

**THE EFFECT OF ICT ON STUDENTS' CREATIVITY IN
LEARNING ENGLISH**

(Experimental Study In The Seven Grade Of SMPN 17 Rejang Lebong)

THESIS



By

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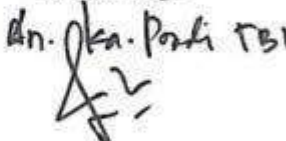
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This researcher finished this research entitled “**THE EFFECT OF ICT ON STUDENTS’ CREATIVITY IN LEARNING ENGLISH** (*Experimental Study In The Seven Grade Of SMPN 17 Rejang Lebong*)”. This thesis is presented in order to fulfill the requirements for the degree of strata 1 in English study program of IAIN Curup. In the process of compiling this research, researchers get support, guidance, assistance, contribution and motivation from the other. Because of those, the writer would like to present deepest appreciation to:

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teaching and learning process. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward.

Aamiin yaa rabbal'amin.....

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PREFACE

Gratitude is always expressed to Allah that the researcher finally has completed this thesis entitled "**The Effect of ICT on Students' Creativity In Learning English**".

This thesis is submitted as part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The researcher realizes that this thesis still needs improvement in the future, furthermore the researcher hopes and appreciates some criticisms that are intended for this research, for being perfect in the future.

Last but not least, the researcher hopes that this thesis can be useful, especially for other researchers who are interested in conducting research in this field.

Curup, August 2022

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MOTTO

“Qulhuwallahu ahad”

Today you do nothing

But

Someday you do somethings

DEDICATION

With pride and a sense of stive, this thesis is dedicated to :

My self, My beloved family especially my parents, my mother,
My father. Thank you for support, pray, help, and everything
that you have given to me.

My lovely brother and sisters, my nephew, my best friends

All my childhood friends,

e-Station of TBI IAIN Curup

All my friends from TBI 2018 Generation

ABSTRACT

Bayu Segara, 2022 : “THE EFFECT OF ICT ON STUDENTS’ CREATIVITY IN LEARNING ENGLISH (*Experimental Study In The Seven Grade Of SMPN 17 Rejang Lebong*)”

Advisor : Prihantoro, SS., M.Pd

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This research is an experimental research. The purpose of this study was to determine the impact of using ICT media in learning English on students’ creativity. The population of this study was students’ of SMP N 17 Rejang Lebong. Meanwhile, the sample of this research is 7 grade students, where A class is the control class, while B class is the experimental class. Data were taken from the results of the pre-test and post-test. This study uses descriptive statistical analysis to process the data. The mean score of the control class with teaching English without using ICT media increased by 5,4 points from 63,22 to 68,62. Furthermore, the mean score of the experimental class with teaching English using ICT media increased by 8,0 points from 63,19 to 71,17. From the hypothesis testing, it is known that the value of sig. (2-tailed) of $0.000 < 0.05$ it mean there is a significant difference between student creativity in learning English in the pre-test and post-test data. It can be concluded that H_i (The Use of ICT have the effect on students’ creativity in learning English) is accepted and H_o (The Use of ICT do not have the effect on students’ creativity in learning English) is rejected. In other words, there is an impact on the use of ICT media in learning English on students’ creativity.

Keywords: *ICT, Students’ Creativity*

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CHAPTER I

INTRODUCTION

This chapter discusses the reasons of conducting this present study. Moreover, it discusses the symptoms of gaps in the language learning processes, and discusses Hypothesis, The Research questions of this present study, Objectives of the research, Delimitation of the research, Research variables, Significances of the research, and Thesis organization.

A. Research background

Student creativity in learning process plays an important role, this is useful so that learning that is being carried out is not monotonous And will create a conducive atmosphere further become harmonious. According to the sociocultural approach, creativity has a special added value, when it occurs in a collaborative environment which means learning together which is learning in the classroom in general.¹ Creative collaboration focuses on the following; (a) mutuality between team members (b) exchange ideas and experiences (c) explore a common vision (d) negotiate collective understanding.² Currently, collaborative creativity is one of the most important requirements for students' critical integration in the knowledge

¹ Littleton, K., & Miell, D. (2004). *Collaborative creativity: Contemporary perspectives*. In D. Miell & K. Littleton (Eds.), *Collaborative creativity: Contemporary perspectives*. London: Free Association Books . p. 1-8.

² Glaveanu, V. P. (2011). *How we are creative together? Comparing sociocognitive and sociocultural answers*. Theory & psychology. p. 21

society³ because it contributes to their socio-emotional development and the emergence of strong internal motivation.

In language teaching, creativity has also been linked to the level of achievement in learning a second language. Many language tasks favored by language teaching methods are believed to unleash creativity in learners, particularly those involving elements that are student-centred, interaction-based, and open, and are therefore ideally suited in principle to foster creative thinking and behavior on the part of learners. Beside, Creative intelligence seems to be a factor that can facilitate language learning as it helps learners cope with new and unexpected experiences. Furthermore, communicative teaching methods have a role play here because they emphasize the use of functional and situational language and use activities such as role-playing and simulations that require students to use their imagination and thinking creatively.⁴

In pedagogical conditions ICT can support the development of Creative collaborative in modern times as it is today through interrelated practices such as creative rules.⁵ Moreover ICT contributes to fostering a participatory culture, by creating and sharing content in different social and cultural contexts. Therefore, under pedagogical conditions it can give to the development of creativity and

³ Daskolia et al. (2009). *Advancing collaborative creativity in the context of Greek teachers' in service training in environmental education*. In proceedings of the 9th international conference on computer supported collaborative Learning-Volume 2. Internasional society of the learning Sciencies. p. 87

⁴ Jack C Richards. (2013). *Creativity in language teaching*. University of Sydney, Australia: Iranian Journal of Language Teaching Research 1(3), (Oct., 2013) 19-43. p. 20

⁵ Panagiotes Anastasiades. (2017). *ICT and Collaborative Creativity in Modern School Towards Knowledge Society*: Springer International Publishing Switzerland 2017. Research on e-Learning and ICT in Education, DOI 10.1007/978-3-319-34127-9_2. p. 21

collaborative activity in the classroom.⁶ In addition to this Loveless investigated the characteristics of ICT that allow students to be creative. This is because basically as an indicator of creativity and ICT there is a continuity in the process of arising creativity, which in the characteristics of a single ICT can match two or more elements of the creative process.⁷

Furthermore using ICT media students' are directed to channel their language skills with intermediaries or use ICT media which aims to foster creativity, interest and talent in students, especially in learning english. Creativity as a result of the process of thinking activities basically cannot be separated from language. To generate this creative power, a medium in the form of language is needed. Without language, one's biological potential will not be able to generate creative ideas. Language does not just appear in human life. To be used to communication or a medium for creating creativity, language needs to be mastered first. To be able to communicate properly it is necessary to develop other devices either through natural acquisition or in a learning process that involves the use of ICT as a medium. With the development of this device, it is hoped that students can use language well when conveying something. In terms of creativity, language skills are one of the skills that need attention because creative ideas are generated through these skills.

The weakness of learning English that often encounter is learning to follow what is in the textbook and rarely teachers use learning media. Which, in this case,

⁶ Ibid. p. 22

⁷ Nikolopoulou. (2018). *Creativity and ICT : Theoretical Approaches and Perspective in School Education*. Springer International Publishing AG, part of Springer Nature 2018 T. A. Mikropoulos (ed.), Research on e-Learning and ICT in Education, https://doi.org/10.1007/978-3-319-95059-4_5. p. 90

makes students sometimes less interested and lazy to follow the learning and this will have an impact on the achievement of the objectives of a lesson. Moreover the media use in learning process which is believed to stimulate student's interest in learning in the classroom and increase student's creativity is the use ICT media because this reflects on the theories that have been put forward by experts. Later it can improve the quality of learning and student's creativity, where creativity is needed in the teaching and learning process.

Additionally there are still many learning methods that are only teacher-centered. The method used in teaching is also still conventional, so that students' creativity cannot be improved. Learning that is only centered on the teacher causes students to have low opportunities to develop their potential and creativity in the learning process. This problem is also seen in the learning English where the teacher only uses improvised media such as using textbooks and students' competency sheets, that weaken students to cultivate a creative attitude. Whereas what should have happened, teachers should be able to emphasize providing wider learning opportunities and a conducive atmosphere for students to acquire and develop knowledge, attitudes, values, and social skills that are beneficial for life in society. The use of learning methods that invite students to be able to increase their creativity is needed, so that students can learn together with their friends and have the opportunity to exchange knowledge with other students through media in the form of language.

SMP Negeri 17 Rejang Lebong is one of the schools that has inputs with diverse learning achievements. Teachers who have responsibility for the learning process in schools must be able to manage and adjust learning based on the characteristics of students' and the material to be delivered. At SMP Negeri 17 Rejang Lebong students' participation in learning still needs to be improved. This can be seen at the time of delivery of learning, students' participation still needs to be encouraged so that it gives rise to learning activities that include an exchange of information that causes students to generate many ideas and learn something new. In addition, students' creativity is also still need to be improved, This can be seen from the characteristics of creativity put forward by experts, such as Lack of students' motivation in learning because the method used is almost the same in every meeting which results in the emergence of a sense of boredom which reduces ambition to achieving a success in learning.

