

The logo is circular with a light green background. It features a central stylized flower or leaf motif in yellow and blue. The text "INSTITUT TEKNOLOGI DAN PENDIDIKAN MArkandeya" is written in a circular path around the center, and "BALI" is written at the bottom. The word "APPENDIX" is overlaid in large, bold, black serif font across the center of the logo.

APPENDIX

Appendix 1. Assesment Rubric Speaking Skill

No.	Criteria	Score			
		4	3	2	1
1	Pronunciation	Pronunciation can be understood even with a certain language accent	There are problems in pronunciation that make listeners have to focus and sometimes cause misunderstandings	Difficult to understand due to problems with pronunciation and repeated repetition of words	Almost always words that are not clear in pronunciation come out so they cannot be understood
2	Structure	Almost no grammatical errors were found	There are some grammatical errors but they do not affect the meaning of the story	There are many language errors that affect the meaning of the story and often repeat corrective sentences	Grammar is so bad that conversations are hard to understand
3	Vocabulary	Sometimes the pronunciation is not correct and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that pronunciation in speech becomes limited	Using the wrong vocabulary so it can't be understood	Vocabulary is very limited so it is not possible to speak fluently
4	Speaking Fluency	Speak fluently, very little encounter difficulties	Not too fluent because they have difficulty in expressing the language	Often hesitates and stops because of language limitations	Frequently pauses and is silent while talking
5	Talk Content	The entire contents of the expression can be understood even though there are occasional repetitions in certain parts	Most of the contents of the expressions are understandable although there are some repetitions	It is difficult to express some words or sentences in the presentation of the story	Incomprehensible even in simple words

Appendix 2. Pre-test Guidelines

Pre-Test

Pretest Objectives:

This pretest aims to measure the students' speaking abilities at the outset, specifically regarding pronunciation, Structure, Vocabulary, English fluency, and Talk Content

Implementation Time:

- Total time: 30 minutes

Step by Step Pretest:

1. The teacher explains the objectives of the pretest and provides oral instructions.
2. Students are asked to introduce themselves in English to assess their speaking Skill.
3. Students are given 10 minutes to prepare a self introduction (Introduction about myself).
4. The focus is on choosing the right words and preparing the oral delivery.
5. Each student comes forward and introduces themselves.
6. During the presentation, students must pay attention to:
 - a) Pronunciation: Ensure that words are pronounced clearly and correctly.
 - b) Structure: Use correct sentence patterns and grammar in your speech.
 - c) Vocabulary: Choose appropriate and varied words to express ideas effectively.
 - d) English Fluency: Speak smoothly and confidently without long pauses or hesitation.
 - e) Talk Content: Make sure the content of the talk is relevant and meaningful.

Assessment Sheet (Speaking Skill)

No	Name	Score					Total Score	X
		Pronunciation (1-4)	Structure (1-4)	Vocabulary (1-4)	Speaking Fluency (1-4)	Talk Content (1-4)		
1	Student 1							
2	Student 2							
3	Student 3							
4	Student 4							
5	Student 5							
6	Student 6							
7	Student 7							
8	Student 8							
9	Student 9							
10	Student 10							
11	Student 11							
12	Student 12							
13	Student 13							
14	Student 14							
15	Student 15							
16	Student 16							
17	Student 17							
18	Student 18							
19	Student 19							
20	Student 20							
21	Student 21							
22	Student 22							
23	Student 23							
24	Student 24							
Total Score								
Average Score								
Classical Mastery								

