ^b		2.000	59.000	.567
Learning Model	Pillai's Trace	.288	11.954 ^b		2.000	59.000	.567
	Wilks' Lambda	.712	11.954 ^b		2.000	59.000	.567
	Hotelling's Trace	.405	11.954 ^b		2.000	59.000	.567
	Roy's Largest Root	.405	11.954 ^b		2.000	59.000	.567

a. Design: Intercept + Students_Group

b. Exact statistic

Tests of Between-Subjects Effects							
Source	Dependent Variable		Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Students' Learning Engagement		198.726 ^a	1	198.726	24.248	.081
	students' Learning Achievement		325.226 ^b	1	325.226	1.559	.217
Intercept	Students' Learning Engagement		298364.532	1	298364.532	36405.014	.001
	students' Learning Achievement		174158.000	1	174158.000	834.972	.001
Learning Model	Students' Learning Engagement		198.726	1	198.726	24.248	.081
	students' Learning Achievement		325.226	1	325.226	1.559	.217
Error	Students' Learning Engagement		491.742	60	8.196		
	students' Learning Achievement		12514.774	60	208.580		

Total	Students' Engagement	Learning	299055.000	62			
	students' Achievement	Learning	186998.000	62			
Corrected Total	Students' Engagement	Learning	690.468	61			
	students' Achievement	Learning	12840.000	61			

a. R Squared = .288 (Adjusted R Squared = .276)

b. R Squared = .025 (Adjusted R Squared = .009)



Appendix 5. Surat Keterangan *penelitian*



පළාත් පාලන ආයතන පාලන ආයතන
PEMERINTAH KABUPATEN TABANAN
ශාසනාත්මක පාලන ආයතන
DINAS PENDIDIKAN
පාලන ආයතන පාලන ආයතන
SMP NEGERI 1 KEDIRI

Alamat: Jalan Tarunajaya 22 Kediri
Telp. (0361) 813605, Fax: (0361) 813605
Website: www.smpn1kediri.sch.id, Email: spensi1kdr@gmail.com
NPSN: 50101148 NSS: 2012203030009

SURAT KETERANGAN

No : 800/108/SMP.1/KDR/2025

Yang bertanda tangan dibawah ini :

Nama : I Made Suardika, S.Pd
NIP. : 19661213 198803 1 011
Tempat/Tgl Lahir : Jembrana, 13 Desember 1966
Pangkat/Golongan : Pembina Tk.I/IV/b
Jabatan : Kepala SMP Negeri 1 Kediri
Unit : SMP Negeri 1 Kediri

Menerangkan dengan sebenarnya bahwa :

Nama : I Made Duta Kharisma
NIM : 2329081005
Jabatan : Mahasiswa
Program Studi : S2 Pendidikan Bahasa Inggris

Memang benar Mahasiswa tersebut diatas telah melaksanakan penelitian pada SMP Negeri 1 Kediri dengan judul penelitian "THE EFFECT OF PROJECT-BASED LEARNING ACTIVITIES ON STUDENT'S LEARNING ENGAGEMENT AND ACHIEVEMENT IMPLEMENTED IN ENGLISH CLASSROOM AT SMP N 1 KEDIRI TABANAN".

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya. Sekian dan terimakasih.

Kediri, 9 April 2025

Kepala SMP Negeri 1 Kediri

SMP NEGERI 1 KEDIRI
I Made Suardika, S.Pd
NIP. 19661213 198803 1 011

Appendix 6. RPP Kelas Control dan Experimental

A. Rpp experimental group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: VIII / Genap

Materi: Past Continuous Tense

Tema: New Year Eve Celebration

Model Pembelajaran: Project-Based Learning (PjBL)

Alokasi Waktu: 2 x 2 jp (2 pertemuan)

A. Tujuan Pembelajaran :

1. Mengidentifikasi fungsi dan pola kalimat *past continuous tense* dalam teks lisan dan tulisan.
2. Menggunakan *past continuous tense* secara tepat dalam komunikasi sehari-hari, baik lisan maupun tulisan.
3. Membaca dan memahami teks yang berisi penggunaan *past continuous tense*.
4. Menyusun mading berisi cerita singkat tentang pengalaman masa lalu secara logis dan runtut.

Pertemuan 1

B. Kegiatan Pembelajaran

1. Pendahuluan (15 menit)

Aktivitas Guru:

- Membuka kelas dengan salam
- Mengajak berdoa sebelum kelas di mulai
- Menjelaskan apa materi yang akan di pelajari pada hari ini
- Menampilkan gambar tentang perayaan malam tahun baru

2. Kegiatan Inti (60 menit)

✓ Pre-communicative activities

- Guru mengajak siswa menyanyikan sebuah lagu dengan judul 'you've got a friend in me' yang ada pada buku English PjBL Book
- Guru menjelaskan materi past continuous tense
- Siswa menjawab Latihan soal yang ada pada buku
- Guru mengajak siswa membaca sebuah cerita yang ada pada buku

- Guru mengajak siswa mengidentifikasi kalimat pas continuous yang ada pada text
- ✓ Driving question
 - Guru memberikan beberapa pertanyaan yang dapat Memacu siswa untuk menganalisis, menyelidiki, dan menemukan solusi atau jawaban secara mandiri. Seperti : 1. *Why would people post a red couplet that contains blessings and wishes that they have for the new year on the front of their houses a day before the new year?*, 2. *Why WAS the Lunar New Year important for Chinese people around the world?*
- ✓ Project plan
 - Guru memberikan kriteria dalam Menyusun dan membuat project sebagai berikut:
 1. **Pembagian Kelompok**
 - Siswa dibagi menjadi beberapa kelompok kecil.
 - Setiap kelompok memilih satu negara sebagai fokus penelitian.
 2. **Pengumpulan Informasi**
 - Cari informasi tentang perayaan Tahun Baru di negara yang dipilih.
 - Gunakan internet, buku, atau sumber terpercaya lainnya.
 - Kumpulkan informasi tentang tradisi, makanan khas, dan kegiatan perayaan.
 3. **Desain dan Pembuatan Wall Magazine**
 - Susun informasi yang telah dikumpulkan dalam format menarik.
 - Tambahkan gambar, ilustrasi, dan dekorasi sesuai tema negara.
 - Pastikan semua anggota berkontribusi dalam proses pembuatan.
- ✓ Project timeline
 - Guru memberikan project timeline yang harus di isi siswa selama mengerjakan project tersebut