In another case, when a group project is held, students' tend to be more passive in accepting learning because students' are more closed to themselves in communicating and this causes relationships with others to not materialize. And also the opinions expressed are still affected by other friends, which causes no originality in opinion. Further, the level of curiosity of students' also needs to be raised because if students have curiosity, students will start learning something new and learn to choose different solutions to a problem and raise confidence in acting. In addition The level of concern for students' also still needs to be increased because students' often miss or ignore irrelevant information in learning which is irrelevant

information which enriches the source of one's ideas who will carry out the greater ideational and fluency of creative people.

Based on the background and phenomena in this study, the researcher will apply a quantitative experiment research design, which basically the experimental research design has three designs, namely pre-experimental, true experimental and quasi experimental. For this reason, the researcher uses a quasi experimental which according to the researcher this design is suitable to be applied considering the situation and conditions. Therefore, to see the results of this study, the quantitative experiment method with a quasi experimental design is suitable for use considering the research method. We can see the actual results in the field data and the condition of the students along with their responses directly and if using the other methods then it is very likely, The results obtained are not as effective as using this method. Therefore , from background above the researcher is interested in conducting a research with title "**The Effect of Using ICT On Students' Creativity In Learning English**" (**Experimental study in seven grade of SMPN 17 Rejang Lebong**).

B. Hypothesis

H₁ : The use of ICT have the effect on students' creativity in Learning English

H₀ : The use of ICT do not have the effect on students' creativity in Learning English

C. The Research questions of this present study are :

1. How is students' creativity in learning English under the teaching by using conventional media ?
2. How is students' creativity in learning English under the teaching by using ICT media ?
3. Are using ICT media in learning English increased student's creativity ?

D. Objectives of the research

The purpose of this study is to Measure :

1. The effect of ICT-based learning on students' motivation in applying speaking skills, especially in daily communication.
2. Describing the influence of problem solving by students on the ICT-based learning process on the development of creativity.
3. Identify the role of ICT media in the learning process of speaking for daily communication.
4. Describes the effect of the use of ICT media on increasing student creativity in the learning process of speaking for daily communication.

E. Delimitation of the research

This study focuses on increasing students' creativity in the learning English with using ICT, which studies of the use of ICT in this study include; Computer/laptop, projector, Sound system, Sosial Media, and Weblog. In addition, the creativity referred to in this study is the creativity that students need in the teaching and learning process. Therefore, another channel which is an area in increasing student creativity is outside the scope of this study.

F. Operational Definition

To help understand the terms used in this research, several Definition is described which includes :

1. Creativity is defined as a product or process that shows a balance of originality. And this value implies the ability to make unexpected connections and to generate new and suitable ideas. It is understood as a transverse skill that can be developed in everyone.⁸ In addition, the creativity referred to in this study is the creativity needed by students in the teaching and learning process, namely learning that involves new understanding and awareness of understanding, which allows students to go beyond notional acquisitions, and focus on further thinking skills based on interactions between students and open minded. It is the ability to process language through connections between previously unconnected things. This place the learner at the center of the learning process, prioritizing understanding over memorization. More daring in expressing their own opinions without being influenced by others, having

⁸ Romina Cachia & Anusca Ferrari. (2010). *Creativity in Schools: A Survey of Teachers in Europe*. Luxembourg: Publications Office of the European Union. p. 17

ambitions in achieving a learning marked by the seriousness of students in accepting a lesson. And can develop ideas, especially in language learning. Emphasize the use of functional and situational language and the use of activities such as role-playing and simulations that require students to use their imagination and think creatively.

2. ICT is a variety of technological tools and resources used include communicating, creating, disseminating, storing, and processing information.⁹ In this study ICT refers to technology used in learning process which is used to deliver learning material that is expected from the use of this ICT in learning will have an impact on students' creativity. The types of ICT used in this study are computers and laptops, projectors, sound systems, social media such as Facebook, What app and weblogs.

G. Significances of the research

By doing this research, the researcher hopes to be able to contribute from various aspects of education such as :

1. The students,

The results of this study are expected to help students in improving learning outcomes, especially in learning English in speaking for daily communication skills. Furthermore, it is expected that students develop their potential through development creativity.

⁹ L. V. Tinio, ICT in Education. (2002). New York: Stephen Brown Group. p. 3

2. The Teachers, Expected to be able to develop more varied learning methods, especially in the use of ICT media and in learning, moreover facilitating students to learning materials effectively.
3. For schools,
The results of this study provide references in improving the quality of education especially learning process carried out by teachers. Likewise schools can support teachers to create more varied media.
4. The Researcher,
Can find appropriate learning methods in creating harmonious learning conditions and can find out the synchronization between the use of technology in learning process. In addition researchers have knowledge and insight about appropriate learning materials and media.

H. Thesis organization

This section contains the composition of the research that has been compiled and also explains the parts contained in each chapter. Which includes, Chapter I Introduction, consist of background of the research, question of the research, objective of the research, significance of the research, and Hypothesis. Chapter II Literature review consist of review of the related theories, variable indicator, media in learning English,using ICT as one of learning media. Chapter III Methodology of the research consist of kind of research, population and sample, Procedures of the research, Technique for collecting data, Instruments of the research and, Data analysis.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter will elaborate about the basic theory of this research. It consists The definition of creativity, Characteristics of creativity, Factors that influence student creativity, The definition of ICT, Benefits of ICT in general, The Role of ICT and Creativity In Learning Process and Review of related finding.

A. Review of the related theories

1. Creativity

a. The definition of creativity

Creativity is often misinterpreted by some people who think that creativity is a natural ability that a person has. Furthermore Craft, opine that creativity is not a special skill or ability of a few individuals, but rather it is the result of specific education and learning.¹⁰ In addition, it is not uncommon for many of them to think that only those who are talented can be creative, even though basically everyone has creativity, although at different levels, this is because it refers to a statement of craft where creative thoughts can be formed from specific education and learning. Components that influence a person's creativity are considered innate factors that only certain people have. In its development, it is known that creativity cannot grow on its own without stimulation from the environment.¹¹

¹⁰ Craft, A. (2011). *Creativity and education futures: Learning in a digital age*. Stoke-on-Trent: Trentham Books. p. 5

¹¹ Ali, M & Asrori, M. (2009). *Psikologi remaja, perkembangan peserta didik*. Jakarta: Bumi Aksara. p. 74

Stenberg, Kaufman and Pretz argue that creativity is a skill to produce something new in the form of a product that is appropriate and of high quality which in turn is used by many researchers as a general definition of creativity. According to this, Creativity is the ability to produce work that is novel, high in quality, and appropriate, useful, meets task constraints and Creativity is a topic of wide scope that is important at both the individual and societal levels for a wide range of tasks.¹² Creativity can also be seen from each aspect such as how an individual prioritizes a process in solving a problem and the latest researchers state that creativity must be developed in accordance with solving problems that exist in everyday life. According to James J. Gallagher creativity is a process of reasoning carried out by people in the form of ideas or new products and can also collaborate on these two so that they can be attached to people.¹³

Creativity is a skill that is used to show flexibility, originality in thinking and the ability to collaborate, develop, enrich, and detail ideas.¹⁴ Creativity also means reliable abilities possessed by individuals which must processes that require strong skills, and motivation.¹⁵ Creativity is an action that produces results that are novelty, useful and understandable. Novelty means variety, unprecedented and unique. While the meaning of useful itself means more practical, easier, overcome difficulties and produce something better. Moreover Understandable which means that the results

¹² Sternberg, R. J., Kaufman, J. C., & Pretz, J. E. (2002). *The creativity conundrum: A propulsion model of kinds of creative contributions*. New York: Psychology Press. p. 1

¹³ James J. Gallagher. (2010). *Kemampuan Kreatifitas Anak Usia Dini*. Surabaya: Grasindo. p. 13

¹⁵ Utami Munandar. (2009). *Creativity Development for Gifted Children*. Jakarta: Rineka Cipta. p. 18

have been created, easy to understand and can be made at the right time and different.

b. Characteristics of creativity

Creativity is closely related to the mechanism in the thought process. Someone who has high creative thinking will spread widely. In this case someone will think more deeply to get something creative. Guilford mentioned characterizes creativity as:

a. Fluency:

The ability to generate many ideas, which frees creativity.

b. Flexibility:

The ability to analyze a situation from a different angle, by combining different places, people, directions, and periods.

c. Originality:

The ability to generate unique or unusual products.

d. Elaboration:

The ability to engage details, embellish and complete something creative.¹⁶

In addition, according to *The Cambridge handbook of creativity*, creative people produce more ideas and They are more fluent cognitively. The personality traits that were most consistently associated with creativity were grouped into cognitive, social, affective-motivated, and clinical groups. Which these characteristics include:

¹⁶ Guilford. (1950). *Creativity*. *American Psychologist* Vol. 5(9), 444–454

1. Cognitive characteristics

This characteristic is based on someone who usually handles how someone processes information, solves problems, and responds to new situations. And also openness to experience. Openness is “flexibility, depth, originality and complexity of mental life and each experience. Open people tend to be imaginative and curious, so it's no surprise that open people are more creative.