Appendix 3. Pre-test Result

No	Name	Score					Total Score	X
		Pronunciation	Structure	Vocabulary	Speaking Fluency	Talk Content		
1	Student 1	3	2	3	3	2	13	65
2	Student 2	2	2	2	2	2	10	50
3	Student 3	2	4	4	3	4	17	85
4	Student 4	1	2	2	2	1	8	40
5	Student 5	2	2	3	2	2	11	55
6	Student 6	3	3	2	2	3	13	65
7	Student 7	3	4	4	4	4	19	95
8	Student 8	2	2	2	1	2	9	45
9	Student 9	3	2	2	2	2	11	55
10	Student 10	1	2	1	2	1	7	35
11	Student 11	3	4	4	4	4	19	95
12	Student 12	3	3	3	3	3	15	75
13	Student 13	2	2	2	2	2	10	50
14	Student 14	3	2	3	2	3	13	65
15	Student 15	2	2	1	1	2	8	40
16	Student 16	3	3	3	2	3	14	70
17	Student 17	1	1	2	1	2	7	35
18	Student 18	2	2	2	2	2	10	50
19	Student 19	3	3	3	3	3	15	75
20	Student 20	3	3	3	3	3	15	75
21	Student 21	2	2	2	2	2	10	50
22	Student 22	3	3	4	4	4	18	90
23	Student 23	2	2	2	2	2	10	50
24	Student 24	3	3	3	2	3	14	70
Total Score		57	60	62	56	61	296	1480
Average Score								61,6
Classical Mastery								29%

Formula :

$$X = (\text{Total Score obtained}) / (\text{Maximum possible Score}) \times 100\%$$

$$\bar{X} = (\sum X) / N$$

Information :

X = Overall Score

\bar{X} = Average Score

($\sum X$) = Total Score Obtained all student

N = the number of students.

Appendix 4. Post-Test I Guidelines

Post-Test I

Post-test Objectives:

This post-test aims to measure the students' speaking abilities after the learning process, specifically regarding pronunciation, Structure, Vocabulary, English fluency, and talk content of meaning while presenting a montage about their 'Daily Activities'.

Implementation Time:

Total time: 30 minutes

Langkah-langkah Pretest:

1. The teacher explains the objectives of the post-test and provides oral instructions.
2. Students are asked to present a montage about their 'Daily Activities in English to assess their speaking ability.
3. Students are given 10 minutes to prepare their presentation.
4. The focus is on structuring the narrative, choosing appropriate words, and preparing the oral delivery.
5. Each student comes forward and presents their family montage
6. During the presentation, students must pay attention to:
 - a) Pronunciation: Ensure that words are pronounced clearly and correctly.
 - b) Structure: Use correct sentence patterns and grammar in your speech.
 - c) Vocabulary: Choose appropriate and varied words to express ideas effectively.
 - d) English Fluency: Speak smoothly and confidently without long pauses or hesitation.
 - e) Talk Content: Make sure the content of the talk is relevant, meaningful, and accurately describes the observed images.

Assessment Sheet (Speaking Skill)

No	Name	Score					Total Score	X
		Pronunciation (1-4)	Structure (1-4)	Vocabulary (1-4)	Speaking Fluency (1-4)	Talk Content (1-4)		
1	Student 1							
2	Student 2							
3	Student 3							
4	Student 4							
5	Student 5							
6	Student 6							
7	Student 7							
8	Student 8							
9	Student 9							
10	Student 10							
11	Student 11							
12	Student 12							
13	Student 13							
14	Student 14							
15	Student 15							
16	Student 16							
17	Student 17							
18	Student 18							
19	Student 19							
20	Student 20							
21	Student 21							
22	Student 22							
23	Student 23							
24	Student 24							
Total Score								
Average Score								
Classical Mastery								

Appendix 5. Post-Test I Result

No	Name	Score					Total Score	X
		Pronunciation	Structure	Vocabulary	Speaking Fluency	Talk Content		
1	Student 1	3	3	4	3	3	16	80
2	Student 2	2	3	3	2	2	12	60
3	Student 3	3	4	4	3	4	18	90
4	Student 4	3	2	3	3	3	14	70
5	Student 5	2	2	3	2	3	12	60
6	Student 6	3	3	3	2	3	14	70
7	Student 7	3	4	4	4	4	19	95
8	Student 8	2	2	2	2	2	10	50
9	Student 9	2	3	3	2	3	13	65
10	Student 10	1	2	2	2	3	10	50
11	Student 11	3	4	4	4	4	19	95
12	Student 12	3	3	3	3	4	16	80
13	Student 13	2	2	3	2	3	12	60
14	Student 14	2	3	3	3	3	14	70
15	Student 15	2	2	2	2	3	11	65
16	Student 16	2	3	3	3	4	15	75
17	Student 17	2	2	2	2	3	11	55
18	Student 18	2	2	2	2	3	11	55
19	Student 19	3	3	4	3	3	16	80
20	Student 20	3	4	3	3	3	16	80
21	Student 21	2	3	3	2	2	12	60
22	Student 22	4	3	4	4	4	19	95
23	Student 23	2	3	3	2	3	13	65
24	Student 24	3	3	3	2	3	14	70
Total Score		59	68	73	62	75	337	1695
Average Score								70,6
Classical Mastery								33,3%

