THE EFFECT OF USING U-DICTIONARY TOWARD SPEAKING ACHIEVEMENT FOR THE SEVENTH GRADE STUDENTS AT MTs DARUL ULUM ASSURUR

UNDERGRADUATE THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partical fulfillment of the requirement for Bachelor's Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:
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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2024**

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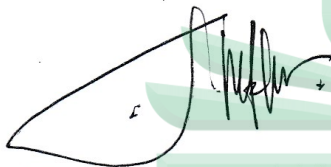
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MOTTO

خَلَقَ الإِنسَانَ ٣عَلَّمَهُ البَيَانَ ٤

Meaning: *" He has Created man. he has taught him speech (and intelligence)."* [*]

(Q.S AR-RAHMAN [55]: 3-4)

_____

* Abdullah Yusuf Ali, *The Holy Quran Arabic Text with an English Translation and Commentary There Volumes Edition*, (Labore: Syaikh Muhammad Ashaf, 1934), 1472.

DEDICATION

This undergraduate thesis is decided to some following people:

1. My beloved parents Bapak Sudewo and Ibu Ina Rahayu who always give me everlasting love, guidance, motivation, support, blessing and praying all best things for me especially to finish this undergraduate thesis. May Allah always bless, protect, keep you well and happiness accompany you.

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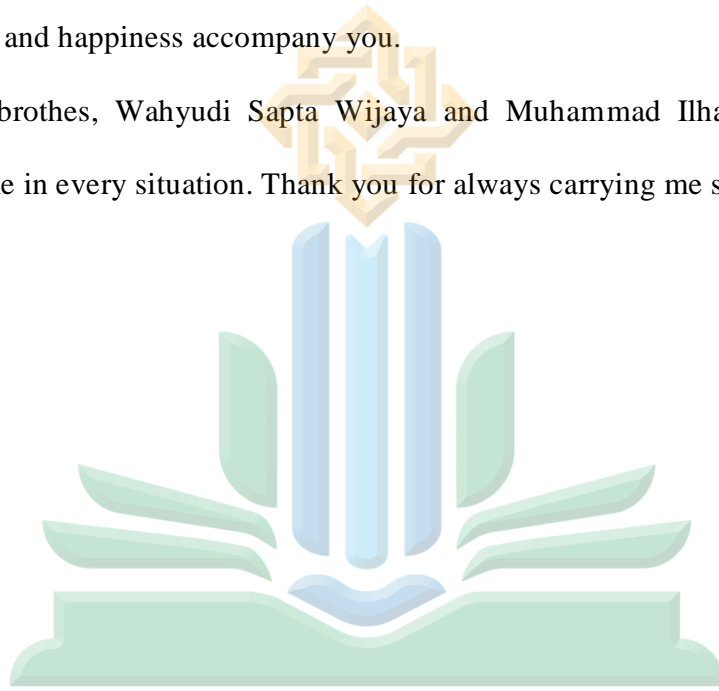
ACKNOWLEDGEMENT

<div dir="rtl">بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْم</div>

All the thanks giving of the writer was conveyed to Allah, because of his mercies and graces, the planning, process, and completion this thesis can be carried out well. The writer also can get this success because of the support of many parties. Therefore, the writer realize and express his deepest gratitude to:

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May Allah SWT reward all the kindness of the people who helped me to finish this thesis.

Jember, 27 May 2024

Maulidatul Hasanah

ABSTRACT

Maulidatul Hasanah, 2024: *The Effect of Using U-Dictionary Toward Speaking Achievement at Seventh Grade Students of MTs Darul Ulum Assurur Sidomulyo-Silo-Jember.*

Key Word: U-Dictionary, Speaking Achievement.

Speaking is one of the elements of communication, where communication is first of all exchanging opinions, information, nations of social, cultural, political and other aspects of everyday life. While speaking achievement is results or abilities obtained from training activities that can be properly demonstrated by using good language. One of the learning media thath can support teaching speaking achievement is the U-Dictionary application. This media is based on sophisticated technology and is easily accessible using the internet network or without an internet network. This research was conducted in MTs Darul Ulum Assurur Sidomulyo-Silo-Jember.

The problem of this research was formulated "Is there any significant difference from students' scores (before and after) using of U-dictionary application learning media toward speaking achievement of the seventh grade students of MTs Darul Ulum Assurur Silo-Jember?". The objective of this research is to investigate any significant difference from students' scores (before and after) using U-Dictionary application learning media toward speaking achievement of the seventh grade students of MTs Darul Ulum Assurur.

This research applied quantitative approach. It was conducted by using Quasi Experimental research: Non-equivalent comparison group design. The population in this research was class VII MTs Darul Ulum Assurur, which consists of 51 students. The researcher used cluster random sampling technique to select the sample and class VIIB as the Experimental class, which consists of 23 students, and the class VIIA as the Control class, which consists of 28 students. The data collected for this research was from scores of pre-test and post-test. The data were analyzed using the formula of Analysis of Covariance (ANCOVA) with IBM SPSS 27 version (is a software package designer for commercial, providing ststistical analysis capabilities) to calculate the data.

Based on the sample result and hypothesis testing, the score calculated showed the Sig. $0.001 < 0.05$, which was interpreted that Ha was accepted while Ho was rejected. The partial eta squared (a measure of alternative association of a sample that shows how large of an effect the independent variables had on the dependent variable) showed 0.222, which means that the mean score obtained by students in the experimental class was 22,2% higher than the control class. It was concluded that there was significant effect of using U-Dictionary application on speaking achievement of MTs Darul Ulum Assurur. There for using U-Dictionary application is effective for English teachers in the speaking class, especially to help students understand vocabulary.

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CHAPTER 1

INTRODUCTION

This chapter about the introductory of this research, this research consist about eight points, there are: research background, research problem, reseach objective, research significant, research scope, definition key term, research assumption, hypothesis.

A. Research of Background

In learning English students need to learn four skills, those are listening, speaking, reading and writing. These four skills' in English are related one another, listening and reading are considered to be passive skills as the learners because they do not show their talent in exhibiting these sGkills. Both of them, it is only listen and read to the language without producing the language (words). Therefore, Speaking and writing considered to be active skills in English as the learners because they show their talent in exhibiting these skills. In learning speaking and writing skills, the learners should produce some words (sentences) on their own words.[1]

There are 3 language elements that play an important role in supporting the four skills namely first pronunciation, very important in vocabulary development because it involves the differences between sounds that combine to from words. Seconds, the more vocabulary mastered, the easier it is for students to learn English. The third is

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[1]Parupalli Srinivas Rao, *The Importance of Speaking Skills in English Classrooms,* (ACIELJ Vol. 02 No. 02, 2019, P.) 8.

grammar, namely the rules for compiling language elements into one patterned language. [2]

Of all the four skills (listening, speaking, reading and writing). Speaking seems intuitively the most important: people who know a language are referred to as 'speaker' of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.[3] The first point to emphasize is that speech production takes place in real time and is therefore essentially linear. Word follow words, and phrases follow phrases. Likewise, at the level of utterance (that is to say, the spoken equivalent of sentences), speech is produced utterance by utterance, in response to the word by word productions of the intended person.[4]

Speaking is an oral language activity carried out by humans, Ludouse says speaking is an a certain situation or an activity to report something.[5]According to Burns & Joyce, speaking is spontaneous, open-ended, and evolving. However, speech is not alwaysunpredictable. [6]Bygate

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[2]I Gusti Ayu Agung Dian Susanthi, *Kendala Dalam Belajar Bahasa Inggris dan Cara Mengetasinya*, (Linguistic Community Service Journal Vol. 1, No.2, 2021), 67.

[3] Penny Ur, *A Course in Language Teaching,* (Cambridge Teacher Training and Development,1996), 120.

[4]Scott Thornbury, *How to Teach Speaking*,(Longman, 2005), 2.

[5] Atik Rokhyani, Agung Dwi Nur Cahyo, *Peningkatan Keterampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate*, 2015, https://jurnal.umk.ac.id/index.php/RE/article/download/439/470.

[6] Kalayo Hasibuan, *Teaching Spraking as a Productive Skill*, accessed December 6, 2022, https://media.neliti.com/media/publications/243865-teaching-speaking-as-a-productive-skill-c10d03ec.pdf.

said speaking is the vehicle of social solidarity, of social making of professional achievement and business.[7]

Speaking in English can be tough for English language learners, especially if they do not have a solid command of the language. Speaking is a fundamental language skill that allows a person to engage and socialize with those in his or her immediate social circle.[8] This is explained in Al-Qasas Verse 34:

وَاَخِيْ هٰرُوْنُ هُوَ اَفْصَحُ مِنِّيْ لِسَانًا فَاَرْسِلْهُ مَعِيَ رِدْءًا يُّصَدِّقُنِيْٓ ۖ اِنِّيْٓ اَخَافُ اَنْ يُّكَذِّبُوْنِ

Meaning: And my Brother Aaron He is more eloquent in speech than I: so send him with me as a helper, to confirm (and strengthen) me: for I fear that they may accuse me of falsehood. [9]

From the serve above it is explained that the ability to speak clearly is essential to the perfection of communication. Everyone may be able to speak but to pronounce words clearly and fluency only those who get used to it if a person has good speaking skills it can bring both social and professional benefits.

In the process of learning English, of course there are difficulties that become obstacles for students to speak English.Tuan and Mai revealed that students usually found difficulties in speaking because of same factors,

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[7] Aidil Syah Putra, The Correlation Between Motivation and Speaking Ability, Journal of English Language Education and Literature, Vol. II No. 1 2017: 38.

[8] Azlina Abdul Aziz, and Saraswathy Kashinathan, *ESL Learners' Challenges in Speaking English in Malaysian Classroom*, (Internasional Journal of Academic Research in Progressive Education and Development Vol. 10, No.2, 2021), 983-991.

[9] Abdullah Yusuf Ali, *The Holy Quran Arabic Text with an English Translation and Commentary There Volumes Edition*, (Labore: Syaikh Muhammad Ashaf, 1934),1129.

such as confidence, listener's support, students' listening ability, and pressure to perform well. In line with, Rababa' in Almira pointed out that there are many factors that cause students having difficulties in speaking English as a foreign language. Some of these factors are related to the students themselves, the teaching strategies, the curriculum, and the environment. Factor that is related to the students is for example, the students have lack vocabularies, difficult to get meaning or understand the conversations, and keep the interaction going. Motivation is also afactor that causestudents having difficulties in speaking English as a foreign language. [10]This problem can be found at MTs Darul Ulum Assurur, based on the results of interviews with grade seventh English teacher at MTs Darul Ulum Assurur. The teacher said that each student has various problems in learning English, including a lack of interest in English subjects that is difficult to understand.

In learning English requires the right learning strategy so that it can take place effectively and efficiently according to Schumaker and Deshler, a leaning strategy is an individual approach to a task. Currently, most English teachers think that students learn to speak English by interacting interactively as the best method[11]. Interactive language lessons are based on real situation that require communication. In short the English teacher should create a classroom environment where students can communicate

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[10] Tasmia, *Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi*, (The State Islamic University of Sulthan Thaha Saifuddin Jambi 2019), 26.

[11]Nida Mufidah, *Strategi Belajar Berbicara Bahasa Inggris*, (iain Antasari Press Banjarmasin 2017). 12.

in real terms. There are 13 types of activities to improve speaking skills, (1) discuss, (2) describe picture, (3) tell stories, (4) report news, (5) simulations, (6) interviews, (7) brainstorm, (8) complete stories, (9) look for differences, (10) tell pictures, (11) looking for information, (12) play cards, (13) and role play. Thus a variety of these activities can make a major contribution to students is to develop speaking skills. [12]

The teacher's role in the language learning process must be able to meet the needs of students, so that students can developments will make it easier for students to obtain better results, and students will be able to cope with various situations in using language, especially English. Brown further explained that in general the teacher's role is an organizer, motivator, director, transmitter, facilitator, mediator, and evaluator. [13]

Globalization has become a requirement for all people of the world. Manystudents at school already have access to phones, computer, and other high-teach devices.[14]Cell phones offer an ideal platform for learning since they are ubiquitous, affordable, compact and wireless. Cell phone applications which have been mainly used in language learning include short message service, recording voice services and email services. However, some applications and their role in language learning have been neglected. One such type of applications is dictionary. The usage of

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[12] Gunawan Widiyanto, *Mengajarkan Keterampilan Berbicara Bahasa Inggris: Konsep, Strategi, dan Jenis Kegiatan*, (Sekoplah Indonesia Kota Kinabalu Sabah Malaysia), 3.

[13] Septa Aryanika, *Manajemen Pembelajaran Bahasa Inggris: Studi pada Kelas Unggulan SMA Negeri 1 Metro Lampung*, http://ejournal.radenintan.ac.id/index.php/idaroh/article/view/792.

[14]Pandawa, *Pengaruh Globalisasi Terhadap Siswa Sekolah Dasar*, (Jurnal Pendidikan dan Dakwah, Volume. 2, No. 3, September 2020), 383.

dictionary in cell phones and its probable impact on student spelling has been overlooked in the literature.[15]

Before computer technology developed rapidly like this, the Indonesian-English and Indonesian-English dictionaries used were traditional dictionaries. Traditional dictionaries are dictionaries in the form of thick books with various sizes. This form of dictionary makes traditional dictionaries uncomfortable to carry everywhere. The development of computer technology and the internet supports the change in the form of an existing dictionary into an electronic dictionary form. Electronic dictionaries allow one to look up the meaning of a word quickly. But there are still shortcoming of traditional dictionaries that have not been overcome, namely electronic dictionaries are still difficult to carry everywhere. To overcome the shortage of electronic dictionaries, an online dictionary in mobile phones was developed which allows the dictionary to be carried everywhere so that it is more practical.[16]

According to yulianti Using English dictionary application it is one of the helpful learning as media students. As the lesson who are accustomed to using the great dictionary of the English language, surely it would be easier and customize the time with this application. We can download application only through the playstore in smartphones. In various English dictionary applications, one example is the "U-

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[15] Cici Yulianti, *The effectiveness of Using U-dictionary Application in Learning English*, (Jurnal Pendidikan Bahasa Vol. 9, No. 1: Mei 2022)

[16] Susana Liminto, *Mobile Online Dictionary*, (Surabaya: Seminar Nasional Informatika, 2010), E205.

Dictionary". U-Dictionary is a free Dictionary and Translation app. Has official Oxford Dictionary in 12 languages and Offline Translation in 58 languages. In 2019, more than 50 million people downloaded U-Dictionary in English. Everyone canuse U-Dictionary to not only translate words and brief sentences, but also to practicetheir language skills in any language.U-Dictionary is not only the most trusted English dictionary but also a useful multi-language translator. A translator that meets your needs in all situations such as studying,working, and traveling abroad.[17]

The media is important tool in helping the teaching and learning process effective and efficient. According to Ningtyas the result showed that online dictionaries are effective. The effectiveness of online dictionaries can be shown by the significant different in the result of students pronunciation taught using online dictionaries.[18]Other studies carried out by Wulandari and Handayani under the title "The Use U-dictionary to Increasing the Student Vocabulary" the study results gained positive effects as the teaching media in speaking especially increased student vocabulary significantly[19]. Ninda Ulfiani also wrote a thesis on "The Effectiveness of U-dictionary Application Teaching Media towards English Pronunciation of the Eleventh Grade Students at SMK Islam 1 Durenan". This research was conducted to investigate the significant

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[17] Cici Yulianti, *The Effectiveness of Using U-dictionary Application in Learning English*, (Jurnal Pendidikan Bahasa, Vol. 9, No. 1: Mei 2022), 39.

[18] Yayuk Budi Rahayuningtyas, Thesis, *The Effectiveness of using Online Dictionaries on The Tenth Grade Pronunciation Achievement at SMAN 1 Ngunut*, (IAIN Tulungagung, Faculity Tarbiyah and Teacher Training, Tulungagung), 2019, 81.

[19] Dewi Wulandari and Cici Handayani, *The Use U-Dictionary to Increasing the Student Vocabulary*, (Jurnal PenelitianPendidikan dan Sastra Vol.5 No. 2. Oktober 2020), 64.

differences in the scores of students who were taught English pronunciation using a judicial-conventional method and experienced a significant increase in English pronunciation.[20]Based on the above description the researchers decided to a study with the quasi experimental method entitled **"The Effect of Using U-Dictionary Toward Speaking Achievement at The Seventh Grade Students of MTs Darul Ulum Assurur Silo-Jember "**

B. Research Problem

Is there any significant difference from student scores (before and after) using of U-Dictionary application learning media toward speaking achievement of the seventh grade students of MTs Darul Ulum Assurur?

C. Research Objective

To investigate any significant difference from student's scores (before and after) using of U-Dictionary application learning media toward speaking achievement of the seventh grade students of MTs Darul Ulum Assurur.

D. Research Significant

1. Theoretical Significant

The finding of this research is expected to support the theoretical base of the use of Using U-Dictionary on speaking achievement for theseventh grade of MTs Darul Ulum Assurur.

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[20]Ninda Ulfiani, *The Effectiveness of U-dictionary Application Teaching Media towards English Pronunciation of the Eleventh Grade Students at SMK Islam 1 Durenan,*(IAIN Tulungagung,2020), 68.

2. Practical Significant

    a. Teacher

      For English teachers as one of the learning media in improving student's speaking achievement in the modern area.

    b. Other Researchers

      For the other researchers this research can be used as a material reference if they will investigate the same subject.

E. Research Scope

1. Variable

    There are two variables in this study, which are the independent variable and the dependent variable, where the independent variable isthe use of U-Dictionary and the dependent variable is students speaking achievement.

2. Indicators

    Each variable has several indicators, including the U-Dictionary indicators which are the first students download and install the U-Dictionary application on an android phone. The second is to immediately open the U-Dictionary application then select start> Indonesian> finish. The third, students can type the words or sentences they want to translate in the column. In the main menu of the U-Dictionary application, there is an audio speaker icon for translating sentences and a camera as a feature for translating the text contained in a photo (translate picture). Then the Speaking Achievement indicators are vocabulary, pronunciation, comprehension.

F. Definition of Key Terms

1. Speaking Achievement

   Speaking achievement is a result of achieving the ability to speak in a foreign language to improve language skills effectively by means of speaking training by using U- Dictionary through speaking test. While speaking is the ability to pronounce articulation sounds or words in order to be able to speak a language or generate opinions by talking with other people. To find out how the achievement of speaking is, several things must be considered such as vocabulary, pronunciation, and comprehension.

2. The use of U-Dictionary

   The U-Dictionary application is an online and offline dictionary that can be accessed by everyone from a smartphone or PC which is supported by 101 languages around the world. This application includes a voice translation feature that can spell words or sentences, and there is also a picture translate feature that functions to translate writing in the form of photos.

G. Research Assumption

   U-Dictionary is one of the learning technique that is proven effective to improve speaking skills, so the researcher assumed for this research that the U-Dictionary is also effective for speaking achievement in this population.

