

**THE EFFECTIVENESS OF USING THE CAKE GAME APPLICATION
IN INCREASING STUDENT'S SPEAKING SKILL IN DESCRIPTIVE
TEXT AT THE EIGHTH GRADE STUDENTS OF MTS TANAH
KAMPUNG ACADEMIC YEAR 2022/2023**

A THESIS



**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

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ENGLISH EDUCATION PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF KERINCI

2022/2023

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A THESIS

*Submitted as a Partial Fulfillments of The Requirements For Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Tarining State Islamic Institute of Kerinci*

By :

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
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2022/2023

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Sungai Penuh, November 2023

To :
The Rector of IAIN Kerinci
At -

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TANGGAL :	30.12.2023
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OFFICIAL NOTE

Assalamu'alaikum Warrahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Rahul Okta Dendi's thesis (the student's number is 1810203015) entitled : **"The Effectiveness Of Using The Cake Game Application In Increasing Student's Speaking Skill In Descriptive Text At The Eighth Grade Students Of Mts Tanah Kampung Academic Year 2022/2023"**, we are of the opinion that thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “The Effectiveness Of Using The Cake Game Application In Increasing Student’s Speaking Skill In Descriptive Text At The Eighth Grade Students Of Mts Tanah Kampung Academic Year 2022/2023” is the researcher’s own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational instutions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **THE EFFECTIVENESS OF USING THE CAKE GAME APPLICATION IN INCREASING STUDENT'S SPEAKING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE STUDENTS OF MTS TANAH KAMPUNG ACADEMIC YEAR 2022/2023** by **Rahul Okta Dendi** with students' number **1810203015** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2023 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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ABSTRACT

Rahul Okta Dendi, 2022

: The Effectiveness Of Using The Cake Game Application In Increasing Student's Speaking Skill In Descriptive Text At The Eighth Grade Students Of Mts Tanah Kampung Academic Year 2022/2023

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**: 1. Heri Mudra, M.Pd
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Key words

: *Effect, Cake Application, Speaking Skill, Descriptive Text*

English is as foreign language for Indonesia students. Hence they often find the lack grammar and the students' motivation is still low in speaking skills. The Objective of this research was to get empirical evidence about The of using Cake game application towards students' speaking skill to descriptive text in academic year 2022/2023. This research used quasi-Experimental method. This research had been conducted at MTs Tanah Kampung. The Population of this research was the eighth grade students of MTs Tanah Kampung which consisted of 45 students into three classes, namely VIII A, VIII B and VIII C. After ensuring with the clluster random sampling, two classes were finally chosen as the sample of this research: VIII A as the experimental class and VIII B as the control class. Both of classes consisted of 30 students with almost homogenous score. The experimental class treated by using cake game application, while the control class was using the conventional ways. The pre-test was given to the two groups before giving the treatment. The result of pre-test showed the mean score of experimental class was 48,86 and the control class was 48. After giving the treatment, post-test was given. The result of post-test showed the mean score of experimental class was 62,2 and the control class was 52,2. In addition, the result of independent sample T-count (13,34) showed that t-count was higher than t-table (4,2). In other words, H0 was rejected and H1 was accepted. In summary, it could be stated that students' who were taught speaking by using cake game application was more effective than using the conventional ways. So, it can be concluded that cake game application has positive effect to the Eighth Grade Students at MTs Tanah Kampung on Speaking skill.

ABSTRAK

Rahul Okta Dendi, 2022

: Keefektifan Penggunaan Aplikasi Permainan Kue Dalam Meningkatkan Keterampilan Berbicara Siswa Pada Teks Deskriptif Pada Siswa Kelas VIII Mts Tanah Kampung Tahun Pelajaran 2022/2023.

Pembimbing

: 1. Heri Mudra, M.Pd
2. Musdizal, M.Pd

Kata Kunci

: Efek, Aplikasi Kue, Keterampilan Berbicara, Teks Deskriptif

Bahasa Inggris sebagai bahasa asing bagi pelajar Indonesia. Oleh karena itu mereka sering menemukan tata bahasa yang kurang dan motivasi siswa masih rendah dalam keterampilan berbicara. Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang penggunaan aplikasi game Cake terhadap keterampilan berbicara siswa pada teks deskriptif tahun pelajaran 2022/2023. Penelitian ini menggunakan metode eksperimen semu. Penelitian ini dilakukan di MTs Tanah Kampung. Populasi penelitian ini adalah siswa kelas VIII MTs Tanah Kampung yang terdiri dari 45 siswa yang terbagi menjadi tiga kelas yaitu VIII A, VIII B dan VIII C. Setelah dipastikan dengan cluster random sampling, akhirnya dipilih dua kelas sebagai sampel penelitian. penelitian ini: VIII A sebagai kelas eksperimen dan VIII B sebagai kelas kontrol. Kedua kelas terdiri dari 30 siswa dengan nilai hampir homogen. Kelas eksperimen diberi perlakuan menggunakan aplikasi permainan kue, sedangkan kelas kontrol menggunakan cara konvensional. Pre-test diberikan kepada kedua kelompok sebelum diberikan perlakuan. Hasil pre-test menunjukkan nilai rata-rata kelas eksperimen adalah 48,86 dan kelas kontrol adalah 48. Setelah diberikan perlakuan, diberikan post-test. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen adalah 62,2 dan kelas kontrol adalah 52,2. Selain itu, hasil T-hitung sampel independen (13,34) menunjukkan bahwa t-hitung lebih tinggi dari t-tabel (4,2). Dengan kata lain H₀ ditolak dan H₁ diterima. Singkatnya, dapat dinyatakan bahwa siswa yang diajar berbicara dengan menggunakan aplikasi permainan kue lebih efektif daripada menggunakan cara konvensional. Jadi, dapat disimpulkan bahwa penerapan permainan kue berpengaruh positif terhadap keterampilan berbicara siswa kelas VIII MTs Tanah Kampung.

DEDICATION AND MOTTO

DEDICATION

With deeply thank and proud I dedicated this thesis especially for :

- My beloved ALLAH SWT and prophet MUHAMMAD SAW.
- My Loving father TUNAI IRAWAN and mother DELI DARWANTI who always give a support for me.
- My Beloved grandparents ARWAINA and MASRI and also Alm. M. RUSTAM and YUSLINAR for their love and support.
- My beloved aunty SES MANIAR and his husband SANDRI YASMAN
- My young brother ARIL AHMAD WAHYU young sister OKTIRA VILDIA PUTRI and my uncle ALFAN ISKANDAR which has always been my encouragement to quickly complete my thesis.
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- My love friends KRAMEAK, Keluarga Healing, Uang dan Pup, Centong Oren, Pro Lc and TBI18 class A.
- The important one is for my self who always strong and working hard.

MOTTO

لَا يَأْسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ

Meaning :

and do not despair of the mercy of Allah. Indeed, none despair of Allah's mercy, except those who disbelieve.

Artinya :

dan jangan kamu berputus asa dari rahmat Allah. Sesungguhnya tiada berputus asa dari rahmat Allah, melainkan kaum yang kafir.

(QS. Yusuf : 87



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الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَبِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ
عَلَى أَصْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always send to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever. Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled **“The Effectiveness Of Using The Cake Game Application In Increasing Student’s Speaking Skill In Descriptive Text At The Eighth Grade Students Of Mts Tanah Kampung Academic Year 2022/2023”**, the researcher got difficulties but guidance, advice and encouragement from other parties, the researcher could finish this thesis. but there are guidance and support from other parties the researcher would like to express thank to:

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Sungai Penuh, 23 March 2023



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CHAPTER I

INTRODUCTION

A. Background of The Problem

Speaking is an important skill that must be possessed by students. It is also a part of people's daily lives. Kurniawati (2013) state that speaking is an active interaction between speaker and listener as a process of constructing and sharing meaning that involves components of pronunciation, grammar, vocabulary, fluency and understanding.

Speaking is a process of communication by using oral form, it is not only for reading or writing , but also for expressing the ideas and opinions based on Baharuddin cites in (Perdana and Rianti 2021). Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. Dionar and Adnan (2018), state that speaking is the core of language learning. There is an assumption that successfulness in language learning is discovered by accomplishing acquisition in speaking. Leong and Ahmadi cites in (Dionar and Adnan 2018), speaking is the foremost skills for the effectiveness of communication. It means that without any speech, communication was not exist.

Andi and Arafah (2017) state that speaking is the act of saying something orally in which the act is built by a language system containing

grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse.

In change era, technology is developing rapidly in almost all aspects of life. People try to enter using technology to find a lot of information through the existence of technology for example by using the internet. People can browse any information and news through the Internet. The development of English is said to be an expansion of technology as well. Technology can change the way people work, study, communicate and spend their free time. It also helps to lead the way in improving teaching and learning processes in schools. Currently, there are many schools that apply technology as a medium of learning in their teaching and learning process. Implementation of the English curriculum considers the use of technology. This is an important part of supporting teaching and learning to be more fun and interesting. So far, audio, video, film, cassette, and power-point presentations are used in the teaching and learning process.

Moreover, Council (1995) state that technology offers new ways of teaching and learning, and provides new ways for all students in education to be openly accountable to parents, society, and students. The use of technology can facilitate student achievement because it provides an interesting medium to make learning English more fun and effective.

Technology has an important role in teaching and learning process. Bajcsy (2002) says that technology in teaching and learning is more varied. He suggests that technology can help organize and provide materials for

students, helping students, teachers, and parents interact, anytime and anywhere. In addition, technology can facilitate and assist in the authentication and prioritization of internet materials and simulating, visualizing, and interacting with scientific structures, processes and models. For example, students can find additional material from the Internet. Dudeney and Hockly (2007) state that internet access is becoming increasingly available to students. Younger students are growing up in the technological age, and English as an International Language is used in technological contexts. Therefore, it is very important to employ technology as a supporting medium for teaching materials without time constraints.

The use of the internet or popular technology is called CALL (Computer Assisted Language Learning). As Warschauer (1996) stated that it is an approach to teaching and learning foreign languages through computers and computer-based resources such as the internet are used to present, reinforce, and assess the material to be studied. And now the use of the internet can be more easily accessed via mobile devices. Another term, MALL (Mobile Assisted Language Learning) is here to provide independent and effective learning. Kukulska-Hulme and Shield (2008) define MALL as access to a wireless network device, which were communicate with the network increases, the use of mobile devices in supporting learning is becoming more common. MALL deals with the use of mobile technology in language learning (Miangah & Nezarat, 2012). As mobile technology evolves, MALL creates new opportunities to enhance

the learning experience of students at all levels of education. MALL can make it easier for students to access educational resources without the need to be present in the work environment. Mobile device is a useful tool and a way to access recent events in the classroom (Climag, Miguel and Conde, 2014).

There are many applications used in learning English. One of the popular technology applications is Cake. On the Wikipedia website, "Cake app" takes a highly data-driven approach to education. At each step along the way, the system measures what questions users face and the types of errors they make. Then collect that data and learn from recognizing patterns. To facilitate the process of learning English, and supported by a very advanced technology today, young learners who want to learn English with practical and fun applications may use Cake to practice English. While doing an exercise one should check whether the exercise is relevant or not. The researcher focuses on the speaking exercises presented in Cake's Free Language Learning Application.

Free Cake Language Learning Application can be downloaded on mobile or PC/Laptop; therefore, users can practice anytime and anywhere.

Cake uses strategy game mechanics to create incentives to keep students learning. It is built very much like a computer game, where the participants have to pass certain levels. The following lessons were opened after students have mastered the material or the previous level. Users can complete various types of exercises including multiple choice, writing and speaking through

the microphone (Fitria, et all. 2021).

Previous research was conducted by Nurina and Laila (2021). The similarity of this research is about the use of Cake application. In this previous research, Nurina uses a quantitative approach to Experimental Design Research and the field of research is Vocabulary. Meanwhile, in this study, the researcher wanted to know the effectiveness of using the Cake game application at MTs Tanah Kampung and how Cake can develop students' speaking skills. Researchers were used a quantitative approach with a quasi-experimental type.

The fact that researchers found is that when conducting a preliminary study at MTs Tanah Kampung in the odd semester of the 2020/2021 academic year on October 5th 2022 by interviewing teachers and looking directly at the learning process that's going on there are some indications. That the students' english-speaking abilities were still low, the increased vocabulary was limited, the fear of making mistakes and difficulty in speaking English, so the students had difficulty developing ideas. This affects the short of the answers students express in answering questions given by the teacher.

The method of delivering learning materials carried out by some teachers is lectures and questions and answers is judge to be less effective for learning. This causes a sense of boredom in students because the method is less interesting and less fun. And, there are still many students and teachers who do not know that there are many mobile learning applications

on mobile phones that can be used to facilitate the learning process, especially for English subjects as a learning medium.

In this study, the researcher used the Cake application to increase the speaking skills of the eighth grade students of MTs Tanah Kampung. The researcher wants to conduct a research entitled "**The Effectiveness of using the Cake Game Application in Increasing Students' Speaking Skill at Eighth Grade Students of MTs Tanah Kampung Academic Year 2022/2023**".

B. Identification of The Problems

Based on the background above, the researcher found some problems in this study. There were as follows: First, the eighth grade students at MTs Tanah Kampung in the 2022/2023 academic year are difficult to speak English because they are still being influenced by their mother tongue. Second, the problem is that students lack vocabulary, and students' motivation is still low in speaking skills. Third, the students are too shy to share their ideas through speaking because they lack of grammatical and the students don't have any idea to choose the topic. The teaching methods are not appropriate on activities to practice speaking in English that's why the students have low speaking skills in English.

C. Limitation of The Problems

Based on the identification of the problems above the researcher limited this research to investigate the effectiveness of cake game application to students' speaking skill of eighth grade MTs Tanah Kampung Academic Year

2022/2023.

D. Research Question

Research question was formulated as : Is there any significant effect of using cake game application to students' speaking skill of Eighth grade MTs Tanah Kampung Academic Year 2022/2023?

E. Purpose of The Research

Based on the research question above, the purpose of this research is to find out the effectiveness of using cake game application to students' speaking skill Eighth grade of MTs Tanah Kampung Academic Year 2022/2023.

F. Significances of The Research

The Researcher hope that this research can provide several benefits, namely as follows:

1. For the teacher

The researcher hoped this study could give several inputs to the teachers about the possible problems encountered by students in improving their speaking skill. The teachers could discover various effective methods which were used to teach speaking.

2. For the students

It helps give motivation for students learning speaking, especially in cake game application. So, the students can increase the speaking ability.

3. For the researcher

This research helps the researcher to understand about Cake game application.

G. Definition of Key Terms

To make it easier for readers to understand this research, the following researchers was provided definitions of several key terms that are important to understand as follows:

1. Cake Game Application

The cake is the newest popular Android mobile application developed by South Korea. It is an application to help people to be better speakers. It gives people the confidence and skills to speak powerfully on stage, in front of the public, or in everyday life (Nuraeni and Yanthi, 2020).

2. Speaking Skill

Speaking is an interactive process of constructing meaning involving producing, receiving, and processing information (Brown, 2001). In the present study, speaking refers to the students' performance of using English language in the classroom interaction to communicate or convey their message.

H. Hypothesis

Hypothesis is a statement of research assumptions about the effect of two variables that the researcher plans to test in the research framework.

1. This research hypothesis was prepared as a provisional answer to the research problem stated earlier. In this case, the alternative hypothesis (H1) is read as follows: There is a significant effect in student achievement in speaking skills between students who are taught with Cake game application and students who taught without Cake game application in class VIII Mts Tanah Kampung.
2. Due to statistical calculations, the alternative hypothesis needs to be changed to the null hypothesis (H0) as follows: There is no significant effect in student achievement in speaking skills between students who are taught with the Cake game application and students who are taught without the Cake game application in the eighth grade of the VIII Mts Tanah Kampung.

CHAPTER II

REVIEW RELATED LITERATURE

A. Speaking

1. Definition of Speaking

Speaking is an important way to communicate with each other. (Cameroon, 2001) states that "speaking is the active use of language to express the meaning of speaking is more demanding than listening to language on the learner's language skills and resources". This is because speaking activities require more practice to speak easily and automatically. The goal is to improve speaking skills, enrich vocabulary use, improve language structure, perfect vocabulary words, English sentences, and train hearing so that it is easy to catch messages from the other person. English is used as the language of instruction for certain materials, but some of the lecturers who teach at the various campuses mentioned above still deliver materials bilingually (Indonesian and English) which aim to equalize the status of the campus on an international scale.

Speaking is one of the skills in language that is used daily. Speaking is done as a more effective communication tool and plays an important role in life. The definition of speaking varies, including the following. Speaking is being capable of speech, expressing or exchanging thoughts through using language. "Speaking is a productive

aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003).