Formula :

$$X = (\text{Total Score obtained}) / (\text{Maximum possible Score}) \times 100\%$$

$$\bar{X} = (\sum X) / N$$

Information :

X = Overall Score

\bar{X} = Average Score

($\sum X$) = Total Score Obtained all student

N = the number of students.

Appendix 6. Post-test II Guidelines

Post-Test

Post-test Objectives:

This post-test aims to measure the students' speaking abilities after the learning process, specifically regarding pronunciation, Structure, Vocabulary, English fluency, and talk content of meaning while presenting a montage about their 'Daily Activities'.

Implementation Time:

Total time: 30 minutes

Langkah-langkah Pretest:

1. The teacher explains the objectives of the post-test and provides oral instructions. Students are asked to present a montage about their 'Daily Activities in English to assess their speaking ability.
2. Students are given 10 minutes to prepare their presentation.
3. The focus is on structuring the narrative, choosing appropriate words, and preparing the oral delivery.
4. Each student comes forward and presents their family montage
5. During the presentation, students must pay attention to:
 - a) Pronunciation: Ensure that words are pronounced clearly and correctly.
 - b) Structure: Use correct sentence patterns and grammar in your speech.
 - c) Vocabulary: Choose appropriate and varied words to express ideas effectively.
 - d) English Fluency: Speak smoothly and confidently without long pauses or hesitation.
 - e) Talk Content: Make sure the content of the talk is relevant, meaningful, and accurately describes the observed images.

Assessment Sheet (Speaking Skill)

No	Name	Score					Total Score	X
		Pronunciation (1-4)	Structure (1-4)	Vocabulary (1-4)	Speaking Fluency (1-4)	Talk Content (1-4)		
1	Student 1							
2	Student 2							
3	Student 3							
4	Student 4							
5	Student 5							
6	Student 6							
7	Student 7							
8	Student 8							
9	Student 9							
10	Student 10							
11	Student 11							
12	Student 12							
13	Student 13							
14	Student 14							
15	Student 15							
16	Student 16							
17	Student 17							
18	Student 18							
19	Student 19							
20	Student 20							
21	Student 21							
22	Student 22							
23	Student 23							
24	Student 24							
Total Score								
Average Score								
Classical Mastery								

Appendix 7. Post-Test II Result

No	Name	Score					Total Score	X
		Pronunciation	Structure	Vocabulary	Speaking Fluency	Talk Content		
1	Student 1	3	4	4	3	4	18	90
2	Student 2	2	3	3	3	4	15	75
3	Student 3	3	4	4	3	4	18	90
4	Student 4	3	3	4	3	3	16	80
5	Student 5	2	3	3	3	4	15	75
6	Student 6	3	3	3	3	3	15	75
7	Student 7	4	4	4	4	3	19	95
8	Student 8	2	3	3	2	3	13	65
9	Student 9	2	3	3	3	4	15	75
10	Student 10	2	3	2	2	4	13	65
11	Student 11	4	4	4	3	4	19	95
12	Student 12	3	4	4	3	4	18	90
13	Student 13	3	2	3	4	3	15	75
14	Student 14	3	3	3	3	3	15	75
15	Student 15	3	2	2	3	3	13	65
16	Student 16	3	3	3	3	4	16	80
17	Student 17	4	2	2	4	3	15	75
18	Student 18	2	2	4	2	3	13	65
19	Student 19	3	3	4	3	4	17	85
20	Student 20	3	4	3	4	3	17	85
21	Student 21	3	3	3	3	3	15	75
22	Student 22	4	4	3	4	4	19	95
23	Student 23	4	3	3	4	3	17	85
24	Student 24	3	3	3	4	3	16	80
Total Score		71	75	77	76	83	382	1910
Average Score								79,5
Classical Mastery								83,3%