No	Activities	Person in Charge	Deadline
1.	Surveying the country culture for New Year Eve's Celebration		
2.	Finding information about wall magazine design on internet		
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

3. Kegiatan Penutup

- guru memberikan kesempatan kepada siswa untuk memberikan refleksi terkait kegiatan yang sudah di plajari hari ini
- Guru menutup kelas dengan salam

Pertemuan 2

A. Kegiatan Pembelajaran

1. Pendahuluan (15 menit)

Aktivitas Guru:

- Membuka kelas dengan salam
 - Mengajak berdoa sebelum kelas di mulai
 - Meriview Kembali materi kemarin
2. Kegiatan Inti (60 menit)
- ✓ Finishing the project
 - Guru mengajak siswa untuk menyelesaikan project dan menjelsakan tahapan yang akan mereka lakukan setelah slesai membuat project
 - **Menyelesaikan Karya Seni**
 - Pastikan semua elemen *Wall Magazine* telah lengkap.
 - Periksa keakuratan informasi mengenai perayaan Tahun Baru.
 - Pastikan desain artistik menarik dan rapi.
 - **Presentasi Kelas**
 - Setiap kelompok mempresentasikan *Wall Magazine* mereka di depan kelas.
 - Jelaskan informasi tentang perayaan Tahun Baru di negara yang dipilih.
 - Gunakan bahasa yang jelas dan komunikatif saat menjelaskan.
 - **Refleksi Proses**
 - Setelah presentasi, setiap kelompok berdiskusi tentang pengalaman selama proyek.
 - Identifikasi hal-hal yang berjalan dengan baik dan tantangan yang dihadapi.
 - Bagikan pelajaran berharga yang didapat selama pengerjaan proyek.
 - Jika ada yang ingin ditambahkan, silakan beri tahu! 🚩
 - ✓ Project Assessment
 - Guru menilai project yang telah di buat dan di presentasikan oleh siswa

Dengan rubric assessment yang ada pada buku

Wall Magazine Assessment Criteria		Score (1-100)
Topic	Customizable to the theme	
	Variations of wall magazine headings such as articles, profiles, humor, etc.	
Grammar	Words choice	
	Compatibility with grammar	
Creativity and artistic	Difficulty level in making shapes and backgrounds	
	Color combination	
	Materials used	
Team Collaboration	Compacting each participant in a team	
	Hygiene and cleanliness	
Presentation	The clarity of the explained material	
	Pronunciation	

✓ Project evaluatin

- Setelah menilai project siswa guru memberikan self project evaluation yang harus mereka isi sesuai dengan :

Name	
Team	
Project	
Date	
Our group is good at	1.
	2.
	3.
	4.
	5.
Our group needs to improve	1.
	2.
	3.
	4.
	5.

- Guru memberikan beberapa pertanyaan untuk merefleksi pembelajaran. 1. *What aspects of the information did you find most interesting?* 2. *How did your group work together during the New Year's eve celebration project?* 3. *Which part of the process is most enjoyable or challenging?*

3. Kegiatan Penutup (5 menit)

- Guru menutup kelas dengan salam

TABANAN, 22 Januari 2025

Guru Bahasa Inggris

Peneliti



Enydwiantrias Joesnaeni, S.Pd.
NIP. 19690225 199702 2 002

I Made Duta Kharisma
NIM. 2329081005



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: VIII / Genap

Materi: Recount Text

Tema: Let Me Tell You My Story

Model Pembelajaran: Project-Based Learning (PjBL)

Alokasi Waktu: 2 x 2 jp (2 pertemuan)

C. Tujuan Pembelajaran :

1. Memahami dan Mengidentifikasi

- Siswa mampu mengidentifikasi penggunaan *simple past* dan *past continuous tense* dalam teks lisan dan tulisan.

2. Menggunakan dalam Komunikasi

- Siswa dapat menerapkan *simple past* dan *past continuous tense* dalam percakapan lisan dan tulisan dengan konteks yang sesuai.

3. Menganalisis Struktur Teks Recount

- Siswa mampu memahami dan menjelaskan struktur serta ciri-ciri teks *recount*.

4. Menceritakan Pengalaman Pribadi

- Siswa dapat menulis dan menceritakan pengalaman masa lalu menggunakan bahasa yang runtut dan tepat.

Pertemuan 1

1. Kegiatan Pembelajaran
3. Pendahuluan (15 menit)

Aktivitas Guru:

- Membuka kelas dengan salam
- Mengajak berdoa sebelum kelas di mulai
- Menjelaskan apa materi yang akan di plajari pada hari ini
- Menampilkan 2 gambar tokoh inspiratif, yaitu Albert Einstein dan Raden Ajeng Kartini.

4. Kegiatan Inti (60 menit)

✓ Pre-communicative activities

- Guru mengajak siswa membaca pada buku
- Siswa menjawab Latihan vocabulary exercise dengan kata yang sudah di siapan di ubah ke bentuk past
- Guru menjelaskan recount text dan simple past tense
- Siswa mengerjakan Latihan Menyusun kalimat simple past
- Siswa membaca text berjudul last summer dan mengerjakan Latihan soal text tersebut

✓ Driving question

- ##### ✓ Guru memberikan beberapa pertanyaan yang dapat Memacu siswa untuk menganalisis, menyelidiki, dan menemukan solusi atau jawaban secara mandiri. Seperti :
1. *What valuable experience have you ever had?*
 2. *Have you ever had a crucial moments in your life?*
 3. *How did you solve any problems that you ever faced?*
 4. *What advice would be helpful to share with people to find the problem solving?*

✓ Project plan

- Guru memberikan kriteria dalam Menyusun dan membuat project sebagai berikut:

4. **Pembagian Kelompok**

- Siswa dibagi menjadi beberapa kelompok kecil.
- Setiap kelompok memilih satu negara sebagai fokus penelitian.