Speaking is one of the productive skills and it is assumed as the most highly prized language skill since someone who speaks a language should speak and think at the same time then he also should understand what he conveys (Lado and Pinter, 2006).

2. Speaking purpose.

Speaking has a purpose, the main purpose of speaking is to communicate. In order to communicate effectively, the speaker must understand the meaning of everything that was communicated. So that communication is good, without any misunderstanding between the speaker and listener (Arsjad, et al. 1988). Och and Winker basically speaking has three general goals, namely as follows.

1. Inform, report (to inform)
2. Entertain, entertain (to entertain)
3. Persuade, invite, urge, convince (to persuade) .

Based on the above statement Och and Winker speaking has intent to inform something to someone else (Tarigan,1990). In addition, speaking can also have the intention to entertain and invite

the other person to do something. So, the purpose of speaking is said to encourage or stimulate if the speaker tries to give enthusiasm and passion for life to the listener. The expected reaction is to inspire or arouse the

emotions of the listeners. The purpose of speaking is said to be convincing if the speaker tries to influence the beliefs, opinions, or attitudes of the listeners.

3. Speaking Components

There are five important components of language that influence speaking ability. Harris and state the five components follows (Harris, 1994).

1.) Pronunciation

When one study English, they has to study to pronounce the words of English too. This case is very important because the sounds of Indonesian and English are very different. English teacher should how to know to pronounces focused on elements that enchanse communication, intonation features go beyond basic pattern, voice quality, phonetic distinctions between register and vowel (Brown, 1994).

2.) Grammar

Brown defined grammar as a system of rules governing the conventional arrangement and relationship of words in a sentence. So, grammar is how to combine words to be good speaking (Brown, 1994).

3.) Vocabulary

Brown State that large enough vocabulary, the students can somprehend and speak a great deal. So, we need much vocabulary to build language well (Brown, 1994).

4.) Fluency

Fluency is ability to produce a large number of ideas in given period of time. Therefore, it exert a significant influnce of communication between the speaker and listener. If the speakers speak with great clumsy, it its likely that the listener was neither understand, her response relevantly to what speaker say. Thus, the speaker should speak rather easily and in convenient speed in order listener are able to respon.

5.) Comprehension

Comprehension is also one of the component that involves in speaking skill. When one speaks to interlocatur, She should pay attention to it. Because if the interlocutor. Does not comprehend what the speaker said, there was the misunderstood and the communication cannot run well (Harris and Sipay,1980).

4. Teaching Speaking in EFL Context

Students in learning English is required to master three aspects of language, namely pronunciation (pronunciation), grammatical aspects (grammar) and vocabulary aspects (vocabulary). These three aspects

realized in four language skills, namely listening, speaking, reading and writing .

Speaking is “the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts .“Speaking is an important part of the process of learning and teaching a foreign language as a second language. Although important, over the years, teaching speaking "speaking" has not become an important thing and English teachers continue to teach speaking only as repetition of exercises or memorizing dialogues (Chaney, A.L and Burke T.L, 1998). However, today's world requires that the aim of teaching speaking should be to improve students' communicative abilities, because, only in that way, students can express them selves and learn how to follow appropriate social and cultural rules in every communication.

B. Descriptive Text

1. Definition and Social Function of Descriptive Text

Descriptive text is a text which says what a person, thing, or place like. It is purposed to describe or reveal something such person, thing, or place (Hartono & Purwanto, 2017:65). Descriptive text is describing something in specific. In other word it is only describes one thing. Usually it is started with possession mark in the title. For example, My Beloved Cat.

The social function of descriptive text is to describe a particular person, thing, or places. Meanwhile the specific function of descriptive

text is to give description about an object both human and non-human (Hartono & Purwanto, 2017). Descriptive text can be used to describe family member, popular person, friend, and other. It also can be used to describe animal, favorite thing, lovely place, and the others.

2. Generic Structure of Descriptive Text

Based on Hartono and Purwanto (2017) there are 2 generic structure of descriptive text. First is identification. It is part which introduces or identifies person, thing, or place that will be described. Second is description. It is part which gives detail or specific information about person, thing, or place. The information can be the characteristic or physical appearance of person, thing, or place.

C. Game as a Learning Medium

Educational games are very important in the classroom, no matter what the age of the students. Because the main focus of using games in class is to help the students learn and have fun. While playing, the students can be relaxed, exercise, and tease their friend. Apart from having fun, the students learn at the same time, they acquire speaking along with its spelling and pronunciation. The students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

Sometimes educators feel overwhelmed by the assigned curriculum and need to come up with new ideas and interesting activities. Another advantage,

in language classes, learners feel stressed because they think they have to master a target language they are not familiar with. In addition, students become too anxious to be criticized and punished by their teachers when they make mistakes (Sugar, 2002). Games are advantageous at this point because they reduce anxiety, increase positive feelings and increase self-confidence because the learner is not afraid of punishment or criticism while practicing the target language freely (Crookal, et.al, 1990). The benefits of using games in classroom learning can be summarized in nine main points, namely as follows:

1. Games are learner-centered (the student is always in focus).
2. Games promote a communicative competence.
3. Games create a meaningful context for language use.
4. Games increase learning motivation.
5. Games reduce learning anxiety.
6. Games integrate many various linguistic skills.
7. Games encourage creativity and spontaneous usage of the language.
8. Games construct a cooperative learning environment.
9. Games foster participatory attitudes of the students. (Chen. 2005)

1. Cake Application

Playlist Corporation built the Cake English learning Application It was updated with version 2.4.1 on December 17, 2019. In this app, students may learn English using videos, brief English dialogues, and discussions that are updated daily, allowing them to learn quickly and continually (Fitria, et all. 2021).

The Cake application is the newest and most popular Android mobile application made by South Korea. It's a program that teaches p eople how to talk more effectively. It offers them the confidence and abilities to talk effectively in front of an audience on stage (Yanthi, 2021).

Furthermore, this app may be downloaded for free from the Google Play Store, and we could also use it for free. Cake is one of the most recent mobile apps for English learning in 2018. This application can help you enhance your english speaking skills. Learners can speak English fluently and even confidently in public. Learners study English using the Cake program by watching YouTube videos and subscribing to the channels they prefer. Another advantage of using this app for learning English is that it contains numerous English expressions, words, and idioms that are highly helpful and must be learned by English learners in the form of short video scripts or audio. This program is useful and simple not just for learning to speak English, but also for listening, grammar, and vocabulary.

2. The Advantages and Disadvantages of Cake Apps

1.) The advantages of using cake Apps

There are several advantages of learning to speak through the cake application, this application is suitable for improving speaking skills because the main feature of this application is a speaking course, this application also provides several videos from many channels that you can watch and practice speaking with the keywords. (Fitria, et all. 2021) Students can use this application as your medium in teaching speaking skills because with this application students can check the pronunciation then knew whether students have good pronunciation or not. Students can also find their level from this app and choose exercise level, the level is from basic to advanced.

2.) The disadvantages of using cake Apps

In learning to speak through the cake application has two weaknesses, such as students having to go through several steps to make good pronunciation, students must have adequate facilities such as smartphones, laptops or computers, and good internet connections.

(Fitria, et all. 2021) The data collected shows three strengths and weaknesses of implementation in learning speaking through the application of cake.

3. The Procedure of Teaching Speaking by Cake

To access Cake game application students have to sign in first. Students can sign in using their Facebook account or using Google account, they can also use guest mode which is student do not need to sign in but, when student use guest mode, only free episodes (material for speaking practice) are available. To start speaking course in this application touch the microphone symbol on the bottom and decide what level students want to learn then choose the episode or topic that they need to learn, each episode costs 10 coins. When students sign in they were get 30 coins to open the episodes of speaking course, Tawali and Kamarudin, (2022) explains that the procedures of this teaching in several steps :

- a) Individual episodes of speak are purchased with coins.
- b) Coins are not available for purchase. They are granted when you speak while logged in.
- c) The number of coins you receive is determined by how many coins you spend; the more you spend the more coins you receive.
- d) You can save up to 50 coins and receive no more coins after that. In the vocabulary course, you must first listen to the conversation and then speak in response to what you have heard. This app will automatically correct your pronunciation; if you pronounce the word incorrectly, it will be striped and red. You can practice your

pronunciation by repeating the conversation. You can open the quiz and fill in the blanks with the vocabulary from the conversation.

D. Previous Related Findings

Rihani Bariza, (2021). Investigating the Role of the “Cake Application” in Enhancing English Foreign Language Learners’ Speaking Skill The case of first year students of English at Biskra University. descriptive method. LMD student as a sample we have selected 39 students. 39 participants and teacher interviews with 4 participants from Biskra Mohamed Kheither University, Department of Foreign Languages, English Division, this instrument provides an opportunity to seek and assess the attitudes and views of the participants towards the role. from “The application of cakes in improving the speaking skills of EFL students. From the point of view of teachers and students, speaking skills are important to the communication process in all languages, and have significant importance. Therefore, the need for tools and techniques to develop it becomes a must. Therefore teachers and students support the integration of “Mobile App” as a new tool to increase their speaking skills, and useful inside and outside the classroom. Both have a positive attitude towards this idea according to the results of this study.

Nuraeni and Winda Yanthi, (2020). The Use Of Cake Application In Teaching Speaking To Senior High School’s Students. Descriptive Reaserch. 36 students of SMA PGRI 3 Bogor with X Science 1. The Students' perception of the use of Cake application in learning speaking skills is good. This can be seen from the average advantage of each as an indicator of closed questions.

Based on the points that have been shown about creating fun learning at the 93% percentile, increasing students' motivation at the 89% percentile, improving students' speaking skills at the 92% percentile, and increasing students' self-confidence at the 93% percentile. From these results, it can be achieved that the average perception of students about the use of the Cake application in learning speaking skills is 92%.of the use of Cake application in learning speaking skills is 92%.

Anisa Fitria, et.all, (2021). *The Implementation Of Cake Application In Learning English Speaking Skills*. Qualitative research. students from IX junior high school. the result of interview data, and questionnaire data that the implementation in leaning speaking through cake application was suitable instructional media for students because implementing cake application helps students in learning speaking and foster their speaking skill. It is shown that students were enthusiastic during learning process and students told their stories about memorable experience expressively and confidently in their learning activity. Interview and questionnaire also show that the implementation of cake application helps students in learning speaking and foster their speaking skill.

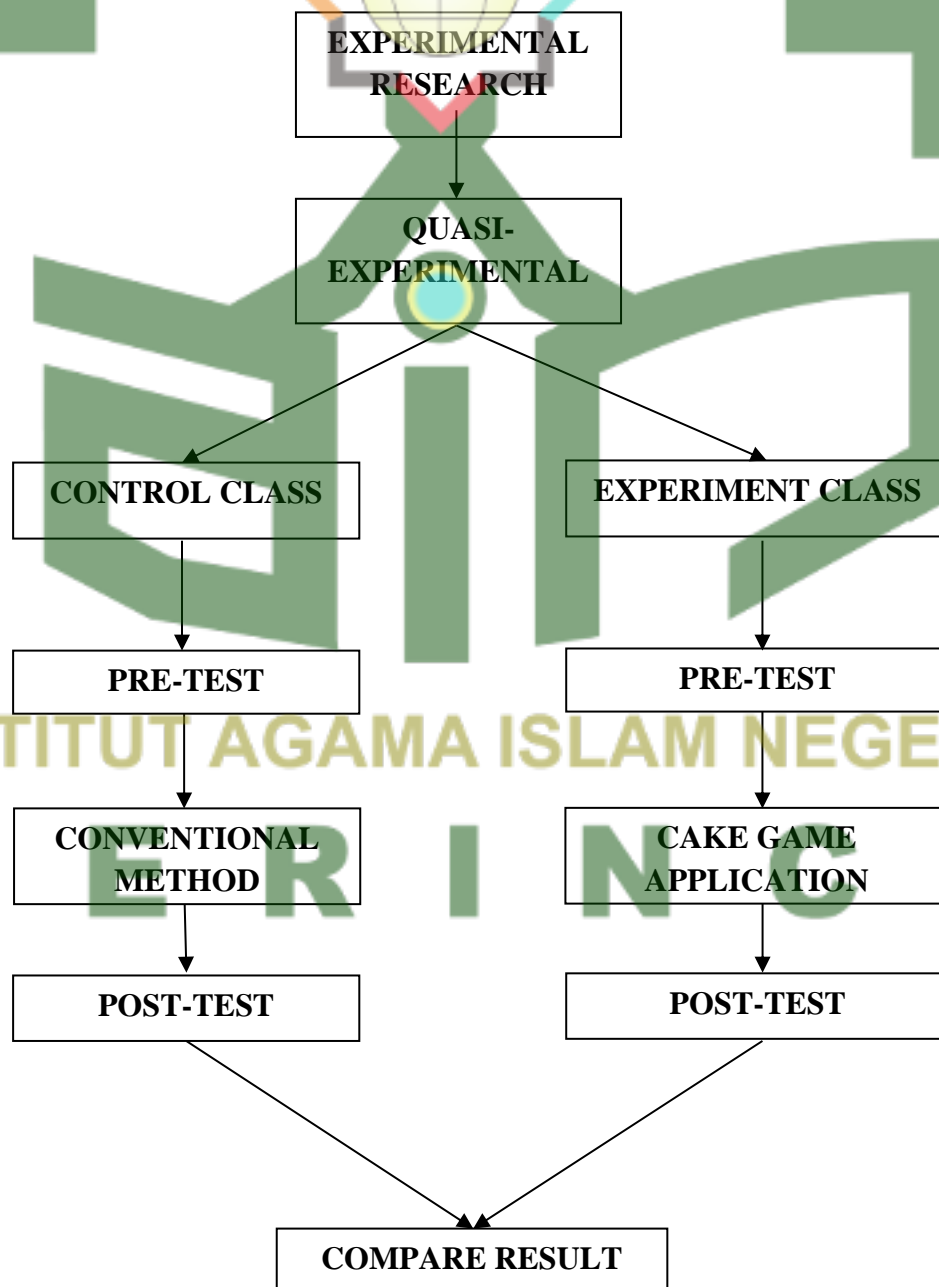
The similarity of this research with previous research is discussing the Cake application. The difference between this research method and this study uses quantitative quasi experimental methods and the research instrument uses an oral, but among the three previous studies, two of them used quantitative and qualitative methods with questionnaire and interview research instruments.

C. Conceptual Framework

Students think that study about speaking is quite difficult thing. So that teachers needs an attractive activity to make it easier. Cake game can be applied to increase of students' Speaking skill on the eighth grade students in MTs Tanah Kampung

Conceptual framework of this research can be draw as follow:

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used a quasi-experimental method with a quantitative approach. In this study, the quasi-experimental method was chosen because the researcher use an existing group. Wayne K. et, all. (2016), namely: "Quantitative research is scientific investigation that includes both experiments and other systematic methods that emphasize control and quantified measures of performance". McMillan and Schumacher in Ridwan (2014) states that quasi-experimental research is a good design of the research because although it is not true experiment, it provides reasonable control over most sources of individuality and it is usually stronger than the pre-experimental design.

In practice, the non-equivalent control group design was used two groups, namely the experimental class and the control class as a comparison.

In this research design, the experimental group and the control group was not randomly chose. The reason the researcher chose the non-equivalent control group design because the researcher want to see the real situation or atmosphere that occure in the class. The following are distinguish by distinguishing the two groups, between groups that use the Cake game application with media that have been previously apply. This design can be describe as follows:

Table 3.1 Research Design Nonequivalent Control Group Design

Group	<i>Pre Test</i>	Treatment	<i>Post Test</i>
Experiment (Cake game application)	O1	X1	O2
Control (Conventional method)	O3	-	O4

(Sugiyono, 2010)

Information :

O1 : English speaking skill in the experimental class before being given treatment.

O2 : English speaking skill in the experimental class after being given treatment.

O3 : English speaking skill in the control class before being given treatment.

O4 : English speaking skill in the control class after being given treatment.

X1 : The treatment given to the experimental class using the application Cake games

This research consists of two variables, namely the independent variable and the dependent variable. The independent variable in this study was the use of the Cake game application, while the dependent variable was the english speaking skills of the Eighth grade students of MTs Tanah Kampung.

B. Population and Sample

1) Population

Population is the whole of the unit in study. Population is a collection of individuals with quality characteristics which has been set. Population is a group of people, events or things that have characteristics. (Arifin, 2011).

The population that was used in this research is all students of class VIII at MTs Tanah Kampung, as many as 45 students with sample 30 students.