Appendix 8. Lesson Plan Cycle I

GENERAL INFORMATION

A. IDENTITY LESSON PLAN

Author's Name	:	I Wayan Setiawan
Institution	:	SD N 2 KAWAN
Academic Year	:	2024/2025
School Level	:	SD
Subject	:	English
Phase / Grade	:	B / 4
Semester	:	II
Unit / Theme	:	See, Cut, Paste, Tell: He always gets up at 5 o'clock
Learning Objectives	:	Writing - Presenting <ul style="list-style-type: none">▪ Students communicate their ideas and experiences through images and written copies. With teacher assistance, they produce simple descriptive texts and procedural texts using simple words/phrases and pictures. They write basic vocabulary related to the classroom and home environment in English, using self-invented spellings.

Listening - Speaking

- **Students use English to interact in increasingly broader yet predictable (routine) social and classroom situations using sentences with specific patterns. They modify or replace parts of sentences to participate in classroom routines and learning activities, such as expressing feelings, conveying needs, and asking for help. They comprehend the main ideas of orally presented information with the help of visuals, and use simple vocabulary. They follow a series of simple instructions related to classroom procedures and learning activities with visual support.**

Alocation time

:

(2 week)

1 Session = (2 X 35 Menit)

B. INITIAL COMPETENCY

- ❖ Children are able to identify their daily activities.
- ❖ Children can talk about dail activities through their own work.

C. PROFIL PELAJAR PANCASILA

- ❖ Independent
- ❖ Creative
- ❖ Faithful and devout to Almighty God

D. FACILITIES AND INFRASTRUCTURE

- ❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team dan I
- ❖ Learning Equipment: Laptop, Projector, Scissors, Glue, Drawing Book

E. TARGET STUDENTS

- ❖ Regular/typical students: Generally, they do not have any difficulty in absorbing and understanding the learning materials.
- ❖ High achieving students: They quickly grasp and understand the content, are capable of achieving high-order thinking skills (HOTS), and demonstrate leadership abilities.

F. TOTAL STUDENT

- ❖ 24 Student

G. LEARNING MODEL

- ❖ Offline Class

CORE COMPONENTS

A. LEARNING ACTIVITY OBJECTIVES

- ❖ **Flow of Learning Objectives:**

In this lesson, students are able to list daily activities using the simple present tense.

B. MEANINGFUL UNDERSTANDING

- ❖ Students are able to list their daily activities using the simple present tense and can discuss daily activities in relation to work.

C. GUIDING QUESTIONS

- ❖ The English word for "keluarga" is "family."
- ❖ The English word for "ayah" is "father."

D. LEARNING ACTIVITIES

Meeting 1

Introduction (10 minute)

1. The teacher opens the lesson by greeting the students in English.
2. Students and the teacher greet each other and then prepare themselves in an orderly manner to participate in the learning activities.
3. The teacher invites one of the students to lead the prayer as the opening of the lesson.
4. The teacher explains the learning objectives and introduces the theme: "Look, Cut, Paste, Tell: My Daily Activities."
5. The teacher asks a warm-up question, for example:
6. "What do you usually do in the morning?" or "Can you tell me one thing you do every day?"

Core Activities

Vocabulary and Concept Introduction (15 minute)

1. The teacher displays images of daily activities (such as waking up, brushing teeth, taking a bath, going to school, studying, eating, playing, and sleeping) on the board or projector.
2. Introduce vocabulary using simple sentences, for example: “I wake up at six o’clock.” / “I go to school in the morning.”

Demonstration of the Montage Technique (10 minute)

- **Step-by-Step Process:**

Explain the four key steps:

1. **Look:**

Look at the pictures of daily activities that have been prepared by the teacher. Then, choose the ones that show your daily routine, such as waking up, taking a bath, having breakfast, going to school, studying, playing, or sleeping.