2. Social characteristics

It involves social relationships, especially behavior and attitudes related to one's relationship with others, such as questioning or accepting what authority figures say, feeling comfortable or uncomfortable around strangers and large groups of people, being warm or friendly towards others, and believe it is better or worse than others.

3. Motivational-affective personality traits

Motivational traits are determined by a person's want to persist in activities and be successful in their activities. The characteristics of motivation are shown by someone who is persistent, driven, ambitious and implausible. This type is not a person who easily gives up in the face of obstacles. Intrinsic motivation is often associated with highly creative thinking or behavior; that is, when pleasure and excitement are the drive and energy behind a task, the result is often more creative than if the drive is lacking.

4. Clinical personality traits

Highly creative people are often unable to ignore irrelevant information. Irrelevant sensory experiences and ideas can enrich the source of one's ideas who will carry out the greater ideational and fluency of creative people.¹⁷

Besides, according to Hamzah B. Uno and Nurdin Mohamad characteristics of creativity in a person, especially in a student, was suggesting the following indicators of creativity which includes: (1) Have great curiosity (2) Frequently asked weighty questions (3)) Provide a lot of ideas and suggestions on a problem (4) Able to express opinions spontaneously and not shyly (5) Have or appreciate a sense of beauty (6) Having their own opinion and being able to express it, is not easily influenced by others (7) Have a great sense of humor (8) Have a strong imagination (9) Able to propose thoughts, problem solving ideas that are different from others (original), (10) Can work alone (11) Enjoys trying new things (12) Able to develop or detail an idea (ability to elaborate).¹⁸

Furthermore, the characteristics of creativity have also been summarized by G. Lehmkuhl, et.al. which is from the creativity model in the context of education. Some of the main characteristics of creativity according to educational context are :

1. Creative personality and curiosity

A lifestyle, a personality trait, wanting to see, hear, know, experience something new, original, unknown.

¹⁷ Kaufman, J., & Sternberg, R. (Eds.). (2010). *The Cambridge Handbook of Creativity* (Cambridge Handbooks in Psychology). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511763205. p. 257

¹⁸ Hamzah B. Uno & Nurdin Mohamad. 2011. *Belajar dengan Pendekatan Paikem: pembelajaran aktif, inovatif, lingkungan, kreatif, menarik*. Jakarta: Bumi Aksara. p. 252

2. Knowledge and skills expansion

Stimulating creativity means learning new things outside the current areas of knowledge. It means to have the capacity for great achievements, including verbal and linguistic creativity.

3. Connection

To be able to make connections with things that have no apparent connection.

4. Boldness

To be able to overcome boundaries of accepted conventions and to not be afraid to make mistakes.

5. Originality

To be able to produce unique or unusual ideas.

6. Fluency

To be able to generate many ideas to evaluate, research, and choose different solutions to a problem.

7. Flexibility

To be able to produce ideas that show a diversity of possibilities, through different points of view or domains of thought.

8. Elaboration

To take care of details, beautifying, and completing something creative to make something real, understandable, or aesthetically pleasing.¹⁹

¹⁹ LEHMKUHL, G., GRESSE VON WANGENHEIM, C., MARTINS-PACHECO, L. H., F. BORGATTO, A., & DA CRUZ ALVES, N. (2021). *SCORE – A Model for the Self-Assessment of Creativity Skills in the Context of Computing Education in K-12*. *Informatics in Education*, 20(2), 231-254. doi:10.15388/infedu.2021.11. p. 237

c. Increasing Student Creativity

Student creativity in learning plays an important role, this is useful so that learning that is being carried out is not monotonous so that it minimizes boredom in learning as we know if students and teachers experiencing boredom in the teaching and learning process, the results of learning are not ideal, for that, as educators, it is necessary improve student creativity. In developing student creativity the teacher needs to give learning conditions that allow flexibility, authenticity, and the quantity of creativity possessed by students. moreover Oemar Hamalik stated that in developing creativity there are through three ways such as :

1. Classify the types of problems presented to students
2. Develop and use problem solving skills
3. Provide rewards for creative learning achievements²⁰

These steps are a way to make it easier for students to develop creativity. The teacher must sort out the problems that must be solved by students. The topic of the problems taken should be able to invite students to be creative and broad-minded, creative students need to be given rewards which are useful for motivating students so that student creativity can continue to be developed.

d. Factors that influence student creativity

The development of creativity is not only found in the factors of the individual but there are also several factors that influence the development of creativity, namely:

²⁰ Oemar Hamalik. (2003). *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara. p. 180

a. Time

Student activities should not be over-organized, leaving them little free time to play with ideas and concepts and try out new and original forms.

b. Solitude opportunity

Students need time and opportunity to be alone to develop the power of imagination that students have.

c. Encouragement

Regardless of how far the student's achievement is in meeting the standards that have been set, the students must still be encouraged to be creative and free from non-constructive criticism.

d. Means

Facilities in supporting learning activities must be provided to stimulate experimentation and exploration, which are essential elements of all creativity.

e. Environmental stimuli

The home and school environment should stimulate creativity by providing guidance and encouragement to use tools that encourage creativity.

f. Non-possessive parent-child relationship

Parents who are not overly protective or possessive of their children encourage their children to be independent and confident, two qualities that are very supportive of creativity.

g. Method of educating children

Educating children in a democratic and permissive way at home and school increases creativity. Meanwhile, authoritarian education extinguishes.

h. Opportunity to acquire knowledge

The more knowledge the child acquires, the better the basis for achieving creative results and according to this children must be filled to fantasize.²¹

2. Information communication and technology (ICT)

The use of ICT in learning in schools is growing rapidly. ICT plays an important role in the implementation of learning, such as helping to ease the task of teachers in the teaching and learning process. The development of ICT in the world is very fast, from time to time. The development of ICT is of course a huge potential to improve the quality of education. Because information technology stores unlimited information about everything, it can be used for the benefit of educational development which is no longer limited by space and time. the use of ICT is needed in the framework of the effectiveness and efficiency of learning, especially for students to foster creativity and interest in the learning process.

a. The definition of ICT

ICT is a useful tool for educators and students' in developing skills such as in the pedagogical, cognitive, social and technological fields. So that in its use it can respond critically and creatively to fulfill the requirement in social and economic

²¹ Sari, A., & Hermansyah, H. (2022). *The Effect of Teacher Communication Through Storytelling Method on the Creativity Level of Kindergarten Students in Bekasi City*. International Journal of Emerging Issues in Early Childhood Education, 4(1), 29–41. <https://doi.org/10.31098/ijeiece.v4i1.883>. p. 30

realities that are constantly being mobilized.²² According to Tinio defines ICT as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.²³ Meanwhile, communication technology is everything related to the use of tools to process and transfer from one device to another.²⁴ Furthermore ICT is a general form that describes any technology that helps generate, manipulate, store, communicate, and or convey information. Meanwhile, according to the meaning of the word ICT, there are three syllables namely, information, communication and technology which have the following meanings:

1. Information

Base on the definition that information is the result of data processing that provides meaning and benefits.²⁵ Additionally the concept of information which is the concept of information which is considered as follows :

- a. Information as knowledge description
- b. Information as data in the environment
- c. Information as part of the communication process
- d. Information as a resource or commodity ²⁶

²² Zaranis Nicholas. (2017). *Research on e-learning and ICT in education* (Switzerland: Springer International Publishing. p. 14

²³ Tinio (2009) in Sylvester Ngoma. (2010). *ICT in Education: Catalyst for Economic Growth in the Congo*. North Carolina in the United States of America: Harding University High School in Charlotte. p. 6

²⁴ Winanda A, Mutiara F A. (2019). *Teacher's Interpretation of the Urgency of Learning Media Based on Information and Communication Technology in the Senior High School*. International Conference on Education Technology: Advances in Social Science, Education and Humanities Research, volume 372. p. 227

²⁵ Azhar Susanto, (2004). *Sistem Informasi Akuntansi*. Bandung: Lingga Jaya. p. 38

2. Communication

Communication means the stages in giving and conveying meaning for mutual understanding. And communication is an effort or process in transferring information from one person to another, whether it creates trust or not. Furthermore the Process Communication can be defined as the process of transmitting information and common understanding from one person to another.²⁷ The word communication is derived from the Latin word, communis, which means common. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication. Two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication. In a school, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent.²⁸