2) Sample

In this case the sample was selected is class VIIIA as the experimental class and class VIIIB as the control class. The basis of the research determine that class VIIIA was the experimental class and VIIIB was the control class, the class selected because students have the same ability. In this research, the sampling technique was carried out used a cluster random sampling technique. The reason the researcher was used the sampling technique is because the researcher does not form a sample group

but uses a pre-existing group of students. This is in accordance with what Arifin (2011), said that "Cluster sampling is a sampling method based on a group of individuals and is not taken individually or individually. The table of sample that consists of experimental group and control group, like in table 3.2 below:

Table 3.2 The sample of the research

No	Group	Class	Male	Female	Total
1.	Experimental Class	VIII A	7	8	15
2.	Control Class	VIII B	6	9	15

C. Instrument of the Research

The instrument of this research was test. The use of the test is intended to measure students' speaking ability in the study material. explains that the oral test is intended as a test that is carried out simultaneously with learning activities (Nurgiantoro, 2010). The researcher used an oral test of this research. The oral test in assessing the students' speaking ability. The students' performance was recorded their voice by using phone. For the test, the rubric was needed to assign some grades for the students.

This Research used a speaking test in the audio documentation to be an instrument that aims to analyze in order to obtain research data.

To analyze students' achievement in speaking skills, they are analyzed by the raters who validates the students' public speaking audio, the raters used a rubric for the assessment category by Brown (2001). There are five indicators in the students' achievement in speaking assessment they are, grammar, vocabulary, comprehension, fluency and pronunciation.

In this research there was three raters that evaluated the speaking test whether it was appropriate or not. The first rater the lecturer of English Department of IAIN Kerinci who also as the lecturer who teach speaking

for professional speaker, the second rater an English teacher from MTs Tanah Kampung and the third rater is a researcher in this research. In giving score for the students in speaking categories, the rubric used as follows:

Table 3.3 Students' Speaking Skill Rubric Score

Criteria	Score	Component in Scoring Test
Pronunciation	5	The students can the word very well.
	4	The students can pronounce the words well.
	3	The students can pronounce the words adequate enough.
	2	The students can pronounce the words frequently unintelligible.
	1	The students can pronounce the word poorly
Grammar	5	The students has very good grammar.
	4	The students error in grammar is quite rate.
	3	The students grammar is good enough, able to aspect the language with sufficient structure.

	2	The students construction of grammar is quite accurately but not have through or confidence control.
	1	The students error is frequent but the content still understood.
Vocabulary	5	The students has board vocabulary.
	4	The students has adequate vocabulary.
	3	The students has good enough vocabulary.
	2	The students has limited vocabulary.
	1	The students has very limited vocabulary.
Fluency	5	Speech is following style, mostly easy to undersant.
	4	Speech of speech seems to be slightly affected by language problem.
	3	Speech and fluency is father strongly affected by language

	2	limitation. Usually resistant: often forced to silence by language limitation.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Ideas highly organized, covers all of the elements of speaking.
	4	Ideas will be organized, cover almost all of the elements of speaking.
	3	Ideas less organized, some missing parts of the elements of speaking in practicing conversation.
	2	Ideas less organized cover only the main elements of the speaking problem in practicing conversation.
	1	Unorganized ideas, a lot of missing parts of the elements.

(Brown, H. D. 2004)

As a result the highest point from all categories are 25 and to make researcher analyzed the data easily, the score that have been obtained transformed into 100 by using the following formula:

$$T = \frac{X}{25} \times 100$$

T = Final Score

X = Total Score

Therefore, to know students' speaking achievement based on score that have been obtained by using the classification which was divide into five classification adapted from brown (2004) as below:

Table 3.4 Category score of Speaking Skill

Value Scale	Category
85-100	Very Good
70-84	Good
55-69	Fair
40-54	Poor
<40	Very Poor

As the result, the data obtained from the speaking test analyzed by using SPSS 25 in order to find out the significant the correlation of students' emotional quotient and speaking achievement.

D. Technique for Collecting Data

The procedure for collecting the data in this research used speaking test in oral test. It consisted of pre - test, treatment , and post - test . This procedure was organized as follow:

1. Pre Test

The researcher delivered pretest to the students before the treatment, as well as for experiment class and control class . The pre - test given at the beginning or the first meeting which the students ask to explain a short thing which the description of people and things as well as about the students ' daily activity orally. This test was hold for both classes to measure the students ' basic ability in speaking.

2. Treatment

The researcher provided treatment by using of the Cake game app in experiment class and conventional taught in control class. The treatment was hold for both class that taken in eight times. treatment as follow :

Table 3.5 Procedure of treatment

Experiment Class	Control Class
1. The teacher and students have greeted each other when they entered the class and then prayed.	1. The teacher and students have greeted each other when they entered the class and then prayed.

<p>2. Students observed the teacher's explanation of the descriptive text material.</p> <p>3. Students have introduced to the Cake Game application</p> <p>4. Students have directed to make groups by educators consisting of 2 people.</p> <p>5. All student participants are given a Cake game account to enter the application.</p> <p>6. Students have directed to choose the exercise being studied.</p> <p>7. Furthermore, students are directed to repeat and imitate what the speaker said in the application, when using the application.</p> <p>8. Each group member helps each other by sharing criticism or feedback on students' speaking skills.</p>	<p>2. Students observed the teacher's explanation of the descriptive text material.</p> <p>3. Students are asked to make groups of 2 people.</p> <p>4. Each group are given the opportunity to explain what is known about the descriptive text.</p> <p>5. For each group, each member discusses text, and makes an example of the descriptive text.</p> <p>6. Each member in each group is given time to try to pronounce the descriptive text he made.</p> <p>7. Educators provided conclusions on the learning process.</p> <p>8. The control class gave conventional taught e.g. change pairs in eight times. he researcher delivery the same material with experiment class which the students ask to create a short</p>
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<p>9. Educators provide reinforcement regarding student outcomes.</p> <p>10. The researcher have conducted treatment for eight time in order to find out the results of the use of this treatment is effective for experiment class than control class to improve students ' speaking ability.</p> <p>11. Give posttest questions, to make sure whether students have a good understanding about the lesson or not, The test have taken an oral test.</p>	<p>description about people, things and their daily activities orally. It aims to carry out the differences of the students ' score between experiment class and control class.</p> <p>9. Give posttest questions, to make sure whether students have a good understanding about the lesson or not. The test have taken an oral test.</p>
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3. Post Test

After having treatment, the researcher gave post - test for the experiment class and control class . This post - test was hold in the last meeting which the students ' ask to create descriptive text orally about person, animal, thing and place. The posttest have conducted in order to know the difference scores of class the experiment class who has the higher score than control class.

E. Validity and Reliability Test

1. Validity

According Athur (2003) in Wati (2019) states that the test can be said to be valid if it measures accurately what it is intended to measure. Furthermore, based on John (2008) in Wati (2019), there are four types of validity, they are content validity, concurrent/criterion validity, predictive validity, and construct validity. The researcher used construct validity. In construct validity the researcher consulted with the expert to discuss the instrument used in measuring writing skill of the students. Sugiyono said that validity was divided into two kinds; they were internal validity and external validity (Sugiyono, 2014). Test was included into internal validity. It should consider the construct validity and content validity. To analyze the construct validity, it can use judgement of experts based on some components that should be considered in giving students' score. To analyze the content validity, it can be employed by comparing the content of test and the material that was being taught. For the pre-test and post-test of this research validity, the students' writing was measured by two raters by using the standard score of assessing writing from Ferdilyn & Mark. The test was based on the material that was studied by the students. In administering the test, the researcher had consulted first with the researcher's supervisor

2. Reliability

The reliability test in the instrument needs to be done. The reliability test in the instrument aims to determine the extent to which the instrument can be trusted as a measuring tool. The degree of consistency of an instrument is reliability (Arifin, 2011). Reliability relates to the question of whether an instrument can be trusted predetermined criteria. So if an instrument is retested at a different time with the same group, it was produced the same test results.

According to Creswell (2012) there are five types of reliability. They are test-retest reliability, alternate forms reliability, alternate forms and test retest reliability, interrater reliability and internal consistency reliability.

3. Inter-Rater Reliability

According to Gwet, (2014;4) state that concept of inter-rater reliability has such a wide range of applications across many fields of research that there is no one single definition that could possibly satisfy the specialists in any field. This inter-rater reliability experiment involves two raters, and four possible categories into which the patients may be classified. The two raters are the diagnosis methods “Clinical Diagnosis” and “Research Diagnosis.” Gwet, K. L. (2014). Different statistics are appropriate for different types of measurement. Some options are joint-probability of agreement, such as Cohen's kappa,

Scott's pi and Fleiss' kappa; or inter-rater correlation, concordance correlation coefficient, intra-class correlation, and Krippendorff's alpha. In this research was used Fleiss' kappa measurement to collecting the data. after the scores the raters were gotten, the researcher compared it used Fleiss' Kappa formula to get the coefficient of inter-rater reliability of the test. The range of coefficient reliability was 0 – 1 SPSS 25. To know reliability of instruments researcher used rules of Fleiss' Kappa Formula (Joseph L. Fleiss, Bruce Levin, 2004) :

Table 3.6 Coefficient Reability Fleiss' Kappa

κ	Interpretation
< 0	Poor agreement
0.01 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

F. Technique of Analysis Data

a) Normality test

Normality test is a test to measure whether the data has a normal distribution or not . To know the normality, the researcher will use *Shapiro-Wilk* test with SPSS.

b) Homogeneity Test

If a parametric test of the correlation coefficient is will

use, assumptions of bivariate normality and homogeneity of variance must be met.

The hypothesis in homogeneity : $F_{\text{value}} \leq F_{\text{table}}$, means both of variants are homogeneity $F_{\text{value}} \geq F_{\text{table}}$, both of variants are homogeneity.

c) Hypothesis Test

The researcher used SPSS 25.0 program to analyze the data. The researcher applied the paired sample test to analysis speaking test. Widiyanto (2013), paired sample test one of the testing method uses the effectiveness of the treatment.

If the data obtained are normally distributed data, the researcher would use the t-test, whereas if the data obtained are not normally distributed, the researcher would use the Mann Withney U Test. Implementation of t test and Mann Withney U Test. Done by using SPSS program:

- 1) If the value of Sig. < 0.05 then H_0 is rejected. This means that there is an actual average difference between the post test results of both the experimental class.
- 2) If the value of Sig. > 0.05 then H_0 is accepted. This means that there is no actual average difference between the post-test results of both the experimental class.

d) T-Test

T-test is the main data analysis process that was proposed to test if any significant difference between the two classes can be identified. By t-test, it is determined which of the hypotheses offered, the null hypothesis or alternative hypothesis is accepted or rejected. H_0 is rejected if $t_{test} > t_{Table}$. After examining the hypothesis, the result of the t-test gives answer to the research question on there is significant difference between Cake game Application and conventionl strategies. The further analysis is done to know the mean difference between the two groups ($M_a < M_b / M_a > M_b$). Furthermore, to know which group is better, the mean scores of the groups are compared.

BAB IV FINDINGS AND DISCUSSION

A. Research Findings

1. Students' Speaking Score

a. Experimental Class

1) Pre-Test

The Experimental Class (VIII A) was a class that taught with using Cake game application on students' speaking ability of Descriptive Text. In this class, there were 15 students. The researcher gave a pre-test in advance to find out the students' scores and also the students, ability before the teaching and learning process about descriptive text is carried out. After that, the researcher used 3 raters to calculated students scores from the results of speaking a descriptive text.

For the first rater, the mean score of pre-test of the experimental class was 49,06. It consisted of 4 students got Fair Category and 11 students got Poor category. Besides, from the second rater, the mean score of pre-test of the experimental class was 49,33. It consisted of 4 students got Fair Category and 11 students got Poor category. Then, from the third raters, the mean score of pre-test of the experimental class was 48,2. It consisted of 3 students got

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Fair Category, 11 students got Poor category and 1 students got Very Poor category.

2) Post Test

A post test of the experimental class (VIII B) To find out the students' speaking skill scores after being given treatment in the experimental class. In general the score is better than the pretest score. From the students' posttest scores, it can be seen that there is an effect in students' speaking scores. The data on the scores of experimental class students obtained after the researcher used 3 raters to calculate the students' scores of speaking descriptive text in post test.

For the first rater, the mean score of post test of the experimental class was 62,13. It consisted of 3 students got Good Category, 10 students got Fair category and 2 students got Poor category. Besides, from the second rater, the mean score of post test of the experimental class was 61,86. It consisted of 2 students got Good Category, 10 students got Fair category, and 3 students got Poor category. Then, from the third raters, the mean score of post test of the experimental class was 62,6. It consisted of 3 students got Good Category, 10 students got Fair category, and 2 students got Poor category.

For Generally, the category of speaking test in the experimental class can be seen in the following table:

Tabel 4.1 : The Students' Pre-Test and Post Test Speaking Category in The Experimental Class (VIII A)

Category	The Number of Students					
	Pre-Test			Post Test		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
Very Good	0	0	0	0	0	0
Good	0	0	0	3	2	3
Fair	4	4	3	10	10	10
Poor	11	11	11	2	3	2
Very Poor	0	0	1	0	0	0
Mean	49,06	49,33	47,2	62,13	61,86	62,6

Figure 4.1 : The pre-test and post test graph of students score category (First Rater) in the experimental class

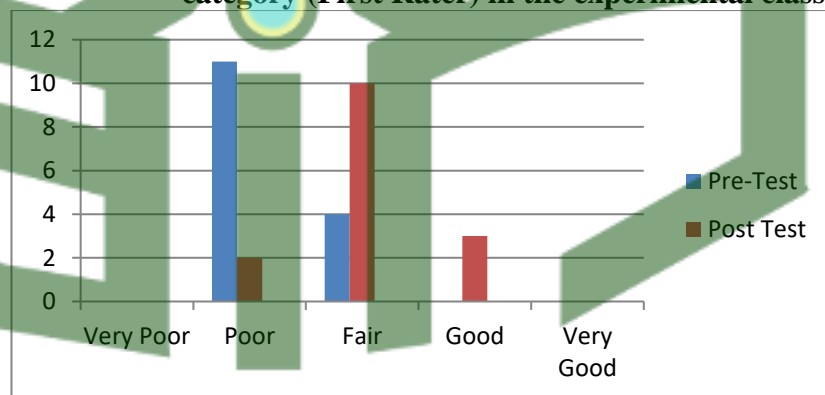


Figure 4.2 : The pre-test and post test graph of students score category (Second Rater) in the experimental class

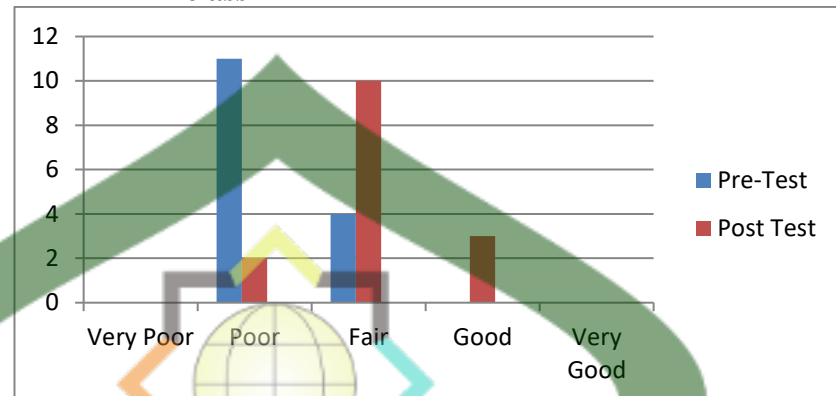
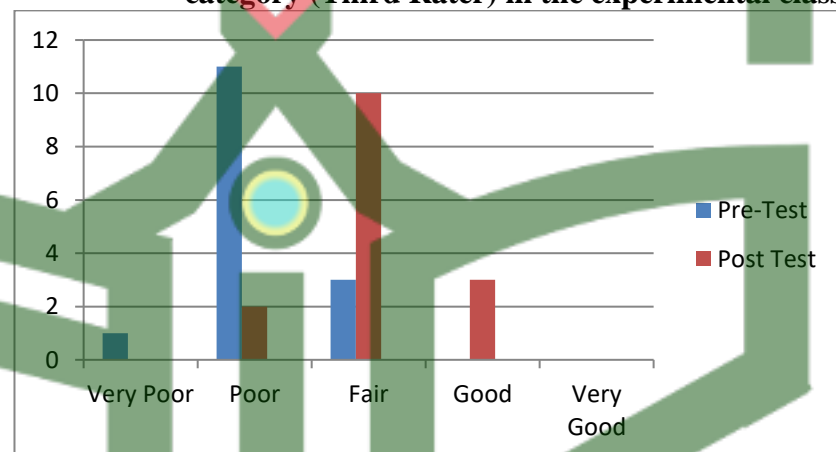


Figure 4.3: The pre-test and post test graph of students score category (Third Rater) in the experimental class



b. Control Class

1) Pre-Test

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The Control Class (VIII B) was a class that taught with using conventional on students' speaking ability of Descriptive text. In this class, there were 15 students. The researcher gave a pre-test in advance to find out the students' scores and also the students, ability before the teaching and learning process about descriptive text is

carried out. After that, the researcher used 3 raters to calculate students' scores from the results of speaking a descriptive text.