5. **Project**

- Silakan buat recount text
- Buat dalam minimal 3 paragraph (orientation, events, re-orientation)
- Gunakan simple past tense
- Silakan buat dengan tema:
 1. Meet my new classmate on the first day of junior high school.
 2. My family is a hero
 3. First time doing something important (joining a competition, performing on the stage, etc.)
 4. Visit a place
 5. Helping parents (cooking, sweeping, mopping, etc.)

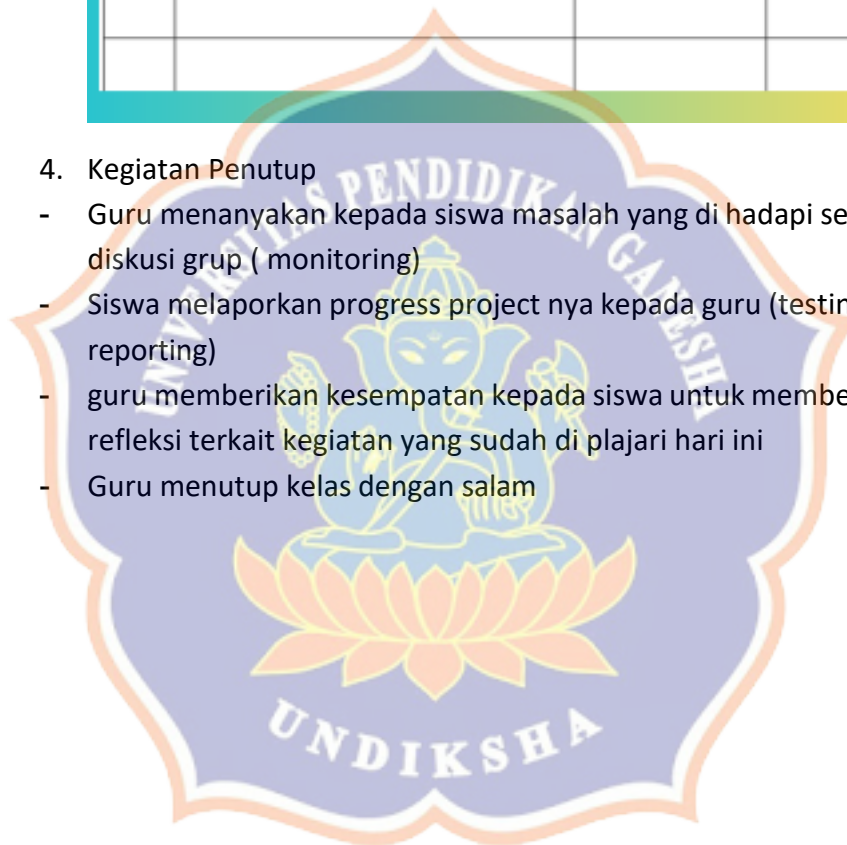
✓ Project timeline

- Guru memberikan project timeline yang harus di isi siswa selama mengerjakan project tersebut

NO.	ACTIVITIES	PERSON IN CHARGE	DEADLINE

4. Kegiatan Penutup

- Guru menanyakan kepada siswa masalah yang di hadapi selama diskusi grup (monitoring)
- Siswa melaporkan progress project nya kepada guru (testing and reporting)
- guru memberikan kesempatan kepada siswa untuk memberikan refleksi terkait kegiatan yang sudah di plajari hari ini
- Guru menutup kelas dengan salam



Pertemuan 2

- B. Kegiatan Pembelajaran
- 3. Pendahuluan (15 menit)

Aktivitas Guru:

- Membuka kelas dengan salam
 - Mengajak berdoa sebelum kelas di mulai
 - Meriview Kembali materi kemarin
4. Kegiatan Inti (60 menit)
- ✓ Finishing the project
 - Guru mengajak siswa untuk menyelesaikan project dan menjelsakan tahapan yang akan mereka lakukan setelah slesai membuat project
 1. Bekerja dalam Kelompok
 - Siswa dibagi menjadi beberapa kelompok kecil.
 - Setiap anggota memiliki peran dan tanggung jawab dalam proyek.
 2. Menyelesaikan Proyek Secara Bersama-sama
 - Semua anggota kelompok harus aktif berkontribusi dalam menyelesaikan tugas.
 - Pastikan proyek selesai sesuai dengan rencana dan target waktu yang ditentukan.
 3. Menjalin Kerja Sama yang Baik
 - Siswa bekerja sama dengan saling membantu dan berbagi ide.
 - Diskusi dilakukan untuk memastikan hasil akhir berkualitas.
 4. Bertanya Jika Mengalami Kesulitan
 - Jika ada bagian yang sulit dipahami, siswa didorong untuk bertanya kepada guru.
 - Guru berperan sebagai fasilitator untuk membantu siswa memahami tugas.
 - 5. Menyajikan dan Mengevaluasi Hasil Proyek
 - Setiap kelompok mempresentasikan hasil kerja mereka di depan kelas.
 - ✓ Project Assessment
 - Guru menilai project yang telah di buat dan di presentasikan oleh siswa Dengan rubric assessment yang ada pada buku

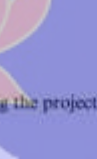
Aspects	Weight	Criteria				Score
		1	2	3	4	
Fluency		Speaking with many pauses.	Speaking too slowly.	Speaking generally at normal speed.	Speaking fluently.	
Pronunciation		Speaking words incomprehensibly.	Speaking with incorrect pronunciation but still understandable.	Speaking with several incorrect pronunciation.	Speaking with correct pronunciation.	
Accuracy		The serious error present in speech makes the message difficult to understand.	The error present in speech would frequently create confusion.	The speech is still understood although it consists of many errors.	The error present in speech are so minor, so that the message would be easily comprehended.	
Clarity		Often mistakes or can't be understood more than one mispronounced word.	Speaks clearly and the distinctly most of the time, no more than one mispronounced word.	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word.	Speaks clearly and distinctly all the time, no more than one mispronounced word.	
Performance skills		Speaking with volume which is almost inaudible, no facial expression, and not communicative.	Mumbling, flat facial expression, and less communicative.	Speaking in soft voice, but can be understood, good facial expression and communicative enough.	Speaking clearly and loudly, good facial expression, and communicative.	