2. **Cut:**

Carefully cut out the pictures you have chosen using a pair of scissors. Hold the scissors properly and follow the lines around the pictures. Be careful not to cut too close to the edges or damage the picture. Always cut slowly and safely, and ask the teacher for help if needed.

3. **Paste:**

Arrange the cut-out pictures of daily activities on a piece of paper. Think about the order of your day, what you do in the morning, afternoon, and evening. Place the

pictures in a logical order (from waking up to going to bed). Then, paste them neatly using glue to create a creative and organized daily activity montage (a collage that shows your daily routine).

4. Tell:

Practice speaking about the daily activity pictures you pasted on your paper. Look at each picture and try to say what the activity is and when you usually do it. Then, tell a short story in English about your daily routine. Use simple sentences, speak clearly, and try to tell your story in the correct order from morning until night.

- **Montage Creation (25 minutes)**

Distribute materials: worksheet (or blank paper), pre-selected images of Daily Activities, scissors, glue.

Instruct students to:

1. Look : Choose images representing their family.
2. Cut : Safely cut out the images.
3. Paste: Arrange and paste images to crea Daily Activities montage.

Wrap-Up of Session 1 (10 minutes)

1. Quick review of key vocabulary and the montage steps.
2. Explain that in the next session, students will individually practice speaking.

Meeting 2

Quick Review and Warm-Up (10 minutes)

1. The teacher opens the lesson by greeting the students in English.
2. Students and the teacher greet each other and then prepare themselves in an orderly manner to participate in the learning activities.
3. The teacher invites one of the students to lead the prayer as the opening of the lesson.
4. Briefly review the vocabulary and steps from Session 1 about daily activities.
5. Ask a few students to recall one daily activity in English, for example:
6. “What do you do in the morning?” / “Tell me one thing you do every day.”

Individual Activity – Speaking Preparation (10 minutes)

A. Speaking Preparation:

- Students practice a short oral description of their daily activity montage using simple sentence frames, such as:
 1. “I wake up at six o’clock.” / “I go to school in the morning.” / “I play with my friends in the afternoon.”
 2. The teacher walks around the classroom to provide immediate feedback on pronunciation, sentence structure, and fluency.

Oral Presentation and Speaking Assessment (40 minutes)

• Individual Presentations:

1. Each student presents their ‘Daily Activities’ montage to the class, narrating a short story in English.

- **Teacher Assessment:**

Assess each presentation using a speaking rubric focusing on:

- **Pronunciation:** Ensure that words are pronounced clearly and correctly.
- **Structure:** Use correct sentence patterns and grammar in your speech.
- **Vocabulary:** Choose appropriate and varied words to express ideas effectively.
- **English Fluency:** Speak smoothly and confidently without long pauses or hesitation.
- **Talk Content:** Make sure the content of the talk is relevant, meaningful, and accurately describes the observed images.

Provide immediate verbal feedback after each presentation.

Reflection and Conclusion (10 minutes)

1. Ask reflective questions, such as: “What did you learn about talking about your daily activities today?” and “How did you feel when speaking English in front of the class?”
2. Summarize the key points of the lesson, including vocabulary, sentence patterns, and the steps of the “Look, Cut, Paste, Tell” activity.
3. Assign a follow-up task, such as: “Practice telling your daily activities at home” or “Record a short audio about what you do in the morning.”
4. Conclude by thanking the students for their participation and encourage them to keep practicing speaking English about their daily routines.

E. REFLECTION

Teacher Reflection

1. How do students react to participating in learning in this unit?
2. What are the challenges in learning in this unit?
3. How is the achievement of success in learning in this unit?
4. What key points should be noted in resolving learning issues in this unit?
5. One word or sentence that describes the learning achievement in this unit?

Student Reflection :

Students pronounced vocabulary in today's lesson.

F. ASESMEN

Post-test Objectives:

This post-test aims to measure the students' speaking abilities after the learning process, specifically regarding pronunciation, Structure, Vocabulary, English fluency, and talk content of meaning while presenting a montage about their 'Daily Activities'.