For the first rater, the mean score of pre-test of the control class was 49,06. It consisted of 3 students got Fair category and 12 students got Poor category. Besides, from the second rater, the mean score of pre-test of the control class was 46,93. It consisted of 2 students got Fair category, 12 students got Poor category, and 1 student got Very Poor category. Then, from the third rater, the mean score of pre-test of the control class was 47,46. It consisted of 1 student got Fair category, 13 students got Poor category, and 1 student got Very Poor category.

2) Post Test

A post test of the Control class (VIII B) in order to find out the student speaking skill scores after teaching and learning process in control class. The result of the posttest scores, it was used as comparison to the data of experimental class posttest measure the effectiveness of the media that the researcher used in this research. Then the researcher used 3 raters to calculate the students' scores of speaking descriptive text in post test.

For the first rater, the mean score of post test of the

control class was 53,86. It consisted of 9 students got Fair category and 6 students got Poor category. Besides, from the second rater, the mean score of post test of the control class was 51,73. It consisted of 5 students got Fair category and 10 students got Poor category. Then, from the third raters, the mean score of post test of the control class was 50,93. It consisted of 3 students got Fair Category, and 12 students got Poor category.

For Generally, the category of speaking test in the control class can be seen in the following table :

Tabel 4.2 : The Students' Pre-Test and Post Test Speaking Category in The Control Class (VIII B)

Category	The Number of Students					
	Pre-Test			Post Test		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
Very Good	0	0	0	0	0	0
Good	0	0	0	0	0	0
Fair	3	2	1	9	5	3
Poor	12	12	13	6	10	12
Very Poor	0	1	1	0	0	0
Mean	49,06	46,93	47,46	53,86	51,73	50,93

Figure 4.4 : The pre-test and post test graph of students score category (First Rater) in the Control class

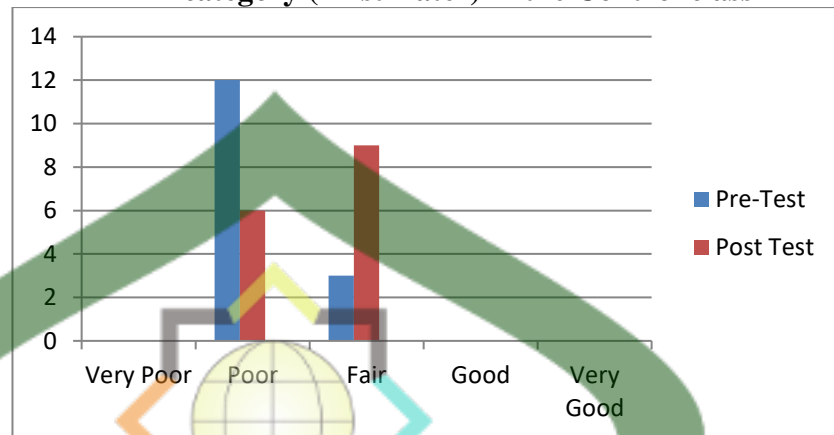
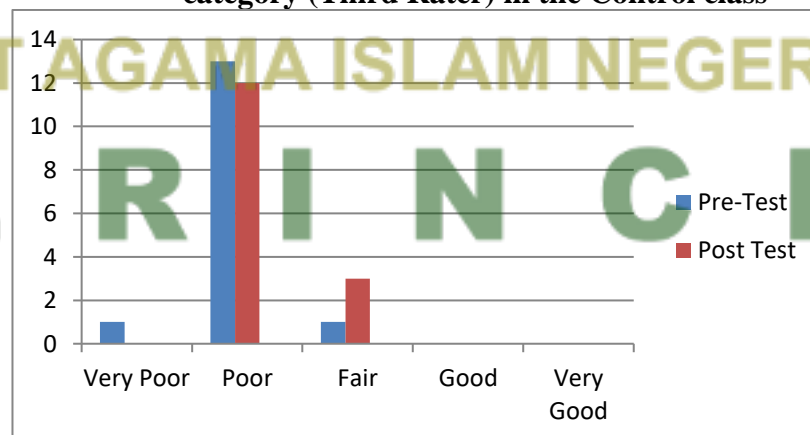


Figure 4.5 : The pre-test and post test graph of students score category (Second Rater) in the Control class



Figure 4.6 : The pre-test and post test graph of students score category (Third Rater) in the Control class



- c. The Comparative Score Between Using Cake Game Application and Without Cake Game Application.

To find out the average difference between the two groups, a comparison is made on each average value. Where the average score of the post test is reduced by the average score of the pre-test to find out how much the average score of the students has increased. Then the data results of the two classes were compared ($Ma < Mb / Ma > Mb$). This is to find out which class has a better average score.

Table 4.3 : The Comparing Average Score

Class	Post Test	Pre-Test	Result
Experimental Class (Cake)	62,2	48,86	13,34
Control Class (Conventional)	52,2	48	4,2

Based on the data above, it can be seen that the increase in the average value of the experimental class $>$ the control class ($13.34 > 4,2$). Thus, it can be concluded that there is a significant difference in student achievement in speaking skills between students who are taught with Cake game application and students who teach without Cake game application in the eighth grade of the VIII MTs Tanah Kampung. Where the use of the Cake game Application can further improve students' ability to speaking descriptive text than teach with conventional

2. Validity and Reliability Test

a. Validity Test

In this research, the researcher used construct Validity. In construct validity the researcher consulted with the expert to discuss the instrument used in measuring writing skill of the students. Therefore, before did the research, the researcher did construct validity by consulted with the teacher of MTs Tanah Kampung and also the lecturer who has give examination in seminar proposal as reviewer about the topic of descriptive text that whould give to students.

b. Reliability Test

Inter-rater reliability test was done to avoid of subjectivity on scoring of the writing procedure text test of students. Besides, the researcher was done the reliability test using Fleiss' Kappa formula by inter-rater reliability. The following were the result of the reliability test from 3 raters that had scored the students speaking descriptive text.

Table 4.4 : Reliability Inter-Rater Test Result

Reliability Test	K	Interpretation
Pre-Test of The Exprimental Class	0,396	Fair Agreement
Post Test of The Experimental Class	0,426	Moderate Agreement
Pre-Test of The Control Class	0,387	Fair Agreement
Post Test of The Control Class	0,481	Moderate Agreement

From the result above, it can be seen that the both score of experimental class and control class were normally distributed because K Value $> 5\%$.

3. Testing Analysis Requirement and Hypothesis

a. Normality Test

The normality od test is conducted to know the data of pre-test and post test of the experimental and control class is distributed normal or not. In this research, the researcher was done the normality test used Shapiro-Wilk Formula with using SPSS 25. Moreover, the data was distributed if the sig. $> 5\%$ or 0,05, so H_1 was received; H_0 was rejected. The Following were normality of test result. (See appendix 13)

b. Homogeneity Test

Homogeneity test is conducted to see the whether the data or sample in both classes are homogeneous or not. In this research, the researcher was done the homogeneity test with using SPSS

25. (See appendix 14)

Based on the appendix above, it was known that the significance value is 0,171, then $0,171 > 0,05$. So it can be concluded that both classes were homogeneous. Because both classes were homogeneous, they can be used as samples in research.

c. Hypothesis Testing (T-Test)

In this output, the results of a descriptive statistical summary of each class sample or from each experimental and control class pre-test and post-test data are shown. (See appendix 15)

The next output data is the result of a paired sample test between the two pre-test and post-test data. Let's see the table below!

Table 4.5 : Paired Samples Tests

Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	Pre-Test - Post Test	-13.333	6.399	1.652	-16.877
Pair 2	Pre-Test - Post Test	-4.333	4.685	1.210	-6.928

Paired Samples Test	
Paired Differences	

		95% Confidence Interval of the Difference	T	Df	Sig. (2-tailed)
		Upper			
Pair 1	Pre-Test - Post Test	-9.789	-8.069	14	.000
Pair 2	Pre-Test - Post Test	-1.739	-3.582	14	.003

Basis for decision making:

1. If the value is sig. (2-tailed) >0.05 then there is no significant difference between the learning outcomes in the pre-test and the post-test.
2. If the sig.(2-tailed) value <0.05 then there is a significant difference between the learning outcomes in the pre-test and post-test.

In this study, it was known that the value of the sig. (2-tailed) of $0.000 < 0.05$ in experimental class and sig. (2-tailed) of $0.003 < 0.05$ in the control class. So it can be concluded that

there is a noticeable difference between pre test and post test data in between experimental class and control class against students ability on speaking descriptive text

Based on data analysis and hypothesis testing, the result of calculation by t-test with using SPSS 25 found that

each experimental class with the null hypothesis (H₀) was rejected and all of experimental class with alternative hypothesis (H₁) was accepted. Then, a hypothesis about whether or not significant difference between the effect of using Cake Game Application and conventional strategy on students' ability to speak descriptive text at Eighth grade students of MTs Tanah Kampung was answered with the results of the comparison between the experimental class and the control class, it was found that the experimental class > control class (13.34 > 4.2). So, the null hypothesis (H₀) was rejected and alternative hypothesis (H₁) was accepted. From the analysis above, the researcher knew that have significant effect of using Cake Game Application and conventional strategies on students' ability in speaking Descriptive Text.

B. Discussion

Based on the statistical analysis of the data obtained, the researcher would like to interpret and discuss the results. The researcher did this research in MTs Tanah Kampung, where the students the second grade as population and the sample of this research was VIII B as control class and VIII A experimental class. The researcher tried to use Cake Game Application as a media in teaching English speaking because this media also has the same role as speaking ability. That will be easy to apply in the teaching and learning process.

The result of the research above, The total number of students in the class VIII population was 45, this study includes 30 samples in total. The samples are separated into two groups: 15 from the control group and 15 from the experimental group. According to the study's results description, researcher in this study have several discussions, some of which are about how the Cake Game Application affects students' ability in speaking descriptive text.

Both the experimental and control groups started out with the same level of communication ability. The researcher also demonstrated it by administering the pre- treatment test and indicating the initial level of speaking ability. The experimental group had a mean pre-test score of 48,87, while the control group had a score of 47,87. According to a statistical analysis, their pre-test speaking ability scores did not differ significantly.

Based on the research findings, the following interpretation is presented to improve the research score. First, after you have completed the post-test. The Cake game application had a statistically significant effect on students' speaking ability, according to the findings. The experimental class had a higher mean post-test score of 62.20 than the control class, which had a score of 52.20. It was discovered that the Cake game application had a significant impact on students' speaking abilities.

The findings above are in line with some previous research findings. First, Chotimah and Pratiwi (2022) the research findings indicated that there are positive result of using cake application on student's speaking skill in

English for Specific Purposes (ESP). The use of technology can be one of the vehicle for development learning process (Nasution et al., 2021). Using the cake app supports students to practice and get new word with correct English pronunciation. This application is suitable for students because the features provided in this application are various, so that students can learn English pronunciation in a fun way. cake application can improve students speaking skill in ESP.

The Second, Rahmani, et al., (2020) the research findings indicated that there are differences in the results of student statistical tests before and after using the Cake application or the effectiveness of using the Cake application on the English skills of 2020 afternoon students where the application is used to practice English language skills as a medium for practicing speaking independently. Learning using the Cake application can also provide motivation and encouragement for students to practice speaking English where the application tells users the correct pronunciation like native speakers, providing new vocabulary that can be used in speaking English ranging from simple phrases to frequently used idioms. by native speakers. The Cake application is also very interesting, giving the sensation of playing where users will be given a star score if they complete the chosen theme.

From these explanations, it can be concluded that were more significant effect on improving students' ability to write procedure text compared to the using of conventional method. This can be seen from the increase in the average scores of students in the both experimental classes. This means that

the Cake Game Application has more influence on improving students' ability to speak descriptive text at the eighth grade of MTs Tanah Kampung than without Cake game Application.



BAB V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in previous chapter, it can be concluded that there was significant effect of Cake Game Application on the students' English speaking skill at the eighth grade of MTs Tanah Kampung. The speaking skills of VIII A students' descriptive texts at the eighth grade students of MTs Tanah Kampung who taught using Cake Game Application was significantly improved and got better achievement. This can be seen from the hypothesis testing where null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

The effect of using the Cake game application and without Cake game application on students' ability to speaking descriptive text at eighth grade students of MTs Tanah Kampung was answered with the results of the comparison between the experimental class (Cake Game Application) and the control class (Conventional), it was found after doing t-test that the experimental class (Cake Game Application) > the control class (Conventional) (13.34 > 4,2). So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

B. Sugesstion

Based on the conclusion above that the researcher gave some suggestion. They are as follows :

1. English teacher are suggested to use the Cake game app to increase students' speaking abilities would be extremely beneficial for teachers. As a result, the teacher should indeed proceed to use Cake game application as a substitute instructional method for university students.
2. The students are suggested to use the Cake game app benefit students greatly because they make learning easier, faster, more enjoyable, and more effective. As a result, students are advised to use an appropriate Cake game application to better understand and enjoy the lesson.
3. The researcher are suggested to next research to be able conducted the research this strategy, especially in teaching learning English. Finally, the author acknowledges that this study has flaws and errors. As a result, the author would appreciate any constructive suggestions for improving the research.