H. Hypothesis

In this research, the researcher purpose a hypothesis to be tested, namely the alternative hypothesis (H*a*), and the opposite hypothesis is the null hypothesis (H*o*), as follow:

Ha: There is significant effect of using the U-Dictionary application on speaking achievement.

Ho: There is no significant effect of using the U-Dictionary application on speaking achievement.
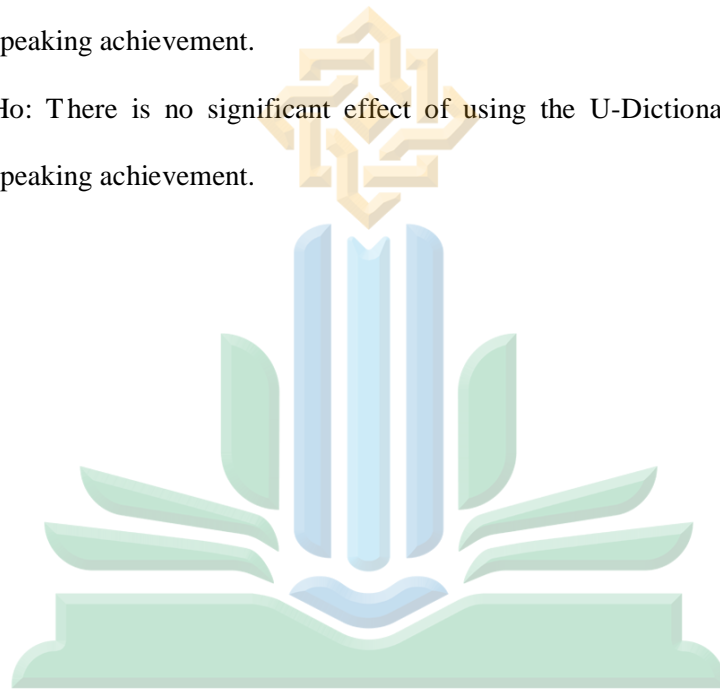
CHAPTER II

LITERATURE REVIEW

This second chapter presented about the review of the literature which consist about previous study, theoretical review. The theoretical review based on four part which is speaking, speaking achievement, U-Dictionary application, and teaching speaking by using U-Dictionary application

A. **Previous Research**

There are five previous studies that relevant to this research, they are:

1. **Dewi Wulandari and Cici Handayani** an article in 2020 entitled **"The Use U-Dictionary to Increasing the Student Vocabulary"**. [21]This research describes the objects situation based on the fact that the field used the descriptive method. In this study implementing the U-dictionary use as a learning medium to improve the vocabulary of students in teaching speaking. Based on the result of the use U-dictionary influence positive and effective as a learning media in teaching speech especially the increase in vocabulary.

2. **Ninda Ulfiani** a thesis in 2020 entitled **"The Effectiveness of U-Dictionary Application Teaching Media towards English Pronunciation at The Eleventh Grade Students at SMK Islam 1 Durenan"**[22]. Qualitative approach on Quasi-experimental was the design of this research. The result showed that the U-Dictionary

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[21]Dewi Wulandari and Cici Handayani, *The Use U-Dictionary to Increasing the Student Vocabulary*, (Jurnal PenelitianPendidikan dan Sastra Vol.5 No. 2. Oktober 2020).
[22]Ninda Ulfiani, *The Effectiveness of U-dictionary Application Teaching Media towards English Pronunciation of the Eleventh Grade Students at SMK Islam 1 Durenan,*(IAIN Tulungagung,2020)

application was effectively used as a learning media in teaching pronunciation to eleventh grade students of SMK Islam 1 Durenan.

3. **Siti Maria Ulfa** a thesis in 2022 entitled **"Using U-Dictionary to Improve Students Ability in Spelling Words at Mts Nurul Iman Luwu Timur"**[23]. This research used a pre-experimental method and conduct six meeting. The researcher concludes that using U-Dictionary can improve the students ability in spelling words. It can be seen from the result of this research that the students score in the posttest was higher than the students score in the pretest.

4. **Cici yulianti** a journal in 2022 entitled **"The Effectivness of Using U-Dictionary Application in Learning English"**[24]. This study uses qualitative research methods the data were analyzed using qualitative approaches by the research in this study questionnaires were employed as research instruments. The students of SMK Walisongo Bekasi are the focus of this study. As a result, it can be concluded that the U-Dictionary application learning can be easier, faster, and more practical. Meanwhile, students difficulties in using the U-Dictionary application are a bad signal and the lack of funds to fulfill quotas.

5. **Dea Agustiani, Rizdki Elang Gumelar, Tatu Munawaroh** a journal in 2021/2022 entitled **"The Effect of U-Dictionary Application Toward Students' Pronunciation Mastery at Eleventh Grade of**

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[23]Siti Maria Ulfa,*Using U-Dictionary to Improve Students Ability in Spelling Words at Mts Nurul Iman Luwu Timur,* (IAIN Palopo, 2022)

[24]Cici Yulianti, *The Effectiveness of Using U-dictionary Application in Learning English*, (Jurnal Pendidikan Bahasa, Vol. 9, No. 1: Mei 2022)

SMAN 3 Pandeglang in Academy Year 2021/2022".[25] This study uses quantitative research approach and quasi experimental method with pre-test and post-test design. Based on the result of the U-Dictionary application are effective to improve the students' achievement in pronouncing English word, although not all of the students can pronounce the word well.

Table 2.1
The Similarities and Differences of Previous Research

No	Researcher's Name and title	Similarities	Differences
	1	2	3
1	Dewi Wulandari and Cici Handayani an journal in 2020 entitled "The Use U-Dictionary to Increasing the Student Vocabulary".	- Both researchers use the U-Dictionary	- Previous research used descriptive method while this research used Quantitative experiment. - Previous research focuses on vocabulary while this research is just on speaking achievement
2	Ninda Ulfiani a thesis in 2020 entitled "The Effectiveness of U-Dictionary Application Teaching Media towards English Pronunciation of The Eleventh Grade Students at SMK Islam 1 Durenan"	- Both researchers use the U-Dictionary	- Previous research focuses on pronunciation while this research is just on speaking achievement

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[25] Dea Agustiani, Rizdki Elang Gumelar, Tatu Munawaroh, The Effect of U-Dictionary Application Toward Students' Pronunciation Mastery at Eleventh Grade of SMAN 3 Pandeglang in Academy Year 2021/2022, (Journal of English Education Studies, 2022, Vol. 5 No. 2, Page. 52.)

3	Siti Maria Ulfa a thesis in 2021 entitled "Using U-Dictionary to Improve Students Ability in Spelling Wordsat Mts Nurul Iman Luwu Timur"	- Both researchers use the U-Dictionary	- Previous research used pre-experimental method while this research used Quantitative experiment. - Previous research focuses on spelling words while this research is just on speaking achievement
4	Cici yulianti a journal in 2022 entitled "The Effectivness of Using U-Dictionary Application in Learning English"	- Both researchers use the U-Dictionary	- Previous research used qualitative method while this research used Quantitative experiment. - Previous research focuses learning English while this research is just on speaking achievement
5	Dea Agustiani, Rizdki Elang Gumelar, Tatu Munawaroh a journal in 2021/2022 entitled "The Effect of U-Dictionary Application Toward Students' Pronunciation Mastery at Eleventh Grade of SMAN 3 Pandeglang in Academy Year 2021/2022"	- Both researchers use the U-Dictionary	- Previous research focuses on pronunciation while this research is just on speaking achievement.

Based on the previous research that has described above, there are differences between the previous studies and this research. This research variables use U-Dictionary application and speaking achievement. The research subjects are the seventh grade students. The research area is MTs Darul Ulum Assurur Silo Jember. This

research is focused of U-Dictionary application is effective towards the students' speaking skills in order to determine whether the U-Dictionary application is effective towards the speaking achievement in terms of students' initial knowledge (Pre-test). This research uses quantitative research as an research approach and quasi experimental (Nonequivalent Control Group Design). The collecting data will be done by speaking test namely pre-test and post-test. So the researcher is interested in conducting the research that is entitled "The Effect of using U-Dictionary application towards the students' speaking achievement at the seventh grade students of MTs Darul Ulum Assurur Silo-Jember.

B. Theoretical Review

1. Speaking

a. Definition of Speaking

There are several definition used in this research based on some experts. According Richard and Willy A. Renandya said that speaking is one of the elements of communication.[26] Where communication is first of all exchanging opinions, information, nations of social, cultural, political and other aspects of everyday life.According to Brown speaking is a productive skill that can be directly and empirically observed those observation are invariable colored by the accuracy and effectiveness of

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[26]Jack C, Richard and Willy A. Renandya, *Methodelogy in Language Teaching,* (First Edition; South Africa: Cambridge University Press, 2002). 210.

attest-taker's listening skill, which necessarily compromises the reliability and validity of on oral production test. [27]

Another definition of speaking is stated by Chaney that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of context. [28] Tarigan said that main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about. [29]

Based on some of the theories above, the researcher concludes that speaking is verbal communication through language, with the aim of conveying thought, information and feelings verbally to the interlocutor.

b) Components of Speaking

According to Harmer speaking is a complex skill because at least it's concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension. The five components of speaking that must be paid attention by the students if they want to speak well. There are:[30]

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[27] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (United States America: Longman, Inc., 2004),140.

[28] Chaney, *Teaching Oral Communication in Grade K-8* (Boston: Allyn and Bacon, 1998), 13.

[29] Tarigan, Henry Guntur, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, 1981,15.

[30] Febria Herdinatara, *A Comparative Study on Students Speaking Skill Using Audio-Video and Picture,* (Published: Semarang, Universitas Muhammadiyah Semarang, 2017), 7-9.

1) Grammar

In defining grammar, H. Douglas brown states "Grammar is a system of rules gevorning the conventional arrangement and relationship of word in a sentences. Grammar is a set of rules which described how we used a language. The aim of grammar is also to learn a correct way to again expertise in oral written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation. [31]

2) Vocabulary

Vocabulary is the second elements of speaking that we need in speaking skill. In reading, we need vocabulary for reason to give students a new language input and also when we ask students to read or listen, we want them to see how the word used.[32] According to Webster, vocabulary is defined as follows: the large collection of words and phrases usually arranged and described or defined alphabetically, the number or stock words used by individuals or occupolation language groups or in relation

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[31] David p Haris, *Testing English as a Second Language*, (Washington DC: George Town University, 1969),P.81-82.

[32] Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition,* (Edinburgh Gate: Pesrson Longman ELT, 2007),229.

to asubject (language scope) and all foreign language textbooks first the words and phrases taught or used. [33]

3) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with phonological process that refers to the components of a grammar made up of the elements and principles that determine how sound vary and pattern in language. There are two features of pronunciation; phonemes and supra segmental feature. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4) Fluency

Fluency is defined as the ability to speak communicatively, fluency and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not coryrect immediately whereas the idea being that

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[33] Philip Badvock Gove, *Webster's Third New International Dictionary,* (Masschusetts: Heinle Publwasher, 1996), 2560.

too much correction interferes with the flow of conversation. [34]

5) Comprehension

Comprehension is an ability to process stretchers of discourse, to formulate representasions the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by intuition of the research or researcher. Comprehension refers to be the fact that participants fully understand the nature of the research project, even when procedures are compliecated and entail riks. [35]

c) Teaching Speaking

Teaching speaking is a challenging responsibility as there are many problems related to every day practice. According to Ur, some fundamental problems that appear in the speaking class include inhibition, complete silence, and low participation. [36]

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[34] Pollar, Lucy. *Guide to Teaching English*, USA: Longman Group. 2008.

[35] Cohen, L., Manion, L. and Morrison, K. 2005. *Research Methods in Education*: Fifth Edition, Landon: Routledge Falmer.

[36] Suparwoto Sapto Wahono and Ira Hamida Nurul Zahro, "Using Inquiry Based Learning to Improve Students Speaking Skills," *Journal of Language Intelligence and Culture* 3, no. 2 (2021): 125–138.

Ur suggests four characteristics of successful speaking class. First, much of the time should be used for the activity involving the learners to talk. Second, classroom activity should not be dominated by talkative participants. All learners should get a chance to speak and contributions are distributed evenly. Third, learners are eager to speak because they are interested in the topic. Learners have something new to say about it, or because they want to contribute to achieve a task objective. Last, the learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. One of the ways to realize a successful speaking class is through task based language learning.

2. Speaking Achievement

a) Definition of Speaking Achievement

According to Armasita speaking achievement is the ability to apply grammatical and discourse to communicate effectively in particular context for particular purpose. [37] Speaking Achievement is the ability, skill, to express language effectively[38]. While Adawiah state that speaking

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[37] Armasita, *Improving Students Skill in English Lesson With Actions Learning Strategy at Eight Grade of MTs PAB 1 Helvetia,(*Thesis, UIN SU Medan 2017),11.
[38] Ibid, 11

achievement is the result obtained or achieved from language learning activities that used as a means of communication.**39**

Based on the definition above, it can be concluded that speaking achievement is results or abilities obtained from training activities that can be properly demonstrated by using good language.

3. **U-Dictionary Application**

a. Definition of U-Dictionary Application

U-Dictionary is one the offline dictionaries that can be downloaded from an android or smartphone. [40]According to Yuliyanti U-Dictionary is a mobile program that can be downloaded to an android or smartphone that offers both online dictionaries. [41]

U-Dictionary application is one of English offline that can be downloaded by everyone from smartphone or PC which supported by 44 language in the world. It is an application that has been one of the best applications in the Google Play Store in the dictionary category.

According perky LIU, Vice President from Netease Youdao stated that will continue to make rapid developments

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[39] Nur Fajri Adawiah, *Improving Students Speaking Achievement Through Role Play Method,* (Thesis University Muhammadiyah of Makasar 2018), 14.

[40] Dewi Wulandari, Cici Handayani, *The Use U-Dictionary as a Learning Media to Increase the Students Vocabulary In Teaching Speaking*, (Prosiding Seminar Nasional Multidisiplin Ilmu Univrsitas Asahan ke-3, Politeknik Unggul LP3M, Medan, 2019),700.

[41]Cici Yulianti, *The Effectiveness of Using U-dictionary Application in Learning English*, (Jurnal Pendidikan Bahasa, Vol. 9, No. 1: Mei 2022), 43.

to improve the user experience and cultivate their vision to eliminate language barriers. It now supports Android 4.0.0 and IOS 3.0.0 Smartphone frome Youdao, Hongkong, which were newly published on March 24th, 2016. [42] With U-Dictionary, Everyone not only can translate words and short phrases, but also practice the skills in any language. From the main tab, everyone can quickly access short test and mini games to practice any language wanted. Besides translating a word or text, U-Dictionary can also to use to look up definitions via Collins Dictionary or Wikipedia. [43]

Based on the above definition, U-Dictionary is an application for translating words and phrases from various languages easily and effectively by installing it in the play store via smartphone/ PC

b. Types of Activities in Using U-Dictionary

There are some activities when we learn using U-Dictionary, namely

1) Translate word by word or in a sentence

2) Learn from video by U-Dictionary

In this application releases different and exciting videos to learn themed various things that make it enjoyed to

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[42]Ninda Ulfiani, *The Effectiveness of U-dictionary Application Teaching Media towards English Pronunciation of the Eleventh Grade Students at SMK Islam 1 Durenan,*(IAIN Tulungagung,2020), 25.

[43] Ibid

watch; of course, this video contains an increase in learning English. In this method, the teacher is also expected to give direction to their students. (it can play with an internet connection.

3) Do some Quizzes

We can learn vocab in quizzes that are available from U-Dictionary. The quiz method issued in this application is a question with a model answer on how to write the correct answer. In this method, the application gives the final score and correction when we finish the quiz.

4) Listening

In this learning method, audio and script are provided. We are encouraged to fill in a few blank words in the text by listening to the audio provided the audio can be a conversation or song. This method also sharpens the pronunciation of English words.

5) Learn by games

In U-Dictionary, the available game features playing word synonyms that can improve vocabulary learning. Synonym games are beneficial for horning our ability to say that they have the same meaning in playing synonym games in this application. They take the time to answer

it, and those who can complete the game can move to the next level.

c) The Procedure to Use U- Dictionary Application

1. The teacher asks students to download the U-Dictionary application on their android or iOS .

2. Open the U-Dictionary setting the language selection application, then select English-Indonesian.

3. Type a vocabulary with the keyword (thanking and apologizing on the word search feature.

4. Under the translated vocabulary there are examples of several sentences about the word searching and plus an audio feature to help train the speech of speaking students.

5. Students are asked to pair up and create a dialogue about thanking and apologizing in writing.

6. Students are given to memorize dialogue and practice it in front of class according to the instructions from the teacher.

d) The Advantages of Using U-Dictionary Application

There are some advantages of Using U-Dictionary:

1) There is camera translator in the U-Dictionary application. Take a picture with text and this application will be able to translate it.

2) Copy any text or phrase will automatically translated.

3) One of word in U-Dictionary application always show at Android Lock screen. It produces a sound that can practice easily, so it can improve vocabulary and pronunciation.

4) U-Dictionary application serve quiz, the quiz can different in each day, for the example such as spelling quiz, grammar quiz, vocabulary quiz, multiple choice, speaking, writing, complete a word, listening music quiz.

5) U-Dictionary application serves some article. Usually, the article includes the sound and subtitle. It can be a story, descriptive, procedure, knowledge, etc.

6) There is video usually call "Sunday motivational video" which includes about knowledge that can improve personal life. There is an English subtitle in it.

7) U-Dictionary application can be accessed anywhere and everywhere, so teacher not difficult to implement it in indoor learning or outdoor learning. It is a media learning language as well which allows the learners to learn wherever they have internet connection and whenever they need it. [44]

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[44]Shinta Fenanda Putri, *The Use of U-Dictionary as a Media to Increase Students Listening Skill*, (Thesis, Faculty of teacher Training and Education Bosowa University, 2021), 22.

e)   The Disadvantages of using U-Dictionary Application

There are some disadvantages of using U-Dictionary:

1) This application is accessed by using an internet connection.

2) Translate by taking pictures. Not all words are read.

3) In giving examples of sentences, not everything is there.

4) Application sometimes error.[45]

4.   Teaching Speaking by Using U-Dictionary Application

Teaching speaking is a process where a teacher helps the students to provide and to facilitate them to obtain the learning goal which is the needs to improve their performance in speaking skill. [46] The use U-Dictionary can be used as an effective learning media to speaking achievement. U-Dictionary is used the learning media in teaching speaking, it means U-Dictionary of expressing message and information. Krismonika stated the U-Dictionary application is an application that can help improve students' language skills. With U-Dictionary everyone can translate difficult word into the language they want, then they can also access quickly and briefly to practice the language they want. [47]

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[45] Authentic, Zenith Ula, *Using U-Dictionary for E-Learning Vocabulary*, (Universitas Wijaya Kusuma 2020), 18.