3. Technology

Technology is a form of process that brings added value. The product that is being run can use or produce a product where the product that has been produced is not separated from other existing products. In the same way volti, presented the definition of technology in the text entitled “Society and Technoloical Change” satates that technology is defined as a system created by humans that uses knowledge

²⁶ A.D. Madden “ *A definition of Information*” Aslib Proceedings Vol 52, No.9, October 2000-343

²⁷ Keyton. (2011) in Suman Devi. (2015). *Communication: The Process, Deterrents and Overcoming Strategies of Deterrents to Communication*. Ganga Technical Campus, Soldha, Bhadurgarh, Haryana, India: International Journal of Advanced Research in Social Sciences & Humanities Volume 3, p. 21

²⁸ Fred C. Lunenburg “*Communication: The Process, Barries, And Improving Effectiveness*”. SCHOOLING Vol 1, No 1, 2010.

and organization to produce objects and techniques for the attainment of specific goals.²⁹

To keep up with the development of educational technology, including technology in learning media, such as ICT media, which explains that ICT media is a component of learning resources or a physical vehicle that has instructional material within students that can stimulate students to learn in the form of information communication and technology (ICT). Or in short, it is a form of learning part in the form of information and communication technology. According to Abdulhak There are three classifications in the use of ICT, namely: first, ICT as a medium and tool in education, and serves to clarify the description presented. Second, ICT as a source, namely as a source of information and information seekers. Third, ICT as a learning system.³⁰ From the opinions of experts that have been summarized above, it can be concluded that ICT is a technology that can be used in the learning process by means of retrieval, collection (acquisition), processing, storage, distribution, and presentation of information. And also as a tool for processing and transferring from one device to another such as helping to generate, manipulate, store, communicate, and or convey information.

²⁹ Volti, Rudi. (2009). *Society and Technological Change*, 7th ed. New York: Worth Publisher. p. 6

³⁰ Abdulhak, (2005) in JUMRIANI. (2020). *THE INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING SPEAKING AT ENGLISH EDUCATION DEPARTMENT OF UNISMUH MAKASSAR*. MUHAMMADIYAH UNIVERSITY OF MAKASSAR. p. 12

b. The use of ICT media in this research

In this study, the type of ICT media used when carrying out treatment in the experimental class was using :

1. Computer/laptop

Computer/laptop is an ICT technology that plays a role in providing information, obtaining information and processing information so that its use in the field of education has a very positive effect. Moreover computer is an electronic system that has an operating system stored in a stored program, which has the ability to manipulate data quickly and accurately and is designed and organized to automatically receive and store input data, and process it, then produce output under the supervision of program instructions.³¹ In addition, the use of computers in this research is to increase students' experience regarding problem solving skills which when learning takes place students are required to find material and use this device to stimulate creativity, especially in terms of making originality work in the term of language such as strengthening writing skills. Beside computers are also used in distributing materials to other devices.

2. Projector

The projector is a technology used in the field of education to display images, videos/films which are a substitute for conventional methods to present learning illustrations or information, which conventional media cannot reach. In using projectors during learning as mentioned above, students learn to like new things

³¹ H.Sanders, Donald, 1988, *Computer Today* 3rd edition. New York: McGraw-Hill. p.23

which have not been found in previous learning which only uses makeshift media. In this case, students can also see clear examples of how learning materials are delivered, especially in terms of language learning which requires media to convey it, and this can also make students more interested in further learning, students are also more flexible in expressing opinions because the media displayed represents what is expected in the indicators of a learning.

3. Sound system

According to the Oxford dictionary, Sound system is a device for playing recorded or live music and to make it louder. The use of a sound system in this research is to channel students' listening skills which is useful so that students know better how to pronounce the correct vocabulary as spoken by native speakers in English and also the use of the sound system has an impact on the development of students' motivation in language which is expected to make students more challenged in learning that makes students' curiosity honed because students will try to explore knowledge about the learning more deeply and accompanied by strong motivation to realize success in learning.

4. Social media

Social media is a means of online communication enhanced by technological capabilities, which can share delivery, collaboration and development resources among interconnected and mutually supportive networks of people, communities and organizations.³² In the experimental class the social media treatment used was Facebook and WhatsApp. The use of social media in English learning emphasizes

³² Tuten, Tracy L. dan Solomon, Michael R. (2015). *Social Media Marketing*: 2nd Edition. London: SAGE Publications Ltd. p. 53

students on learning writing skills where students are introduced to the manufacture of language products in the form of short essays that make students more able to produce their own work and can channel it on this media for the exchange of information and also this has an impact on the dimensions Social students who foster relationships, because they get information from each other.

5. Weblogs

The web is a system that functions to display text, images, multimedia and others on the internet that Related to documents used as media.³³ According to the definitions of weblogs, it can be ascertained that the use of this research is more focused on writing skills in which students are stimulated to find out information related to a lesson and also answer learning, furthermore through these weblogs students learn to process information through this medium. Which is then used as material to gain an understanding of the language and gain a new understanding.

c. Benefits of ICT in general

There are several advantages of using ICT which are, Technology provides a means of presenting the original language, it mean when In learning using ICT, students can access various sources of information that can be used to support the presentation of learning language. Technology provides access to a wider range of information sources and in various languages. And also technology provides opportunities for humans to be able to communicate with a wide range. Through networks and connections, the exchange of information becomes easy, and this has an impact on

³³ Alexander F.K Sibero. (2013). *Web Programing Power Pack mediaKom*. Yokyakarta. p.

obtaining information and learning resources. Furthermore Technology enables a learner-centered approach because By using ICT, students are more active in digging deeper into obtaining information and developing ideas, especially in finding learning resources or making works related to lessons because ICT actually provides various kinds of tools that can support learning activities. Technology develops student autonomy and ICT helps people to get information and communicate in a wider range.³⁴ Moreover By using technology in their learning, students can be active learners. They will be aware of what information they need, why they need it, and how they can get that information. ICT also can provide a way for dynamic and collaborative learning. By using internet our learning is not limited to the school hours, demographically where we are, and who our teachers are. We can access internet anytime and anywhere. E-learning allows the students to get information faster from everywhere and anytime. Learning using ICT is more than learning through memorization. It allows the learners to experience their learning processes, being interactive, enjoy and have fun with technology.

d. The Role of ICT and Creativity In Learning Process

The development of information communication and technology has made a major contribution to people's lifestyle. This is because of the many forms of technology use in daily activities that have resulted in the replacement of various conventional methods in everyday life. In the current era of globalization, the role of ICT is changed according to the needs of person or group, such as the concentration of ICT in the economic, social, health and education fields. Basically, the use of ICT

³⁴ JUMRIANI, Op. Cit., p. 17

in life is to make it easier for humans to complete a job or make an original work. Replacing the role of humans by carrying out automation activities of a particular task or process. Second, strengthen the role of humans, namely presenting information, tasks or processes. Third, restructuring or making changes to a task or process.³⁵

In addition, the use of ICT in the education sector has begun to be developed in order to progress and ease the field of education which at this stage replaces conventional learning where access in classes is limited, teachers are the only source of knowledge, the delivery of learning is limited to using a blackboard and using various kinds of instructional media that have an impact on the environment and the economy such as too much use of paper, as well as forms of application of exams whose references are limited to compulsory books that make students' intellectuals difficult to develop because they are limited by these things.³⁶

Based on the role of ICT in the learning and teaching process, it no longer relies specifically on printed materials. Various resources are available on the internet, and knowledge can be obtained through video clips, audio visuals, visual presentations and also users who can create new knowledge through access to selection, processing, and interpreting information and data. In addition to learning through ICT students are better able to get information and data from various sources and assess the quality of learning materials, this is because ICT provides more

³⁵ Munir, 2005. *Manajemen Kelas Berbasis Teknologi Informasi dan Komunikasi*. Mimbar Pendidikan XXIV (2). Universitas Pendidikan Indonesia. p.7

³⁶ Suryadi “ *Pemanfaatan ICT dalam pembelajaran* “. Jurnal pendidikan terbuka dan Jarak jauh, Vol.08, No 01, 2007, 83-98

educational possibilities and capabilities for students and instructors.³⁷ Previous research has shown that ICT helps transform the teaching environment into a learner-centered environment in Castro Sanchez and Aleman's research.³⁸ According to Brush, Glazewski and Hew, ICT is used as a tool for students to find learning topics, solve problems and provide solutions to problems in the learning process. ICT makes the acquisition of knowledge more accessible, and concepts in the field of learning become understood.³⁹

To develop good teaching and learning using ICT, three important characteristics are needed, namely; autonomy, ability and creativity. Autonomy means that students control their learning through the use of ICT. Through this, they become better able to work alone as well as with others. And Through collaborative learning with ICT, students have more opportunities to build new knowledge into themselves in the background and become more confident to take risks and learn from mistakes. From here, in the teaching and learning process ICT also plays a role in improving the quality of teaching and learning and teachers can also authorize students to complete certain tasks with peers or in groups.⁴⁰

In line with this Serhan concluded that ICT allows educators to create their own materials, thereby fostering autonomy, and providing greater control over

³⁷ Jo Shan Fu. *ICT in Education: A Critical Literature Review and Its Implications*. International Journal of Education and Development using Information Communication Technology (IJEDICT), 2013, Vol. 9, Issue 1, pp. 112-125

³⁸ Castro Sánchez, J. J. and Alemán, E. C., 2011. *Teachers' opinion survey on the use of ICT tools to support attendance-based teaching*. Journal Computers and Education, vol. 56, pp.911-915.