Implementation Time:

Total time: 30 minutes

Step by Step Post-test:

1. The teacher explains the objectives of the post-test and provides oral instructions.
2. Students are asked to present a montage about their 'Daily Activities in English to assess their speaking ability.
3. Students are given 10 minutes to prepare their presentation.
4. The focus is on structuring the narrative, choosing appropriate words, and preparing the oral delivery.
5. Each student comes forward and presents their family montage
6. During the presentation, students must pay attention to:
 - a) Pronunciation: Ensure that words are pronounced clearly and correctly.
 - b) Structure: Use correct sentence patterns and grammar in your speech.
 - c) Vocabulary: Choose appropriate and varied words to express ideas effectively.
 - d) English Fluency: Speak smoothly and confidently without long pauses or hesitation.
 - e) Talk Content: Make sure the content of the talk is relevant, meaningful, and accurately describes the observed images.

Appendix 9. Lesson Plan Cycle II

GENERAL INFORMATION

A. IDENTITY LESSON PLAN

Author's Name : **I Wayan Setiawan**

Institution : **SD N 2 KAWAN**

Academic Year : **2024/2025**

School Level : **SD**

Subject : **English**

Phase / Grade : **B / 4**

Semester : **II**

Unit / Theme : **See, Cut, Paste, Tell: He always gets up at 5 o'clock**

Learning Objectives : **Writing - Presenting**

- **Students communicate their ideas and experiences through images and written copies.**

With teacher assistance, they produce simple descriptive texts and procedural texts using simple words/phrases and pictures. They write basic vocabulary related to the classroom and home environment in English, using self-invented spellings.

Listening - Speaking

<p>Alocation time :</p>	<ul style="list-style-type: none"> ▪ Students use English to interact in increasingly broader yet predictable (routine) social and classroom situations using sentences with specific patterns. They modify or replace parts of sentences to participate in classroom routines and learning activities, such as expressing feelings, conveying needs, and asking for help. They comprehend the main ideas of orally presented information with the help of visuals, and use simple vocabulary. They follow a series of simple instructions related to classroom procedures and learning activities with visual support. <p>(2 Week)</p> <p>1 Session = (2 X 35 Menit)</p>
<p>B. INITIAL COMPETENCY</p>	
<ul style="list-style-type: none"> ❖ Children are able to identify members of their family. ❖ Children can talk about their family through their own creative work. 	
<p>C. PROFIL PELAJAR PANCASILA</p>	
<ul style="list-style-type: none"> ❖ Independent ❖ Creative ❖ Faithful and devout to Almighty God 	

D. FACILITIES AND INFRASTRUCTURE

- ❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team dan Intern.
- ❖ Learning Equipment: Laptop, Projector, Scissors, Glue, Drawing Book

E. TARGET STUDENTS

- ❖ Regular/typical students: Generally, they do not have any difficulty in absorbing and understanding the learning materials.
- ❖ High-achieving students: They quickly grasp and understand the content, are capable of achieving high-order thinking skills (HOTS), and demonstrate leadership abilities.

F. TOTAL STUDENT

- ❖ 24 Student

G. LEARNING MODEL

- ❖ Offline Class

CORE COMPONENTS

A. LEARNING ACTIVITY OBJECTIVES

- ❖ **Flow of Learning Objectives:**

In this lesson, students are able to introduce family members using the simple present tense and can describe each family member's role.

B. MEANINGFUL UNDERSTANDING

- ❖ Students are able to name and introduce members of their family using the simple present tense.

C. GUIDING QUESTIONS

- ❖ The English word for "bangun tidur" is "wake up."
- ❖ The English word for "makan pagi" is "have breakfast."

D. LEARNING ACTIVITIES

Meeting 1

Introduction (10 minute)

7. The teacher opens the lesson by greeting the students in English.
8. Students and the teacher greet each other and then prepare themselves in an orderly manner to participate in the learning activities.
9. The teacher invites one of the students to lead the prayer as the opening of the lesson.
10. The teacher explains the learning objectives and introduces the theme: "Look, Cut, Paste, Tell: My Family."
11. The teacher asks a warm-up question, for example:
"Who is in your family?" or "Can you tell me about one person in your family?"