[46] Siti Mualiyah*, Teaching Speaking (An Expository Study at Speaking Class of Training Class Program at Basic English Course in Kampung Inggris Pare),* (Thesis, Syarif Hidayatullah State Islamic University Jakarta, 2017), 13.

[47] Sri Wulandari, *The Use of U-Dictionary Application in Teaching Students' Vocabulary at the Second Grade of Junior High School. 10 Tapung*, (Thesis, Faculty of Education and Training State Islamic of University Sultan Syarif Kasim Riau Pekanbaru, 2022),10.

CHAPTER III

RESEARCH METHODS

This chapter presents about how the reseach conducted which consist on kind of research, approach and type of research, population and sample, research instrument and data collection method, data analysis.

A. Approach and Type of Research

In this research, researcher used quantitative research as the research method. According to Creswell quantitative research used to evaluate objective research and objective idea by trying together variable in measurable instruments so that data may be statistically processed.[48] In this research used experimental research. Experimental research, a research technique for establishing the causal connection between independent and dependent variable.[49] The design of this research was a quasi-experimental type with a nonequivalent control group design in which the research aimed to determine whether or not there is a significant effect of using U-Dictionary on students' speaking achievement.

In this research, the researchers used two groups, namely the experimental group and the control group, where the experimental group was the group that was treated using a U-Dictionary, while the control group was the group that was treated other than U-Dictionary application which is dialogue memorize. The research design can be presented as follows:

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[48] Jhon W. Creswell, Education Research: Planning Conducting, and Evaluating Quantitative and Qualitative, (United States of Amerika: Person Education, 2009),233.
[49] Jhon Creswell (2012), 295.

Table 3.1
The Research Design

Group	Pre-test Measure	Treatment	Post-test Measure
Experimental Group	O_1	X_1	O_2
Control Group	O_1	X_2	O_2

O_1 : Pre-Test X_1: Dialogue memorize

O_2 : Post-Test X_2 : U-Dictionary applicaton

B. Population and Sample

Population is a generalization area consisting of an object or subject that has certain qualities and characteristics that the researcher specifies to learn and conclude it. [50]The population in this study was class VII MTs Darul Ulum Assurur, which consisted of 51 students and was divided into two classes. The researcher used a cluster random sampling technique to select the sample in this study and class VIIB as the Experimental class, which consist of 23 students, and the class VIIA as the Control class which consist 28 students.

Table 3.2
Sample of Seventh Grade of MTs Darul Ulum Assurur

No	Group	Class	Students
1	Experimental Group	VIIB	23
2	Control Group	VIIA	28
	Total of Sample		51

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[50] Sugiyono, *Metode Penelitian Kuantitative, Kualitatif, dan R&D,* (Bandung: Alfabeta,2017),80.

C. Research Instrument and Data Collection Method

English speaking test was applied as research instrument. The test was implemented for pre-test before treatment, and post-test after the treatment. The test it was given to both the experimental group and the control group. The assessment of the speaking test was based on several criteria including vocabulary,pronunciation, and comprehension. how to calculate the test score is in the appendix 9. In collecting data, the researcher was used the following procedure:

1. Pre-Test

    The pre-test is a given to students before getting treatment. When conducted the pre-test the researcher was give instruction to the experimental class and control class students in doing the test. Pre-test is a speaking test to determine students' prior knowledge about speaking accuracy in vocabulary, pronunciation, comprehension. The pre-test of this study used a short presentation.

2. Post-Test

    The post-test administered after giving treatment in an experimental research study or after teaching speaking using U-Dictionary. Post-test was conducted to get the students' speaking score after doing the treatment. In this study, a post test given to students after they are taught by U-Dictionary in speaking learning.

    A good instrument must had a standard of validity and reality. Therefore, researcher must ensure that the instrument is

valid and reliable. To find out, the researcher tested the validity and reliability of the instrument.

1. Validity Test

    Validity is an important part of a research. According to Creswell, stated that validity is evidence of conformity about a concept or construct as measured by a test. This means that validity aims to see the extent to which the test carried out are in accordance with the concepts used. Validity test used to measure how far the instrument actually measure the object to be measured so that the data collected does not deviate from the description of the variable under study. Validity is a measure that shows the levels of validity of an instrument to measure the object to be measured. [51] Ary states that validity is the most important consideration in developing and evaluating measuring instruments. [52]

    In this research, researcher created an instrument to determine the validity of the test first before testing it on students. the researcher wrote the test specifications, so that the test was valid, the researcher prepared several things to implement. First, the researcher designed a test based on a curriculum that was in accordance with the material in the syllabus used for seventh grade of MTs. Second, the speaking achievent assessment test was adapted from the book H

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[51] Suharmisi Arikunto, *Prosedure Penelitian*, (Jakarta: Aneka Karya, 2008),29.
[52] Donald Ary And Sorensen, *Introduction To Research In Education.*

Brown, which means was following the criteria for construct validity.

To confirm the instrument made valid, it was given to an English lecturer who expert speaking as the validator to examine the relation between the instrument and syllabus including basic competence and indicator. The instrument was valid if it fit the requirement of the curriculum. The instrument for validator was written in appendix 3 and 4. The result of validity test as follows :

Table 3.3
Day/ Date and Activity

Day / date	Activity
Tuesday, 14 of November 2023	• The researcher was given the file expert to examine hard file of a set of instrument, including blue print, test instrument, scoring rubic, and lesson plan. • The expert confirmed that the test instrument needed to be revised.
Thursday, 16 of November 2023	• The researcher was given the file expert to examine test instrument revised. • The expert confirmed that the test instrument was valid.

An English lecture as the validator measured the instrument, by used expert validation sheet of speaking test given by the researcher. The validator measured the nstrument that consisted of blu print, test instrument, scoring rubric, and lesson plan.

In this research, the researcher gave the instrument to the lecture to fill out the expert judgment checklist before being tryout on the students. The result of the validity test was a follow:

- The content validity of the speaking achievement test was following the material in the syllabus used for the seventh grade of MTs.

- The speaking achievement assessment test was adapted from the book H Douglas Brown, which means was following the criteria for construct validity.

- Instruction need to be fixed, further specified and clarified to be better understood. The researcher directly revised it then resubmitten it to the expert and the expert confirmed that the test instrument was valid. From the result of validity above, it can be concluded that the best instrument was confirmed as valid and ready to be tried out.

2. Realibility Test

Reliability refers to the score test stability or consistence.[53] The reliability that used by researchers is inter-rater reliability. Inter-rater reliability is the degree of agreement between two or more raters,[54] but in this research the researcher only used two raters. The researcher engaged the English teacher and the researcher as the examiners to measure reliability test. In this research, the English teacher was the first rater and the research was the second rater.

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[53] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.*(Amerika: Sage Publication, 2014), 200.
[54] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.*(Amerika: Sage Publication, 2014), 207.

The researcher calculated the scores by using the formula of Cohen's Kappa with SPSS in order to reach the score agreement between two examiners, so that each student only had one score. To find out the reliability, the researcher held a try out in the class that is not included in the research samples. The instrument was confirmed as reliable if the calculation of test score reached the value $>.60$ which meant the level of agreement was categorized as good or reliable. The detail interpretation of Cohen's Kappa calculation was as follows:

Table 3.4
The Interpretation of Cohen's Kappa

Value of Kappa	Level of Agreement	% of data that are reliable
0- 20	None	0-4%
.21 -.39	Minimal	4-15%
.40 -.59	Weak	15-35%
.60-.79	Moderate	35-63%
.80-.90	Strong	64-81%
Above .90	Almost perfect	82-100%

The measurement of the reability test in this research uses the IBM SPSS Statistics 27 version application. The result of reliability test was as follow:

a. Pre-Test Tryout

On Monday 8 January 2024 the researchers conducted a pre-test at 9.15. The scores of Tryout from two rater can see in appendix 10. The result SPSS output:

Table 3.5

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.269	.145	2.221	.026
N of Valid Cases		20			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the table above, shows that Cohen's Kappa value generated is 0,269, based on interpretation of Cohen's Kappa the pre-test was categories as minimal of agreement between two raters. Thus the result of he pre-test are reliable.

b. Post-Test Tryout

On Monday 8 January 2024 the researchers conducted a pre-test at 10.45. The scores of tryout from two rater can see in appendix 11. The result SPSS output:

Table 3.6

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	-.064	.125	-.488	.625
N of Valid Cases		20			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the table above, shows that Cohen's Kappa value generated is 0,64, based on interpretation of Cohen's Kappa the pre-test was categories as moderate of agreement between two raters. Thus the result of he pre-test are reliable.

D. Data Analysis

In this research, the researcher used Analysis of Covariance (ANCOVA) to test the significant effect of using U-Dictionary application on speaking achievement. Before analyzing the data using ANCOVA, the researcher will first analyze the normality and homogeneity of the population.

1. Normality

Normality testing used to determine whether the data analysis is normally or not.[55] The normality test is one important requirement for analyzing the data of research because it aims to determine whether the population is normally distributed or not. The statistical hypothesis used:

H_0: sample is normally distributed

H_1: sample data is not normally distributed

To know whether the distribution of the data was normal or not, the researcher used the kolmogorov-Smirnov's formula with a significance level of more than 0.05 (a= 0.05) is provided in SPSS version 27. The data is normally distributed if the level of significance higher than 0.05 (p > 0.05). On the other hand, if the significance level is lower 0.05 (p < 0.05), this means that the data is not normally distributed and independent sample t test cannot be performed.

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[55] Fikroh "The effectiveness of Using Song From Joox Music Application on Students' Vocabulary Mastery of the Twelfth Grade at SMKN 3 Boyolangu Tulungagung" (Thesis, IAIN Tulungagung, 20120), 40.

2. Homogeneity

Homogeneity test aim to ensure that the data set be measured comes from a homogeneous (same) population. A homogeneity test is conducted to determine wheter the data in variable X and Y are homogeneous or not.[56]

A homogeneity test is also one of the important requirements for analyzing the data of a study because it aims to determine whether the sample used by the research is homogeneity test calculates using the Lavenne test, which calculated using SPSS. The variance of score was considered homogeneous if the significance value (p) is higher than 0.05 ($p > 0.05$). on the other hand, if the value of sig (p) is lower than 0.05 ($p < 0.05$), it means that the variance score is not same or not homogeneous.

3. ANCOVA

To analyze the data in this study, the researcher used the analysis of covariance (ANCOVA) because the researcher aimed to compare the scores of the pre-test and post-test and to find out whether the use of U-Dictionary had a significant effect on students speaking achievement. In this research, to test the ANCOVA research uses SPSS.

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[56] Mohd Rizali and Yap Bee Wah "Power Comparasions of Shapiro-wilk, Klomogrof Smirnov, Liliefors And Anderson Darling-Test. Faculty of Computer and Mathematical Science, University Teknologi MARA, 40450 Shah Alam, Selangor, Malaysia", in Perbandingan Tingkat Konsistensi Normalitas Distribusi Metode Kolmogrov-Smirnov, Lilliefors, Shapiro-Wilk, dan Skewness-kurtosis, (Surabaya : Fakultas Kesehatan Masyarakat Universitas Airlangga,2014), 134.

a. H*o* was rejected and H*a* was accepted if sign < 0.05 it means that there is significant effect of using U-Dictionary on speaking achievement.

b. H*o* was accepted and H*a* was rejected if sign > 0.05 it means that there is no significant effect of using U-Dictionary on speaking achievement.

CHAPTER VI

DATA PRESENTATION AND ANALYSIS

In this chapter the research give information about data description, data presentation, analysis and hypothesis testing, and discussion.

A. Data Description

The research conducted this research at MTs Darul Ulum Assurur Sidomulyo-Silo-Jember, where researcher used two class a control class and an experimental class. The experimental class consisted of 23 students, while the control class consisted of 28 students. In these two, the researcher gave a speaking test in the form of a pre-test and post test, in which the pre-test was conducted before the two classes recived treatment, while the post-test was conducted after the two classes treatment. However, the researcher gave different treatment to the two classes. In the experimental class, the researcher gave treatment by the U-Dictionary, while the control class was given treatment by the dialog memorized.

Table 4.1
Activities Treatment

Day, Date	Activities	Description
Monday, 6th May 2024	Pre-test	- The experimental class was held at 10.45 and Control Class was held at 09.45-10.45. - The researcher asked students to make groups consisting of two students. - Create a dialogue for the oral test related to thanking and apologizing according to the situation in pictures. - Each group has 5 minutes to practice the dialogue
Wednesday, 8th May 2024	The first treatment	- The researcher explained the material - The researcher asked students to

		download the U-Dictionary application. - Students are given direction on how to use the U-Dictionary appluccation. - The researcher make groups consisting of two students. - Each group make 1 short dialogue about thanking and 1about apologizing using the pictures provided. - Each group practice the dialogue with their friends.
Monday, 13th May 2024	The second treatment	- The researcher explained the material. - The researcher asked students to open the U-Dictionary application on their android. - The researcher make groups consisting of two students. - Look for the text structure of the expression thanking and apologizing from the U-Dictionary application. - Each group makes a simple sentences about thanking and apologizing.
Wednesday,15th May 2024	The third treatment	- The researcher explained the material. - The researcher provided an explanation of the material via Youtube video. - The researcher asked students to open the U-Dictionary application on their android. - Students join their friends like the previous meeting. - Students are provide with 6 choice of themes about thanking and apologizing. - Each group choose 2 themes according to instruction.
Monday, 20th May 2024	The fourth treatment	- The researcher explained the material. - The researcher asked students to open the U-Dictionary application on their android. - The researcher asked students to translate the expressions thanking and apologizing. - Students listen to the audio translation

		of the word from U-Dictionary and repeat the word.
		- Complete the dialogue with the expressions that you have learnt before.
Wednesday,22rd May 2024	Post-test	- The Experimental Class was held at 10.45-11.45, and the Control Class was held at 07.15-08.15. - The researcher asked students to make groups consisting of two students. - Students choose 2 pictures and find out the meaning of the words using U-Dictionary application. - The researcher asked students to make 1 short dialogue about thanking and 1 apologizing. - Each group has 5 minutes to practice the dialogue.

B. Data Presentation

In this section, the researcher would describe the obtional data on students' speaking achievement before and after teaching by using U-Dictionary for the Experimental Group and dialogue memorized for the Coontrol Group. The presented data consisted of the result of pre-test and post-test scores between the Experimental Group and the Control Group. The researcher assessed students'speaking achievement by using oral scoring rubric adapted from the book H Douglas Brown. The researcher used two raters in assessing students' speaking achievement, the researcher engaged the English teacher to help the researcher of the speaking assessment.

1. The Data of Pre-Test and Post-Test Score of Experimental Class

In this section, the researcher presented the data of the pre-test in VIIB as the Experimental Class. The Class consisted of 23 students, and for he student's speaking score in the pre-test of Experimental Class as follow:

Table 4.2
The Scoring of the Pre-Test in the Experimental Class[57]

No	Name	Rater 1 Score	Rater 2 Score	Average of score
1	ADO	47	40	44
2	AS	40	34	37
3	AET	54	40	47
4	FAR	40	34	37
5	HSM	34	40	37
6	IN	40	34	37
7	IR	34	27	31
8	LDW	40	34	37
9	N	34	40	37
10	NA	40	27	34
11	NAPSA	34	40	37
12	NDL	40	34	37
13	NAM	47	40	44
14	NH	40	34	37
15	SBZ	47	34	41
16	S	40	40	40
17	SAW	34	27	31
18	SARP	27	34	31
19	SSS	47	34	41
20	VNF	40	40	40
21	ZETW	34	27	31
22	ZOM	40	34	37
23	ZU	47	40	44

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[57] Excel 2010

It can be seen table above, the highest average score was 44, and the lowest average score was 31. It can be seen that students in experimental class still have a low speaking achievement.

Next, the Post-test score of the Experimental Cass were distributed in the following table to measure the students speaking achievement after conducting the treatment by using U-Dictionary.

Table 4.3
The Scoring of the Post-Test in the Experimental Class[58]

No	Name	Rater 1 Score	Rater 2 Score	Average of score
1	ADO	80	80	80
2	AS	74	67	71
3	AET	74	80	77
4	FAR	80	80	80
5	HSM	67	74	71
6	IN	80	74	77
7	IR	80	74	77
8	LDW	74	87	81
9	N	74	80	77
10	NA	67	74	71
11	NAPSA	74	80	77
12	NDL	80	80	80
13	NAM	87	94	91
14	NH	60	74	67
15	SBZ	74	87	81
16	S	87	74	81
17	SAW	80	80	80
18	SARP	67	74	71
19	SSS	80	80	80
20	VNF	87	74	81
21	ZETW	74	87	81
22	ZOM	87	80	84
23	ZU	74	87	81

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[58] Excel 2010

It can be seen table above, the highest average score was 91, and the lowest average score was 67. It can be seen that students in experimental class had high speaking achievement after treatment.

2. The result of Pre-Test and Post-Test Score Control Class

In this section, the researcher presented the Data of Pre-Test in VIIA as the Control Class. The class consisted of 28 students, and for the student's speaking score in the pre-test of Control Class as follow:

Table 4.4
The Scoring of the Pre-Test in the Control Class[59]

No	Name	Rater 1 Score	Rater 2 Score	Average of score
1	AR	34	40	37
2	ANS	40	34	37
3	AD	40	40	40
4	AJ	47	34	41
5	AR	54	40	47
6	AAK	34	34	34
7	DSA	40	47	44
8	DP	34	40	37
9	FM	40	34	37
10	F	47	40	44
11	F	54	40	47
12	IRA	40	34	37
13	MDAP	34	40	37
14	MAAM	47	40	44
15	MR	54	47	51
16	MAKP	40	47	44
17	MA	47	54	51
18	MHR	34	40	37
19	MIF	34	34	34

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[59] Excel 2010

20	MSR	54	47	51
21	NAZA	34	34	34
22	P	54	40	47
23	RCW	47	40	44
24	S	54	47	51
25	YPDA	34	40	37
26	MID	37	34	36
27	MNM	40	34	37
28	SK	47	40	44

It can be seen table above, the highest average score was 51, and the lowest average score was 37. It can be seen that students in control class still have a low speaking achievement.

Next, the Post-test score of Control Class were distributed in the following table to measure the students speaing achievement after taught except using U-Dictionary (Dialogue Memorize).

Table 4.5
The Scoring of the Post-Test in the Control Class[60]

No	Name	Rater 1 Score	Rater 2 Score	Average of score
1	AR	60	74	67
2	ANS	67	67	67
3	AD	74	80	77
4	AJ	74	80	77
5	AR	54	67	61
6	AAK	60	74	67
7	DSA	74	87	81
8	DP	67	80	74
9	FM	60	67	64
10	F	80	87	84
11	F	87	80	84
12	IRA	67	80	74
13	MDAP	60	67	64
14	MAAM	80	74	77

---

[60] Excel 2010

15	MR	87	74	81
16	MAKP	67	80	74
17	MA	74	74	74
18	MHR	60	67	64
19	MIF	67	80	74
20	MSR	87	80	84
21	NAZA	67	74	71
22	P	80	87	84
23	RCW	74	80	77
24	S	80	67	74
25	YPDA	67	80	74
26	MID	60	74	67
27	MNM	74	87	81
28	SK	80	74	77

It can be seen table above, the highest average score was 84, and the lowest average score was 61. It can be seen that students in the Control Class still have a medium speaking achievement.