Note: total score : 400
 1 = 25
 2 = 50
 3 = 75
 4 = 100
 example: total score : 400 : 4 = 100

- ✓ Project evaluatin
- Setelah menilai project siswa guru memberikan self project evaluation yang harus mereka isi sesuai dengan :

Self-assessment test

• How do you feel while making the project in a group?
 Answer: 

• Do you like to do the project?
 Answer: 

• What is your contribution to your group while making the project?
 Answer: 

• Is there something that you don't like to make a project with your group?
 Answer: 

• What is the most difficult part of your experiences while making this project?
 Answer: 

UNDIKSHA

4. Kegiatan Penutup (5 menit)
- Guru menutup kelas dengan salam

TABANAN, 4 Februari 2025

Guru Bahasa Inggris

Peneliti



Enydwiantrias Joesnaeni, S.Pd.

NIP. 19690225 199702 2 002

I Made Duta Kharisma

NIM. 2329081005



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: VIII / Genap

Materi: Comparative and Superlative

Tema: Let's Make Brochure

Model Pembelajaran: Project-Based Learning (PjBL)

Alokasi Waktu: 2 x 2 jp (2 pertemuan)

D. Tujuan Pembelajaran :

1. Mengidentifikasi dan memahami penggunaan comparative dan superlative dalam kalimat.
2. Menggunakan comparative dan superlative dalam komunikasi lisan dan tulisan.
3. Membandingkan dua atau lebih benda, tempat, atau orang menggunakan comparative dan superlative.
4. Menyusun proyek berbasis perbandingan menggunakan comparative dan superlative dalam bentuk poster atau presentasi.

Pertemuan 1

2. Kegiatan Pembelajaran
5. Pendahuluan (15 menit)

Aktivitas Guru:

- Membuka kelas dengan salam
- Mengajak berdoa sebelum kelas di mulai
- Menjelaskan apa materi yang akan di pelajari pada hari ini
- Guru memberikan sebuah Latihan mencocokkan gambar dengan arti dalam Bahasa Inggris nya

6. Kegiatan Inti (60 menit)

- ✓ Pre-communicative activities
 - Guru mengajak siswa membaca pada buku
 - Siswa menuliskan beberapa kata sifat atau adjective pada kolom yang telah di sediakan guru
 - Guru menjelaskan penggunaan Comparative and Superlative dan juga memberikan contoh katanya
 - Siswa mengerjakan Latihan mengubah kata adjective ke dalam kata Comparative and Superlative

- Siswa membaca text berjudul last summer dan mengerjakan Latihan melengkapi teks dengan bentuk kata sifat yang benar menggunakan COMPARATIVE atau SUPERLATIVE
- Siswa diberikan 3 gambar lalu di suruh membuat perbandingan dari ketiga gambar tersebut
- ✓ Driving question
- ✓ Guru memberikan beberapa pertanyaan yang dapat Memacu siswa untuk menganalisis, menyelidiki, dan menemukan solusi atau jawaban secara mandiri. Seperti : *1.Is elephant heavier than lion? 2.Is tiger faster than hoarse? 3.Based on the pictures, what is the biggest animal? 4.What is the biggest animal in the world? 5.Why giraffe called as the tallest animal? 6.Why lion is stronger than elephant*
- ✓ Project plan
 - Guru memberikan kriteria dalam Menyusun dan membuat project sebagai berikut:
Instruksi Proyek:
- ✓ Membuat Brosur
 - Setiap kelompok membuat brosur 10 halaman menggunakan *Canva*.
 - Topik yang bisa dipilih:
 1. Polusi
 2. Masalah sampah
 3. Pendidikan
 4. Kemiskinan
 5. Pentingnya belajar bahasa Inggris
 - Brosur harus memuat minimal 3 kalimat comparative dan 3 kalimat superlative.
- ✓ Presentasi
 - Setelah brosur selesai, setiap kelompok akan memaparkan hasil kerja mereka di depan kelas.
 - Brosur harus berisi teks dan gambar yang mendukung topik.
- ✓ Membuat Audiens Tertarik
 - Jelaskan isi brosur dengan baik agar mudah dipahami.
 - Pastikan audiens tertarik dan mendengarkan presentasi dengan baik.
- ✓ Project timeline
 - Guru memberikan project timeline yang harus di isi siswa selama mengerjakan project tersebut

Here is the project timeline that you and your group have to fill out. Determine your group by listing some jobs that your group has to do. Discuss with your group.

NO.	ACTIVITIES	PERSON IN CHARGE	DEADLINE

5. Kegiatan Penutup

- guru memberikan kesempatan kepada siswa untuk memberikan refleksi terkait kegiatan yang sudah di plajari hari ini
- Guru menutup kelas dengan salam



Pertemuan 2

- C. Kegiatan Pembelajaran
- 5. Pendahuluan (15 menit)

Aktivitas Guru:

- Membuka kelas dengan salam
 - Mengajak berdoa sebelum kelas di mulai
 - Meriview Kembali materi kemarin
6. Kegiatan Inti (60 menit)
- ✓ Finishing the project
 - Guru mengajak siswa untuk menyelesaikan project dan menjelsakan tahapan yang akan mereka lakukan setelah slesai membuat project
 - Setiap Anggota Harus Berkontribusi**
 - Pastikan semua anggota kelompok aktif berpartisipasi dalam proyek.
 - Gunakan *timeline* proyek untuk mengatur kegiatan kelompok.
 - Pembagian Kelompok dan Pemilihan Tema**
 - Siswa sudah dibagi dalam kelompok dan memilih tema masing-masing.
 - Mencari Informasi**
 - Siswa mencari informasi terkait tema yang dipilih.
 - Pembagian tugas dapat dilakukan dalam kelompok untuk efisiensi.
 - Penentuan Ketua Kelompok**
 - Guru menentukan ketua kelompok untuk mengatur kerja sama tim.
 - Peran Guru sebagai Fasilitator**
 - Guru memastikan kelas tetap aktif dan kondusif.
 - Guru mengawasi dan memastikan semua siswa berkontribusi dalam proyek.
 - ✓ Project Assessment
 - Guru menilai project yang telah di buat dan di presentasikan oleh siswa
 - Dengan rubric assessment yang ada pada buku

Here is the project assessment for this project. Make sure your brochure meets all the criteria listed below.