³⁹ Brush, T., Glazewski, K. D. and Hew, K. F., 2008. *Development of an instrument to measure preservice teachers' technology skills, technology beliefs, and technology barriers*. Computers in the Schools, vol. 25, pp.112-125.

⁴⁰ Lowther, D. L., Inan, F. A., Strahl, J. D. and Ross, S. M., 2008. *Does technology integration work when key barriers are removed?*. Educational Media International, vol. 45, pp.195-213.

content than is possible in the setting of conventional learning activities. In terms of abilities, students are more confident in the learning process and They can develop the ability to apply and transfer knowledge when using new technologies with efficiency and effectiveness. For example, in listening and speaking in a language class, students may be asked to practice their pronunciation using an online audio dictionary. They are required not only to listen to the original pronunciation from the dictionary, but also to learn definitions and examples of new vocabulary items. Therefore, the whole learning process enriches students' skills and expands their knowledge beyond what they already know.⁴¹ By using ICT and students' creativity, learning can be optimized, and they may discover new multimedia tools and create materials for them through games.⁴² With a combination of student autonomy, ability and creativity, the use of ICT can improve both the quality of teaching and learning.

In other hand, ICT as an object in education, which affects the content and aims of learning, and ICT as a medium to improve the teaching and learning process. The first view affects the curriculum, while the second role mainly affects the physical and virtual infrastructure for learning. From the perspective of ICT as an object, the improvement of primary and secondary education focuses on how content and learning objectives should be adapted to the needs of society. From the

⁴¹ Serhan, D., 2009. *Preparing preservice teachers for computer technology integration*. International Journal of Instructional Media, vol. 36, pp.439-447.

⁴² Gee, J. P. (2007). *What video games have to teach us about learning and literacy*. New York: Palgrave. P. 22

perspective of ICT as a medium for improving primary and secondary education it concentrates on facilitating teaching and learning with ICT.⁴³

Moreover in Apriani which states that the good effect of technology not only help in mastering ICT and literacy itself but also to build students character to become someone who has future leadership.⁴⁴ In addition to this Diem in Apriyani explains that ICT includes computer and internet, Broadcasting technology (radio and television), and telephony. From the ICT facility, we already know that in its role of conveying information and as a provider of information which helps students in processing information.⁴⁵ Regarding the teaching and learning process, it is inseparable from the name of the interaction between students and teachers, which at this stage requires careful planning which is useful when learning takes place to become more fun and interesting.

If these conditions have been achieved, learning will be more easily absorbed by students and will have a good effect on the emotional condition of the teacher. Learning is a thought process which in this process requires reciprocity between teachers and students to create harmonious conditions in the teaching and learning process. For this reason, it is necessary to develop student creativity which by developing student creativity can create new situations, not monotonous and interesting so that students will be more involved in teaching and learning activities. Furthermore, if students begin to be involved in the learning process, it will have a

⁴³ J. Voogt and G. Knezek. (2008). *International Handbook of Information Technology in primary and Secondary Education*. Springer Science+Business Media, LLC. p. 9

⁴⁴ Apriyani "A new literacy : The Role of technology to develop student's Character". Ta'dib: Journal of Islamic Education . Vol 21, No 1, June 2016. pp. 59-72

⁴⁵ Ibid. p. 63

good impact on both parties especially in achieving student achievement in this class in line with Satiadarma's opinion in Erikacari which argues that creativity is one of the assets that students must have to do learning achievement.⁴⁶

From the explanation about ICT and creativity in the learning process , it shows that the role of these two items is very necessary for the progress and continuity of learning, especially in the current era of globalization which requires innovation, creation and is accompanied by the use of technology which is useful to aid in the process. realizing creative thoughts so that the learning process is more interesting and fun and can create harmonious learning.

⁴⁶ Erikasari “ *Peranan motivasi, kreativitas dalam proses belajar dan pembelajaran*”. Ejournal.unp.ac.id, Vol.07, No 02, 2019, p. 2

B. Related finding

Related on this research, especially about creativity and ICT that have done investigated by the researcher, they are :

Erna Sukestini, Achmad Noor Fatirul, Hartono “2020” in their research entitled “ *Problem Based Learning with ICT Based with Learning Creativity to Improve History Learning Achievement* “ this research explore the link between creativity and ICT tools in school education according to this theoretical approaches and empirical data were used to reveal the potential of ICT to support creativity. This study applies a quasi-experimental form with a factorial design. Furthermore, in this study using an instrument in the form of a test of learning outcomes in the form of multiple-choice questions and a creativity test in the form of description questions. While the sample taken in this study was four classes, each of which consisted of 34 students and a total of 170 students.

The research data were analyzed using inferential statistics with the Two way Anova technique formula. From this study, the results obtained were calculated $F = 28.908$ with a significance value of 0.000 less than 0.05, obtained F arithmetic = 4.623 with a significance value of 0.033 less than 0.05, obtained F arithmetic = 6.060 with a significance value of 0.015 less than 0, 05. From the results of this study, it can be concluded that there is a significant difference between the achievements of students who are taught using ICT-based PBL models and study groups that are taught using non ICT based PBL to students. In addition, there are differences related to learning outcomes and differences in the level of student learning creativity, which in the

ICT-based PBL model affects the interaction of the learning model and students' creativity on students' historical learning achievement.⁴⁷

In other studies, it was also found the role of ICT in the learning process, which in this study examines one of the benefits if students have creativity, they will be young in problem solving. In Omer Faruk Islimi in his research entitled "Using the scamper technique in an ICT course to enhance creativity problem solving skills: An experimental study" basically this study aims to investigate and compare the effect of the SCAMPER technique (directed brainstorming) on creativity skills in solving problems. and student achievement. Participants in this study were students in grades 10 and 11 who ranged in age between 16 and 18 years.

The 11th grade students were used as the experimental group while the control group was the 10th grader. Furthermore, after the treatment was carried out on the two groups, the t-test results were obtained in the form of no significant difference between the pre-test scores of the control group (M=14.20, SD = 3,33) and experimental group (M = 13,90, SD = 3,57); $t(38) = 28, p > 0.05$. An independent t-test was also conducted to compare the post-test scores of the two groups in terms of academic achievement, because no significant difference was found in the pre-test scores. The results showed a significant difference between the post-test scores of the control group (M = 16.80, SD = 1.88) and the experimental group (M = 18.60, SD = 2.06); $t(38) = -2.88, p < .05, f = .18$. Thus, the SCAMPER technique combined with CBL accounted for 18% of the variance. In addition to academic achievement,

⁴⁷ Sukestini et al., "Problem Based Learning with ICT Based with Learning Creativity to Improve History Learning Achievement". *Jurnal Pendidikan dan Pengajaran*. Vol 53 No 3 2020, p. 227-235

creative problem solving skills are evaluated according to the rubik applied to students' suggested solutions.

The experimental group scores higher than the control group. Independent t-sample test was performed to compare content analysis scores. The results showed a significant difference between the scores of the control group ($M = 5.50$, $SD = 3.28$) and the experimental group ($M = 17.45$, $SD = 12.27$); $t(38) = 4.20$, $p < 0.05$, $\eta^2 = 0.32$. Thus, it can be concluded that the SCAMPER technique used in ICT learning is considered effective in learning which has a positive impact on academic achievement and student creativity in education.⁴⁸

The difference between previous research and this research is that in the first research it was explained that the study was looking for student achievement in the problem base learning (PBL) learning model, which was applied using ICT media in increasing student creativity in history subjects. Furthermore, in the second study, this study aims to investigate and compare the effect of the SCAMPER technique (directed brainstorming) on creativity skills in solving problems and student achievement in ICT lessons. SCAMPER technique is a technique of asking questions to generate new and different ideas through existing objects that aim to increase creativity. According to this, it can be concluded that the difference between this research and the research above is, in this research the focus is only on increasing students' creativity in learning English which is to increase creativity using the help

⁴⁸ Islim-karatas, "Using the scamper technique in an ICT course to enhance creativity problem solving skill : An experimental study", The Turkish Online Journal Of Educational Technology 1291-1296, 2016.

of ICT media, and the similarities between this research and this research are both looking for the role of ICT in learning in increasing creativity.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter explores about kind of the research, Population and sample, Procedures of the research, Technique for collecting data, Instruments of the research, and Data analysis.