C. Analysis and Hypotesis Testing

1. Analysis

The researcher took data from two classes, namely the experimental class and the control class, before comparing the values of the Experimental Class and the Control Class the researcher conducted a normality test and homogeneity test. Researches conducted a Normality Test to analyze whether tha data from the two classes were normally distributed or not. Reseachers conducted a normality test with SPSS 27 with the following results:

Table 4.6
Tests of Normality[61]

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PostTestControl	.155	23	.163	.927	23	.095
PreTestExperiment	.222	23	.005	.911	23	.043
PostTestExperiemnt	.205	23	.013	.900	23	.025
PreTestControl	.163	23	.113	.943	23	.213

a. Lilliefors Significance Correction

To know whether the distribution of the data was normal or not, the researcher used the kolmogorov-Smirnov's formula with a significance level of more than 0.05 (a= 0.05) is provided in SPSS version 27. The data is normally distributed if the level of significance higher than 0.05 ($p > 0.05$). On the other hand, if the significance level is lower 0.05 ($p < 0.05$), this means that the data is not normally distributed and independent sample t test cannot be performed.

Based on the data collected, it showed that sig value of pre-test in Experiemental Class and Control Class was 0.05 and 0.113, it means that the data of pre-test in both classes were normally distribution because $0.05 > 0.05$ and $0.113 > 0.05$. Moreover the post-test in Experimental and Control class showed that sig value was 0.13 and 0.163, it means that the data of post-test in both classes were normally distribution because $0.13 > 0.05$ and $0.163 > 0.05$.

Next the Homogenity Test. The researcher conducted the Homogenity Test with IBM SPSS 27 with the following result:

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[61] IBM SPSS 27 Version

Table 4.7
Test of Homogeneity of Variance[62]

		Levene Statistic	df1	df2	Sig.
Hasil Speaking Achievement	Based on Mean	1.795	1	49	.187
	Based on Median	2.060	1	49	.158
	Based on Median and with adjusted df	2.060	1	48.991	.158
	Based on trimmed mean	1.833	1	49	.182

A homogeneity test is also one of the important requirements for analyzing the data of a study because it aims to determine whether the sample used by the research is homogeneity test calculates using the Lavenne test, which calculated using SPSS. The variance of score was considered homogeneous if the significance value (p) is higher than 0.05 (p > 0.05). on the other hand, if the value of sig (p) is lower than 0.05 (p < 0.05), it means that the variance score is not same or not homogeneous.

Based on table above the significant value on the post-test of Experimental and Control class was 0,187, it means that Experimental Class and Control class have the same variant or homogeneity because, 0,187 > 0,05.

2. **Hypothesis Testing**

Analyzing the data collected was done to find out the comparison between the experimental and the control Class as the hypothesis testing. The comparison of the value was seen from the data obtained through the pre-test and post-test. The researcher used the formula of Analysis of Covariance (Ancova) to value compared between two classes was

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[62] IBM SPSS 27 Version

Experimental and Control Class. ANCOVA testing used to find out whether or not there is a significant effect of using U-Dictionary application on speaking achievement. Hypothesis testing is formulated with the criteria for rejection or acception. The researcher conducted Ancova test with IBM SPSS 27.

a. Ho was rejected and Ha was accepted if Sign < 0.05 it means that there is significant effect of using U-Dictionary application on speaking achievement.

b. Ho was accepted and Ha was rejected if Sign > 0.05 it means that there is no significant effect of using U-Dictionary application on speaking achievement. The sample result of hyphotesis testing was presented follow:

Table 4.8
Analysis of Covariance (Ancova) Test
Tests of Between-Subjects Effects[63]

Dependent Variable: Post-Test U-Dictionary

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	614.879a	2	307.439	10.110	.000	.296
Intercept	2392.407	1	2392.407	78.674	.000	.621
PreTest	406.835	1	406.835	13.379	.001	.218
Kelompok	417.112	1	417.112	13.717	.001	.222
Error	1459.631	48	30.409			
Total	295891.000	51				
Corrected Total	2074.510	50				

a. R Squared = .296 (Adjusted R Squared = .267)

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[63] IBM SPSS 27 Version

The result above showed that Sig 0.01 < 0.05, it means that Ho was rejected and Ha was accepted and partial eta squared showed 0.222, it means that the difference between Experimental class and control class was 22,2%. Therefore, there was a significant effect of using U-Dictionary on speaking achievement for the Seventh grade Students of MTs Darul Ulum Assurur Sidomulyo-Silo-Jember.

D. Discussion

This research was conducted to know the effect of using U-Dictionary on speaking achievement at the Seventh grade Students of MTs Darul Ulum Assurur Sidomulyo-Silo-Jember The data collection technique the researcher used was a Speaking test, which consists of the pre-test and posttest which was conducted in the experimental class and control class. The data collected was analyzed by using analysis of covariance (ANCOVA) with IBM SPSS 27 version.

The result of this research showed that Sig 0.01 < 0.05, which means that H_O was rejected and Ha was accepted and partial eta squared showed 0.222, which means that the difference between Experimental class and control class was 22,2%. Therefore there was a significant effect of using U-Dictionary application on speaking achievement for the Seventh grade Students of MTs Darul Ulum Assurur. There for using U-Dictionary application is effective for English teachers in the speaking class, especially to help students understand vocabulary. This is line with previous study by Dewi Wulandari and Cici Handayani,using U-

Dictionary as a learning media in teaching speaking particulary increasing the vocabulary has increased significantly. During the researcher, the students got many vocabulary at least one hundred new words based on the category; noun, adjective, verb and adverb.

In pre-activity the researcher greeted the students, cheked students' attendance, gave motivation and explained the purposes of the stude. The main-activity was conducted using U-Dictionary application. Then the researcher gave explanation about the material. After that the researcher asked the students to practice in front of class with preparation to make them more prepared to present. During the task the researcher observed every students to know the problem faced by them. The scoring of the students including vocabulary, pronunciation, and comprehension.

In this research students felt confused about how to use the U-Dictionary application and had problems opening several application features that required an internet connection. It is supported by the previous study by Ninda Ulfiani stated in terms of open some features of U-Dictionary application such as spelling quiz, grammar quiz, multiple choice, speaking, writing, complete a word, listening music quiz requires internet connection. [64] This statement is also from previous study by Cici Yulianti the problem experienced by students learning with this

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[64] Ulfiani, 53

application media is that students are constrained by the internet connection. [65]

In this study, when the learning process takes place, it is easier and more practical for students to use the U-Dictionary dictionary than using a printed dictionary. However, researchers found short comings in using the U-Dictionary dictionary in classroom learning, such as the noisy class when students use the audio translate feature, students imitate the pronunciation of the audio translate so that the class becomes noisy. Siti Maria Ulfa also stated in his research there was a problem with the class management: some students were noisy. Their voice disturbed other students, and sometimes some students did not hear the researcher when giving instruction. [66]

During the research, found the advantages of using the U-Ditionary, students were more interested in using the U-Dictionary because the application features help make it easier for students to use it. Siti Maria Ulfa also said the students find is easy when using U-Dictionary this application is very interesting as fun supporting media so that students do not feel to bored when learning English.

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[65] Yulianti, 47.
[66] Ulfa, 36.

CHAPTER V
CONCLUSION AND SUGESTION

This chapter contain conclusion and suggestion of this research. The conclusion summarize all discussion of this research that had been discussed in the previous research chapter, while suggestions were from the researcher which referred to research finding, discussion, and conclusion of this research.

A. Conclusion

Based on the result of this research, the improvement of students mean scores in the experimental class before and after the treatment from 37, 8 to 78,1. It presented Sig 0.01 < 0.05, which means that Ho was rejected and Ha was accepted and partial eta squared showed 0.222, which means that the difference between the Experimental class and the Control class was 22,2%. It can be conclude that there was a significant effect of using U-Dictionary application on speaking achievement for the seventh grade students of MTs Darul Ulum Assurur. There for using U-Dictionary application is effective for English teachers in the speaking class, especially to help students understand vocabulary.

B. Suggestion

From all that has been over in this research, the researcher has several suggestions to be presented:

1. For the English Teacher

    The researcher suggests that the English teacher can use U-Dictionary application in learning English, especially in speaking, because U-Dictionary application engages student to be more active to speak

English, and also they can enjoy the learning process, so it will give positive impact.

2.   For Further Researcher

The researcher suggests that further researcher can use this research as the reference or a source of information to similar research topics with the use U-Dictionary application for the speaking learning process.
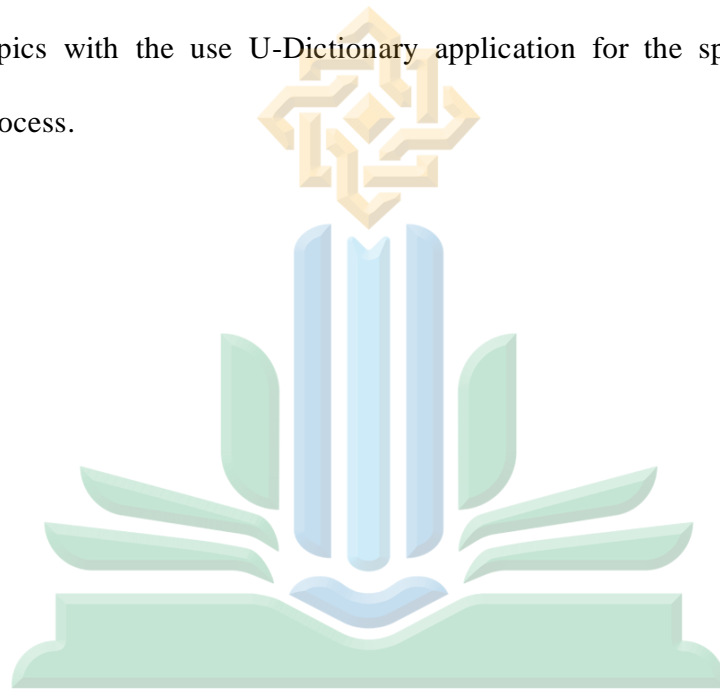
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Appendix 1

RESEARCH MATRIX

THE EFFEC OF USING U-DICTIONARY APPLICATION TOWARD SPEAKING ACHIEVEMENT

FOR THE SEVENTH GRADE STUDENTS OF MTS DARUL ULUM ASSURUR SILO-JEMBER

Title	Variable	Indicators	Data resources	Research method	Research question
The effectiveness of using U-dictionary application toward speaking achievement of the seventh grade students of MTs Darul Ulum Assurur Silo-Jember	1. U-dictionary 2. Speaking achievement	- Steps to use U-dictionary - Vocabulary - Pronunciation - Comprehension	The result speaking test	1. Research approach: Quantitative 2. Research design: Quasi Experimental (Nonequivalent Control Group Design) 3. Data collecting method: Speaking test 4. Data analysis: T-test	Is there any significant difference from student's scores (before and after) using of U-dictionary application learning media toward speaking achievement of the seventh grade students of MTs Darul Ulum Assurur Silo-Jember?

Appendix 2

(Blueprint)

Basic Competency	Indicator	Material/Topic		Question Indicator
		Pre-Test	Post-Test	Instructions were presented in the form of pictures about thanking and apologizing, related to the vocabulary they had acquired from the U-Dictionary application. Students are expected to mention word and able to create dialogue and present it according to the instructions given
3.1 identifying social function of text structure, and linguistic elements of spoken and written interpersonal interaction text which involve the actions of greeting, saying goodbye, saying thank you and apologizing, and responding according to the context of use.	• Identifying the expressions used in thanking. • Identifying the expressions used in apologizing • Discovering social function used in thanking and apologizing.			
4.1 compose very short and simple oral and written interpersonal interaction texts that involve the action of greeting, saying goodbye, saying thank you, and apologizing, and responding to social function text structure and linguistics elements that are correct and appropriate to the context.	• Using the textual structure and linguistic elements of expression of thanking and apologizing correctly and appropriately.	**Thanking and Apologizing**		

Appendix 3

Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-6772/In.20/3.a/PP.009/05/2024
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs. Darul Ulum Assurur
Sidomulyo-Silo-Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186138
Nama   : MAULIDATUL HASANAH
Semester   : Semester dua belas
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE EFFECT OF USING
U-DICTIONARY TOWARDS SPEAKING ACHIEVEMENT FOR SEVENTH
GRADESTUDENTS OF MTS DARUL ULUM ASSURUR" selama 18
(delapan belas) hari di lingkungan lembaga wewenang Bapak/Ibu Rudianto, Spd.
Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 4 Mei 2024
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 4

Research Completion Letters

YAYASAN PONDOK PESANTREN DARUL ULUM ASSURUR
AKTE NOTARIS FIRMAN TEGUH PRAYOGO No. 06 TANGGAL 16 NOVEMBER 2015
PENGESAHAN KEMENKUMHAM NO : AHU - 0024104.AH.01.04.Tahun 2015

MTs DARUL ULUM ASSURUR

NSM : 121235090114   TERAKREDITASI : B
Jl. Gunung Gending No. 07 Desa Sidomulyo Kec. Silo Kab. Jember Kode pos : 68184

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 260/MTs.DUA/V/2024

Yang bertanda tangan dibawah ini:

Nama	: Rudianto,S.Pd
Jabatan	: Kepala Madrasah
Unit Kerja	: MTs Darul Ulum Assurur
Alamat	: Desa Sidomulyo Kec. Silo Kab. Jember

Menerangkan dengan sesungguhnya bahwa:

NIM	: T20186138
Nama	: Maulidatul Hasanah
Program strudi	: TADRIS BAHASA INGGRIS

Bahwa Mahasiswa tersebut diatas benar-benar telah melakukan penelitian di MTs Darul Ulum Assurur Silo dengan Judul *"The Effect Of Using U-Dictionary Towards Speaking Achievement For Seventh Grade Students Of MTs Darul Ulum Assurur"* yang dilaksanakan pada tanggal 6 Mei 2024 sampai 24 Mei 2024.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya

Jember, 24 Mei 2023
Kepala Madrasah
MTs Darul Ulum Assurur
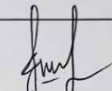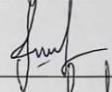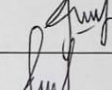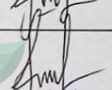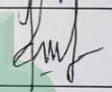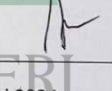
RUDIANTO,S.Pd

Appendix 5

Research Journal Activities

SCHEDULE OBSERVATION

"The Effect of Using U-Dictionary Toward Speaking Achievement for

The Seventh Grade Students of MTs Darul Ulum Assurur"

No	Date	Activity	Informant	Signature
1	4 Mei 2024	The researcher submits a researcher permit and approved by principal of MTs Darul Ulum Assurur	Rudianto, S.Pd	
2	6 Mei 2024	The researcher conducted a pre-test to both classes	Gesil, S.Pd.	
3	8 Mei 2024	The researcher conducted the first treatment.	Gesil, S.Pd.	
4	13 Mei 2024	The researcher conducted the second treatment.	Gesil, S.Pd.	
5	15 Mei 2024	The researcher conducted the third treatment.	Gesil, S.Pd.	
6	20 Mei 2024	The researcher conducted the last treatment.	Gesil, S.Pd.	
7	22 Mei 2024	The researcher conducted post-test to both classes	Gesil, S.Pd.	
8	24 Mei 2024	Submission of research completion letter	Rudianto, S.Pd	

Jember,24 Mei 2024
Kepala Madrasah
MTs Darul Ulum Assurur

RUDIANTO,S.Pd

Appendix 6

Pre-Test

Read the instruction carefully!

1. Make pair work consisting of two students.

2. Make 1 short dialogue about thanking and 1 about apologizing.

3. Choose 2 pictures provided, please mention 10 words from the 2 pictures you chose.
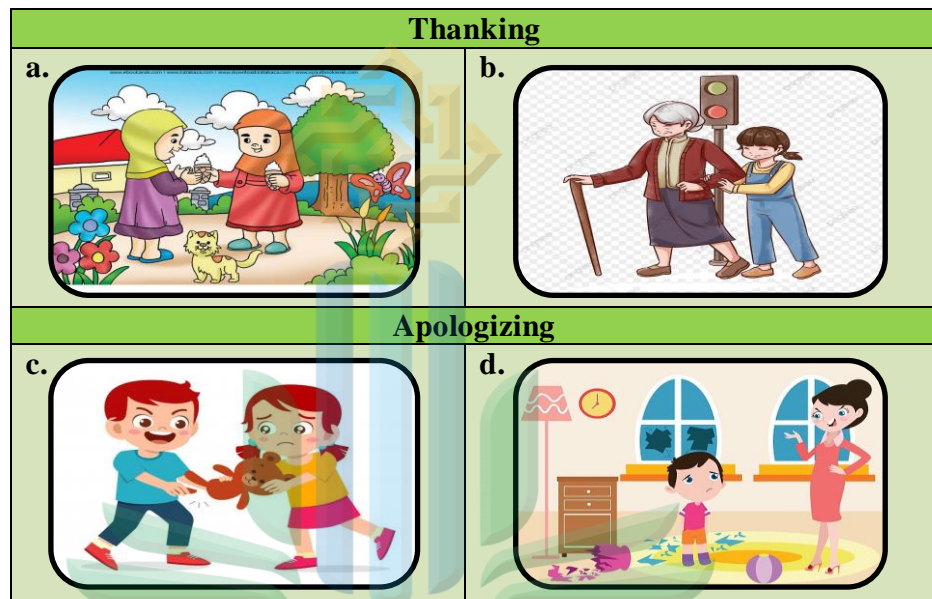
4. Create a dialogue for the oral test related to thanking and apologizing according to the situation in the pictures.

5. Act out the pictures, each actor uses at least 5 sentences in one dialogue with paying attention to the use of speaking indicators (vocabulary, pronunciation, and comprehension.

6. Practice the dialogue with your friends in front of the class for 5 minutes.

Appendix 6A

Pre-Test Students Answer Sheet

Thanking (berterima kasih).

(a) 1. anak perempuan : (girl)
2. kucing : (cat)
3. kupu-kupu : (butterfly).
4. rumah : (home.)
5. es krim : (ice cream)

Dialog:

aini : Citra, may I ~~bro~~ borrow ask ice cream?
(Citra, bolehkah aku meminta es krim mu?).

Citra : of course, citra, here yore are.
(tentu saja, citra, ini dia).

aini : thank you
(terima kasih)

Citra : you are welcome.
(sama-sama).