Brochure Criteria		Score (1-100)
Topic	Customizable to the theme	
	Useful for the reader, give the reader impact	
Grammar	Words choice	
	Compatibility with grammar	
Creativity and artistic	Difficulty level in making shapes and backgrounds	
	Color combination	
	Materials used	
Team Collaboration	Compacting each participant in a team	
	Group management	
Presentation	The clarity of the explained material	
	Pronunciation	

- ✓ Project evaluation
- Setelah menilai project siswa guru memberikan self project evaluation yang harus mereka isi sesuai dengan :

Answer the self-assessment questions below.

Self-assessment test

- From 1-10, how much would you give to yourself in this project?
Give the reason!
Answer:
- How do you feel while making the project in a group in Canva?
Answer:
- Do you like to do the project through digital tool?
Answer:
- What is your contribution to your group while making the project?
Answer:
- What is the most difficult part of your experiences while making this project?
Answer:

5. Kegiatan Penutup (5 menit)

- Guru menutup kelas dengan salam

TABANAN, 5 Februari 2025

Guru Bahasa Inggris

Peneliti



Enydwiantrias Joesnaeni, S.Pd.

NIP. 19690225 199702 2 002

I Made Duta Kharisma

NIM. 2329081005



B. Rpp Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Topik: Past Continuous Tense & Past Experiences

Waktu: 2 x 2 JP (2 Pertemuan)

Pendekatan: *Scientific Approach* (Mengamati, Menanya, Mengumpulkan Informasi, Menalar, Mengomunikasikan)

Kompetensi Dasar

3.5: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, pendek dan sederhana, tentang pengalaman dan kejadian masa lalu, sesuai dengan konteks penggunaannya.

4.5: Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang pengalaman dan kejadian masa lalu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

✓ Pertemuan 1

Tujuan Pembelajaran

- Siswa dapat mengidentifikasi pola kalimat **Past Continuous Tense** dalam teks.
- Siswa dapat menjelaskan perbedaan penggunaan **Past Simple vs Past Continuous**.
- Siswa dapat memahami isi teks recount tentang pengalaman masa lalu.

Kegiatan Pembelajaran

Pendahuluan (Pre-Activity) – 10 Menit

- Guru memberi salam dan menanyakan kabar siswa.
- Guru memotivasi siswa dengan menayangkan video pendek atau gambar tentang kejadian tak terduga (misalnya: "I was walking to school when it started to rain heavily").
- Guru menyampaikan tujuan pembelajaran dan pentingnya memahami bentuk waktu lampau berkelanjutan.

Kegiatan Inti (Main Activity) – 60 Menit

1. Mengamati (Observing)

- Siswa mengamati teks recount yang berisi kalimat-kalimat dalam **Past Continuous Tense**.
- Guru meminta siswa menandai bentuk **was/were + V-ing** dalam teks.

2. Menanya (Questioning)

- Siswa berdiskusi dalam kelompok kecil untuk menanyakan arti kalimat dan fungsinya dalam konteks.
- Guru membimbing dan menjawab pertanyaan siswa mengenai fungsi dan struktur Past Continuous.

3. Mengumpulkan Informasi (Experimenting)

- Siswa mengisi tabel perbandingan **Simple Past vs Past Continuous** (misalnya: “I was sleeping when the phone rang”).

4. Menalar (Associating)

- Siswa menjawab beberapa soal latihan untuk melengkapi kalimat dengan bentuk Past Continuous yang tepat.
- Siswa berdiskusi mengenai situasi yang sesuai untuk menggunakan Past Continuous.

Penutup (Post-Activity) – 20 Menit

- Siswa dan guru merefleksikan materi hari ini.
- Guru memberi umpan balik terhadap pemahaman siswa.
- Guru memberi tugas rumah: Tulis 5 kalimat tentang kegiatan yang sedang terjadi ketika kejadian lain terjadi.

✅ Pertemuan 2

Tujuan Pembelajaran

- Siswa dapat merespon teks tentang pengalaman masa lalu.
- Siswa mampu menulis paragraf sederhana dan terstruktur tentang pengalaman pribadi menggunakan Past Continuous.

Kegiatan Pembelajaran

Pendahuluan (Pre-Activity) – 10 Menit

- Guru membuka pelajaran dengan meninjau ulang materi sebelumnya (past continuous).
- Guru menyampaikan tujuan pertemuan kedua: membaca dan menanggapi teks pengalaman, serta menulis pengalaman sendiri.

Kegiatan Inti (Main Activity) – 60 Menit

1. Mengamati (Observing)

- Siswa membaca teks recount berjudul "My Unforgettable Moment".
- Guru menanyakan informasi umum dari teks (kapan, siapa, apa yang terjadi).

2. Menanya (Questioning)

- Siswa mengajukan pertanyaan tentang struktur teks dan penggunaan Past Continuous dalam teks tersebut.
- Guru membantu mengarahkan agar siswa menemukan kata kunci dan ide utama dalam paragraf.

3. Mengumpulkan Informasi (Experimenting)

- Siswa mengisi lembar kerja: menentukan kejadian utama dan kejadian yang sedang berlangsung dalam teks.