A. Kind of the research

The kind of this research, is experimental research. This method was chosen because basically Experimental research is a scientific investigation in which researchers manipulate one or more independent variables, control other relevant variables, and observe the effect of manipulation on the dependent variable. The purpose of this study is to determine whether a casual relationship exists between two or more variables. Moreover, this study provides the most convincing evidence of the effect of one variable on another.⁴⁹ Therefore, to decide the effect of the treatment to be carried out in this study, the researcher used an experimental study. The experimental research has some of the kinds design, they are pre-experimental, true experimental and quasi experimental.

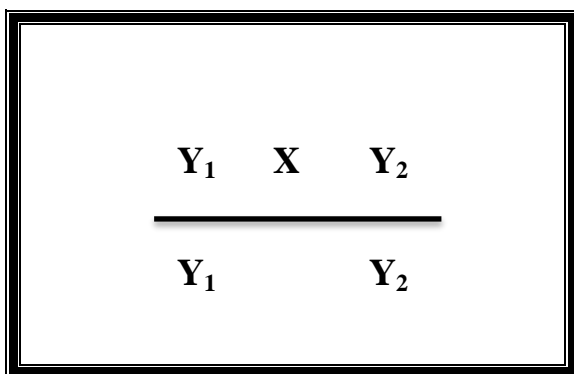
This research uses Quasi experimental design, Because it involves the manipulation of independent but different variables on subjects who are not randomly assigned to the treatment group. Also, quasi-experimental designs do not provide complete control, so it is important for researchers who are aware of threats to both internal and external validity and consider these factors in their interpretation.

⁴⁹ Ary et.al. 2010. *Introduction to research in education 9th edition*. Canada: Wadsworth Group. p. 285

This research uses the Nonrandomized Control Group, pretest-posttest design, This design is almost the same as the pretest-posttest control group design in true experimental design, it's just that in this design the experimental group and the control group were not chosen randomly.

This means that in this design there are two groups, namely the control group and the treatment group. Moreover, the selection of the two groups is based on sample choice which uses non-random sampling techniques or non-probability sampling with a homogeneous sampling strategy, after that pretest is given to Knowing the first conditions contained in the two groups, specifically to know is there a difference between the experimental group and the control group.

The design can be illustrated as follows :



Note :

- X : Independent variable
- Y : Observation or test
- 1 : Pre-test
- 2 : Post-test.⁵⁰

⁵⁰ Ary et.al,Op. Cit., p. 339

B. Research variables

Research variables are basically everything in any form that is applied by researchers to be studied, so that information is obtained about it, then conclusions are drawn.⁵¹ In this study using two variables, namely the independent variable and the dependent variable. Independent variables are antecedent to the dependent variable and are known or are hypothesized to influence the dependent variable, which is the outcome. In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.⁵² From the explanation above, it can be concluded that the dependent and independent variables are:

1. Independent variable: Using ICT media (X)

In this study, the independent variable is using ICT because, the use of ICT in learning has an influence on changes that occur in the dependent variable, namely students' creativity, which in the learning process uses ICT media, the treatment results obtained are the influence of this variable.

2. Dependent variable: Student Creativity (Y)

In contrast to the independent variable, the dependent variable is the variable that is affected, which in this study student creativity is a result of the use of ICT in learning, moreover In the results of this study, it can be seen whether the use of ICT affects students' creativity.

⁵¹ Sugiyono. 2017. *Statistika Untuk Penelitian*. Bandung: Alfabeta. p. 2

⁵² Ary et.al. (2010). *Introduction to research in education 8th edition*. Wardsworth cengage learning. Canada: Nelson Education Ltd. p. 37

C. Population and sample

1. Population

Population is a set (or collection) of all elements possess one more attributes of instrument.⁵³ The population of this research is all the seven class students of SMPN 17 Rejang lebong in 2021/2022 accademic year. At this school there are 2 classes that are the whole of the 7th grade namely A and B, They were chosen because they needed to improve their creativity in preparation for receiving English subjects, especially in learning English which required creativity.

Table 01

The Number Of Population

NO	CLASS	MALE	FEMALE	TOTAL
1	VII A	20	14	34
2	VII B	17	13	30
Total of population				64

2. Sample

The sample is part of the population that is the object of research.⁵⁴ In SMPN 17 Rejang Lebong there are 2 classes of the seven grade students, involved A and B Classes. The sample was taken by non-probability sampling with a homogeneous sampling strategy. Non probability Sampling is a non-random sampling technique or not all individuals in the population are given the same opportunity assigned to be a

⁵³ Suharsimi arikunto. (1993). *prosedur penelitian pendekatan praktik*. Jakarta : Rineka Cipta. p. 18

⁵⁴ Syahrudin dan Salim. (2012). *Metodologi penelitian kuantitatif*. Bandung:Ciptapustaka. p. 113-114

member of the sample.⁵⁵ In addition, according to non-probability sampling the researcher use purposive sampling which in purposive sampling is also called judgment sampling, sample elements that are considered typical, or representative, are selected from the population.⁵⁶ Similar to this Sugiyono explains that purposive sampling is a sampling technique based on certain considerations⁵⁷, and certain considerations that make the reason why use purposive sampling is because it sees the homogeneity of the scores that students have in the early stages which refers to the initial creativity of students which The researcher took the control group and the experimental group based on the lowest score, indicating that the class needed the development of creativity.

a. Homogeneity test

Homogeneity sampling is "selecting percipient who is very similar in experience, perspective of outlook: this procedure narrows, homogeneous sample and make a data collection and analysis simpler".⁵⁸ In determining the homogeneity test, instrument used in the form of a questionnaire containing measurements of creativity from experts. Furthermore, the creativity questionnaire was used because this research actually aims to see the impact of a media or learning method on students' creativity, in addition to see if the student's creativity has the same condition, this instrument is used. At the time of implementing the homogeneity test, all 7th grade students' were given a questionnaire which the results of the student

⁵⁵ Ibid. p. 115

⁵⁶ Ary et.al,Op. Cit., p. 169

⁵⁷ Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta. p. 85

⁵⁸ L.R-gay and peter Airasian Merrill, *an imprint of practice hall appear saddle piper, educational research competence for analysis*, New jersey, colombous ohio, p. 134.

questionnaire were calculated using a Likert scale, then it was seen whether there were differences between the classes that would be examined. If there is no significant difference the class can be sampled in this study. Moreover, the results of the homogeneity test can be seen in the following data:

Table 02
Homogeneity test

No	Class	Total score	Mean score
1.	VII A	2149,52	63,22
2.	VII B	1895,67	63,19

In this study, the homogeneous score taken as a sample for the grub control and grub experiment was the lowest homogeneous score because it made it easy for researchers to analyze the increase in creativity based on low data. Moreover Based on the data above, it can be concluded that the classes that have the intended homogeneous score are class VII A and VII B, this means that the two classes are used as samples for this research. So after the sampling technique was carried out, the sample obtained were from A and B Classes. In this research, the researcher used A class which act as control group and B Class act as experimental group. The replacement of the role for each group happened for every theme. The pre-test and post-test were also taken before and after giving each theme. This class acted six times as control group and also six times as experimental group.

D. Procedures of the research

Procedure of the research is a series of activities that include activities related to research that will be carried out to achieve the objectives of the research, The procedures that would be held in this research are as follow:

1. Conduct homogeneous tests to all of classes on population.

To find out the condition of the samples being studied so that they have similarities, especially in terms of creativity, the researchers gave a homogeneity test to each class, in which the test instrument used was a questionnaire containing creativity measurements from experts. In addition, after the homogeneity test was given, the researcher calculated the score obtained which was then analyzed whether the two classes had the same conditions so that they could be used as samples in this study.

2. Choosing between experimental class and control class.

After doing the homogeneity test, the researcher can determine the sample used in this study which act as control and experimental class, which sample in this study was taken by non-probability sampling using purposive sampling. According to this purposive sampling, is a sampling technique used based on certain considerations and the certain considerations which makes using purposive sampling because it sees the results of the homogeneity test. And after the process has been carried out, then choose which class is used as the control class and the experimental class.

3. Doing the pretest toward the experimental and control class.

The researcher gave the pre-test to students' in control and also in experimental class. Pre-test is given to know similarity of the basic achievement students' creativity. The pre-test was carried out before doing treatment, further the test was carried out by giving a questionnaire to students' in both class and the questionnaire instrument used was the Kaufman Domains of Creativity Scale (K-DOCS).