(b) Apologizing (meminta maaf).

D : 1. Ibu : (Mather)
2. anak laki : (boy)
3. Vas bunga : (vase)
4. Jam dinding : (oc clock).
5. bola : (ball)

Dialog:

Ibu : Ikbal, why you broke vase?.
(Ikbal, mengapa kamu memecahkan vas bunga ini?).

Ikbal : not inten. ~~Mather~~

(maaf saya tidak sengaja).
Ibu: yes, I forgive you.
(ya, saya memaafkanmu).
Ikbal: OK, never mind.
(oke, sudahlah.)

Nama: St. Syarifatul aini.
Citra novilia Putri.
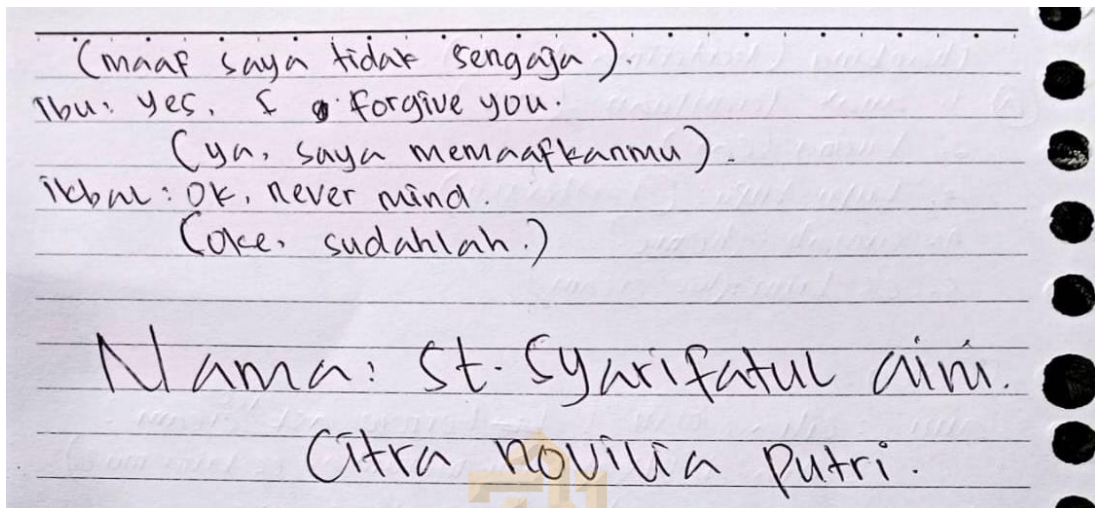
The researcher gave a pre-test to students to measure the initial abilities of students before being given treatment. Before the pre-test was tested to students the researcher had asked for validation first to the validator, one of the lecturers who expert speaking. The pre-test given to students is declared valid and is in accordance with the syllabus including basic competence, indicator, and lesson plans used in class VII learning curriculum. Students speaking achievement assessment is adapted from the book H.Douglas Brown.

Appendix 7

Post-test

Read the instruction carefully!

1. Make pair work consisting of two students.

2. Choose 2 pictures provided related to thanking and apologizing and find the meaning of the words using U-Dictionary application.

Thanking	
a. - Buku - Tas - Sepatu - Anak perempuan - Anak lelaki	b. - Payung - Ibu - Pulang - Seragam - Peduli
Apologizing	
a. - Sepeda motor - Jalan raya - Pejalan kaki - Pengendara - Menabrak	b. - Rokok - Ayah - Ibu - Marah - Mengeluh

3. Make 1 short dialogue about thanking and 1 about apologizing using the pictures provided, each student uses a minimum of 5 sentences in one dialogue with paying attention to the use of speaking indicators (vocabulary, pronunciation, and comprehension).

4. Practice the dialogue with your friends in front of the class for 5 minutes.

Appendix 7A

Post-Test Students Answer Sheet

name : Septiana Putri Ramadani

         Mega widya lestari

class . IX B.

thanking	apologizing
- book	- motorcytle
- bag	- road
- shoes	- walker
- girl	- driver
- Boy	- Bump.

THANKING

angga : hallo anggi
      (hallo anggi)

anggi : hallo angga
      (hallo angga)

angga : Bolehkah aku meminjam bukumu ?
      (may 1 borrow your book ?).

anggi : tentu saja angga. Ini dia
      (of course angga. Here yore are).

angga : Terima kasih anggi ?
      (Thank you anggi)

anggi : Sama Sama angga !
      (you are welcome angga).
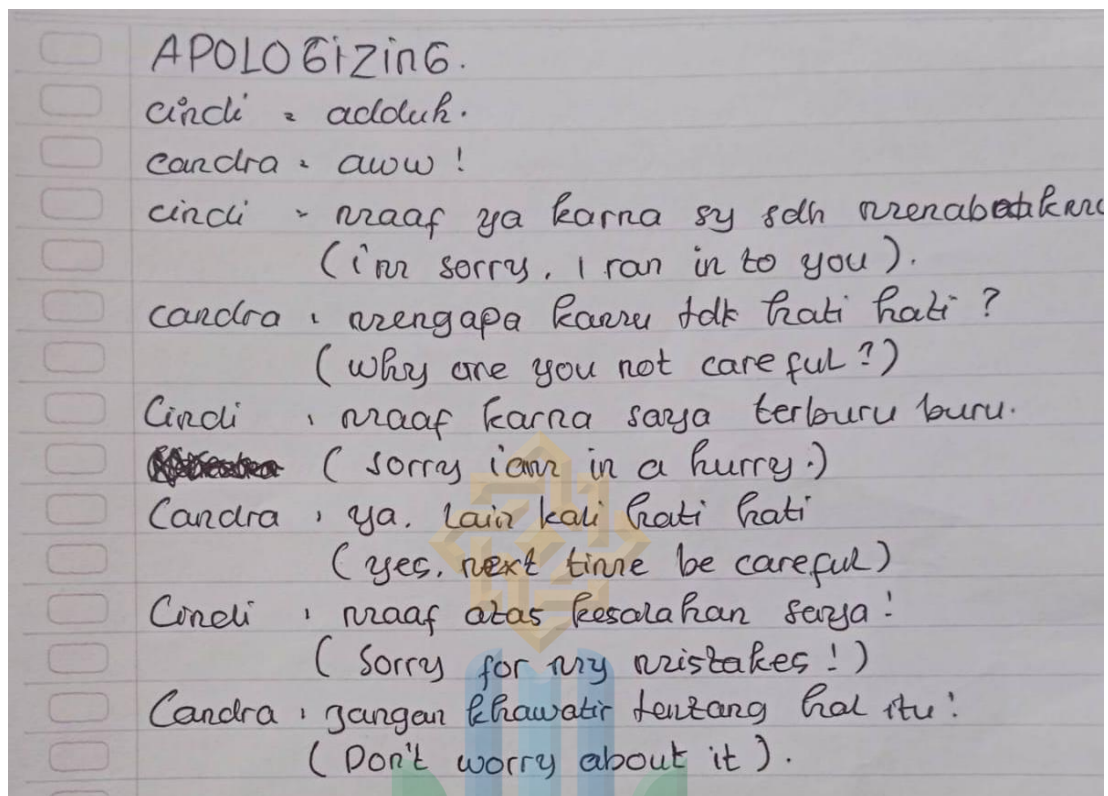
The researcher gave a post-test to students to find out the extent of students understanding and to measure students abilities after being given treatment. In this study, a post test given to students after they are taught by U-Dictionary in speaking learning. The post-test given to students is declared valid and is in accordance with the syllabus including basic competence, indicator, and lesson plans used in class VII learning curriculum. Students speaking achievement assessment is adapted from the book H.Douglas Brown.

Appendix 8

Expert Judgement Pre-test and Post-test

Instruction:

1. Put a check mark (✓) in the column according to your opinion
2. If there is a need to be revised, pleased write in the column.

No	Criteria	Scale					Suggestion for Revision
		1 (Poor)	2 (Enough)	3 (Good)	4 (Very Good)	5 (Excellent)	
A	**Content**						
1	The pre-test and post-test questions are adjusted to the level of students and considering the syllabus.				✓		
2	The pre-test and post-test question are adjusted to the material for the seventh grade of junior high school (SMP)					✓	
3	In the pre-test and post-test, there are appropriate instruction to direct students in answer the best				✓		
4	Pre-test and post-test question lead students to think systematically in answering questions.					✓	
B	**Construct**						
1	Pre-test and post-test questions can determine the level of students' speaking achievement					✓	
2	The pre-test and post-test question are prepared using a speaking test to determine the students' speaking achievement					✓	
3	Student speaking achievement assessment is adapted from the book H. Douglas Brown				✓		

C	Language						
1	Instruction and questions use correct English Grammatical rules				✓		
2	Instruction and question use correct words or sentences that are easily understood by students.					✓	
3	Instruction and question do not use words or sentences that can cause misunderstanding.				✓		
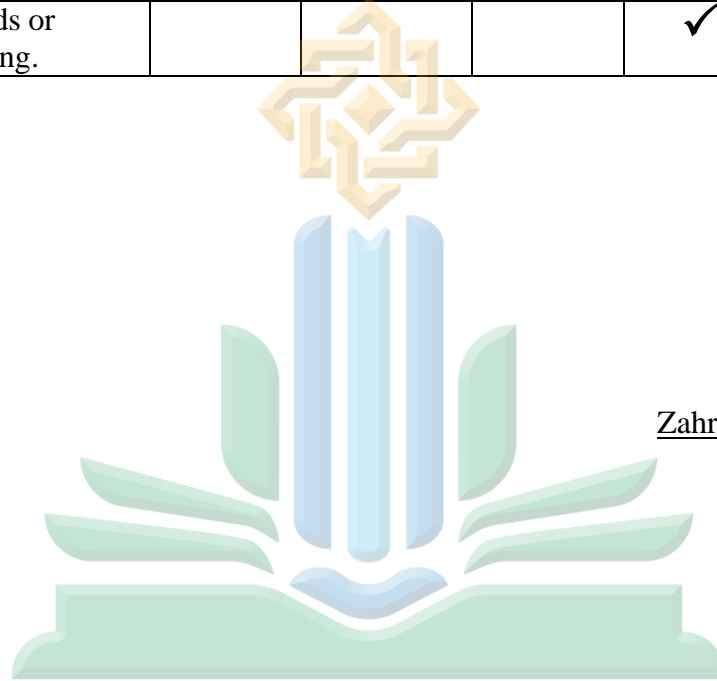
Jember, November 2023

Validator

Zahratul Maujudatul Mufidah, M.Pd.

NIP. 19920122019032009

Appendix 9

Rating Sheet Score

No	Categories	Score	Classification	Criteria
1	Vocabulary	1	Poor	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Fair	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Good	Able to speak language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word.
		4	Very good	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Excellent	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
2	Pronunciation	1	Poor	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Fair	Accent is intelligible though often quite faulty.
		3	Good	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4	Very good	Errors in pronunciation are quite rare.
		5	Excellent	Equivalent to and fully accepted by educated native speakers.
3	Comprehension	1	Poor	Within the scope of his very limited language experience can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
		2	Fair	Can get the gist of most conversation on non-technical subject (i.e, topics that require no specialized knowledge).
		3	Good	Comprehension is quite complete at a normal rate of speech
		4	Very good	Can understand any conversation within the range of his experience
		5	Excellent	Equivalent to that of an educated native speaker

Maximal Score = 100

(Vocabulary 5 + Pronunciation 5 + Comprehension 5 = 15)

Student's Score = 100 : 15 = 6,7, **Average (R1+R2)**

Appendix 10

Tryout Instrument Pre-test Rater 1

No	Nama	Vocabulary	Pronunciation	Comprehension	Score	Total
1	AHMAD DHANI	2	2	1	5	34
2	ALVIAN RAMADANI	2	3	2	7	47
3	ANGGI DWI OKTAVIA	2	2	2	6	40
4	YUDA PRATAMA DIMAS ADI PUTRA	2	3	3	8	54
5	FEBY AULIA RAHMANIAH	2	2	2	6	40
6	HASSISEH SRI MULYANI	2	2	3	7	47
7	IRSYA RENGGA ALFINO	3	3	1	7	47
8	SITI AMELIA WULANDARI	2	3	1	6	40
9	LOLITA DWI AGUSTIRA	2	2	2	6	47
10	MUHAMMAD AFANDI	2	3	2	7	47
11	NURIYATUL HASANAH	2	2	2	6	40
12	MOCH DIMAS ADI PRATAMA	2	2	1	5	34
13	MUHAMMAD NARSIL MAULANA	2	3	2	7	47
14	SHAFARA BIRA ZULFITRI	2	3	3	8	54
15	FEBY AULIA RAHMANIAH	2	3	2	7	47
16	RIKO CANDRA WIJAYA	3	2	1	6	40
17	INTAN NURAINI	3	2	1	6	40
18	ANIS SA'ADAH	3	3	2	8	54
19	ZASKIA OKTAVIA MAHARANI	2	3	2	7	47
20	SAHRIL KAROMAH	2	2	1	5	34

Appendix 11

Tryout Instrument Pre-test Rater 2

No	Nama	Vocabulary	Pronunciation	Comprehension	Score	Total
1	AHMAD DHANI	2	1	1	4	27
2	ALVIAN RAMADANI	2	2	2	6	40
3	ANGGI DWI OKTAVIA	3	2	2	7	47
4	YUDA PRATAMA DIMAS ADI PUTRA	3	3	2	8	54
5	FEBY AULIA RAHMANIAH	3	2	3	8	54
6	HASSISEH SRI MULYANI	2	2	1	5	34
7	IRSYA RENGGA ALFINO	3	2	2	7	47
8	SITI AMELIA WULANDARI	2	2	2	6	40
9	LOLITA DWI AGUSTIRA	2	3	2	7	47
10	MUHAMMAD AFANDI	2	2	1	5	34
11	NURIYATUL HASANAH	3	2	1	6	40
12	MOCH DIMAS ADI PRATAMA	2	2	1	5	34
13	MUHAMMAD NARSIL MAULANA	2	1	1	4	27
14	SHAFARA BIRA ZULFITRI	2	3	2	7	47
15	FEBY AULIA RAHMANIAH	2	3	3	8	54
16	RIKO CANDRA WIJAYA	2	2	2	6	40
17	INTAN NURAINI	2	3	2	7	47
18	ANIS SA'ADAH	3	3	2	8	54
19	ZASKIA OKTAVIA MAHARANI	2	3	2	7	47
20	SAHRIL KAROMAH	2	2	2	6	40

Appendix 12

Try Out Instrument Post-Test (Rater1)

No	Nama	Vocabulary	Pronunciation	Comprehension	Score	Total
1	AHMAD DHANI	3	3	2	8	54
2	ALVIAN RAMADANI	2	3	3	7	47
3	ANGGI DWI OKTAVIA	3	2	2	7	47
4	YUDA PRATAMA DIMAS ADI PUTRA	3	3	3	9	60
5	FEBY AULIA RAHMANIAH	2	2	2	6	40
6	HASSISEH SRI MULYANI	3	2	3	8	54
7	IRSYA RENGGA ALFINO	3	2	3	7	47
8	SITI AMELIA WULANDARI	3	3	2	8	54
9	LOLITA DWI AGUSTIRA	2	3	3	8	54
10	MUHAMMAD AFANDI	2	3	2	7	47
11	NURIYATUL HASANAH	3	3	2	8	54
12	MOCH DIMAS ADI PRATAMA	2	3	2	7	47
13	MUHAMMAD NARSIL MAULANA	3	2	3	8	54
14	SHAFARA BIRA ZULFITRI	2	2	3	7	47
15	FEBY AULIA RAHMANIAH	3	3	2	8	54
16	RIKO CANDRA WIJAYA	2	2	3	2	40
17	INTAN NURAINI	2	3	2	7	47
18	ANIS SA'ADAH	2	3	3	8	54
19	ZASKIA OKTAVIA MAHARANI	3	3	2	8	54
20	SAHRIL KAROMAH	2	3	2	7	47

Appendix 13

Try Out Instruction Post-Test (Rater 2)

No	Nama	vocabulary	Pronunciation	Comprehension	Score	Total
1	AHMAD DHANI	2	2	2	6	40
2	ALVIAN RAMADANI	3	2	2	7	47
3	ANGGI DWI OKTAVIA	3	3	2	8	54
4	YUDA PRATAMA DIMAS ADI PUTRA	2	2	1	5	34
5	FEBY AULIA RAHMANIAH	2	3	2	7	47
6	HASSISEH SRI MULYANI	3	2	2	7	47
7	IRSYA RENGGA ALFINO	2	3	2	7	47
8	SITI AMELIA WULANDARI	2	2	2	6	40
9	LOLITA DWI AGUSTIRA	3	2	2	7	47
10	MUHAMMAD AFANDI	2	2	1	5	34
11	NURIYATUL HASANAH	2	3	2	7	47
12	MOCH DIMAS ADI PRATAMA	3	2	3	8	54
13	MUHAMMAD NARSIL MAULANA	2	2	2	6	40
14	SHAFARA BIRA ZULFITRI	3	3	2	8	54
15	FEBY AULIA RAHMANIAH	2	2	1	5	34
16	RIKO CANDRA WIJAYA	3	3	2	8	54
17	INTAN NURAINI	2	2	2	6	40
18	ANIS SA'ADAH	3	2	3	8	54
19	ZASKIA OKTAVIA MAHARANI	2	3	3	8	54
20	SAHRIL KAROMAH	3	2	2	7	47

Appendix 14

RPP 1

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Nama Sekolah   : MTs Darul Ulum Assurur Silo-Jember

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VII /1

Materi Pokok   : Expressing Intention

Alokasi Waktu   : 2JP

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, Percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya sesuai dengan	3.1.1 mengidentifikasi ungkapan yang digunakan dalam berterimakasih (*Thanking*) 3.1.2 mengidentifikasi ungkapan yang digunakan untuk meminta maaf (*Apologizing*)

konteks penggunaannya.	3.1.3 menemukan fungsi sosial yang digunakan dalam berterimakasih (*Thanking*) dan ungkapan meminta maaf (*Apologizing*)
4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan, tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 menggunakan struktur teks dan unsur kebahasaan ungkapan *thanking* dan *apologizing* dengan benar dan tepat.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1) Mampu mengidentifikasi ekspresi yang digunakan dalam ucapan terimakasih.

2) Mampu mengidentifikasi ekspresi yang digunakan dalam meminta maaf.

3) Mampu menemukan fungsi sosial yang digunakan dalam ucapan terimaksih dan meminta maaf.

4) Mampu menggunakan struktur tekstual dan unsur kebahasaan ungkapan terimaksih dan permintaan maaf secara benar dan tepat.

D. Materi Pembelajaran

1) Fungsi Sosial

Berterimaksih, meminta maaf dan cara menanggapinya untuk menjaga hubungan interpersonal dengan guru dan teman.