4. Menalar (Associating)

- Siswa membuat kerangka karangan pengalaman pribadi dengan menggunakan struktur recount (orientation – event – reorientation).
- Siswa menulis paragraf singkat tentang pengalaman pribadi dengan menggunakan **Past Continuous Tense** minimal 2 kali.

5. Mengomunikasikan (Communicating)

- Beberapa siswa membacakan paragrafnya di depan kelas.
- Guru dan teman memberikan umpan balik positif dan membangun.

Penutup (Post-Activity) – 20 Menit

- Guru menyimpulkan materi yang telah dipelajari.
- Guru memberikan apresiasi kepada siswa yang aktif.
- Tugas rumah: Edit tulisan menjadi lebih lengkap dan posting di buku catatan atau media kelas online.

Penilaian

Sikap: Kedisiplinan, keaktifan, kerja sama.
Pengetahuan: Tes tertulis (pilihan ganda, isian singkat).
Keterampilan: Menulis paragraf recount menggunakan Past Continuous Tense.

TABANAN, 22 Januari 2025

Guru Bahasa Inggris

Peneliti

Enydwiantrias Joesnaeni, S.Pd.
NIP. 19690225 199702 2 002

I Made Duta Kharisma
NIM. 2329081005



RPP (Rencana Pelaksanaan Pembelajaran)

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: VIII / Genap

Materi Pokok: Recount Text

Alokasi Waktu: 2 x 2 JP (2 Pertemuan)

Pendekatan: *Scientific Approach*

✓ Kompetensi Dasar

3.7: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman pribadi di masa lampau.

4.7: Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

■ Pertemuan 1: Mengenal Recount Text dan Struktur Dasarnya

Tujuan Pembelajaran

- Siswa dapat mengidentifikasi fungsi sosial dan struktur teks recount.
- Siswa dapat menemukan kata kerja lampau (past tense) dalam teks recount.
- Siswa dapat memahami isi teks recount sederhana.

○ Kegiatan Pembelajaran

■ Pendahuluan (10 Menit)

- Guru memberi salam dan mengecek kehadiran siswa.
- Apersepsi: Guru menanyakan, "apakah kalian mempunyai pengalaman yang tak terlupakan? Apakah kalian pernah menulis cerita pengalaman?"
- Menyampaikan tujuan pembelajaran hari ini: mengenal **recount text**.

■ Kegiatan Inti (60 Menit)

(Pendekatan *Scientific Approach*)

1. Mengamati (Observing)

- Guru menayangkan video recount text
- Siswa membaca dan mengamati struktur teks (orientation, events, reorientation).

2. Menanya (Questioning)

- Siswa secara berpasangan menyusun pertanyaan terkait isi teks:
Contoh: “Where did the writer go?”, “What happened on the second day?”
- Guru membimbing siswa menyusun pertanyaan berdasarkan isi teks.

3. Mengumpulkan Informasi (Experimenting)

- Siswa menandai kata kerja bentuk lampau (past tense) dalam teks.
- Guru menjelaskan sekilas tentang ciri-ciri kata kerja bentuk lampau.

4. Menalar (Associating)

- Siswa mencocokkan bagian struktur teks dengan paragraf (Orientation – Events – Reorientation).
- Siswa mengerjakan latihan soal singkat (multiple choice & matching) tentang isi teks.

Penutup (20 Menit)

- Refleksi bersama: Apa itu recount text? Apa struktur dasarnya?
- Guru memberi umpan balik dan motivasi.
- Tugas rumah: Cari satu cerita pengalaman pribadi (dalam bahasa Indonesia) untuk ditulis ulang pada pertemuan berikutnya.

Pertemuan 2: Menulis Recount Text Sederhana

Tujuan Pembelajaran

- Siswa dapat menyusun teks recount sederhana tentang pengalaman pribadi.
- Siswa dapat menggunakan kata kerja lampau dengan benar.
- Siswa dapat menyusun paragraf dengan struktur yang teratur.

Kegiatan Pembelajaran

Pendahuluan (10 Menit)

- Guru mengawali dengan menyapa siswa dan mereview materi sebelumnya.
- Guru menanyakan kembali struktur teks recount dan ciri-cirinya.

Kegiatan Inti (60 Menit)

1. Mengamati (Observing)

- Guru menampilkan contoh recount text yang bagus dan sesuai struktur.
- Siswa mengamati dan mendiskusikan bersama dalam kelompok kecil.

2. Menanya (Questioning)

- Siswa bertanya tentang grammar, kosa kata, atau cara menyusun paragraf yang runtut.
- Guru memberikan penjelasan dan contoh kalimat bantu.

3. Mengumpulkan Informasi (Experimenting)

- Siswa mulai menulis recount text berdasarkan pengalaman pribadi yang telah mereka siapkan dari rumah.
- Guru memberikan bantuan dan koreksi jika ada kesalahan.

4. Menalar (Associating)

- Siswa mengedit dan menyempurnakan tulisannya berdasarkan masukan guru atau teman sebaya.

5. Mengomunikasikan (Communicating)

- Beberapa siswa membacakan hasil recount text mereka di depan kelas.
- Siswa lain memberikan apresiasi dan komentar positif.

Penutup (20 Menit)

- Guru menyimpulkan kegiatan hari ini.
- Memberi motivasi agar siswa terbiasa menulis pengalaman dalam bahasa Inggris.
- Tugas: Menulis ulang cerita pribadi yang telah disunting ke dalam buku tulis rapi untuk dikumpulkan.

Penilaian

Sikap: Kedisiplinan, keaktifan, kerja sama.

Pengetahuan: Memahami struktur dan unsur kebahasaan teks recount.

Keterampilan: Menulis teks recount dengan struktur dan grammar yang tepat.

TABANAN, 4 Februari 2025

Guru Bahasa Inggris

Peneliti



Enydwiantrias Joesnaeni, S.Pd.

NIP. 19690225 199702 2 002

I Made Duta Kharisma

NIM. 2329081005

RPP – Bahasa Inggris

Kelas/Semester: VIII / Genap

Materi Pokok: *Comparative and Superlative Adjectives*

Alokasi Waktu: 2 x 2 JP

Pendekatan: *Scientific Approach*

✓ Kompetensi Dasar

3.5: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana tentang perbandingan orang, binatang, atau benda.