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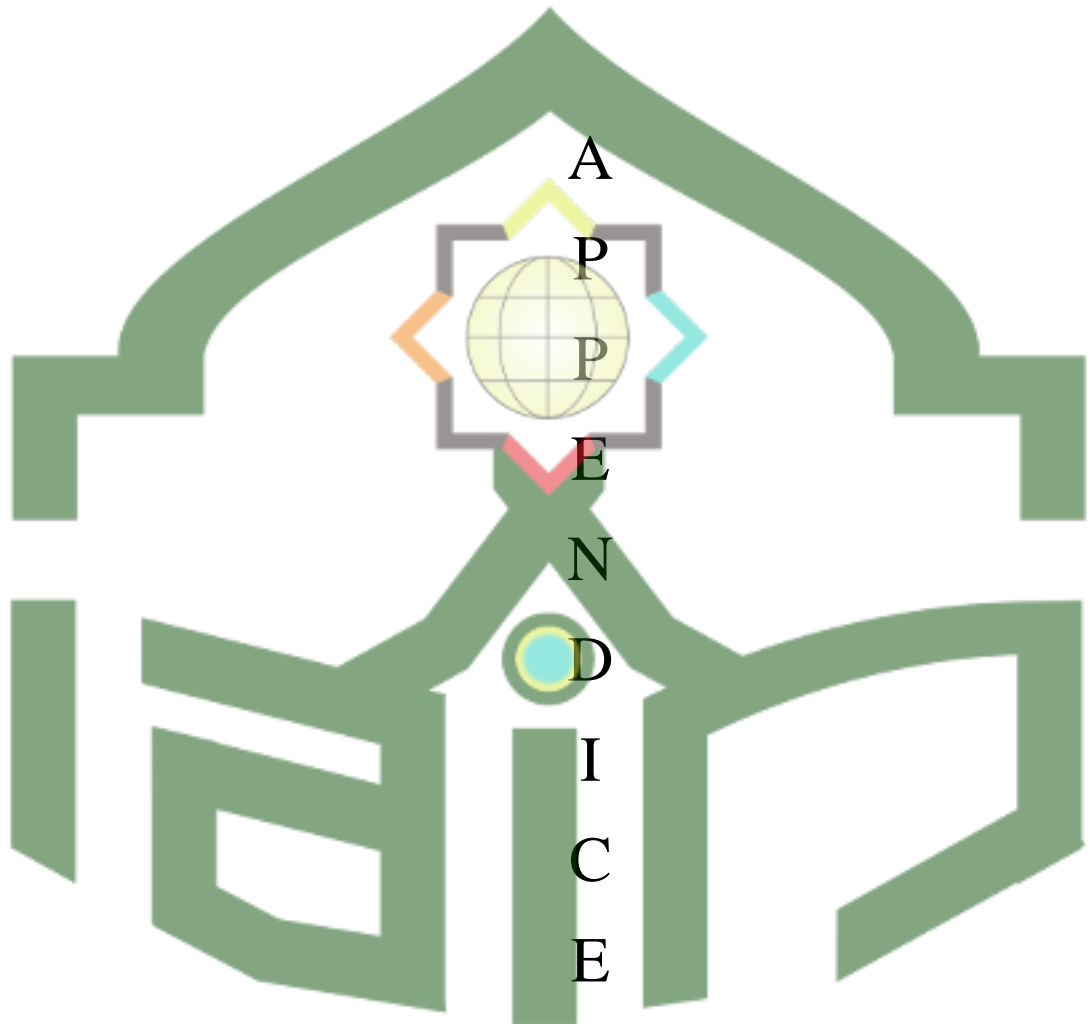
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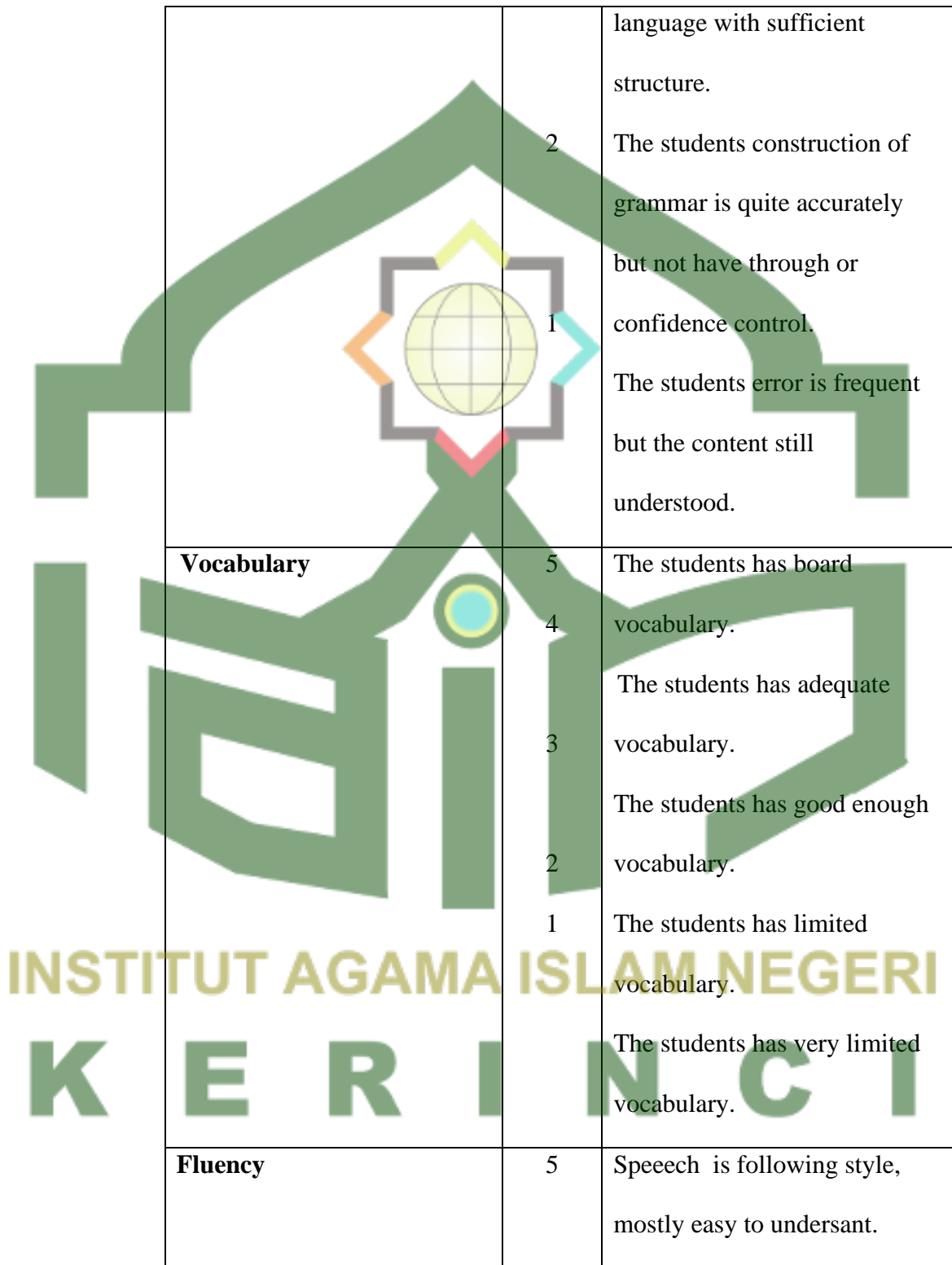


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Appendix 1

Speaking Score Rubric

Criteria	Score	Component in Scoring Test
Pronunciation	5	The students can the word very well.
	4	The students can pronouncw the words well.
	3	The students can pronounce the words adequate enough.
	2	The students can pronounce the words frequently
	1	unintelligible. The students can pronounce the word poorly
Grammar	5	The students has very good grammar.
	4	The students error in grammar is quite rate.
	3	The students grammar is good enough, able to aspect the



	2	language with sufficient structure. The students construction of grammar is quite accurately but not have through or confidence control. The students error is frequent but the content still understood.
Vocabulary	5 4 3 2 1	The students has board vocabulary. The students has adequate vocabulary. The students has good enough vocabulary. The students has limited vocabulary. The students has very limited vocabulary.
Fluency	5	Speech is following style, mostly easy to undersant.



	4	Speech of speech seems to be slightly affected by language problem.
	3	Speech and fluency is father strongly affected by language limitation.
	2	Usually resistant: often force to silence by language limitation.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Ideas highly organized, covers all of the elements of speaking.
	4	Ideas will organized, cover almost all of the element of speaking.
	3	Ideas less organized, some missing parts of the element of

	2	speaking in practicing conversation.
	1	Ideas less organized cover only
		the main element of the
		speaking problem in practicing
		conversation.
		Unorganized ideas, a lot of
		missing parts of the elements.

As a result the highest point from all categories are 25 and to make researcher analyzed the data easily, the score that have been obtained transformed into 100 by using the following formula:

$$T = \frac{x}{25} \times 100$$

T = Final Score

X = Total Score

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Category score of Speaking Skill

Value Scale	Category
85-100	Very Good
70-84	Good
55-69	Fair
40-54	Poor
<40	Very Poor

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Appendix 2

Pre-test of experiment class and control class

1. Mention your name before answer the questions
2. Choose one of the topics and describe into a good descriptive text!
 - a. Personality
 - b. Place
 - c. Thing
 - d. Animal



The logo of Institut Agama Islam Negeri Kerinci is a stylized green emblem. It features a central globe with a grid pattern, surrounded by a square frame with four colored arrows (orange, yellow, blue, red) pointing outwards. Below the globe is a red inverted triangle, and further down is a blue circle with a yellow center. The entire emblem is set within a large, green, stylized archway that resembles a mosque's entrance.

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Appendix 3

Post-test of experiment class and Control class

1. Mention your name before answer the questions
2. Choose one of the topics and describe into a good descriptive text!
 - a. Personality
 - b. Place
 - c. Thing
 - d. Animal



Appendix 4

Table : Pre-Test Score in The Experimental Class From First Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AD	2	3	3	3	3	56	Fair
2	AM	2	3	3	2	2	48	Poor
3	DA	2	2	3	2	3	48	Poor
4	FNS	2	3	3	2	3	52	Poor
5	FJ	3	3	3	4	2	60	Fair
6	FH	2	2	2	2	2	40	Poor
7	KA	1	2	2	3	2	40	Poor
8	LL	3	3	4	3	2	60	Fair
9	MA	3	2	3	1	2	44	Poor
10	MH	2	4	2	1	2	44	Poor
11	MRY	3	4	3	2	2	56	Fair
12	ML	3	2	3	3	2	52	Poor
13	RAP	2	4	3	2	2	52	Poor
14	SR	2	3	3	1	2	44	Poor
15	US	2	2	3	1	2	40	Poor
							736	
							49,06	

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Table : Pre-Test Score in The Experimental Class From Second Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AD	2	3	3	3	3	56	Fair
2	AM	2	3	3	2	2	48	Poor
3	DA	2	2	3	2	3	48	Poor
4	FNS	2	3	3	2	3	52	Poor
5	FJ	3	3	3	4	2	60	Fair
6	FH	2	2	3	1	2	40	Poor
7	KA	1	2	3	3	2	44	Poor
8	LL	3	3	3	2	3	56	Fair
9	MA	3	2	3	1	2	44	Poor
10	MH	2	4	2	1	2	44	Poor
11	MRY	3	4	3	2	2	56	Fair
12	ML	3	2	3	3	2	52	Poor
13	RAP	2	4	3	2	2	52	Poor
14	SR	2	3	3	1	2	44	Poor
15	US	2	3	3	1	2	44	Poor
							740	
							49,33	

Table : Pre-Test Score in The Experimental Class From Third Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AD	3	3	3	2	2	52	Poor
2	AM	2	2	3	2	2	44	Poor
3	DA	3	3	3	2	2	52	Poor
4	FNS	3	3	2	2	2	48	Poor
5	FJ	2	3	2	4	2	52	Poor
6	FH	3	3	2	1	2	44	Poor
7	KA	1	2	2	3	2	40	Poor
8	LL	3	3	3	3	3	60	Fair
9	MA	3	2	1	1	2	36	Very Poor
10	MH	2	3	3	1	2	44	Poor
11	MRY	3	3	3	2	3	56	Fair
12	ML	3	2	3	3	2	52	Poor
13	RAP	3	4	3	2	2	56	Fair
14	SR	2	3	2	3	1	44	Poor
15	US	3	2	2	2	2	44	Poor
							708	
							48,2	

Appendix 5

Table : Pre-Test Score in The Control Class From First Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AAR	3	3	3	2	2	52	Poor
2	A	2	3	3	2	2	48	Poor
3	AHR	3	3	3	2	2	52	Poor
4	DE	2	3	3	2	2	48	Poor
5	DS	2	3	3	3	2	52	Poor
6	GP	2	3	3	2	2	48	Poor
7	HA	2	2	2	2	2	40	Poor
8	MME	2	3	3	2	2	48	Poor
9	NSP	3	2	3	2	1	44	Poor
10	RD	2	3	2	2	3	48	Poor
11	SM	3	3	3	3	2	56	Fair
12	SB	3	2	2	2	2	44	Poor
13	VO	3	3	3	2	3	56	Fair
14	WR	2	3	2	2	2	44	Poor
15	ZA	3	3	3	2	3	56	Fair
							736	
							49,06	

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Table : Pre-Test Score in The Control Class From Second Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AAR	2	3	3	2	2	48	Poor
2	A	2	3	3	2	2	48	Poor
3	AHR	2	3	3	2	2	48	Poor
4	DE	3	3	3	2	2	52	Poor
5	DS	3	3	3	3	3	60	Fair
6	GP	2	2	2	2	2	40	Poor
7	HA	2	2	2	2	2	40	Poor
8	MME	2	3	3	2	2	48	Poor
9	NSP	2	2	2	2	1	36	Very Poor
10	RD	2	2	3	2	2	44	Poor
11	SM	3	3	3	3	2	56	Fair
12	SB	3	2	2	2	2	44	Poor
13	VO	2	3	3	2	3	52	Poor
14	WR	2	3	2	2	2	44	Poor
15	ZA	2	2	3	2	2	44	Poor
							704	
							46,93	

Table : Pre-Test Score in The Control Class From Third Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AAR	3	3	3	2	2	52	Poor
2	A	2	3	3	2	2	48	Poor
3	AHR	2	3	3	2	2	48	Poor
4	DE	3	3	3	2	2	52	Poor
5	DS	3	3	3	2	2	52	Poor
6	GP	2	2	2	2	2	40	Poor
7	HA	2	3	2	2	2	44	Poor
8	MME	2	3	3	2	2	48	Poor
9	NSP	2	2	2	2	1	36	Very Poor
10	RD	2	3	2	2	2	44	Poor
11	SM	3	3	3	3	2	56	Fair
12	SB	3	3	3	2	2	52	Poor
13	VO	2	3	3	2	3	52	Poor
14	WR	2	3	2	2	2	44	Poor
15	ZA	2	2	3	2	2	44	Poor
							712	
							47,46	

Appendix 6

Table : Post-Test Score in The Experimental Class From First Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AD	3	4	4	3	3	68	Fair
2	AM	3	4	4	3	3	68	Fair
3	DA	3	2	3	4	4	64	Fair
4	FNS	4	3	4	4	4	76	Good
5	FJ	4	3	3	4	2	64	Fair
6	FH	3	3	4	3	2	60	Fair
7	KA	3	3	4	3	2	60	Fair
8	LL	4	3	3	2	2	56	Fair
9	MA	3	2	3	2	2	48	Poor
10	MH	3	4	3	2	2	56	Fair
11	MRY	3	4	4	3	4	72	Good
12	ML	3	3	3	3	3	60	Fair
13	RAP	3	4	4	3	4	72	Good
14	SR	2	4	2	3	2	52	Poor
15	US	3	3	3	3	2	56	Fair
							932	
							62,13	

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Table : Post-Test Score in The Experimental Class From Second Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AD	3	4	4	3	3	64	Fair
2	AM	3	2	3	4	4	68	Fair
3	DA	4	4	4	4	4	64	Fair
4	FNS	4	3	3	4	2	80	Good
5	FJ	3	3	4	3	2	64	Fair
6	FH	3	3	3	3	2	60	Fair
7	KA	4	3	3	3	2	56	Fair
8	LL	3	3	3	2	2	60	Fair
9	MA	3	4	3	2	2	52	Poor
10	MH	3	4	4	4	4	56	Fair
11	MRY	3	3	4	3	3	76	Good
12	ML	3	3	3	3	3	64	Fair
13	RAP	2	4	2	3	2	60	Fair
14	SR	3	3	3	2	2	52	Poor
15	US	3	4	4	3	3	52	Poor
							928	
							61,86	

Table : Post-Test Score in The Experimental Class From Third Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AD	3	4	4	3	2	64	Fair
2	AM	3	4	4	3	3	68	Fair
3	DA	3	2	3	4	4	64	Fair
4	FNS	4	4	4	3	4	76	Good
5	FJ	4	3	3	4	2	64	Fair
6	FH	3	3	4	3	2	60	Fair
7	KA	3	3	2	3	2	52	Poor
8	LL	4	3	3	3	2	60	Fair
9	MA	3	3	3	3	2	56	Fair
10	MH	3	4	3	2	2	56	Fair
11	MRY	4	4	4	4	4	80	Good
12	ML	3	4	4	3	4	72	Good
13	RAP	3	3	3	3	3	60	Fair
14	SR	2	4	2	3	2	52	Poor
15	US	3	3	3	3	2	56	Fair
							940	
							62,6	

Appendix 7

Table : Post-Test Score in The Control Class From First Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AAR	3	3	4	2	2	56	Fair
2	A	3	3	3	2	2	52	Poor
3	AHR	2	3	4	2	3	56	Fair
4	DE	3	3	3	2	2	52	Poor
5	DS	3	3	4	2	3	60	Fair
6	GP	3	3	3	2	3	56	Fair
7	HA	3	3	3	3	2	56	Fair
8	MME	3	3	3	3	2	56	Fair
9	NSP	3	3	3	2	2	52	Poor
10	RD	2	3	2	2	2	44	Poor
11	SM	3	3	4	3	2	60	Fair
12	SB	3	2	3	2	2	48	Poor
13	VO	3	3	3	2	3	56	Fair
14	WR	2	3	3	2	2	48	Poor
15	ZA	3	3	3	3	2	56	Fair
							804	
							53,86	

Table : Post-Test Score in The Control Class From Second Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AAR	3	3	3	2	2	52	Poor
2	A	3	2	3	2	2	48	Poor
3	AHR	2	2	3	2	3	48	Poor
4	DE	3	3	3	2	2	52	Poor
5	DS	3	3	4	2	3	60	Fair
6	GP	3	3	3	2	3	56	Fair
7	HA	3	3	3	3	2	56	Fair
8	MME	3	2	3	2	2	48	Poor
9	NSP	3	2	3	2	2	48	Poor
10	RD	2	2	3	2	2	44	Poor
11	SM	3	3	4	3	2	60	Fair
12	SB	3	2	3	2	2	48	Poor
13	VO	2	3	3	2	3	52	Poor
14	WR	2	3	3	2	2	48	Poor
15	ZA	3	3	3	3	2	56	Fair
							776	
							51,73	

Table : Post-Test Score in The Control Class From Third Rater

NO	Students' Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score	Category
1	AAR	3	3	3	2	2	52	Poor
2	A	3	2	3	2	2	48	Poor
3	AHR	2	2	3	2	3	48	Poor
4	DE	3	3	3	2	2	52	Poor
5	DS	3	3	4	2	3	60	Fair
6	GP	3	3	3	2	2	52	Poor
7	HA	3	3	3	3	2	56	Fair
8	MME	3	2	3	2	2	48	Poor
9	NSP	3	2	3	2	2	48	Poor
10	RD	2	2	3	2	2	44	Poor
11	SM	3	3	4	3	2	60	Fair
12	SB	3	2	3	2	2	48	Poor
13	VO	2	3	3	2	3	52	Poor
14	WR	2	2	3	2	2	44	Poor
15	ZA	2	3	3	3	2	52	Poor
							764	
							50,93	