2) Struktur teks

Menanggapi ungkapan berterimakasih dan meminta maaf.

3) Unsur kebahasaan

- **Thanking**

Thanking, to thank artinya berterimakasih atau mengucapkan terimakasih kepada orang lain yang telah membantu atau menolong kita.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk mengungkapkan terimaksih kepada orang lain:

Thanking	Responses
Thank you	You are welcome
Thank you so much	You're welcome
Thank you very much	Don't mention it
Thanks a lot	No problem
Thanks	All right
Many thanks	Never mind
Thanks for helping me	
Thanks for your help	

Contoh dialog thanking

Intan   : Linda, I have something for you, this is for you.

Linda   : What is this?

Intan   : This is your favorite comic, I bought it for you yesterday.

Linda   : Thank you very much

Intan   : My pleasure.

- **Apologizing**

Apologizing, to apologize artinya meminta maaf atas kesalahan/ kekhilafan kepada orang lain.

Dengan kata lain, meminta maaf dapat berarti menyesali atas perbuatan yang telah dilakukan.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan

untuk meminta maaf kepada orang lain:

Apologizing	Responses
Sorry	That's all right
I'm sorry	That's okay
I'm so sorry	It's all right
I'm really sorry	It's fine
Sorry it was my fault	Forget it
Forgive me	Never mind
I do apologize	Don't apologize
I apologize	It doesn't matter
Pardon me	Forget about it
Please accept my apology	I forgive you
Sorry for my mistakes	Don't worry about it

Contoh dialog apologizing

Selo   : I'm sorry sir, I come late.

Mr. Joni : Why you come late?

Selo   : My bike is broken.

Mr. Joni : Ok, never mind.

E. Sumber Pembelajaran

Buku referensi   : Buku penunjang kurikulum merdeka mata pelajaran bahasa Inggris, kelas VII,

Kemendikbud Republik Indonesia 2022.

F. Media Pembelajaran

Papan tulis, spidol, U-Dictionary.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan	Alokasi Waktu
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menanyakan kabar dan memeriksa daftar hadir • Guru memberikan petunjuk tentang tema dan teknik pembelajaran • Guru menjelaskan tentang tujuan pembelajaran.	10 menit
Kegiatan Inti	**Alokasi Waktu**
• Guru memberikan penjelasan tentang Thanking and Apologizing. • Guru memberikan contoh kalimat terkait Thanking and Apologizing. • Siswa menirukan contoh-contoh kalimat yang menanyakan dan menyatakan tentang Thanking and Apologizing. • Peserta didik mengidentifikasi ungkapan Thanking and Apoogizing. • Peserta didik mencatat ungkapan Thanking and Apologizing. • Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami. • Guru meminta peserta didik untuk mendownload aplikasi U-Dictionary. • Guru memberi arahan dan membantu peserta didik untuk menggunakan aplikasi U-Dictionary. • Guru meminta siswa untuk mencari kosa kata dengan kata kunci (Thanking and Apologizing) pada kolom fitur pencarian kata. • Siswa menirukan contoh-contoh kalimat yang mengucapkan dan merespon tentang (Thanking and Apologizing) melalui fitur audio untuk melatih pengucapan siswa. • Guru meminta peserta didik untuk berpasangan dengan temannya untuk membuat dialog tentang (Thanking and Apologizing) sesuai tes gambar yang sudah disediakan. • Siswa diberi waktu 15 menit untuk menghafal dialog dan memperaktikkannya didepan kelas.	70 menit

Kegiatan Penutup	Alokasi Waktu
• Guru mengajukan pertanyaan kepada peserta didik untuk membantu melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru memberikan kesimpulan terkait materi • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru memberi motivasi kepada siswa dan menutup pelajaran dengan mengucapkan salam dan berdoa bersama.	10 menit

H. Make a simple conversational sentences based on the pictures containing words about thanking and apologizing at least 5 dialogues in turns!

Mengetahui
Guru Mata Pelajaran

Jember, 6 Mei 2024

Peneliti

Gesil, S.pd.

Maulidatul Hasanah
T20186138

RPP 2

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Nama Sekolah   : MTs Darul Ulum Assurur Silo-Jember

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VII /1

Materi Pokok   : Expressing Intention

Alokasi Waktu   : 2JP

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, Percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya sesuai dengan konteks penggunaannya.	3.1.1 mengidentifikasi ungkapan yang digunakan dalam berterimakasih (*Thanking*) 3.1.2 mengidentifikasi ungkapan yang digunakan untuk meminta maaf (*Apologizing*) 3.1.3 menemukan fungsi sosial yang digunakan dalam berterimakasih

	(*Thanking*) dan ungkapan meminta maaf (*Apologizing*)
4.1menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan, tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 menggunakan struktur teks dan unsur kebahasaan ungkapan *thanking* dan *apologizing* dengan benar dan tepat.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1) Mampu mengidentifikasi ekspresi yang digunakan dalam ucapan terimakasih.

2) Mampu mengidentifikasi ekspresi yang digunakan dalam meminta maaf.

3) Mampu menemukan fungsi sosial yang digunakan dalam ucapan terimaksih dan meminta maaf.

4) Mampu menggunakan struktur tekstual dan unsur kebahasaan ungkapan terimaksih dan permintaan maaf secara benar dan tepat.

D. Materi Pembelajaran

1) Fungsi Sosial

Berterimaksih, meminta maaf dan cara menanggapinya untuk menjaga hubungan interpersonal dengan guru dan teman.

2) Struktur teks

Menanggapi ungkapan berterimakasih dan meminta maaf.

3) Unsur kebahasaan

- **Thanking**

Thanking, to thank artinya berterimakasih atau mengucapkan terimakasih kepada orang lain yang telah membantu atau menolong kita.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk mengungkapkan terimaksih kepada orang lain:

Thanking	Responses
Thank you	You are welcome
Thank you so much	You're welcome
Thank you very much	Don't mention it
Thanks a lot	No problem
Thanks	All right
Many thanks	Never mind
Thanks for helping me	
Thanks for your help	

Contoh dialog thanking

Intan   : Linda, I have something for you, this is for you.

Linda   : What is this ?

Intan   : This is your favorite comic, I bought it for you yesterday.

Linda   : Thank you very much

Intan   : My pleasure.

- **Apologizing**

Apologizing, to apologize artinya meminta maaf atas kesalahan/ kekhilafan kepada orang lain.

Dengan kata lain, meminta maaf dapat berarti menyesali atas perbuatan yang telah dilakukan.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan

untuk meminta maaf kepada orang lain:

Apologizing	Responses
Sorry	That's all right
I'm sorry	That's okay
I'm so sorry	It's all right
I'm really sorry	It's fine
Sorry it was my fault	Forget it
Forgive me	Never mind
I do apologize	Don't apologize
I apologize	It doesn't matter
Pardon me	Forget about it
Please accept my apology	I forgive you
Sorry for my mistakes	Don't worry about it

Contoh dialog apologizing

Selo : I'm sorry sir, I come late.

Mr. Joni : Why you come late?

Selo : My bike is broken.

Mr. Joni : Ok, never mind.

E. Sumber Pembelajaran

Buku referensi : Buku penunjang kurikulum merdeka mata pelajaran bahasa Inggris, kelas VII,

Kemendikbud Republik Indonesia 2022.

F. Media Pembelajaran

Papan tulis, spidol, U-Dictionary.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan	Alokasi Waktu
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menanyakan kabar dan memeriksa daftar hadir • Guru memberikan petunjuk tentang tema dan teknik pembelajaran • Guru menjelaskan tentang tujuan pembelajaran.	10 menit
Kegiatan Inti	**Alokasi Waktu**
• Guru memberikan penjelasan tentang Thanking and Apologizing • Guru memberikan contoh kalimat terkait Thanking and Apologizing • Siswa menirukan contoh-contoh kalimat yang menanyakan dan menyatakan tentang Thanking and Apologizing. • Peserta didik mengidentifikasi ungkapan Thanking and Apoogizing. • Peserta didik mencatat ungkapan Thanking and Apologizing. • Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami. • Guru meminta peserta didik untuk membuka aplikasi U-Dictionary di android atau IOS mereka. • Guru meminta siswa untuk mencari kosa kata dengan kata kunci (Thanking and Apologizing) pada kolom fitur pencarian kata. • Siswa menirukan contoh-contoh kalimat yang mengucapkan dan merespon tentang (Thanking and Apologizing) melalui fitur audio untuk melatih pengucapan siswa. • Peserta didik dibentuk kelompok yang terdiri dari 2 siswa perkelompok. • Peserta didik diminta untuk membuat struktur teks dari dari ungkapan Thanking and Apologizing dari sumber aplikasi U-Dictionary. • Gru membantu peserta didik mengekplorasi untuk menemukan ungkapan-	70 menit

ungkapan Thanking and Apologizing dari aplikasi U-Dictionary.	
• Dari hasil diskusi kelompok peserta didik diminta untuk membuat kalimat sederhana tentang Thanking and Apologizing.	
• Setiap kelompok diberi waktu 10 menit untuk menampilkan hasil karya mereka dalam bentuk lisan dan tulis didepan kelas.	

Kegiatan Penutup	**Alokasi Waktu**
• Guru mengajukan pertanyaan kepada peserta didik untuk membantu melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru memberikan apresiasi kepada siswa atas partisipasinya dalam proses pembelajaran • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru memberi motivasi kepada siswa dan menutup pelajaran dengan mengucapkan salam dan berdoa bersama.	10 menit

H. Discussion Forum

After gaining learning experience, look for the text structure of the expression thanking and

apologizing from the U-Dictionary application and make a simple sentence about Thanking and
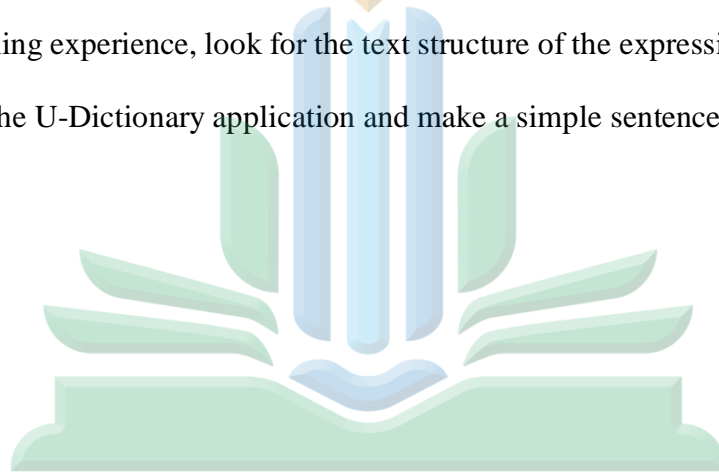
Apologizing!

Jember, 6 Mei 2024

Mengetahui
Guru Mata Pelajaran   Peneliti

Gesil, S.pd.

Maulidatul Hasanah
T20186138

RPP 3

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Nama Sekolah   : MTs Darul Ulum Assurur Silo-Jember

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VII /1

Materi Pokok   : Expressing Intention

Alokasi Waktu   : 2JP

B. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, Percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya sesuai dengan	3.1.1 mengidentifikasi ungkapan yang digunakan dalam berterimakasih (*Thanking*)
	3.1.2 mengidentifikasi ungkapan yang digunakan untuk meminta maaf (*Apologizing*)

konteks penggunaannya.	3.1.3 menemukan fungsi sosial yang digunakan dalam berterimakasih (*Thanking*) dan ungkapan meminta maaf (*Apologizing*)
4.1menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan, tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 menggunakan struktur teks dan unsur kebahasaan ungkapan *thanking* dan *apologizing* dengan benar dan tepat.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1) Mampu mengidentifikasi ekspresi yang digunakan dalam ucapan terimakasih.

2) Mampu mengidentifikasi ekspresi yang digunakan dalam meminta maaf.

3) Mampu menemukan fungsi sosial yang digunakan dalam ucapan terimaksih dan meminta maaf.

4) Mampu menggunakan struktur tekstual dan unsur kebahasaan ungkapan terimaksih dan permintaan maaf secara benar dan tepat.

D. Materi Pembelajaran

1) Fungsi Sosial

Berterimaksih, meminta maaf dan cara menanggapinya untuk menjaga hubungan interpersonal dengan guru dan teman.

2) Struktur teks

Menanggapi ungkapan berterimakasih dan meminta maaf.

3) Unsur kebahasaan

- **Thanking**

Thanking, to thank artinya berterimakasih atau mengucapkan terimakasih kepada orang lain yang telah membantu atau menolong kita.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk mengungkapkan terimaksih kepada orang lain:

Thanking	Responses
Thank you	You are welcome
Thank you so much	You're welcome
Thank you very much	Don't mention it
Thanks a lot	No problem
Thanks	All right
Many thanks	Never mind
Thanks for helping me	
Thanks for your help	

Contoh dialog thanking

Intan : Linda, I have something for you, this is for you.

Linda : What is this ?

Intan : This is your favorite comic, I bought it for you yesterday.

Linda : Thank you very much

Intan : My pleasure.

- **Apologizing**

Apologizing, to apologize artinya meminta maaf atas kesalahan/ kekhilafan kepada orang lain. Dengan kata lain, meminta maaf dapat berarti menyesali atas perbuatan yang telah dilakukan.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk meminta maaf kepada orang lain:

Apologizing	Responses
Sorry	That's all right
I'm sorry	That's okay
I'm so sorry	It's all right
I'm really sorry	It's fine
Sorry it was my fault	Forget it
Forgive me	Never mind
I do apologize	Don't apologize
I apologize	It doesn't matter
Pardon me	Forget about it
Please accept my apology	I forgive you
Sorry for my mistakes	Don't worry about it

Contoh dialog apologizing

     Selo   : I'm sorry sir, I come late.

     Mr. Joni : Why you come late?

     Selo   : My bike is broken.

     Mr. Joni : Ok, never mind.

E. Sumber Pembelajaran

Buku referensi   : Buku penunjang kurikulum merdeka mata pelajaran bahasa Inggris, kelas VII,

Kemendikbud Republik Indonesia 2022.

F. Media Pembelajaran

Papan tulis, spidol, video, U-Dictionary.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan	Alokasi Waktu
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menanyakan kabar dan memeriksa daftar hadir • Guru memberikan petunjuk tentang tema dan teknik pembelajaran • Guru menjelaskan tentang tujuan pembelajaran.	10 menit
Kegiatan Inti	**Alokasi Waktu**
• Guru memberikan penjelasan tentang Thanking and Apologizing melalui video https://youtu.be/kylDwfsafqc?si=cNoN0eqyOiAEq-Rn • Peserta didik mengidintifikasi ungkapan Thanking and Apologizing. • Siswa menirukan contoh-contoh kalimat yang menanykan dan menyatakan tentang Thanking and Apologizing dari video yang sudah ditontonnya. • Peserta didik mencatat ungkapan Thanking and Apologizing. • Guru meminta peserta didik untuk bergabung dengan kelompok mereka seperti pertemuan sebelumnya. • Peserta didik diberikan 6 pilihan tema tentang Thanking and Apologizing, setiap kelompok dapat memilih 2 tema sesuai dengan intruksi guru. • Peserta didik diminta untuk membuat dialog sederhana sesuai tema yang dipilihnya. • Guru meminta peserta didik untuk membuka aplikasi U-Dictionary di android atau IOS mereka sebagai alat bantu penerjemah untuk mengerjakan tes. • Guru akan menghampiri seluruh kelompok secara bergantian untuk membantu mereka dalam menerjemahkan bahasa Indonesia ke dalam bahasa Inggris menggunakan aplikasi U-Dictionary. • Guru meminta siswa untuk menulis hasil terjemahannya dibuku tulis	70 menit

	Alokasi Waktu
mereka. • Setiap kelompok diberi waktu 10 menit untuk menampilkan hasil karya mereka dalam bentuk lisan dan tulis didepan kelas.	
Kegiatan Penutup	**Alokasi Waktu**
• Guru mengajukan pertanyaan kepada peserta didik untuk membantu melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru memberikan kesimpulan terkait materi • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru memberi motivasi kepada siswa dan menutup pelajaran dengan mengucapkan salam dan berdoa bersama.	10 menit

H. Situation will be given to create a dialog about expressing thanking and apologizing

1. Your neighbor gave you a ride to school.

2. Your mum made you some yummy fruit pudding.

3. Your brother gave you a lon of Rp100.000

4. You returned books to the library late.

5. You didn't attend your friend's birthday party last night.

6. You lost your friend's pencil.
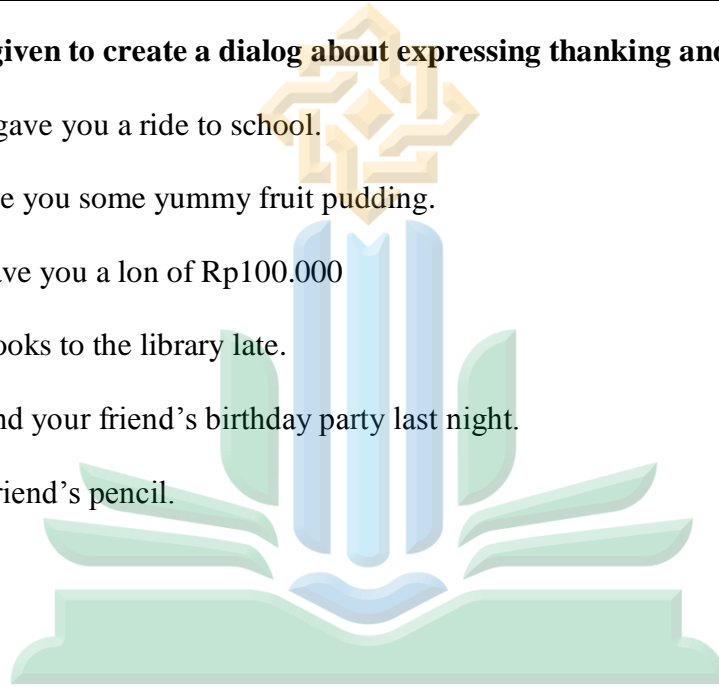
Jember, 6 Mei 2024

Mengetahui
Guru Mata Pelajaran   Peneliti

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                                       T20186138

RPP 4

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Nama Sekolah : MTs Darul Ulum Assurur Silo-Jember

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII /1

Materi Pokok : Expressing Intention

Alokasi Waktu : 2JP

C. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, Percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya sesuai dengan	3.1.1 mengidentifikasi ungkapan yang digunakan dalam berterimakasih (*Thanking*) 3.1.2 mengidentifikasi ungkapan yang digunakan untuk meminta maaf (*Apologizing*)

konteks penggunaannya.	3.1.3 menemukan fungsi sosial yang digunakan dalam berterimakasih (*Thanking*) dan ungkapan meminta maaf (*Apologizing*)
4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan, tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 menggunakan struktur teks dan unsur kebahasaan ungkapan *thanking* dan *apologizing* dengan benar dan tepat.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1) Mampu mengidentifikasi ekspresi yang digunakan dalam ucapan terimakasih.