Core Activities

Vocabulary and Concept Introduction (25 minute)

3. The teacher displays images of family members (such as father, mother, brother, sister, grandmother, and grandfather) on the board or projector.
4. Introduce vocabulary using simple sentences, for example:
"This is my father." / "She is my sister." / "My mother is kind."
5. Conduct a pronunciation drill:

- a. The teacher models the correct pronunciation of each family word.
 - b. Students repeat the words several times together (choral repetition), then individually (individual repetition).
 - c. Focus on clear articulation and correct stress, e.g., "brother", "grandfather", "mother".
6. Group discussion activity:
- a. Students are divided into small groups (3–4 students per group).
 - b. Each student shares about one family member using the sentence pattern:
 - c. “This is my [family member]. He/She is [Profesion].”
 - d. Example: “This is my mother. She is a teacher.”
 - e. The teacher walks around the room to guide and support each group.

Demonstration of the Montage Technique (10 minute)

- **Step-by-Step Process:**

Explain the four key steps:

5. Look:

Look at the pictures of daily activities that have been prepared by the teacher. Then, choose the ones that show your daily routine, such as waking up, taking a bath, having breakfast, going to school, studying, playing, or sleeping.

6. Cut:

Carefully cut out the pictures you have chosen using a pair of scissors. Hold the scissors properly and follow the lines around the pictures. Be careful not to cut too

close to the edges or damage the picture. Always cut slowly and safely, and ask the teacher for help if needed.

7. Paste:

Arrange the cut-out pictures of daily activities on a piece of paper. Think about the order of your day, what you do in the morning, afternoon, and evening. Place the pictures in a logical order (from waking up to going to bed). Then, paste them neatly using glue to create a creative and organized daily activity montage (a collage that shows your daily routine). In addition, students were provided with blank paper to paste their selected images. This gave them more space and flexibility to arrange their montages creatively, encouraging greater engagement and expression.

8. Tell:

Practice speaking about the daily activity pictures you pasted on your paper. Look at each picture and try to say what the activity is and when you usually do it. Then, tell a short story in English about your daily routine. Use simple sentences, speak clearly, and try to tell your story in the correct order from morning until night.

• **Montage Creation (20 minutes)**

Distribute materials: worksheet (or blank paper), pre-selected images of family members, scissors, glue.

Instruct students to:

1. Look : Choose images representing their family.
2. Cut : Safely cut out the images.
3. Paste: Arrange and paste images to create a personal family montage.

Wrap-Up of Session 1 (5 minutes)

3. Quick review of key vocabulary and the montage steps.
4. Explain that in the next session, students will individually practice speaking.

Meeting 2

Quick Review and Warm-Up (10 minutes)

1. The teacher opens the lesson by greeting the students in English.
2. Students and the teacher greet each other and then prepare themselves in an orderly manner to participate in the learning activities.
3. The teacher invites one of the students to lead the prayer as the opening of the lesson.
4. Briefly review the vocabulary and steps from Session 1 about family members.
5. Ask a few students to recall one family member in English, for example:
6. “Who is in your family?” / “Can you tell me about your father/mother?”

Individual Activity – Speaking Preparation (10 minutes)

B. Speaking Preparation:

1. pronunciation drill:
 - a. The teacher models the correct pronunciation of each family word.
 - b. Students repeat the words several times together (choral repetition), then individually (individual repetition).

c. Focus on clear articulation and correct stress, e.g., "brother", "grandfather", "mother".

2. Group discussion activity:

- a. Students are divided into small groups (3–4 students per group).
- b. Each student shares about one family member using the sentence pattern:
- c. “This is my [family member]. He/She is [Profesion].”
- d. Example: “This is my mother. She is a teacher.”
- e. The teacher walks around the room to guide and support each group.

Oral Presentation and Speaking Assessment (40 minutes)

- **Individual Presentations:**

2. Each student presents their ‘Family Me’ montage to the class, narrating a short story in English.

- **Teacher Assessment:**

Assess each presentation using a speaking rubric focusing on:

- **Pronunciation:** Ensure that words are pronounced clearly and correctly.
- **Structure:** Use correct sentence patterns and grammar in your speech.
- **Vocabulary:** Choose appropriate and varied words to express ideas effectively.
- **English Fluency:** Speak smoothly and confidently without long pauses or hesitation.
- **Talk Content:** Make sure the content of the talk is relevant, meaningful, and accurately describes the observed images.