Appendix 8

Table : Avarage Score Pre-Test of The Experimental Class

NO	Students' Name	Total Score		
		Rater 1	Rater 2	Rater 3
1	AD	56	56	52
2	AM	48	48	44
3	DA	48	48	52
4	FNS	52	52	48
5	FJ	60	60	52
6	FH	40	40	44
7	KA	40	44	40
8	LL	60	56	60
9	MA	44	44	36
10	MH	44	44	44
11	MRY	56	56	56
12	ML	52	52	52
13	RAP	52	52	56
14	SR	44	44	44
15	US	40	44	44
		736	740	708
		49,06	49,33	48,2

Table : Avarage Score Pre-Test of The Control Class

NO	Students' Name	Total Score		
		Rater 1	Rater 2	Rater 3
1	AAR	52	48	52
2	A	48	48	48
3	AHR	52	48	48
4	DE	48	52	52
5	DS	52	60	52
6	GP	48	40	40
7	HA	40	40	44
8	MME	48	48	48
9	NSP	44	36	36
10	RD	48	44	44
11	SM	56	56	56
12	SB	44	44	52
13	VO	56	52	52
14	WR	44	44	44
15	ZA	56	44	44
		736	704	712
		49,06	46,93	47,46

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Table : Avarage Score Post-Test of The Experimental Class

NO	Students' Name	Total Score		
		Rater 1	Rater 2	Rater 3
1	AD	68	64	64
2	AM	68	68	68
3	DA	64	64	64
4	FNS	76	80	76
5	FJ	64	64	64
6	FH	60	60	60
7	KA	60	56	52
8	LL	56	60	60
9	MA	48	52	56
10	MH	56	56	56
11	MRY	72	76	80
12	ML	60	64	72
13	RAP	72	60	60
14	SR	52	52	52
15	US	56	52	56
		932	928	940
		62,13	61,86	62,6

INSTITUT AGAMA ISLAM NEGERI
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Table : Avarage Score Post-Test of The Control Class

NO	Students' Name	Total Score		
		Rater 1	Rater 2	Rater 3
1	AAR	56	52	52
2	A	52	48	48
3	AHR	56	48	48
4	DE	52	52	52
5	DS	60	60	60
6	GP	56	56	52
7	HA	56	56	56
8	MME	56	48	48
9	NSP	52	48	48
10	RD	44	44	44
11	SM	60	60	60
12	SB	48	48	48
13	VO	56	52	52
14	WR	48	48	44
15	ZA	56	56	52
		804	776	764
		53,86	51,73	50,93

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Appendix 9

Table : Reliability Test of Pre-Test in The Experimental Class

Fleiss Multirater Kappa

Overall Agreement^a

	Kappa	Standard Error	Asymptotic		Asymptotic 95% Confidence Interval	
			z	Sig.	Lower Bound	Upper Bound
Overall Agreement	.396	.069	5.721	.000	.392	.401

a. Sample data contains 15 effective subjects and 3 raters.

Agreement on Individual Categories^a

Rating Category	Conditional Probability	Kappa	Standard Error	Asymptotic		Asymptotic 95% Confidence Interval	
				z	Sig.	Lower Bound	Upper Bound
36	.022	-.023	.149	-.152	.879	-.032	-.013
40	.111	.325	.149	2.180	.029	.316	.334
44	.289	.459	.149	3.080	.002	.450	.468
48	.111	.325	.149	2.180	.029	.316	.334
52	.222	.357	.149	2.396	.017	.348	.366
56	.156	.492	.149	3.304	.001	.483	.502
60	.089	.451	.149	3.027	.002	.442	.461

a. Sample data contains 15 effective subjects and 3 raters.

Appendix 10

Table : Reliability Test of Post-Test in The Experimental Class

Fleiss Multirater Kappa

Overall Agreement^a

	Kappa	Standard Error	Asymptotic z	Sig.	Asymptotic 95% Confidence Interval	
					Lower Bound	Upper Bound
Overall Agreement	.426	.061	7.020	.000	.422	.430

a. Sample data contains 15 effective subjects and 3 raters.

Agreement on Individual Categories^a

Rating Category	Conditional Probability	Kappa	Standard Error	Asymptotic z	Sig.	Asymptotic 95% Confidence Interval	
						Lower Bound	Upper Bound
48	.022	-.023	.149	-.152	.879	-.032	-.013
52	.133	.423	.149	2.838	.005	.414	.432
56	.178	.392	.149	2.629	.009	.383	.401
60	.200	.444	.149	2.981	.003	.435	.454
64	.200	.722	.149	4.845	.000	.713	.732
68	.089	.726	.149	4.868	.000	.716	.735
72	.067	-.071	.149	-.479	.632	-.081	-.062
76	.067	.286	.149	1.917	.055	.276	.295
80	.044	-.047	.149	-.312	.755	-.056	-.037

a. Sample data contains 15 effective subjects and 3 raters.

Appendix 11

**Table : Reliability Test of Post-Test in The Control Class
Fleiss Multirater Kappa**

	Overall Agreement ^a						
	Kappa	Standard Error	Asymptotic z	Sig.	Asymptotic 95% Confidence Interval		
					Lower Bound	Upper Bound	
Overall Agreement	.426	.061	7.020	.000	.422	.430	

a. Sample data contains 15 effective subjects and 3 raters.

Rating Category	Agreement on Individual Categories ^a							
	Conditional Probability	Kappa	Standard Error	Asymptotic z	Sig.	Asymptotic 95% Confidence Interval		
						Lower Bound	Upper Bound	
48	.022	-.023	.149	-.152	.879	-.032	-.013	
52	.133	.423	.149	2.838	.005	.414	.432	
56	.178	.392	.149	2.629	.009	.383	.401	
60	.200	.444	.149	2.981	.003	.435	.454	
64	.200	.722	.149	4.845	.000	.713	.732	
68	.089	.726	.149	4.868	.000	.716	.735	
72	.067	-.071	.149	-.479	.632	-.081	-.062	
76	.067	.286	.149	1.917	.055	.276	.295	
80	.044	-.047	.149	-.312	.755	-.056	-.037	

a. Sample data contains 15 effective subjects and 3 raters.

Appendix 12

**Table : Reliability Test of Post-Test in The Control Class
Fleiss Multirater Kappa**

Overall Agreement^a

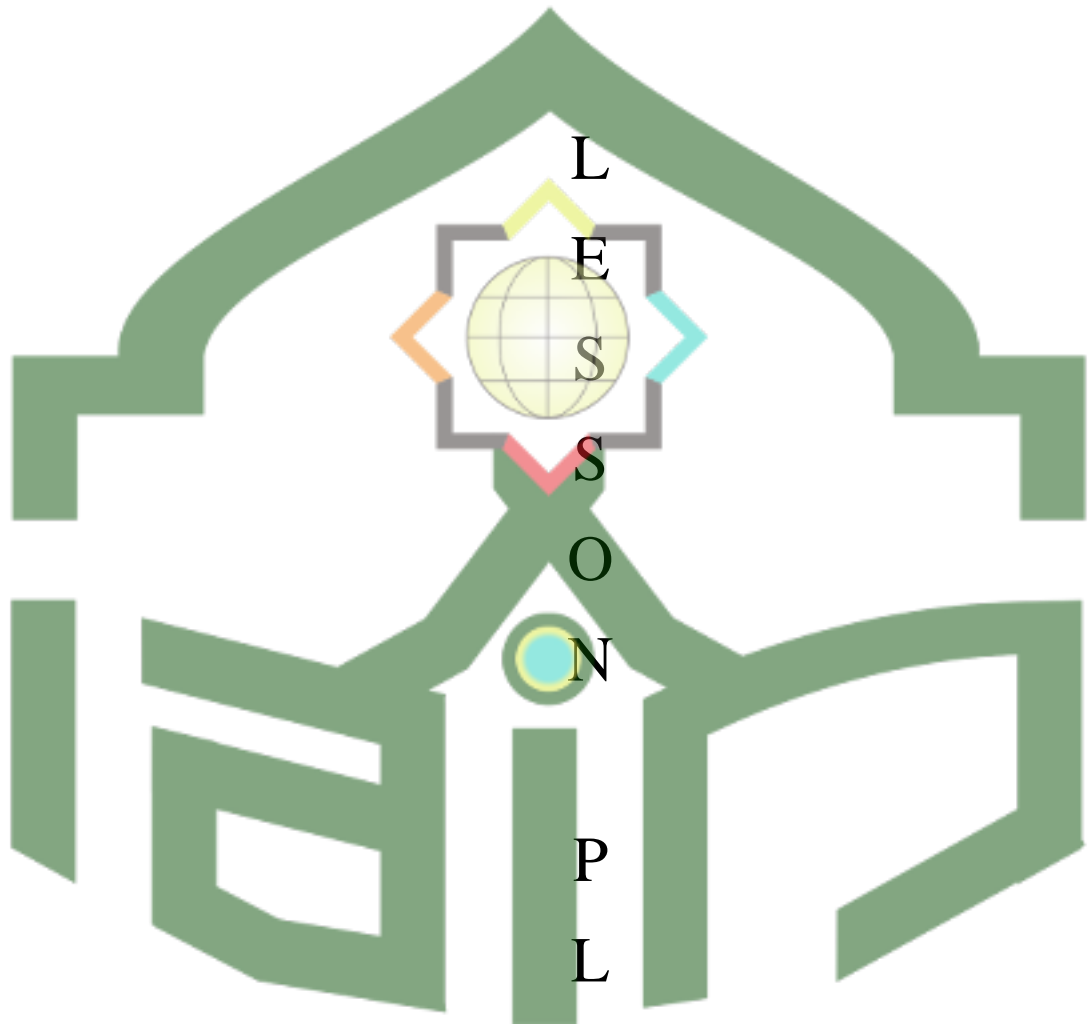
	Kappa	Standard Error	Asymptotic		Asymptotic 95% Confidence Interval	
			z	Sig.	Lower Bound	Upper Bound
Overall Agreement	.481	.079	6.075	.000	.476	.486

a. Sample data contains 15 effective subjects and 3 raters.

Agreement on Individual Categories^a

Rating Category	Conditional Probability	Kappa	Standard Error	Asymptotic		Asymptotic 95% Confidence Interval	
				z	Sig.	Lower Bound	Upper Bound
44	.089	.726	.149	4.868	.000	.716	.735
48	.289	.459	.149	3.080	.002	.450	.468
52	.244	.278	.149	1.865	.062	.269	.287
56	.244	.278	.149	1.865	.062	.269	.287
60	.133	1.000	.149	6.708	.000	.991	1.009

a. Sample data contains 15 effective subjects and 3 raters.



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LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Experiment Class

Satuan Pendidikan : MTs Tanah Kampung
Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks Descriptive
Alokasi Waktu : 2 x pertemuan
Pertemuan Ke : 1 dan 2

A. Kompetensi Inti (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.4.1 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab.</p> <p>3.4.2 Siswa dapat membedakan struktur kebahasaan yang digunakan dalam teks berbentuk deskriptif tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah.</p> <p>3.4.3 Siswa dapat mengidentifikasi ciri khas</p>

Kompetensi Dasar	Indikator
	<p>yang dimiliki oleh orang, binatang, benda, tempat wisata dan bangunan bersejarah tertentu pada teks yang dibaca.</p> <p>3.4.4 Siswa dapat mengidentifikasi kata-kata khusus yang digunakan dalam teks deskriptif tentang tempat wisata dan bangunan bersejarah.</p>
<p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Siswa dapat memahami gambaran umum dan informasi tersurat dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.2 Siswa dapat memahami gambaran umum dan informasi rinci tersirat dari teks deskriptif tentang orang dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.3 Siswa dapat menjawab pertanyaan berdasarkan teks berbentuk deskriptif yang didengar</p> <p>4.4.1.4 Siswa dapat menjawab beberapa pertanyaan berdasarkan teks berbentuk deskriptif yang dibaca.</p> <p>4.4.2.1 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.2.2 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

Peserta didik diharapkan mampu:

1. Selama dan setelah proses pembelajaran, peserta didik dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Selama dan setelah proses pembelajaran, peserta didik dapat menunjukkan kesantunan saat mendeskripsikan orang, binatang, benda, tempat wisata dan tempat bersejarah.

3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam mendeskripsikan tempat wisata dan tempat bersejarah.

D. Materi Pembelajaran

1. Describing Place

- Sifat (Characteristic)
- Keterangan ikonik/unik tentang tempat

2. Teks Deskriptif

- Pengertian : Sebuah tulisan atau teks yang menggambarkan sifat-sifat yang melekat pada sesuatu baik pada manusia atau pun benda mati.

- Struktur teks

1. Identifikasi (Identification)
2. Deskripsi (Description)

3. Ciri-ciri teks deskriptif

- Simple Present Tense
- Banyak dijumpai kata sifat (Adjective)
- Kata kerja penghubung (Relating verb)

Contoh Teks deskriptif :

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

E. Media/alat/bahan/sumber

1. Media/alat : Papan tulis, spidol, Laptop, smartphone, Speaker dan Cake website
2. Bahan : LKS dan Cake Application
3. Sumber Belajar:
 - Cake Learning App Game
 - Buku Siswa Bahasa Inggris Edisi Revisi 2016 SMP/MTS VIII
 - Silabus & Buku Kurikulum 2013
 - Internet

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 menit)

- Guru dan siswa memberi salan lalu berdoa Bersama
- Guru mengabsensi kehadiran siswa dan menanyakan kabar siswa.
- Guru dan siswa membaca doa bersama-sama sebelum memulai pelajaran.
- Guru menyampaikan tema pembelajaran kepada siswa.

Kegiatan Inti (70 menit)

Eksperimenting

- Siswa diajak oleh guru memainkan sebuah permainan ‘*what city is it?*’.
- Guru mempunyai 3 gambar yang ditampilkan di slide show.
- Siswa diminta untuk menebak gambar yang dimiliki oleh guru.

Observing

- Siswa mengamati atau meneliti tentang bagaimana cara mendeskripsikan tempat dan kata apa saja yang dapat digunakan dalam mendeskripsikannya.
- Siswa mengamati kursus describing place di aplikasi cake.

Communicating

- Siswa diminta untuk menulis teks lisan deskripsi sederhana tentang tempat/kota yang mereka ketahui.

Questioning

- Dengan bimbingan dan arahan guru, siswa diberikan kesempatan untuk saling bertanya atau kepada guru apakah ada bagian dari materi yang belum mereka pahami.

Associating

- Setiap episode pembicaraan di cake dibeli dengan koin.
- Koin tersedia untuk siswa diberikan ketika siswa berbicara saat masuk.
- Seluruh siswa diminta untuk mengerjakan kuis tentang materi “tempat” untuk mendapatkan koin. Dalam kuis siswa harus mendengarkan percakapan terlebih dahulu dan kemudian berbicara sebagai tanggapan atas apa yang telah siswa dengar. Aplikasi cake akan secara otomatis memperbaiki pengucapan siswa; jika siswa salah mengucapkan kata, itu akan bergaris dan merah. Siswa dapat melatih pengucapan siswa dengan mengulangi percakapan. siswa dapat membuka kuis dan mengisi bagian yang kosong dengan kosakata dari percakapan

Kegiatan Penutupan (10 menit)

- Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan memberi penguatan dalam bentuk lisan pada siswa.
- Peserta didik menyimpulkan materi yang telah dipelajari.
- Peserta didik merefleksikan penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
- Siswa diberikan arahan untuk mencoba menggunakan aplikasi cake game mereka secara individu di rumah.
- Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya.
- Guru dan siswa berdoa setelah pembelajaran usai sebagai bentuk rasa syukur dapat mempelajari bahasa inggris.

LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Experiment Class

Satuan Pendidikan : Mts Tanah Kampung
Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks Descriptive
Alokasi Waktu : 2 x pertemuan
Pertemuan Ke : 3 dan 4

F. Kompetensi Inti (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

G. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.4 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab. 3.4.5 Siswa dapat membedakan struktur kebahasaan yang digunakan dalam teks berbentuk deskriptif tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah. 3.4.6 Siswa dapat mengidentifikasi ciri khas

Kompetensi Dasar	Indikator
	<p>yang dimiliki oleh orang, binatang, benda, tempat wisata dan bangunan bersejarah tertentu pada teks yang dibaca.</p> <p>3.4.4 Siswa dapat mengidentifikasi kata-kata khusus yang digunakan dalam teks deskriptif tentang tempat wisata dan bangunan bersejarah.</p>
<p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Siswa dapat memahami gambaran umum dan informasi tersurat dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.4 Siswa dapat memahami gambaran umum dan informasi rinci tersirat dari teks deskriptif tentang orang dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.5 Siswa dapat menjawab pertanyaan berdasarkan teks berbentuk deskriptif yang didengar</p> <p>4.4.1.4 Siswa dapat menjawab beberapa pertanyaan berdasarkan teks berbentuk deskriptif yang dibaca.</p> <p>4.4.2.3 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.2.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

H. Tujuan Pembelajaran

Peserta didik diharapkan mampu:

1. Selama dan setelah proses pembelajaran, peserta didik dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Selama dan setelah proses pembelajaran, peserta didik dapat menunjukkan kesantunan saat mendeskripsikan orang, binatang, benda, tempat wisata dan tempat bersejarah.