2) Mampu mengidentifikasi ekspresi yang digunakan dalam meminta maaf.

3) Mampu menemukan fungsi sosial yang digunakan dalam ucapan terimaksih dan meminta maaf.

4) Mampu menggunakan struktur tekstual dan unsur kebahasaan ungkapan terimaksih dan permintaan maaf secara benar dan tepat.

D. Materi Pembelajaran

1) Fungsi Sosial

Berterimaksih, meminta maaf dan cara menanggapinya untuk menjaga hubungan interpersonal dengan guru dan teman.

2) Struktur teks

Menanggapi ungkapan berterimakasih dan meminta maaf.

3) Unsur kebahasaan

- **Thanking**

Thanking, to thank artinya berterimakasih atau mengucapkan terimakasih kepada orang lain yang telah membantu atau menolong kita.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk mengungkapkan terimaksih kepada orang lain:

Thanking	Responses
Thank you	You are welcome
Thank you so much	You're welcome
Thank you very much	Don't mention it
Thanks a lot	No problem
Thanks	All right
Many thanks	Never mind
Thanks for helping me	
Thanks for your help	

Contoh dialog thanking

Intan   : Linda, I have something for you, this is for you.

Linda   : What is this ?

Intan   : This is your favorite comic, I bought it for you yesterday.

Linda   : Thank you very much

Intan   : My pleasure.

- **Apologizing**

   Apologizing, to apologize artinya meminta maaf atas kesalahan/ kekhilafan kepada orang lain. Dengan kata lain, meminta maaf dapat berarti menyesali atas perbuatan yang telah dilakukan.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk meminta maaf kepada orang lain:

Apologizing	Responses
Sorry	That's all right
I'm sorry	That's okay
I'm so sorry	It's all right
I'm really sorry	It's fine
Sorry it was my fault	Forget it
Forgive me	Never mind
I do apologize	Don't apologize
I apologize	It doesn't matter
Pardon me	Forget about it
Please accept my apology	I forgive you
Sorry for my mistakes	Don't worry about it

Contoh dialog apologizing

Selo   : I'm sorry sir, I come late.

Mr. Joni   : Why you come late?

Selo   : My bike is broken.

Mr. Joni   : Ok, never mind.

E. Sumber Pembelajaran

Buku referensi   : Buku penunjang kurikulum merdeka mata pelajaran bahasa Inggris, kelas VII,

Kemendikbud Republik Indonesia 2022.

F. Media Pembelajaran

Papan tulis, spidol, video, U-Dictionary.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan	Alokasi Waktu
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menanyakan kabar dan memeriksa daftar hadir • Guru memberikan petunjuk tentang tema dan teknik pembelajaran • Guru menjelaskan tentang tujuan pembelajaran.	10 menit
Kegiatan Inti	**Alokasi Waktu**
• Guru memberikan penjelasan singkat tentang Thanking and Apologizing • Guru memberikan contoh kalimat terkait Thanking and Apologizing. • Siswa menirukan contoh-contoh kalimat yang menanykan dan menyatakan tentang Thanking and Apologizing. • Peserta didik mengidentifikasi ungkapan Thanking and Apoogizing. • Peserta didik diberikan kesempatan untuk bertanya mengenai materi yang belum dipahami. • Guru meminta peserta didik untuk membuat kelompok terdiri dari 2 orang berpasangan. • Guru memberikan penjelasan tentang tugas selanjutnya. • Guru meminta peserta didik untuk membuka aplikasi U-Dictionary di android atau IOS mereka sebagai alat bantu penerjemah untuk mengerjakan tes. • Guru meminta pesrta didik untuk menerjemahkan kata-kata sulit dalam ungkapan Thanking and Apologizing menggunakan aplikasi U-Dictionary • Peserta didik diminta untuk mendengarkan hasil terjemahan di fitur penerjemah yang sudah dilengkapi dengan fungsi terjemah suara yang dapat menerjemahkan kata atau frase. • Peserta didik diminta untuk mengulangi kata terjemah audio dari aplikasi U-Dictionary. • Guru meminta siswa untuk menulis hasil terjemahannya dibuku tulis mereka. • Peserta didik diminta untuk menunjukkan hasil pekerjaannya bersama pasangannya di depan kelas dengan cara membacakannya dengan suara lantang.	70 menit

Kegiatan Penutup	Alokasi Waktu
• Guru mengajukan pertanyaan kepada peserta didik untuk membantu melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru memberikan kesimpulan terkait materi • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru memberi motivasi kepada siswa dan menutup pelajaran dengan mengucapkan salam dan berdoa bersama.	10 menit

H. Lampiran 1

Listen to the audio translation of the word from U-Dictionary and repeat the word!

Apologizing	Responses
• I'm sorry • Forgive me • I apologize • Pardon me • Please accept my apology • Sorry for my mistakes	• It's okay • Never mind • It doesn't matter • Forget about it • I forgive you • Don't worry about it

Lampiran 2

Complete the dialogue with the expressions that you have learnt before.

Ilham   : Excuse me, Sir.

Mr. Rino   : Why are you so late, Ilham?

Ilham   :_____, but I got a traffic jam.

Mr. Rino   : Next time, please come earlier.

Ilham   : _____

Lampiran 3

Look at the example of a dialogue below.

Meydee   : Good morning, Aren.

Aren   : Good morning, Meydee

Meydee   ; I would like to apologize to you, I'm forget to bring your dictionary.

Aren   : That's alright.

Meydee   : Thank you, Aren.

➢ Work in pairs, write the same dialogue with your own expression and situation. Practice it in front of class.

Jember, 6 Mei 2024

Mengetahui
Guru Mata Pelajaran   Peneliti

Gesil, S.pd.   Maulidatul Hasanah
                                                         T20186138

RPP 1

RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Nama Sekolah   : MTs Darul Ulum Assurur Silo-Jember

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VII /1

Materi Pokok   : Expressing Intention

Alokasi Waktu   : 2JP

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, Percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya sesuai dengan konteks penggunaannya.	3.1.1 mengidentifikasi ungkapan yang digunakan dalam berterimakasih (*Thanking*) 3.1.2 mengidentifikasi ungkapan yang digunakan untuk meminta maaf (*Apologizing*) 3.1.3 menemukan fungsi sosial yang digunakan dalam berterimakasih (*Thanking*) dan ungkapan meminta maaf

	(*Apologizing*)
4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan, tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 menggunakan struktur teks dan unsur kebahasaan ungkapan *thanking* dan *apologizing* dengan benar dan tepat.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1) Mampu mengidentifikasi ekspresi yang digunakan dalam ucapan terimakasih.

2) Mampu mengidentifikasi ekspresi yang digunakan dalam meminta maaf.

3) Mampu menemukan fungsi sosial yang digunakan dalam ucapan terimaksih dan meminta maaf.

4) Mampu menggunakan struktur tekstual dan unsur kebahasaan ungkapan terimaksih dan permintaan maaf secara benar dan tepat.

D. Materi Pembelajaran

1) Fungsi Sosial

Berterimaksih, meminta maaf dan cara menanggapinya untuk menjaga hubungan interpersonal dengan guru dan teman.

2) Struktur teks

Menanggapi ungkapan berterimakasih dan meminta maaf.

3) Unsur kebahasaan

- **Thanking**

Thanking, to thank artinya berterimakasih atau mengucapkan terimakasih kepada orang lain yang telah membantu atau menolong kita.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk mengungkapkan terimaksih kepada orang lain:

Thanking	Responses
Thank you	You are welcome
Thank you so much	You're welcome
Thank you very much	Don't mention it
Thanks a lot	No problem
Thanks	All right
Many thanks	Never mind
Thanks for helping me	
Thanks for your help	

Contoh dialog thanking

Intan   : Linda, I have something for you, this is for you.

Linda   : What is this ?

Intan   : This is your favorite comic, I bought it for you yesterday.

Linda   : Thank you very much

Intan   : My pleasure.

- **Apologizing**

   Apologizing, to apologize artinya meminta maaf atas kesalahan/ kekhilafan kepada orang lain. Dengan kata lain, meminta maaf dapat berarti menyesali atas perbuatan yang telah dilakukan.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk meminta maaf kepada orang lain:

Apologizing	Responses
Sorry	That's all right
I'm sorry	That's okay
I'm so sorry	It's all right
I'm really sorry	It's fine
Sorry it was my fault	Forget it
Forgive me	Never mind
I do apologize	Don't apologize
I apologize	It doesn't matter
Pardon me	Forget about it
Please accept my apology	I forgive you
Sorry for my mistakes	Don't worry about it

Contoh dialog apologizing

Selo   : I'm sorry sir, I come late.

Mr. Joni : Why you come late?

Selo   : My bike is broken.

Mr. Joni : Ok, never mind.

E. Sumber Pembelajaran

Buku referensi : Buku penunjang kurikulum merdeka mata pelajaran bahasa Inggris, kelas VII,

Kemendikbud Republik Indonesia 2022.

F. Media Pembelajaran

Papan tulis, spidol, Kamus cetak.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan	Alokasi Waktu
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menanyakan kabar dan memeriksa daftar hadir • Guru memberikan petunjuk tentang tema dan teknik pembelajaran • Guru menjelaskan tentang tujuan pembelajaran.	10 menit
Kegiatan Inti	**Alokasi Waktu**
• Guru memberikan penjelasan tentang Thanking and Apologizing. • Guru memberikan contoh kalimat terkait Thanking and Apologizing. • Siswa menirukan contoh-contoh kalimat yang menanyakan dan menyatakan tentang Thanking and Apologizing. • Peserta didik mengidentifikasi ungkapan Thanking and Apoogizing. • Peserta didik mencatat ungkapan Thanking and Apologizing. • Siswa dibagi menjadi beberapa kelompok yang mana dalam kelompok tersebut terdiri dari dua siswa. • Guru memberikan kalimat dialog, dan setiap siswa memerankan satu orang dalam dialog. • Guru mengajari cara pengucapan kalimat dialog yang benar, setelah itu siswa menghafal dialog tersebut dengan pasangan satu kelompoknya. • Kemudian guru meminta setiap siswa untuk mempraktikkan dialog secara singkat.	70 menit
Kegiatan Penutup	**Alokasi Waktu**
• Guru menanyakan ulang tentang materi secara singkat • Guru memberikan kesimpulan terkait materi • Guru memberi motivasi kepada siswa dan menutup pelajaran dengan mengucapkan salam dan berdoa bersama.	10 menit

I. Dialogue about thanking

Laura   : Eva, may I borrow your dictionary?

Eva   : Of course, Laura. Here

Laura   : Thank you.

Eva   : You are welcome.

Dialogue about apologizing

Bobi   : Good morning, sir.

Mr. Jo   : Good morning, Zahra.

Bobi   : I'm sorry for being late sir.

Mr. Jo   : No problem, Bobi. It would be latter if you come earlier next week.
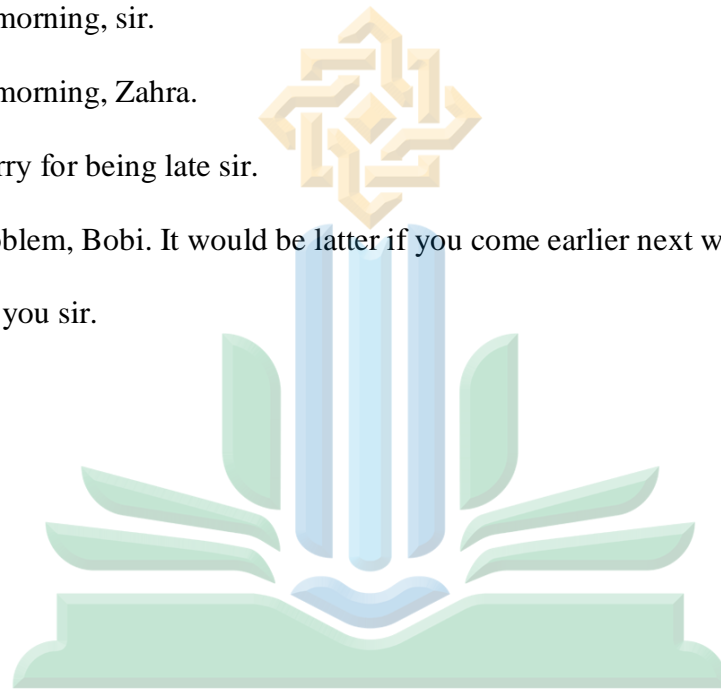
Bobi   : Thank you sir.

Jember, 6 Mei 2024

Mengetahui
Guru Mata Pelajaran   Peneliti

Gesil, S.pd.   Maulidatul Hasanah
                                                 T20186138

RPP 2

RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Nama Sekolah   : MTs Darul Ulum Assurur Silo-Jember

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VII /1

Materi Pokok   : Expressing Intention

Alokasi Waktu   : 2JP

D. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, Percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya sesuai dengan	3.1.1 mengidentifikasi ungkapan yang digunakan dalam berterimakasih (*Thanking*) 3.1.2 mengidentifikasi ungkapan yang digunakan untuk meminta maaf (*Apologizing*)

konteks penggunaannya.	3.1.3 menemukan fungsi sosial yang digunakan dalam berterimakasih (*Thanking*) dan ungkapan meminta maaf (*Apologizing*)
4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan, tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 menggunakan struktur teks dan unsur kebahasaan ungkapan *thanking* dan *apologizing* dengan benar dan tepat.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1) Mampu mengidentifikasi ekspresi yang digunakan dalam ucapan terimakasih.

2) Mampu mengidentifikasi ekspresi yang digunakan dalam meminta maaf.

3) Mampu menemukan fungsi sosial yang digunakan dalam ucapan terimaksih dan meminta maaf.

4) Mampu menggunakan struktur tekstual dan unsur kebahasaan ungkapan terimaksih dan permintaan maaf secara benar dan tepat.

D. Materi Pembelajaran

1) Fungsi Sosial

Berterimaksih, meminta maaf dan cara menanggapinya untuk menjaga hubungan interpersonal dengan guru dan teman.

2) Struktur teks

Menanggapi ungkapan berterimakasih dan meminta maaf.

3) Unsur kebahasaan

- **Thanking**

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Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk mengungkapkan terimaksih kepada orang lain:

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Thanks a lot	No problem
Thanks	All right
Many thanks	Never mind
Thanks for helping me	
Thanks for your help	

Contoh dialog thanking

Intan   : Linda, I have something for you, this is for you.

Linda   : What is this ?

Intan   : This is your favorite comic, I bought it for you yesterday.

Linda   : Thank you very much

Intan   : My pleasure.

- **Apologizing**

Apologizing, to apologize artinya meminta maaf atas kesalahan/ kekhilafan kepada orang lain.

Dengan kata lain, meminta maaf dapat berarti menyesali atas perbuatan yang telah dilakukan.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan

untuk meminta maaf kepada orang lain:

Apologizing	Responses
Sorry	That's all right
I'm sorry	That's okay
I'm so sorry	It's all right
I'm really sorry	It's fine
Sorry it was my fault	Forget it
Forgive me	Never mind
I do apologize	Don't apologize
I apologize	It doesn't matter
Pardon me	Forget about it
Please accept my apology	I forgive you
Sorry for my mistakes	Don't worry about it

Contoh dialog apologizing

Selo   : I'm sorry sir, I come late.

Mr. Joni   : Why you come late?

Selo   : My bike is broken.

Mr. Joni   : Ok, never mind.

E. Sumber Pembelajaran

Buku referensi   : Buku penunjang kurikulum merdeka mata pelajaran bahasa Inggris, kelas VII,

Kemendikbud Republik Indonesia 2022.

F. Media Pembelajaran

Papan tulis, spidol, Kamus cetak.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan	Alokasi Waktu
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menanyakan kabar dan memeriksa daftar hadir • Guru memberikan petunjuk tentang tema dan teknik pembelajaran • Guru menjelaskan tentang tujuan pembelajaran.	10 menit
Kegiatan Inti	**Alokasi Waktu**
• Guru memberikan penjelasan tentang Thanking and Apologizing. • Guru memberikan contoh kalimat terkait Thanking and Apologizing. • Siswa menirukan contoh-contoh kalimat yang menanykan dan menyatakan tentang Thanking and Apologizing. • Peserta didik mengidentifikasi ungkapan Thanking and Apoogizing. • Peserta didik mencatat ungkapan Thanking and Apologizing. • Siswa dibagi menjadi beberapa kelompok yang mana dalam kelompok tersebut terdiri dari dua siswa. • Guru memberikan kalimat dialog, dan setiap siswa memerankan satu orang dalam dialog. • Guru mengajari cara pengucapan kalimat dialog yang benar, setelah itu siswa menghafal dialog tersebut dengan pasangan satu kelompoknya. • Kemudian guru meminta setiap siswa untuk mempraktikkan dialog secara singkat.	70 menit
Kegiatan Penutup	**Alokasi Waktu**
• Guru menanyakan ulang tentang materi secara singkat • Guru memberikan kesimpulan terkait materi • Guru memberi motivasi kepada siswa dan menutup pelajaran dengan mengucapkan salam dan berdoa bersama.	10 menit

I. Dialogue about thanking

Ana   : What are you doing, Hani?

Hani   : I'm finishing my homework, Ana.

Ana   : Can I help you?

Hani   : Oh, Thanks you very much.

Ana   : Don't mention it.

Dialogue about apologizing

Sister   : Ouch! You stepped on my foot, Ali.

Ali   : I'm sorry, sister. I'm in a hurry.

Sister   : it's okay Ali. I'm fine. I was just shocked.

Ali   : Do your feet hurt?

Sister   : No, it's not. I'm fine.

Ali   : Ok, then. I'am sorry.

Jember, 6 Mei 2024

Mengetahui
Guru Mata Pelajaran

Peneliti

Gesil, S.pd.

Maulidatul Hasanah
T20186138

RPP 3

RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Nama Sekolah   : MTs Darul Ulum Assurur Silo-Jember

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VII/1

Materi Pokok   : Expressing Intention

Alokasi Waktu   : 2JP

E. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, Percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya sesuai dengan	3.1.1 mengidentifikasi ungkapan yang digunakan dalam berterimakasih (*Thanking*) 3.1.2 mengidentifikasi ungkapan yang digunakan untuk meminta maaf (*Apologizing*)

konteks penggunaannya.	3.1.3 menemukan fungsi sosial yang digunakan dalam berterimakasih (*Thanking*) dan ungkapan meminta maaf (*Apologizing*)
4.1menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan, tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 menggunakan struktur teks dan unsur kebahasaan ungkapan *thanking* dan *apologizing* dengan benar dan tepat.

C. Tujuan Pembelajaran

1) Mampu mengidentifikasi ekspresi yang digunakan dalam ucapan terimakasih.

2) Mampu mengidentifikasi ekspresi yang digunakan dalam meminta maaf.