4.5: Menyusun teks pendek dan sederhana secara lisan dan tulis untuk menyatakan dan menanyakan perbandingan orang, binatang, atau benda.

■ Pertemuan 1: Pengenalan Comparative dan Superlative

Tujuan Pembelajaran

- Siswa dapat mengidentifikasi bentuk *comparative* dan *superlative adjectives*.
- Siswa memahami aturan penambahan akhiran *-er/-est* dan penggunaan *more/most*.
- Siswa dapat membedakan fungsi dan penggunaan *comparative* & *superlative* dalam kalimat.

○ Kegiatan Pembelajaran

■ Pendahuluan (10 Menit)

- Guru menyapa dan memotivasi siswa dengan pertanyaan ringan: "Who is taller? You or your best friend?"
- Guru menyampaikan tujuan pembelajaran hari ini dan pentingnya membandingkan dalam kehidupan sehari-hari.

■ Kegiatan Inti (60 Menit)

(Scientific Approach)

1. Mengamati (Observing)

- Guru menampilkan gambar 3 benda/hewan/orang yang berbeda ukuran atau sifat.
Contoh: tiga kucing dengan ukuran berbeda.
- Siswa membaca kalimat contoh seperti:
 - “Cat A is bigger than Cat B.”
 - “Cat C is the biggest.”

2. Menanya (Questioning)

- Siswa menanyakan perbedaan bentuk kata sifat, misalnya:
 - “Why do we use ‘bigger’ and not ‘more big’?”
- Guru menjelaskan rumus dan peraturan perbandingan:
 - Adjective + -er + than (untuk *comparative*)
 - the + adjective + -est (untuk *superlative*)
 - Aturan 1-2-3 suku kata.

3. Mengumpulkan Informasi (Experimenting)

- Siswa berpasangan mengisi tabel perubahan kata sifat (tall → taller → the tallest).
- Siswa mengerjakan latihan soal mengisi titik-titik dengan bentuk *comparative* atau *superlative*.

4. Menalar (Associating)

- Siswa menganalisis kalimat dan memperbaiki kesalahan (error correction) dari kalimat yang salah.

■ Penutup (20 Menit)

- Guru dan siswa menyimpulkan materi hari ini.
- Refleksi: Apa bedanya *taller* dan *the tallest*?
- Guru memberikan tugas rumah: Buat 5 kalimat *comparative* dan 5 kalimat *superlative*.

■ Pertemuan 2: Aplikasi dalam Kalimat dan Paragraf Sederhana

Tujuan Pembelajaran

- Siswa mampu menyusun kalimat dengan *comparative* dan *superlative adjectives* secara tepat.
- Siswa dapat membuat deskripsi pendek menggunakan perbandingan.

○ Kegiatan Pembelajaran

■ Pendahuluan (10 Menit)

- Guru membuka dengan review singkat menggunakan quiz (kahoot/tanya jawab cepat).
- Guru menyampaikan tujuan pembelajaran hari ini: menulis dan berbicara dengan perbandingan.

■ Kegiatan Inti (60 Menit)

1. Mengamati (Observing)

- Siswa menonton video pendek atau melihat gambar 3 tempat wisata, lalu mencermati kalimat perbandingan yang muncul.

2. Menanya (Questioning)

- Siswa bertanya tentang penggunaan “more beautiful” atau “the most interesting” dan kapan digunakan.

3. Mengumpulkan Informasi (Experimenting)

- Siswa berpasangan mendeskripsikan dua atau tiga benda/teman mereka. Contoh: “My bag is heavier than my brother’s bag.”
- Mereka menulis kalimat di kertas kerja.

4. Menalar (Associating)

- Siswa menyusun 1 paragraf pendek berisi perbandingan, misalnya: “Among the three cities I have visited, Jogja is the most interesting. It is more cultural than Jakarta, and cleaner than Surabaya.”

5. Mengomunikasikan (Communicating)

- Beberapa siswa membacakan hasil paragrafnya di depan kelas.
- Guru dan siswa lain memberi masukan/pujian.

■ Penutup (20 Menit)

- Guru menyimpulkan poin-poin penting dari penggunaan *comparative* dan *superlative adjectives*.
- Guru memberikan motivasi dan umpan balik.
- Tugas akhir: Buat poster atau brosur mini yang berisi 3 benda/hewan/tempat yang dibandingkan menggunakan kalimat bahasa Inggris.

Penilaian

Sikap: Kerja sama, rasa ingin tahu, dan keaktifan.

Pengetahuan: Pemahaman bentuk dan penggunaan *comparative & superlative*.

Keterampilan: Menulis dan berbicara menggunakan kalimat perbandingan secara tepat.

Guru Bahasa Inggris

TABANAN, 5 Februari 2025

Peneliti

Enydwiantrias Joesnaeni, S.Pd.

NIP. 19690225 199702 2 002

I Made Duta Kharisma

NIM. 2329081005



Appendix 7. Instructions for pre- test and post- test

Pre-Test

Writing test instruction

Please pay attention and follow the directions below :

1. Please Create a personal recount text that tells your personal experience.
This text must follow a good and correct recount structure, namely:
Orientation (Introduction), Events (Series of Events), Re-orientation (Closing).
2. Minimum text length is 3 paragraph.
3. Use past tense (for example: went, saw, experienced).
4. The text must be written in clear and structured paragraphs.
5. Choose memorable experiences, such as holidays, school activities, or other special events.