3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam mendeskripsikan tempat wisata dan tempat bersejarah.

I. Materi Pembelajaran

1. Describing Personality

- Sifat (Characteristic)
- Profession

2. Teks Deskriptif

- Pengertian : Sebuah tulisan atau teks yang menggambarkan sifat-sifat yang melekat pada sesuatu baik pada manusia atau pun benda mati.

- Struktur teks

4. Identifikasi (Identification)

5. Deskripsi (Description)

6. Ciri-ciri teks deskriptif

- Simple Present Tense
- Banyak dijumpai kata sifat (Adjective)
- Kata kerja penghubung (Relating verb)

Contoh Teks deskriptif :

My Father

My father is Mr. Marzuki. He is very warm, smart, dan funny person. I live with him in Munjungan, Trenggalek.

My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin.

J. Media/alat/bahan/sumber

1. Media/alat : Papan tulis, spidol, Laptop, smartpone, Speaker dan Cake website
2. Bahan : LKS dan Cake Application
3. Sumber Belajar:
 - Cake Learning App Game
 - Buku Siswa Bahasa Inggris Edisi Revisi 2016 SMP/MTS Kelas VIII
 - Silabus & Buku Kurikulum 2013
 - Internet

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 menit)

- Guru dan siswa memberi salan lalu berdoa Bersama
- Guru mengabsensi kehadiran siswa dan menanyakan kabar siswa.
- Guru dan siswa membaca doa bersama-sama sebelum memulai pelajaran.
- Guru menyampaikan tema pembelajaran kepada siswa.

Kegiatan Inti (70 menit)

Eksperimenting

- Siswa diajak oleh guru memainkan sebuah permainan ‘*who is it?*’.
- Guru mempunyai 3 gambar yang ditampilkan di slide show.
- Siswa diminta untuk menebak gambar yang dimiliki oleh guru.

Observing

- Siswa mengamati atau meneliti tentang bagaimana cara mendeskripsikan tempat dan kata apa saja yang dapat digunakan dalam mendeskripsikannya.
- Siswa mengamati kursus *describing personality* di aplikasi *cake*.

Communicating

- Siswa diminta untuk menulis teks lisan deskripsi sederhana tentang seseorang yang mereka ketahui.

Questioning

- Dengan bimbingan dan arahan guru, siswa diberikan kesempatan untuk saling bertanya atau kepada guru apakah ada bagian dari materi yang belum mereka pahami.

Associating

- Seluruh siswa diminta untuk mengerjakan kuis tentang materi “*personality*” untuk mendapatkan koin. Dalam kuis siswa harus mendengarkan percakapan terlebih dahulu dan kemudian berbicara sebagai tanggapan atas apa yang telah siswa dengar. Aplikasi *cake* akan secara otomatis memperbaiki pengucapan siswa; jika siswa salah mengucapkan kata, itu akan bergaris dan merah. Siswa dapat melatih pengucapan siswa dengan mengulangi percakapan. siswa dapat membuka kuis dan mengisi bagian yang kosong dengan kosakata dari percakapan.
- Setiap episode pembicaraan di *cake* dibeli dengan koin.
- Koin tersedia untuk siswa diberikan ketika siswa berbicara saat masuk.

Kegiatan Penutupan (10 menit)

- Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan memberi penguatan dalam bentuk lisan pada siswa.
- Peserta didik menyimpulkan materi yang telah dipelajari.
- Peserta didik merefleksikan penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
- Siswa diberikan arahan untuk mencoba menggunakan aplikasi *cake game* mereka secara individu di rumah.
- Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya.
- Guru dan siswa berdoa setelah pembelajaran usai sebagai bentuk rasa syukur dapat mempelajari bahasa inggris.

K. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Pengetahuan : Tes Lisan
- b. Penilaian Keterampilan : Unjuk Kerja/Praktik

LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Experiment Class

Satuan Pendidikan : MTs Tanah Kampung
Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks Descriptive
Alokasi Waktu : 2 x pertemuan
Pertemuan Ke : 5 dan 6

L. Kompetensi Inti (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

M. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.7 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab. 3.4.8 Siswa dapat membedakan struktur kebahasaan yang digunakan dalam teks berbentuk deskriptif tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah. 3.4.9 Siswa dapat mengidentifikasi ciri khas

Kompetensi Dasar	Indikator
	<p>yang dimiliki oleh orang, binatang, benda, tempat wisata dan bangunan bersejarah tertentu pada teks yang dibaca.</p> <p>3.4.4 Siswa dapat mengidentifikasi kata-kata khusus yang digunakan dalam teks deskriptif tentang tempat wisata dan bangunan bersejarah.</p>
<p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Siswa dapat memahami gambaran umum dan informasi tersurat dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.6 Siswa dapat memahami gambaran umum dan informasi rinci tersirat dari teks deskriptif tentang orang dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.7 Siswa dapat menjawab pertanyaan berdasarkan teks berbentuk deskriptif yang didengar</p> <p>4.4.1.4 Siswa dapat menjawab beberapa pertanyaan berdasarkan teks berbentuk deskriptif yang dibaca.</p> <p>4.4.2.5 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.2.6 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

N. Tujuan Pembelajaran

Peserta didik diharapkan mampu:

1. Selama dan setelah proses pembelajaran, peserta didik dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Selama dan setelah proses pembelajaran, peserta didik dapat menunjukkan kesantunan saat mendeskripsikan orang, binatang, benda, tempat wisata dan tempat bersejarah.
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam mendeskripsikan tempat wisata dan tempat bersejarah.

O. Materi Pembelajaran

1. Describing Personality

- Sifat (Characteristic)
- Profession

2. Teks Deskriptif

- Pengertian : Sebuah tulisan atau teks yang menggambarkan sifat-sifat yang melekat pada sesuatu baik pada manusia atau pun benda mati.
- Struktur teks
 7. Identifikasi (Identification)
 8. Deskripsi (Description)

9. Ciri-ciri teks deskriptif

- Simple Present Tense
- Banyak dijumpai kata sifat (Adjective)
- Kata kerja penghubung (Relating verb)

Contoh Teks deskriptif :

My Friend

His name is Kevin Anggara, Kevin Anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he has dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

P. Media/alat/bahan/sumber

1. Media/alat : Papan tulis, spidol, Laptop, smartphone, Speaker dan Cake website
2. Bahan : LKS dan Cake Application
3. Sumber Belajar:
 - Cake Learning App Game
 - Buku Siswa Bahasa Inggris Edisi Revisi 2016 SMP/MTS Kelas VIII
 - Silabus & Buku Kurikulum 2013
 - Internet

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 menit)

- Guru dan siswa memberi salam lalu berdoa Bersama
- Guru mengabsensi kehadiran siswa dan menanyakan kabar siswa.
- Guru dan siswa membaca doa bersama-sama sebelum memulai pelajaran.
- Guru menyampaikan tema pembelajaran kepada siswa.

Kegiatan Inti (70 menit)

Eksperimenting

- Siswa diajak oleh guru memainkan sebuah permainan 'who is it?'.
 - Guru mempunyai 3 gambar yang ditampilkan di slide show.
 - Siswa diminta untuk menebak gambar yang dimiliki oleh guru.

Observing

- Siswa mengamati atau meneliti tentang bagaimana cara mendeskripsikan tempat dan kata apa saja yang dapat digunakan dalam mendeskripsikannya.
- Siswa mengamati kursus describing personality di aplikasi cake.

Communicating

- Siswa diminta untuk menulis teks lisan deskripsi sederhana tentang seseorang yang mereka ketahui.

Questioning

- Dengan bimbingan dan arahan guru, siswa diberikan kesempatan untuk saling bertanya atau kepada guru apakah ada bagian dari materi yang belum mereka pahami.

Associating

- Seluruh siswa diminta untuk mengerjakan kuis tentang materi “personality” untuk mendapatkan koin. Dalam kuis siswa harus mendengarkan percakapan terlebih dahulu dan kemudian berbicara sebagai tanggapan atas apa yang telah siswa dengar. Aplikasi cake akan secara otomatis memperbaiki pengucapan siswa; jika siswa salah mengucapkan kata, itu akan bergaris dan merah. Siswa dapat melatih pengucapan siswa dengan mengulangi percakapan. siswa dapat membuka kuis dan mengisi bagian yang kosong dengan kosakata dari percakapan.
- Setiap episode pembicaraan di cake dibeli dengan koin.
- Koin tersedia untuk siswa diberikan ketika siswa berbicara saat masuk.

Kegiatan Penutupan (10 menit)

- Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan memberi penguatan dalam bentuk lisan pada siswa.
- Peserta didik menyimpulkan materi yang telah dipelajari.
- Peserta didik merefleksikan penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
- Siswa diberikan arahan untuk mencoba menggunakan aplikasi cake game mereka secara individu di rumah.
- Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya.
- Guru dan siswa berdoa setelah pembelajaran usai sebagai bentuk rasa syukur dapat mempelajari bahasa inggris.

Q. Penilaian Hasil Belajar

1. Teknik Penilaian:
 - c. Penilaian Pengetahuan : Tes Lisan
 - d. Penilaian Keterampilan : Unjuk Kerja/Praktik

LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Experiment Class

Satuan Pendidikan : MTs Tanah Kampung
Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks Descriptive
Alokasi Waktu : 2 x pertemuan
Pertemuan Ke : 7 dan 8

R. Kompetensi Inti (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

S. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.10 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab. 3.4.11 Siswa dapat membedakan struktur kebahasaan yang digunakan dalam teks berbentuk deskriptif tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah. 3.4.12 Siswa dapat mengidentifikasi ciri khas

	3.4.13
	<p>yang dimiliki oleh orang, binatang, benda, tempat wisata dan bangunan bersejarah tertentu pada teks yang dibaca.</p> <p>3.4.4 Siswa dapat mengidentifikasi kata-kata khusus yang digunakan dalam teks deskriptif tentang tempat wisata dan bangunan bersejarah.</p>
<p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Siswa dapat memahami gambaran umum dan informasi tersurat dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.8 Siswa dapat memahami gambaran umum dan informasi rinci tersirat dari teks deskriptif tentang orang dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.9 Siswa dapat menjawab pertanyaan berdasarkan teks berbentuk deskriptif yang didengar</p> <p>4.4.1.4 Siswa dapat menjawab beberapa pertanyaan berdasarkan teks berbentuk deskriptif yang dibaca.</p> <p>4.4.2.7 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.2.8 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

T. Tujuan Pembelajaran

Peserta didik diharapkan mampu:

1. Selama dan setelah proses pembelajaran, peserta didik dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Selama dan setelah proses pembelajaran, peserta didik dapat menunjukkan kesantunan saat mendeskripsikan orang, binatang, benda, tempat wisata dan tempat bersejarah.
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam mendeskripsikan tempat wisata dan tempat bersejarah.

U. Materi Pembelajaran

1. Describing Animal

- Sifat (Characteristic)

2. Teks Deskriptif

- Pengertian : Sebuah tulisan atau teks yang menggambarkan sifat-sifat yang melekat pada sesuatu baik pada manusia atau pun benda mati.

- Struktur teks

10. Identifikasi (Identification)

11. Deskripsi (Description)

12. Ciri-ciri teks deskriptif

- Simple Present Tense
- Banyak dijumpai kata sifat (Adjective)
- Kata kerja penghubung (Relating verb)

Contoh Teks deskriptif :

My Dog

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet. His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

V. Media/alat/bahan/sumber

1. Media/alat : Papan tulis, spidol, Laptop, smartphone, Speaker dan Cake website
2. Bahan : LKS dan Cake Application
3. Sumber Belajar:
 - Cake Learning App Game
 - Buku Siswa Bahasa Inggris Edisi Revisi 2016 SMP/MTS Kelas VIII
 - Silabus & Buku Kurikulum 2013
 - Internet

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 menit)

- Guru dan siswa memberi salan lalu berdoa Bersama
- Guru mengabsensi kehadiran siswa dan menanyakan kabar siswa.
- Guru dan siswa membaca doa bersama-sama sebelum memulai pelajaran.
- Guru menyampaikan tema pembelajaran kepada siswa.

Kegiatan Inti (70 menit)

Eksperimenting

- Siswa diajak oleh guru memainkan sebuah permainan ‘*who is it?*’.
- Guru mempunyai 3 gambar yang ditampilkan di slide show.
- Siswa diminta untuk menebak gambar yang dimiliki oleh guru.

Observing

- Siswa mengamati atau meneliti tentang bagaimana cara mendeskripsikan tempat dan kata apa saja yang dapat digunakan dalam mendeskripsikannya.
- Siswa mengamati kursus describing personality di aplikasi cake.

Communicating

- Siswa diminta untuk menulis teks lisan deskripsi sederhana tentang seseorang yang mereka ketahui.

Questioning

- Dengan bimbingan dan arahan guru, siswa diberikan kesempatan untuk saling bertanya atau kepada guru apakah ada bagian dari materi yang belum mereka pahami.

Associating

- Seluruh siswa diminta untuk mengerjakan kuis tentang materi “personality” untuk mendapatkan koin. Dalam kuis siswa harus mendengarkan percakapan terlebih dahulu dan kemudian berbicara sebagai tanggapan atas apa yang telah siswa dengar. Aplikasi cake akan secara otomatis memperbaiki pengucapan siswa; jika siswa salah mengucapkan kata, itu akan bergaris dan merah. Siswa dapat melatih pengucapan siswa dengan mengulangi percakapan. siswa dapat membuka kuis dan mengisi bagian yang kosong dengan kosakata dari percakapan.
- Setiap episode pembicaraan di cake dibeli dengan koin.

Kegiatan Penutupan (10 menit)

- Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan memberi penguatan dalam bentuk lisan pada siswa.

- Peserta didik menyimpulkan materi yang telah dipelajari.
- Peserta didik merefleksikan penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
- Siswa diberikan arahan untuk mencoba menggunakan aplikasi cake game mereka secara individu dirumah.
- Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya.
- Guru dan siswa berdoa setelah pembelajaran usai sebagai bentuk rasa syukur dapat mempelajari bahasa inggris.

W. Penilaian Hasil Belajar

1. Teknik Penilaian:
 - e. Penilaian Pengetahuan : Tes Lisan
 - f. Penilaian Keterampilan : Unjuk Kerja/Praktik

Mengetahui,
Kepala Sekolah


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NIP. 19700327 200701 1 027

Sungai Penuh, 05 Oktober 2022

Guru Mata Pelajaran


Lola Anis Mariandi, S.Pd

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control class

Satuan Pendidikan : MTS Tanah Kampung
Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks Descriptive
Alokasi Waktu : 8 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab. 3.4.2 Siswa dapat membedakan struktur kebahasaan yang digunakan dalam teks berbentuk deskriptif tentang tempat wisata dan bangunan bersejarah. 3.4.3 Siswa dapat mengidentifikasi ciri khas

Kompetensi Dasar	Indikator
	<p>yang dimiliki oleh tempat wisata dan bangunan bersejarah tertentu pada teks yang dibaca.</p> <p>3.4.4 Siswa dapat mengidentifikasi kata-kata khusus yang digunakan dalam teks deskriptif tentang tempat wisata dan bangunan bersejarah.</p>
<p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Siswa dapat memahami gambaran umum dan informasi tersurat dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.2 Siswa dapat memahami gambaran umum dan informasi rinci tersirat dari teks deskriptif tentang orang dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.4.1.3 Siswa dapat menjawab pertanyaan berdasarkan teks berbentuk deskriptif yang didengar</p> <p>4.4.1.4 Siswa dapat menjawab beberapa pertanyaan berdasarkan teks berbentuk deskriptif yang dibaca.</p> <p>4.4.2.1 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.2.2 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>

C. Tujuan Pembelajaran

Peserta didik diharapkan mampu:

1. Selama dan setelah proses pembelajaran, peserta didik dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Selama dan setelah proses pembelajaran, peserta didik dapat menunjukkan kesantunan saat mendeskripsikan tempat wisata dan tempat bersejarah.
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam mendeskripsikan tempat wisata dan tempat bersejarah.