3) Mampu menemukan fungsi sosial yang digunakan dalam ucapan terimaksih dan meminta maaf.

4) Mampu menggunakan struktur tekstual dan unsur kebahasaan ungkapan terimaksih dan permintaan maaf secara benar dan tepat.

D. Materi Pembelajaran

1) Fungsi Sosial

Berterimaksih, meminta maaf dan cara menanggapinya untuk menjaga hubungan interpersonal dengan guru dan teman.

2) Struktur teks

Menanggapi ungkapan berterimakasih dan meminta maaf.

3) Unsur kebahasaan

- **Thanking**

Thanking, to thank artinya berterimakasih atau mengucapkan terimakasih kepada orang lain yang telah membantu atau menolong kita.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk mengungkapkan terimaksih kepada orang lain:

Thanking	Responses
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Thank you so much	You're welcome
Thank you very much	Don't mention it
Thanks a lot	No problem
Thanks	All right
Many thanks	Never mind
Thanks for helping me	
Thanks for your help	

Contoh dialog thanking

Intan : Linda, I have something for you, this is for you.

Linda : What is this ?

Intan : This is your favorite comic, I bought it for you yesterday.

Linda : Thank you very much

Intan : My pleasure.

- **Apologizing**

Apologizing, to apologize artinya meminta maaf atas kesalahan/ kekhilafan kepada orang lain. Dengan kata lain, meminta maaf dapat berarti menyesali atas perbuatan yang telah dilakukan.

Berikut ini adalah ungkapan/ ekspresi/ ekspresi/ dan jawaban/ respon yang bisa digunakan untuk meminta maaf kepada orang lain:

Apologizing	Responses
Sorry	That's all right
I'm sorry	That's okay
I'm so sorry	It's all right
I'm really sorry	It's fine
Sorry it was my fault	Forget it
Forgive me	Never mind
I do apologize	Don't apologize
I apologize	It doesn't matter
Pardon me	Forget about it
Please accept my apology	I forgive you
Sorry for my mistakes	Don't worry about it

Contoh dialog apologizing

Selo : I'm sorry sir, I come late.

Mr. Joni : Why you come late?

Selo : My bike is broken.

Mr. Joni : Ok, never mind.

E. Sumber Pembelajaran

Buku referensi   : Buku penunjang kurikulum merdeka mata pelajaran bahasa Inggris, kelas VII,

Kemendikbud Republik Indonesia 2022.

F. Media Pembelajaran

Papan tulis, spidol, Kamus cetak.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan	Alokasi Waktu
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menanyakan kabar dan memeriksa daftar hadir • Guru memberikan petunjuk tentang tema dan teknik pembelajaran • Guru menjelaskan tentang tujuan pembelajaran.	10 menit
Kegiatan Inti	**Alokasi Waktu**
• Guru memberikan penjelasan tentang Thanking and Apologizing. • Guru memberikan contoh kalimat terkait Thanking and Apologizing. • Siswa menirukan contoh-contoh kalimat yang menanykan dan menyatakan tentang Thanking and Apologizing. • Peserta didik mengidentifikasi ungkapan Thanking and Apoogizing. • Peserta didik mencatat ungkapan Thanking and Apologizing. • Siswa dibagi menjadi beberapa kelompok yang mana dalam kelompok tersebut terdiri dari dua siswa. • Guru memberikan kalimat dialog, dan setiap siswa memerankan satu orang dalam dialog. • Guru mengajari cara pengucapan kalimat dialog yang benar, setelah itu siswa menghafal dialog tersebut dengan pasangan satu kelompoknya. • Kemudian guru meminta setiap siswa untuk mempraktikkan dialog secara singkat.	70 menit
Kegiatan Penutup	**Alokasi Waktu**
• Guru menanyakan ulang tentang materi secara singkat • Guru memberikan kesimpulan terkait materi • Guru memberi motivasi kepada siswa dan menutup pelajaran dengan mengucapkan salam dan berdoa bersama.	10 menit

I. Dialogue about thanking

Aldo : Hi, Justin. You look so worried.

Coki : I woke up the late this morning. I am worried I will be late to get to the school.

Aldo : Let's get in my motorcycle.

Coki : Thanks a lot for the ride.

Aldo : You're welcome my friend.

Dialogue about apologizing

Linda : I apologize Meydi. I broke your vase.

Meydi : No problem.

Linda : That's very nice of you. But let me pay for the damage.

Meydi : It's okay, really.

Linda : Oh, Thanks.

Jember, 6 Mei 2024

Mengetahui
Guru Mata Pelajaran   Peneliti

Gesil, S.pd.   Maulidatul Hasanah
                                T20186138

RPP 4

RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Nama Sekolah   : MTs Darul Ulum Assurur Silo-Jember

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VII /1

Materi Pokok   : Expressing Intention

Alokasi Waktu   : 2JP

F. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, Percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya sesuai dengan	3.1.1 mengidentifikasi ungkapan yang digunakan dalam berterimakasih (*Thanking*) 3.1.2 mengidentifikasi ungkapan yang digunakan untuk meminta maaf (*Apologizing*)

konteks penggunaannya.	3.1.3 menemukan fungsi sosial yang digunakan dalam berterimakasih (*Thanking*) dan ungkapan meminta maaf (*Apologizing*)
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C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1) Mampu mengidentifikasi ekspresi yang digunakan dalam ucapan terimakasih.

2) Mampu mengidentifikasi ekspresi yang digunakan dalam meminta maaf.

3) Mampu menemukan fungsi sosial yang digunakan dalam ucapan terimaksih dan meminta maaf.

4) Mampu menggunakan struktur tekstual dan unsur kebahasaan ungkapan terimaksih dan permintaan maaf secara benar dan tepat.

D. Materi Pembelajaran

1) Fungsi Sosial

Berterimaksih, meminta maaf dan cara menanggapinya untuk menjaga hubungan interpersonal dengan guru dan teman.

2) Struktur teks

Menanggapi ungkapan berterimakasih dan meminta maaf.

3) Unsur kebahasaan

- **Thanking**

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Contoh dialog thanking

Intan   : Linda, I have something for you, this is for you.

Linda   : What is this ?

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Intan   : My pleasure.

- **Apologizing**

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Pardon me	Forget about it
Please accept my apology	I forgive you
Sorry for my mistakes	Don't worry about it

Contoh dialog apologizing

Selo   : I'm sorry sir, I come late.

Mr. Joni : Why you come late?

Selo   : My bike is broken.

Mr. Joni : Ok, never mind.

E. Sumber Pembelajaran

Buku referensi   : Buku penunjang kurikulum merdeka mata pelajaran bahasa Inggris, kelas VII,

Kemendikbud Republik Indonesia 2022.

F. Media Pembelajaran

Papan tulis, spidol, Kamus cetak.

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan	Alokasi Waktu
• Guru membuka pelajaran dengan mengucapkan salam dan doa • Guru menanyakan kabar dan memeriksa daftar hadir • Guru memberikan petunjuk tentang tema dan teknik pembelajaran • Guru menjelaskan tentang tujuan pembelajaran.	10 menit
Kegiatan Inti	**Alokasi Waktu**
• Guru memberikan penjelasan tentang Thanking and Apologizing. • Guru memberikan contoh kalimat terkait Thanking and Apologizing. • Siswa menirukan contoh-contoh kalimat yang menanykan dan menyatakan tentang Thanking and Apologizing. • Peserta didik mengidentifikasi ungkapan Thanking and Apoogizing. • Peserta didik mencatat ungkapan Thanking and Apologizing. • Siswa dibagi menjadi beberapa kelompok yang mana dalam kelompok tersebut terdiri dari dua siswa. • Guru memberikan kalimat dialog, dan setiap siswa memerankan satu orang dalam dialog. • Guru mengajari cara pengucapan kalimat dialog yang benar, setelah itu siswa menghafal dialog tersebut dengan pasangan satu kelompoknya. • Kemudian guru meminta setiap siswa untuk mempraktikkan dialog secara singkat.	70 menit
Kegiatan Penutup	**Alokasi Waktu**
• Guru menanyakan ulang tentang materi secara singkat • Guru memberikan kesimpulan terkait materi • Guru memberi motivasi kepada siswa dan menutup pelajaran dengan mengucapkan salam dan berdoa bersama.	10 menit

I. Dialogue about thanking

Dona : Hey Luv, congrats on your new house.

Luvy : Oh, thank you Dona. I'll have a party in my house. I hope you will come.

Dona : Of course I will.

Luvy : That's great.

Dialogue about apologizing

Mother : What was that terrible noise? Did you drop anything?

Ali : I'm sorry, Mom. I dropped a glass on the floor and it broke

Mother : Were you hurt?

Ali : No, but I'm really sorry.

Mother : I'm glad that you aren't hurt, but why did you drop it?

Ali : I coldn't help it. The glass was too slippery.

Mother : It's okay, but you've got to be careful next time.

Jember, 6 Mei 2024

Mengetahui
Guru Mata Pelajaran

Peneliti

Gesil, S.pd.

Maulidatul Hasanah
T20186138

Appendix 15

PRE-TEST EXPERIMENTAL CLASS RATER 1

No	Name	Vocabulary	Pronunciation	Comprehension	Total	Score
1	ADO	3	2	1	7	47
2	AS	2	2	2	6	40
3	AET	3	3	2	8	54
4	FAR	2	2	2	6	40
5	HSM	2	2	1	5	34
6	IN	3	2	1	6	40
7	IR	2	2	1	5	34
8	LDW	2	2	2	6	40
9	N	2	2	1	5	34
10	NA	2	2	2	6	40
11	NAPSA	2	2	1	5	34
12	NDL	2	2	2	6	40
13	NAM	3	2	2	7	47
14	NH	3	2	1	6	40
15	SBZ	3	2	2	7	47
16	S	2	2	2	6	40
17	SAW	2	2	1	5	34
18	SARP	2	1	1	4	27
19	SSS	3	2	2	7	47
20	VNF	2	2	2	6	40
21	ZETW	2	2	1	5	34
22	ZOM	2	2	2	6	40
23	ZU	3	2	2	7	47

PRE-TEST EXPERIMENTAL CLASS RATER 2

No	Name	Vocabulary	Pronunciation	Comprehension	Total	Score
1	ADO	2	2	2	6	40
2	AS	2	2	1	5	34
3	AET	2	2	2	6	40
4	FAR	2	2	1	5	34
5	HSM	2	2	2	6	40
6	IN	2	2	1	5	34
7	IR	2	1	1	4	27
8	LDW	2	2	1	5	34
9	N	3	3	1	6	40
10	NA	2	1	1	4	27
11	NAPSA	2	2	2	6	40
12	NDL	2	2	1	5	34
13	NAM	3	2	1	6	40
14	NH	2	2	1	5	34
15	SBZ	2	2	1	5	34
16	S	2	2	2	6	40
17	SAW	2	1	1	4	27
18	SARP	2	2	1	5	34
19	SSS	2	2	1	5	34
20	VNF	2	2	2	6	40
21	ZETW	2	1	1	4	27
22	ZOM	2	2	1	5	34
23	ZU	3	2	1	6	40

POST-TEST EXPERIMENTAL CLASS RATER 1

No	Name	Vocabulary	Pronunciation	Comprehension	Total	Score
1	ADO	4	4	4	12	80
2	AS	4	3	4	11	74
3	AET	4	3	4	11	74
4	FAR	5	4	3	12	80
5	HSM	4	3	3	10	67
6	IN	4	5	3	12	80
7	IR	4	4	4	12	80
8	LDW	4	3	4	11	74
9	N	4	4	3	11	74
10	NA	3	4	3	10	67
11	NAPSA	4	4	3	11	74
12	NDL	4	4	4	12	80
13	NAM	4	5	4	13	87
14	NH	3	3	3	9	60
15	SBZ	4	4	3	11	74
16	S	4	5	4	13	87
17	SAW	5	4	4	12	80
18	SARP	4	3	3	10	67
19	SSS	4	4	4	12	80
20	VNF	5	4	4	13	87
21	ZETW	4	4	3	11	74
22	ZOM	5	4	4	13	87
23	ZU	4	4	3	11	74

POST-TEST EXPERIMENTAL CLASS RATER 2

No	Name	Vocabulary	Pronunciation	Comprehension	Total	Score
1	ADO	5	4	3	12	80
2	AS	4	3	3	10	67
3	AET	4	4	4	12	80
4	FAR	5	3	4	12	80
5	HSM	4	4	3	11	74
6	IN	4	4	3	11	74
7	IR	3	4	4	11	74
8	LDW	5	4	4	13	87
9	N	5	4	3	12	80
10	NA	4	3	4	11	74
11	NAPSA	4	4	4	12	80
12	NDL	5	4	3	12	80
13	NAM	5	5	4	14	94
14	NH	4	4	3	11	74
15	SBZ	5	4	4	13	87
16	S	4	4	3	11	74
17	SAW	5	4	3	12	80
18	SARP	4	3	4	11	74
19	SSS	4	4	4	12	80
20	VNF	4	3	4	11	74
21	ZETW	5	4	4	13	87
22	ZOM	5	4	3	12	80
23	ZU	5	4	4	13	87

PRE-TEST EXPERIMENTAL CONTROL CLASS RATER 1

No	Name	Vocabulary	Pronunciation	Comprehension	Total	Score
1	AR	2	2	1	5	34
2	ANS	2	3	1	6	40
3	AD	2	2	2	6	40
4	AJ	3	2	2	7	47
5	AR	3	3	2	8	54
6	AAK	2	2	1	5	34
7	DSA	2	2	2	6	40
8	DP	2	1	2	5	34
9	FM	2	2	2	6	40
10	F	2	3	2	7	47
11	F	3	3	2	8	54
12	IRA	2	2	2	6	40
13	MDAP	2	2	1	5	34
14	MAAM	2	3	2	7	47
15	MR	3	3	2	8	54
16	MAKP	3	2	1	6	40
17	MA	2	3	2	7	47
18	MHR	2	2	1	5	34
19	MIF	2	1	2	5	34
20	MSR	3	3	2	8	54
21	NAZA	2	2	1	5	34
22	P	3	2	3	8	54
23	RCW	2	3	2	7	47
24	S	3	3	2	8	54
25	YPDA	2	2	1	5	34
26	MID	2	1	1	4	37
27	MNM	2	2	2	6	40
28	SK	2	2	2	7	47

PRE-TEST EXPERIMENTAL CONTROL CLASS RATER 2

No	Name	Vocabulary	Pronunciation	Comprehension	Total	Score
1	AR	2	2	2	6	40
2	ANS	2	2	1	5	34
3	AD	3	2	1	6	40
4	AJ	2	2	1	5	34
5	AR	2	2	2	6	40
6	AAK	2	2	1	5	34
7	DSA	3	2	2	7	47
8	DP	2	1	2	6	40
9	FM	2	2	1	5	34
10	F	2	2	2	6	40
11	F	2	2	2	6	40
12	IRA	1	2	2	5	34
13	MDAP	2	2	2	6	40
14	MAAM	2	2	2	6	40
15	MR	3	2	2	7	47
16	MAKP	3	2	2	7	47
17	MA	3	3	2	8	54
18	MHR	2	1	2	6	40
19	MIF	2	2	1	5	34
20	MSR	2	3	3	7	47
21	NAZA	2	1	2	5	34
22	P	2	2	2	6	40
23	RCW	2	3	1	6	40
24	S	3	2	2	7	47
25	YPDA	2	2	2	6	40
26	MID	2	2	1	5	34
27	MNM	2	2	1	5	34
28	SK	2	2	2	6	40

POST-TEST IN THE CONTROL CLASS RATER 1

No	Name	Vocabulary	Pronunciation	Comprehension	Total	Score
1	AR	4	3	2	9	60
2	ANS	4	3	3	10	67
3	AD	4	4	3	11	74
4	AJ	4	3	4	11	74
5	AR	3	3	2	8	54
6	AAK	3	3	3	9	60
7	DSA	4	4	3	11	74
8	DP	3	4	3	10	67
9	FM	3	3	3	9	60
10	F	4	5	3	12	80
11	F	5	4	4	13	87
12	IRA	4	4	3	10	67
13	MDAP	3	3	3	9	60
14	MAAM	5	4	3	12	80
15	MR	5	4	4	13	87
16	MAKP	4	4	2	10	67
17	MA	4	4	3	11	74
18	MHR	3	3	3	9	60
19	MIF	3	4	3	10	67
20	MSR	4	5	4	13	87
21	NAZA	4	3	3	10	67
22	P	4	4	4	12	80
23	RCW	4	4	3	11	74
24	S	5	4	3	12	80
25	YPDA	4	3	3	10	67
26	MID	3	3	3	9	60
27	MNM	4	4	3	11	74
28	SK	5	4	3	12	80

POST-TEST IN THE CONTROL CLASS RATER 2

No	Name	Vocabulary	Pronunciation	Comprehension	Total	Score
1	AR	4	4	3	11	74
2	ANS	4	4	2	10	67
3	AD	4	4	4	12	80
4	AJ	5	4	3	12	80
5	AR	4	3	3	10	67
6	AAK	4	3	4	11	74
7	DSA	5	4	4	13	87
8	DP	4	4	4	12	80
9	FM	3	4	3	10	67
10	F	4	5	4	13	87
11	F	4	4	4	12	80
12	IRA	4	5	3	12	80
13	MDAP	4	3	3	10	67
14	MAAM	4	4	3	11	74
15	MR	3	4	4	11	74
16	MAKP	4	4	4	12	80
17	MA	4	4	3	11	74
18	MHR	4	3	3	10	67
19	MIF	4	4	4	12	80
20	MSR	5	4	3	12	80
21	NAZA	4	4	3	11	74
22	P	4	5	4	13	87
23	RCW	4	4	4	12	80
24	S	4	4	2	10	67
25	YPDA	4	4	4	12	80
26	MID	4	4	3	11	74
27	MNM	5	4	4	13	87
28	SK	4	4	3	11	74

Appendix 16

Documentation

Experimental Class

Documentation
Control Class

Appeendix 17

DECLARATION OF AUTHORSHIP

The undersigned below

Name	: Maulidatul Hasanah
Place, date of birth	: Situbondo, 14 June 2000
Addres	: Ds Kristal, Kec. Jatibanteng, Kab. Situbondo
Faculty	: Tarbiyah and Teacher Training
Program	: English Education

State that thesis entitled **"The Effect of Using U-Dictionary Toward Speaking Achievement at The Seventh Grade Students of MTs Darul Ulum Assurur"** is truly my own work from the result of conducting research at The Seventh Grade Students of MTs Darul Ulum Assurur. Except some resources which are accepted from references mentioned.

Jember, 27 May 2024

Maulidatul Hasanah
SRN: T20186138

Appendix 18

CURRICULUM VITAE

Personal Information

Name   : Maulidatul Hasanah

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2005-2006   : TK Anak Sholeh

2007-2012   : SDN 02 Jatibanteng

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