INSTRUCTION TEST: SPEAKING

Please pay attention and follow the directions below :

1. You will deliver a spoken recount text based on one of the given themes below.
2. Your speech should be **2 to 4 minutes** long
3. Structure your recount text using the following format:
 - **Orientation:** Introduce the setting, time, and main characters involved.
 - **Events:** Describe the series of events in chronological order.
 - **Reorientation:** Provide a conclusion or reflection about the experience.
4. Speak clearly and confidently. Try to use correct grammar, appropriate vocabulary, and proper pronunciation.
5. Themes that you can speak about :
 - A Memorable Holiday Trip
 - An Unforgettable School Experience
 - My Experience in a Competition
 - My First Day at School
 - My Birthday Celebration
 - Helping My Parents at Home
 - Family Gathering
 - Yesterday activity

Post-Test

Writing test instruction

Please pay attention and follow the directions below :

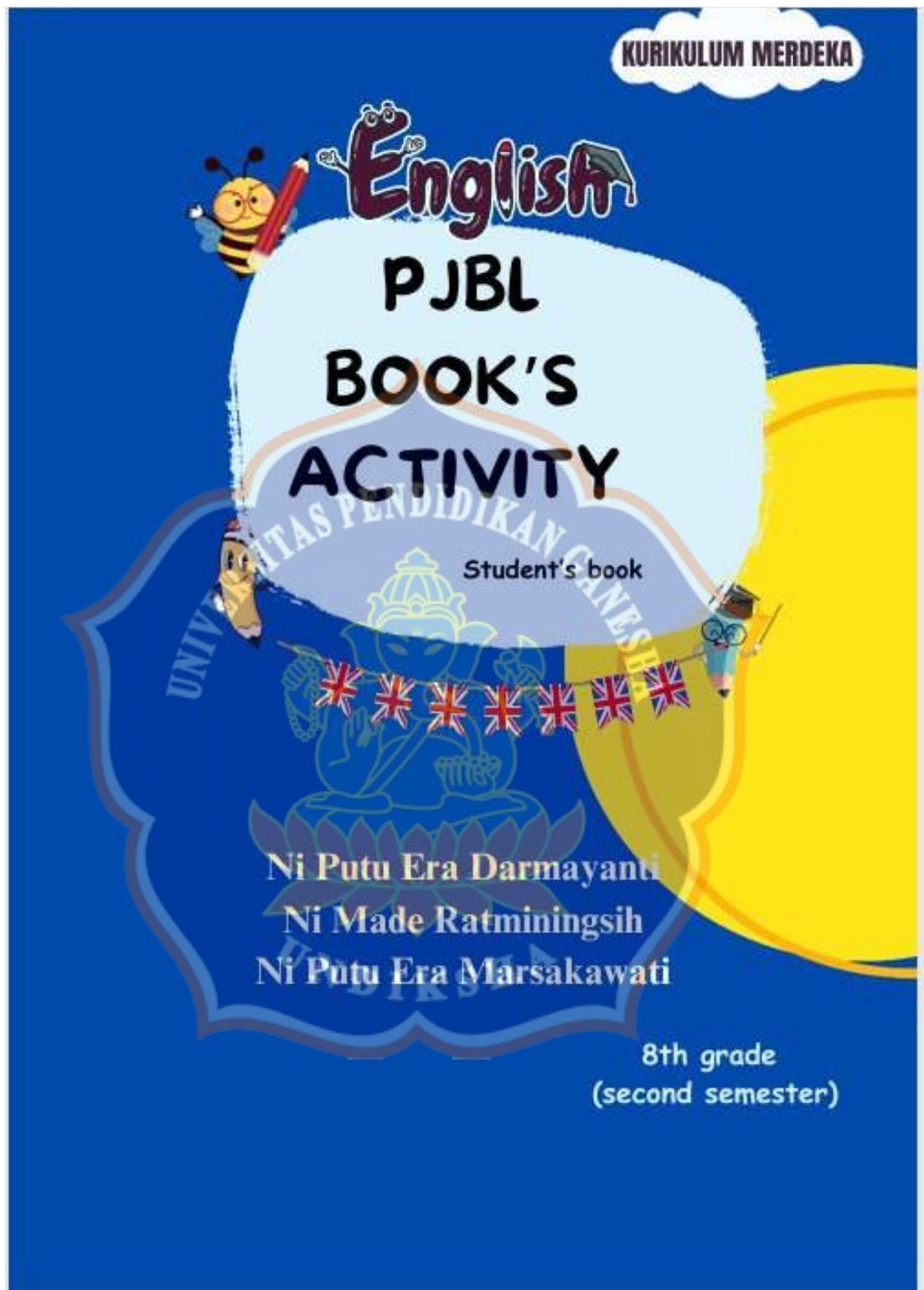
6. Please Create a personal recount text that tells your personal experience.
This text must follow a good and correct recount structure, namely:
Orientation (Introduction), Events (Series of Events), Re-orientation (Closing).
7. Minimum text length is 3 paragraph.
8. Use past tense (for example: went, saw, experienced).
9. The text must be written in clear and structured paragraphs.
10. Choose memorable experiences, such as holidays, school activities, or other special events.

INSTRUCTION TEST: SPEAKING

Please pay attention and follow the directions below :

6. You will deliver a spoken recount text based on one of the given themes below.
7. Your speech should be **2 to 4 minutes** long
8. Structure your recount text using the following format:
 - **Orientation:** Introduce the setting, time, and main characters involved.
 - **Events:** Describe the series of events in chronological order.
 - **Reorientation:** Provide a conclusion or reflection about the experience.
9. Speak clearly and confidently. Try to use correct grammar, appropriate vocabulary, and proper pronunciation.
10. Themes that you can speak about :
 - A Memorable Holiday Trip
 - An Unforgettable School Experience
 - My Experience in a Competition
 - My First Day at School
 - My Birthday Celebration
 - Helping My Parents at Home
 - Family Gathering
 - Yesterday activity

Appendix 8. English PJBL Books Activity



Link PJBL Book Activity :

<https://drive.google.com/file/d/1UhSUkSX2ryDZjBIFJZG0t2zqv6-bwoJ1/view?usp=sharing>

Appendix 9. Documentation of the pre-test, treatment, posttest

a. Pre-test Control Group



b. Pre=Test Experimental Group



c. Treatment Control Group



d. Treatment Experimental Group



e. Post-Test Control Group



f. Post-Test Experimental Group