4. Treatment

An action or treatment in research, this can be interpreted as all actions, variations or giving conditions that will be assessed or found their influence. In the treatment in this study, there were two treatments in which the treatment was differentiated based on the method or learning method in which the treatment used ICT media for the experimental class, while using conventional media was aimed at the control class. Based on this, ICT is all technological tools (software and hardware) used by teachers in the learning process, in order to convey information or material to students and serves to facilitate students in understanding the material being taught. In addition, conventional learning is learning that leads to a type of education termed the "bank", where students are filled and filled with a variety of subject matter. Students only apply to accept everything that has been and will be prepared by the educator without other critical activities. Furthermore, the

conventional method is characterized by lectures accompanied by explanations and division of tasks and exercises.⁵⁹

5. Doing the post-test toward the experimental and control class.

Post-test is a test that is carried out after carrying out a series of treatments in both classes, and in this study the posttest was used after being given treatment with the aim of whether students experienced a significant impact on the use of ICT media toward students' creativity. In the post-test the application of the test system is almost the same at the pre-test, in which students are given a creativity questionnaire which in this case uses a questionnaire instrument SCORE (aSsessing Computing creativity) the model of assessment creativity in educational context. This is an instrument used to assess creativity in an educational context that adopts shared theories about creativity so that it is made in one instrument.

6. Data analysis

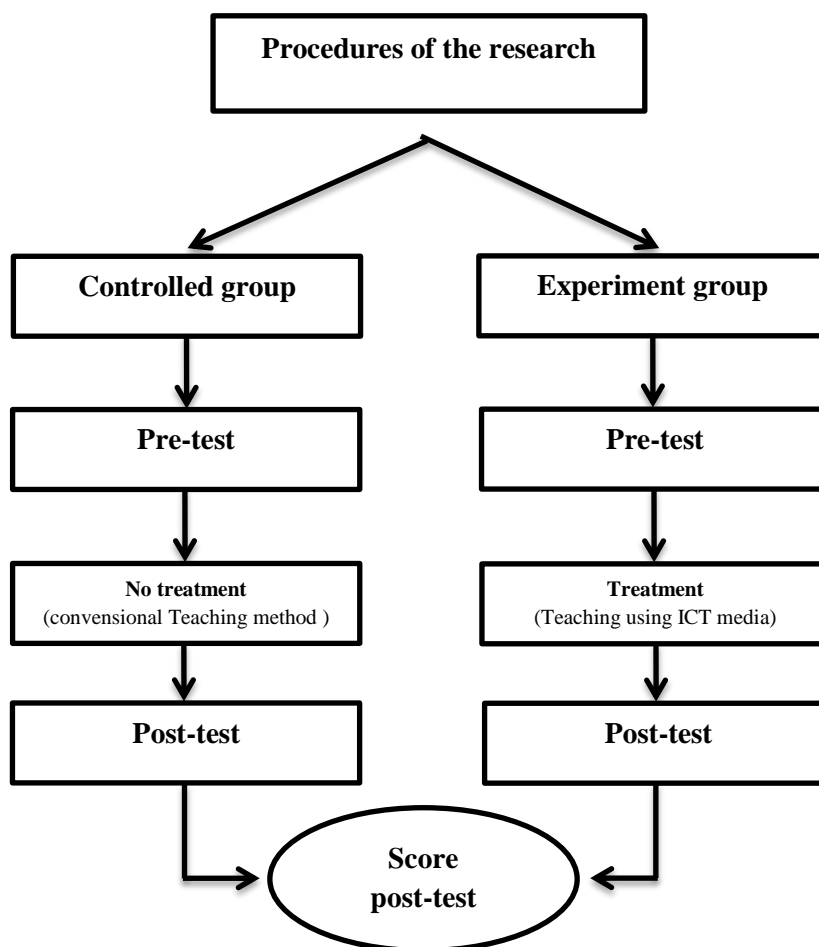
Data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test hypotheses that have been proposed.⁶⁰ In analyzing the data the researcher first calculates the score obtained from the questionnaire using 4 values likert scale with strongly agree 4, agree 3,

⁵⁹ Syafnidawaty. (2020). *MODEL PEMBELAJARAN KONVENSIONAL*. Access on April 4 2022, from <https://raharja.ac.id/2020/11/17/model-pembelajaran-konvensional/>

⁶⁰ Sugyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. p. 147

disagree 2 and strongly disagree 1. And then calculate the mean score pre-test and post-test so that the researcher can compare the class which produces high progress with helping the descriptive statistical analysis.

In this study, the procedures of the study in both experimental and control group can be viewed such as on framework below :



E. Technique for collecting data

In this research, technique for collecting data were carried out by:

a. Pre-test

The researcher gave pretest to students in control group and also in experimental group in Seven grades of SMPN 17 Rejang Lebong 2021/2022 academic year. Pretest is given to know similarity of the basic achievement students' creativity, Therefore This test is used for research instruments. The pretest was conducted to measure students' creativity which is based on the indicators that have been set. The pretest was carried out before doing treatment both in the experimental class and control class. The pretest is given to find out whether the two control and experimental classes have significant differences. If the two classes have no significant differences, the two classes can be used as research samples. The test measure students' initial creativity which is guided by indicators. The test is carried out by giving questionnaires to all 7th grade students. When the students finished filling out the questionnaires followed by the collection and summation of the scores for each class, the next stage was to analyze the scores,

b. Treatment

Treatment is different condition under which experimental and control class are put usually.⁶¹ In this research the treatment did the six times.

⁶¹ C.R.Khtari. (2004). *Research Methodology Method And Technique*. New Age Internasional Publisher, India. p.35

1. Treatment for experimental class

Table 03

Treatment for experimental class

Meeting + Time	Topic	Treatment In The Class	Treatment Out Of Class (Through ICT Media)
2 Meeting (2x30 Minutes each meeting)	Describing appearance and characteristic of animals	<p>Students' focus to learn about Describing appearance and characteristic of animals on three meeting they are:</p> <ol style="list-style-type: none"> 1. First meeting, students learn about Understanding animal vocabulary, Understand information related to body parts, habitat and behavior of animals. 2. Second meeting, Describe the body parts, habitat, and behavior of animals, asking and giving information about animals. 	<ol style="list-style-type: none"> 1. Researchers use ICT media in the form of laptop and projector to display pictures and videos of animals. 2. Next, the researcher displays pictures and videos of animals and their vocabulary in English 3. Researchers also display pictures and videos about habitats, body parts and animal behavior. 4. The researcher explains the pictures and videos, from the use of these images and videos students are expected to increase knowledge, easily memorize animal vocabulary, body parts and know their behavior. 5. From the pictures and videos, students are asked to describe what animal it is, Where is the habitat of the animal, what are the body parts of the animal, and their verbal behavior that causes interaction in terms of speaking activities. 6. Students' are given an assignment at home to describe their pets via VN (Voice Note) WhatsApp then send it to the class WA group.

<p>1 Meeting (2x30 Minutes each meeting)</p>	<p>Describing appearance and characteristic of things</p>	<p>Students' focus to learn about Describing appearance and characteristic of things</p> <p>3. Third meeting,</p> <p>a. Students' learn about how to completed information about describing things</p> <p>b. Learn about expression of asking information related the qualities of things</p>	<ol style="list-style-type: none"> 1. Students' are divided into several groups. 2. Then each group is given a paper containing the gap text which contains material describing things. There are answer choices under the text. 3. Then the researcher prepares the ICT media in the form of a speaker/sound system. 4. Researchers explain to students the rules for doing group assignments. 5. Students' observe the text while listening to the audio. 6. For the group who can answer the gap text, raise their hand and the researcher records the group score 7. Next, the researcher played an audio expression of asking information related to the qualities of things where the audio that was played was audio from native speakers. 8. Students' are asked to imitate speech in the form of expressions and responses related to the qualities of things.
	<p>Asking for and giving information related to the action of people</p>	<p>Students' focus to learn about Asking for and giving information related to the action of people on two meeting they are :</p> <p>4. Fourth meeting, students' learn about kind of profession</p>	<ol style="list-style-type: none"> 1. Researchers prepare ICT media in the form of laptops, projectors and sound systems. 2. Researchers display kind of profession images through laptops and projectors along with vocabulary from professions 3. Then the researcher also displayed a video conversation about

<p>2 Meeting (2x30 Minutes each meeting)</p>		<p>5. Fifth meeting, students' learn about Asking for and giving information about kind of profession</p>	<p>someone's profession by adding English and Indonesian subtitles.</p> <ol style="list-style-type: none"> 4. Students' are divided into several groups. 5. Students' are asked to write down the profession they aspire to. 6. Then they are directed to translate vocabulary into English using google translate through school's laptops. 7. Students' are directed to check grammatical errors on the web grammar check, namely https://www.scribens.com. 8. Next, students' are directed to upload the English text to Facebook where students have been instructed to create a Facebook account at the previous meeting. 9. The researcher asked students' about the profession that other classmates aspire to so that communication and exchange of information from fellow students' occurred.
<p>1 Meeting (2x30 Minutes each meeting)</p>	<p>Giving information about people or animal in their daily activity (use simple present tense)</p>	<p>Students' focus to learn about Giving information about people or animal in their daily activity (use simple present tense)</p> <p>6. Sixth meeting, Students' learn about how to using simple present tense in daily activity</p>	<ol style="list-style-type: none"> 1. Researchers explain simple present tense including function, pattern, time signal, adding-s/-es/-ies for singular subject in positive sentence. 2. Researchers use ICT media in the form of laptops, projectors and the web/blogs related to simple present tense material. 3. The researcher presents an animated video about the