Provide immediate verbal feedback after each presentation.

Reflection and Conclusion (10 minutes)

1. Ask reflective questions, such as:

“What did you learn about introducing your family today?”

“How did you feel when speaking English about your family in front of the class?”

2. Summarize the key points of the lesson, including family-related vocabulary, sentence patterns (e.g., “This is my mother.”), and the steps of the “Look, Cut, Paste, Tell” activity.

3. Assign a follow-up task, such as:

“Practice introducing your family members at home using English.”

“Draw your family and write one sentence about each person.”

4. Conclude by thanking the students for their participation and encourage them to keep practicing speaking English about their family.

E. REFLECTION

Teacher Reflection

1. How do students react to participating in learning in this unit?
2. What are the challenges in learning in this unit?
3. How is the achievement of success in learning in this unit?
4. What key points should be noted in resolving learning issues in this unit?
5. One word or sentence that describes the learning achievement in this unit?

Student Reflection :

Students pronounced vocabulary in today's lesson.

F. ASESMEN

Post-test Objectives:

This post-test aims to measure the students' speaking abilities after the learning process, specifically regarding pronunciation, Structure, Vocabulary, English fluency, and talk content of meaning while presenting a montage about their 'Family Members'.

Implementation Time:

Total time: 30 minutes

Step by step Post-test:

- 1) The teacher explains the objectives of the post-test and provides oral instructions.
- 2) Students are asked to present a montage about their 'Family Members' in English to assess their speaking ability.
- 3) Students are given 10 minutes to prepare their presentation.
- 4) The focus is on structuring the narrative, choosing appropriate words, and preparing the oral delivery.
- 5) Each student comes forward and presents their family montage
- 6) During the presentation, students must pay attention to:
 - a) Pronunciation: Ensure that words are pronounced clearly and correctly.
 - b) Structure: Use correct sentence patterns and grammar in your speech.
 - c) Vocabulary: Choose appropriate and varied words to express ideas effectively.
 - d) English Fluency: Speak smoothly and confidently without long pauses or hesitation.
 - e) Talk Content: Make sure the content of the talk is relevant, meaningful, and accurately describes the observed images.

Appendix 10. Name of Student

No	Name
1	ANAK AGUNG TRISNA KANAYA DHARMA PUTRA
2	AYU SRI ASTITI MAHESWARI
3	DESAK AYU NATASHIA KAISRA TATYANA
4	DEWA AYU BELLA CANDRA DEWI
5	DEWA AYU DIAH VIRAYANI
6	GEDE ANANTA BOGA WINATA
7	GEDE ASKA PRAMANA PUTRA
8	GEDE BAGUS PRADITYA DANISWARA
9	I DEWA AYU DIAH DARMA PUTRI
10	I DEWA AYU SRI GISKA PUTRIANI
11	I MADE AWANTA GANASHYAMA
12	I MADE SATYA ANANDA WIGUNA
13	IDA BAGUS SURYA MAHANDRI MANUABA
14	KADEK KIRANA NAPA PUTRI
15	KOMANG BINTANG NADIRASWARI KARNA
16	LUH ADE KAYLA ANANDA DEWI
17	NI KADEK KESYA ARISTIANA DEWI
18	NI KADEK RUNI DAMA YANTI
19	NI KADEK TISYA PRAMESWARI
20	NI KOMANG RUPANI CANDRAWATI
21	NI PUTU AYU MAS WAIZA KANAYA GAUTAMI
22	NI PUTU RATIH MERTA MAHESWARI SURIAWAN
23	PUTU KANIA DIAN PRATIWI
24	SANG KOMPYANG DEVAN DIVYAPRAKASHA

Appendix 11. Activity of LCPT Technique (Look)



Appendix 12. Activity of LCPT Technique (Cut)



Appendix 13. Activity of LCPT Technique (paste)



Appendix 14. Activity of LCPT Technique (Tell)



Appendix 15. Creative Montage Siklus I



Appendix 16. Creative Montage Siklus II