D. Materi Pembelajaran

1. Fakta
Teks deskriptif (terdapat dalam buku siswa)
2. Konsep
 - Fungsi sosial : Mendeskripsikan tempat wisata (letak, ciri khas, cara mencapai ke sana)
 - Struktur kebahasaan :
Penyebutan tempat yang dipilih untuk dideskripsikan, ciri khas dan lokasi.
Kesimpulan dari teks yang dibaca
 - Unsur kebahasaan
Kata benda yang terkait dengan tempat wisata Kata sifat yang terkait dengan tempat wisata Present tense, Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. Rujukan kata

E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model : TBL (Task Based Learning),
3. Metode : Diskusi, Tanya-jawab, dan Presentasi.

F. Media/alat/bahan/sumber

1. Media/alat : Spidol, Papan tulis
2. Bahan : LKS
3. Sumber Belajar:
 - Buku Siswa Bahasa Inggris Edisi Revisi 2018 VIII
 - Silabus & Buku Kurikulum 2013
 - Internet

G. Kegiatan Pembelajaran
Pertemuan 1 dan 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam dari guru 2. Peserta didik disiapkan untuk mengikuti proses pembelajaran 3. Peserta didik dimotivasi secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional 4. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan 	15 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan teks tentang tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. <p>Menanya</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang didengar. • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari 	<p>20 menit</p> <p>15 menit</p> <p>20 menit</p>

Penutup	<ul style="list-style-type: none"> • Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan menyimpulkan pembelajaran hari itu • Peserta didik menyimpulkan materi yang telah dipelajari • Peserta didik merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. • Peserta didik melakukan evaluasi pembelajaran. • Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya 	20 menit
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Pertemuan 3 dan 4

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam dari guru. 2. Peserta didik disiapkan untuk mengikuti proses pembelajaran. 3. Peserta didik dimotivasi secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional 4. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan 	15 menit
Inti	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di grup wa. 	<p>20 menit</p> <p>20 menit</p>

Penutup	<ul style="list-style-type: none"> • Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan menyimpulkan pembelajaran hari itu. • Peserta didik menyimpulkan materi yang telah dipelajari • Peserta didik merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. • Peserta didik melakukan evaluasi pembelajaran. • Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya 	20 menit
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Pertemuan ke 5 dan 6

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam dari guru 2. Peserta didik disiapkan untuk mengikuti proses pembelajaran 3. Peserta didik dimotivasi secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional 4. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan Dilaksanakan 	15 menit

<p>Inti</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik membaca teks deskriptif tentang tempat wisata dari buku siswa. • Peserta didik menirukan contoh pengucapan kalimat-kalimat dalam deskripsi tempat wisata tersebut dengan bimbingan guru. • Dengan bimbingan guru, peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca melalui beberapa pertanyaan arahan. <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata/bangunan bersejarah. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa diminta mencari 16 kata tentang bagaimana mendeskripsikan tempat melalui puzzle dan menggunakannya dalam kalimat. • Siswa diminta menjawab pertanyaan tentang teks/bacaan dan berdiskusi tentang informasi yang didapatkan dari 	<p>20 menit</p> <p>15 menit</p> <p>20 menit</p> <p>25 menit</p>
	<p>teks/bacaan, kemudian membandingkan hasilnya dengan pasangan.</p> <ul style="list-style-type: none"> • Siswa diminta mengidentifikasi kata sifat dari teks dan diuraikan menjadi pola kalimat yang kemudian digunakan untuk membuat kalimat sendiri. 	

Penutup	<ul style="list-style-type: none"> • Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan menyimpulkan pembelajaran hari itu • Peserta didik menyimpulkan materi yang telah dipelajari • Peserta didik merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. • Peserta didik melakukan evaluasi pembelajaran. • Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya 	20 menit
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Pertemuan ke 7 dan 8

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran 2. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran teks deskripsi tentang bangunan bersejarah. 3. Mengajukan pertanyaan-pertanyaan untuk mereviu materi sebelumnya dan mengkaitkannya dengan materi yang akan dipelajari: 4. Menjelaskan tujuan pembelajaran dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	15 menit

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Inti	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Disajikan melalui speaking task 1: siswa diminta mengamati gambar, memikirkan salah satu tempat yang ada dalam gambar, memberikan nama pada gambar tertentu, mendeskripsikan tempat dalam gambar tersebut, teman yang lain akan menunjuk gambar yang dimaksud, dan memeriksa gambar apakah benar sesuai tempat yang dideskripsikan. • Peserta didik memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta menyiapkan sebuah foto, foto pribadi atau foto keluarga yang berkunjung pada tempat wisata/bangunan bersejarah. • Siswa diperlihatkan gambar dan diminta mendeskripsikan gambar tersebut secara lisan. • Siswa mendeskripsikan tempat wisata secara lisan berikut ciri khas tempat tersebut, teman yang lain menggambar sketsa berdasarkan deskripsi yang telah disampaikan, kemudian menunjukkan gambar kepada teman yang menyampaikan deskripsi dan mencocokkannya sesuai dengan deskripsi yang disampaikan. 	25 menit
Penutup	<ul style="list-style-type: none"> • Memberikan umpan balik terhadap proses dan hasil pembelajaran; • You did a great job today, I'm very happy with your activity. Thank you very much for your participation. By the way, how do you feel to be in my class? Please write your feeling, your problem and your success during my class in your journal, • Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas menyunting beberapa deskripsi teks tentang tempat wisata/bangunan bersejarah yang dibaca melalui website dan menyampaikan hasil suntingannya ke 	20 menit

	<p>guru lewat media sosial, e-mail, facebook, WhatsApp, or blog.</p> <ul style="list-style-type: none">• Meminta peserta didik untuk berdoa sebagai ucapan rasa syukur karena proses pembelajaran sudah dilakukan dengan baik	
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H. Penilaian Hasil Belajar

1. Teknik Penilaian:
 - a. Penilaian Pengetahuan : Tes Lisan
 - b. Penilaian Keterampilan : Unjuk Kerja/Praktik
2. Instrumen Penilaian



Sungai Penuh, 05 Oktober 2022

Guru Mata Pelajaran


Lola Anis Mariandi, S.Pd

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Pre-test of control class

Time: 30 minutes

1. Mention your name before answer the questions!
2. Choose one of your favorite friend and describe into a good descriptive text!



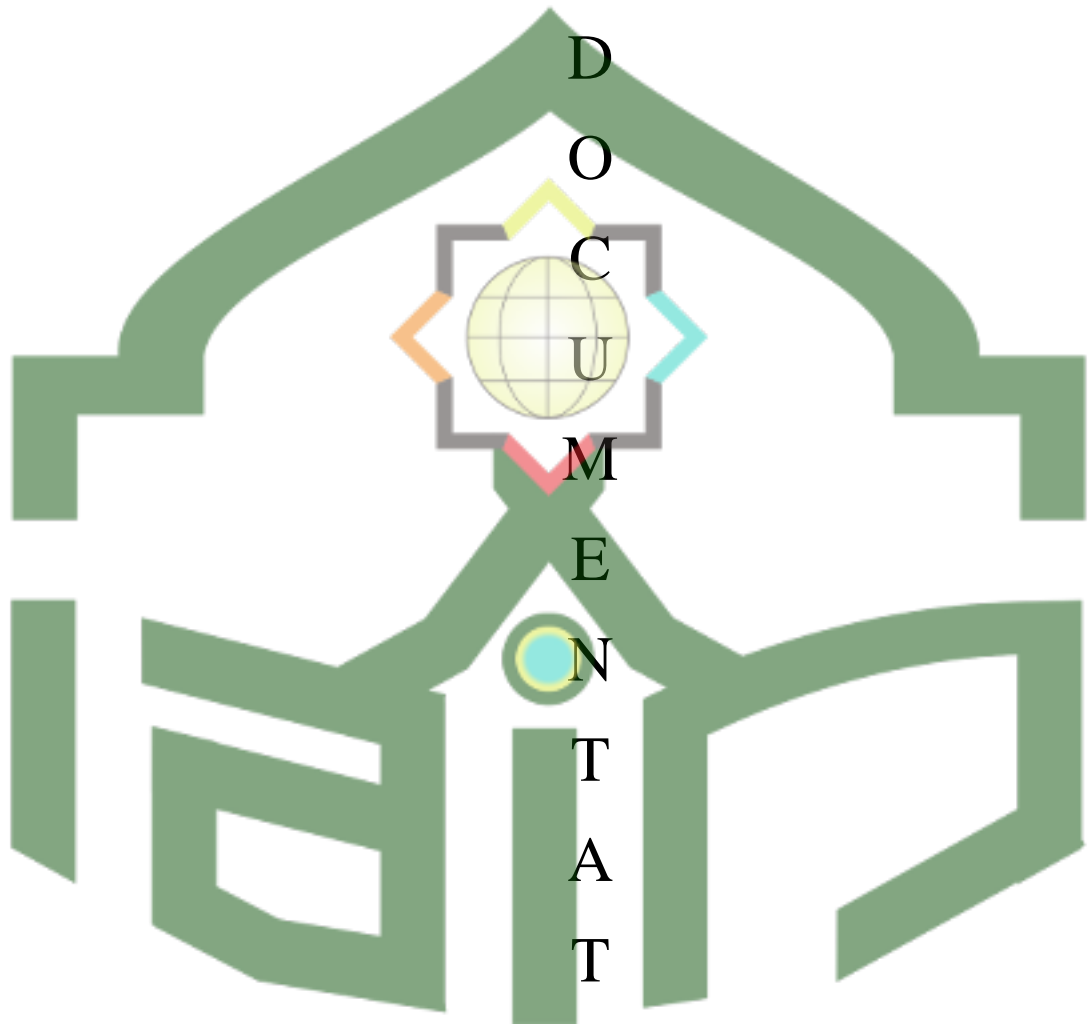
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Post-test of control class

Time: 30 minutes

1. Mention your name before answer the questions
 2. Choose one of your favorite place in kerinci and describe into a good descriptive text!
- Answer :





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JURUSAN TADRIS BAHASA INGGRIS

mat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114
KodePos . 37112. Website: www.stainkerinci.ac.id e-mail : info@stainkerinci.ac.id

SURAT KETERANGAN
LULUS UJI PLAGIASI

Ketua jurusan Tadris Bahasa Inggris (TBI) menerangkan bahwa Skripsi Mahasiswa :

Nama : Rahul Okta dendi
NIM : 1810203015
Semester : 9 (Sembilan)
No. HP : 0823 8951 8562
Judul : The Effectiveness of Using the Cake game
in Developing Students Speaking Skill in Descriptive
Text At the Eight grade students of MTS Tanah Kampung
Academic year 2022/2023
Pembimbing I : Heri Mudra, M.Pd
Pembahas II : Musdzal, M.pd

Telah di uji plagiasi dengan tingkat kemiripan dengan karya tulis lainnya sebesar 15 % dan dinyatakan dapat diagendakan untuk ujian skripsi.

Demikian surat keterangan ini dibuat ntuk dipergunakan sebagaimana mestinya.

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Sungai Penuh, 26 Desember 2022
An. Ketua Jurusan TBI
Sekretaris Jurusan,



Musdzal, M.Pd
NIDN. 200502840



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos.37112, Web:ftik.iainkerinci.ac.id, Email: info@ftik.iainkerinci.ac.id

SURAT PENETAPAN JUDUL DAN PEMBIMBING SKRIPSI

Nomor : In.31/D.1/PP.00.9/1304/2022

Berdasarkan Rapat TIM Seleksi Judul Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan tentang Penetapan Judul dan Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci, menetapkan:

1. Nama : Heri Mudra, M.Pd.
NIP : 198512162011011008
Pangkat/Golongan : Penata Tk. I/III d
Jabatan : Lektor
Sebagai : **Pembimbing I**
2. Nama : Musdizal, M.Pd
Pangkat/Golongan : Penata /IIIC
Jabatan : Lektor
Sebagai : **Pembimbing II**

Dalam penulisan skripsi:

- Mahasiswa : RAHUL OKTA DENDI
NIM : 1810203015
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effectiveness of using Cake Game in developing students' speaking skill at Eighth grade of MTs Tanah Kampung

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya

DITETAPKAN DI : Sungai Penuh
PADA TANGGAL : 27 Oktober 2022



Dekan
Dr. Hadi Candra, S.Ag., M.Pd.
NIP 197305061999031004

Tembusan:

1. Wakil Dekan I Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan/Program Studi
3. Dosen Pembimbing
4. Peringgal



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Nomor : In.31/D.1/PP.00.9/ 184/2022
Lampiran : 1 Halaman
Perihal : Permohonan Izin Penelitian

05 Oktober 2022

Kepada Yth,
Kepala Badan Kesatuan Bangsa Politik dan Perlindungan Masyarakat
Sungai Penuh
Di
Tempat

Assalamulaikum Wr, Wb.

Melalui surat ini Kami informasikan kepada Bapak/Ibu bahwa mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci yang namanya tersebut dalam lampiran surat ini membutuhkan informasi dan data di salah satu sekolah yang berada di lingkungan Dinas Pendidikan Sungai Penuh. Data tersebut dibutuhkan mahasiswa dalam rangka penelitian untuk penulisan skripsi.

Waktu yang diberikan mulai tanggal 05 Oktober 2022 s.d 05 Desember 2022. Sehubungan dengan itu, demi kelancaran kegiatan tersebut kami mengharapkan bantuan dan kesediaan Bapak/Ibu untuk memberi izin kepada mahasiswa tersebut.



Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Yang bersangkutan sebagai pegangan
4. Peringgal

Dekan

Dr. Hadi Candra, S.Ag., M.Pd.
NIP. 197305061999031004

**INSTITUT AGAMA ISLAM NEGERI
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Telp. (0748) 21695. Fax. (0748) 22114. Kode Pos. 37112, Web: www.iainkerinci.ac.id, Email: info@iainkerinci.ac.id

Lampiran : Izin Penelitian
Nomor : In.31/D.1/PP.00.81/891/2022
Tanggal : 05 Oktober 2022
Tentang : Nama-nama mahasiswa wali IAIN Kerinci yang akan melaksanakan penelitian tahun 2022

No.	NAMA / NIM	JUDUL SKRIPSI	Program Studi/Fakultas	Tempat Penelitian
1.	RAHUL OKTA DENDI NIM: 1810203015	The Effectiveness of using Cake Game in developing students' speaking skill at Eighth grade of MTS Tanah Kampung	Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan Dekan	MTS Tanah Kampung



D. Hadi Candra, S.Ag., M.Pd.
NIP. 197305061999031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA SUNGAI PENUH
MADRASAH TSANAWIYAH (MTs) TANAH KAMPUNG

Jln. Stadion Pancasila no 10,

Kode Pos. 37112

SURAT KETERANGAN

Nomor : B.01 /MTs.05/16/PP.03.2/08/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah (MTs) Tanah
Kampung menerangkan bahwa :

Nama : **RAHUL OKTA DENDI**
NIM : 1810203015
Jurusan : Tadris Bahasa Inggris
Tempat / Tgl Lahir : Sumur Gedang, 14 Oktober 2000
Pekerjaan : IAIN KERINCI
Alamat : Sumur Gedang, Sungai Liuk

Telah melaksanakan Penelitian (Research) di Madrasah Tsanawiyah (MTs)
Tanah Kampung, dari tanggal 05 Oktober s/d 05 Desember Penelitian tersebut
dimaksudkan sebagai bahan untuk melengkapi data skripsi yang berjudul :

**“ THE EFFECTIVENESS OF USING THE CAKE GAME IN DEVELOPING
STUDENT’S SPEAKING SKILL IN DESCRIPTIVE TEXT”**

Demikianlah surat keterangan ini dikeluarkan, untuk dapat dipergunakan
sebagaimana mestinya.

INSTITUT AGAMA ISLAM NEGERI

Tanah Kampung, 9 Desember 2022

KEPALA MADRASAH



ZURPAN, S. Ag, M.PdI

NIP 19700327 200701 1 027

K E R I N C I

CURRICULUM VITAE

PERSONAL DATA :

Name : Rahul Okta Dendi
Place and Date of Birth : Sumur Gedang, October 14th 2000
Gender : Male
Religion : Islam
Address : Desa Sumur Gedang, Kec. Pesisir Bukit, Kota
Sungai Penuh – Prov Jambi
Email : rahuloktadendi@gmail.com



FORMAL EDUCATIONS :

NO	EDUCATION LEVEL	ADDRESS	YEAR
1	SDN 008 Bumi Ayu	Dumai	2012
2	SMPN 7 Sungai Penuh	Sungai Penuh	2015
3	MAN 1 Sungai Penuh	Sungai Penuh	2018

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