			<p>function of using simple present tense sentences in daily life examples.</p> <p>4. Students' are asked to work on simple present tense questions via the web/blog.</p> <p>5. Students' are asked make sentences with includes simple present tense with related to daily activity.</p>
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2. Treatment Control class

Table 04

Treatment for Control class

Meeting + Time	Topic	Treatment In The Class	Teaching Out Of Class (Through Conventional Media)
2 Meeting (2x30 Minutes each meeting)	Describing appearance and characteristic of animals	<p>Students' focus to learn about Describing appearance and characteristic of animals on three meeting they are:</p> <p>1. First meeting, students learn about Understanding animal vocabulary, Understand information related to body parts, habitat and behavior of animals.</p> <p>2. Second meeting, Describe the body parts,</p>	<ol style="list-style-type: none"> 1. Researchers explain learning materials about describing using student competency sheets (LKS). 2. Students are instructed to read textbooks about vocabulary, habitat, body parts and animal behavior. 3. Students are instructed to look up vocabulary for the names of animals, habitats, body parts and behaviors contained in the student competency sheets using a dictionary. 4. Then the researcher invites students to read the related vocabulary. 5. Researchers conduct questions and answers to students in the form of the meaning of the vocabulary. 6. Researchers conduct questions and answers to students in the form of the meaning of the

		habitat, and behavior of animals, asking and giving information about animals.	vocabulary. 7. The researcher and the students checked the exercise while one by one the students took turns answering the questions
1 Meeting (2x30 Minutes each meeting)	Describing appearance and characteristic of things	Students' focus to learn about Describing appearance and characteristic of things 3. Third meeting, c. Students' learn about how to completed information about describing things d. Learn about expression of asking information related the qualities of things	1. Students are divided into several groups. 2. Then each group is given a paper containing void text which contains material describing things which has answer choices under the text. 3. Students are instructed to translate the text using a dictionary. 4. Researchers take student work. 5. Then exchanged with other groups in order to check the answers together 6. The researcher writes the answers on the blackboard. 7. Followed by students checking the work of other groups
2 Meeting (2x30 Minutes each)	Asking for and giving information related to the action of people	Students' focus to learn about Asking for and giving information related to the action of people on two meeting they are : 4. Fourth meeting, students' learn about kind of profession 5. Fifth meeting, students' learn about Asking	1. Students are directed to open student competency sheets on the Asking for and giving information related to the action of people material page. 2. Then together the students imitate the researcher mentioning the vocabulary of kinds of profession. 3. Students are asked to translate kinds of profession using a dictionary. 4. The researcher asked the students about the meaning of vocabulary kinds of profession in Indonesian.

meeting)		for and giving information about kind of profession	<ol style="list-style-type: none"> 5. Researchers demonstrate how to ask for and give information about kind of profession using student competency sheets (LKS). 6. Students are instructed to read and understand texts related to kinds of profession and Asking for and giving information about kind of profession then answer questions on student competency sheets. 7. Continue to check students' exercises together.
1 Meeting (2x30 Minutes each meeting)	Giving information about people or animal in their daily activity (use simple present tense)	<p>Students' focus to learn about Giving information about people or animal in their daily activity (use simple present tense)</p> <p>6. Sixth meeting, Students' learn about how to using simple present tense in daily activity</p>	<ol style="list-style-type: none"> 1. The researcher explains about the function, pattern, time signals, adding-s/-es/-ies for singular subject in positive sentence. 2. The researcher explains using the blackboard. 3. The researcher explains the function of using simple present tense sentences in everyday examples by using illustration charts on the blackboard. 4. Students are directed to open student competency sheets (LKS) on related materials. Then students are instructed to answer simple present tense questions on student competency sheets (LKS).

c. Post-test

The post test is given to find the results of the study whether there is a difference between the two groups. The post-test was administered after completion of treatment for experimental and control grub. The results of the test will be taken as the second data. In the post test, the application of the test system is almost the same

as the pre-test where the taking of the increase in the score, is done by using questionnaires sheets that contains indicators of creativity.

F. Instruments of the research

The research instrument is a tool used to measure the observed natural and social phenomena. Specifically, these phenomena are called research variables.⁶² In this study, the researcher uses questionnaire as instrument which involves regularize in pre-test and post-test.

a. Questionnaires

The questionnaire is a “ Data collection technique which is done by giving a set of questions or written statements to the respondent to be answered”.⁶³ Questionnaires were made which aims to get data on students creativity, where each item includes an indicator that is entered into the Questionnaires sheets. This study uses a questionnaire in the form of a closed-ended form. In closed-ended form, respondents choose options based on the statements given. The general form used in a closed-ended questionnaire related to the attitude scale in the survey method is the Likert scale. There are a number of points on this scale, usually determined using a numeric value from one to four or zero to three. The points in this study were assessed from the guidelines Always, Often, Almost Never, Never. furthermore indicator are developed in the form of Questionnaires blue print which are as described below.

⁶² Sugyono, op. cit. p. 102

⁶³ Sugyono, 2013, op. cit. p. 142

b. Questionnaire of Creativity

In this study, the questionnaire instrument used was the Kaufman Domains of Creativity Scale (K-DOCS) for the pre-test. This is an instrument that is commonly used when measuring the self-assessment of creativity.⁶⁴ The K-DOCS instrument contains five creativity measurement factors such as Everyday (creative activities in everyday life), Scholarly (intellectual and verbal creativity), Performance, Scientific, and Artistic. Furthermore, the K-DOCS instrument contains 50 questionnaire items. which are representative of the five factors above.⁶⁵

Meanwhile for the post-test the questionnaire instrument used was the SCORE (aSsessing Computing creativity) the model of assessment creativity in educational context. This is an instrument used to assess creativity in an educational context that adopts shared theories about creativity so that it is made in one instrument. The guidelines for making the SCORE instrument apply creativity measurements from various experts such as:

Table 05
Existing approaches for the assessment questionnaires of creativity
in educational contexts

No	Reference	Name
1	(Auzmendi <i>et al.</i> , 1996) (Hass and Burke, 2016)	CT – Abedi-Schumacher Creativity Test
2	(Kaufman, 2012)	K-DOCS – Kaufman Domains of Creativity Scale

⁶⁴ Kandemir, M. A., & Kaufman, J. C. (2019). *The Kaufman Domains of Creativity. Scale: Turkish Validation and Relationship to Academic Major*. Journal of creative behavior. doi:10.1002/jocb.428. p.1

⁶⁵ Kaufman, J. C. (2012). *Counting the muses: Development of the Kaufman Domains of Creativity Scale (K-DOCS)*. Psychology of Aesthetics, Creativity, and the Arts, 6, 298–308. <http://dx.doi.org/10.1037/a0029751>

3	(McKlin, <i>et al.</i> , 2018)	Student Engagement Survey
4	(Oihus <i>et al.</i> , 2013)	TestMyCreativity
5	(Romero <i>et al.</i> , 2017)	Assessment Scale of Creative Collaboration
6	(Runco <i>et al.</i> , 2001)	RIBS – Runco Ideational Behavior Scale
7	(Shell <i>et al.</i> , 2013)	ECCI-i – Epstein Creativity Competencies Inventory for Individuals
8	(Soroa <i>et al.</i> , 2015)	EDICOS – Emotion/motivation-related Divergent and Convergent thinking styles Scale
9	(Susnea and Vasiliu, 2016)	IACEST – Indirect Assessment of Creativity through the Estimation of Stereotypical Thinking

The SCORE instrument contains eight creativity measurement factors such as Creative personality and curiosity, Knowledge and skills expansion, Connection, Boldness, Originality, Fluency, Flexibility, and Elaboration.⁶⁶ Furthermore, the SCORE instrument contains 52 questionnaire items which are representative of the eight factors above.

c. Blue print questionnaire of Creativity

In developing and constructing the questionnaire, the researcher prepare the blue print for the questionnaire. The blue print of questionnaire describes about how the items of the questionnaire are developed through the indicators of creativity.

Table 06

Questionnaires grids of the creativity (K-DOCS)

No	Domains of Creativity	Questionnaire	A	O	AN	N	Item number on the Questionnaire
1	Self/Everyday	1. Finding something fun to do when I have no money 2. Helping other people cope with a difficult situation 3. Teaching someone how to do something 4. Maintaining a good balance					1-11

⁶⁶ LEHMKUHL, et.al op. cit. p. 234

		<p>between my work and my personal life</p> <ol style="list-style-type: none"> 5. Understanding how to make myself happy 6. Being able to work through my personal problems in a healthy way 7. Thinking of new ways to help people 8. Choosing the best solution to a problem 9. Planning a trip or event with friends that meets everyone's needs 10. Mediating a dispute or argument between two friends 11. Getting people to feel relaxed and at ease 				
2	Scholarly	<ol style="list-style-type: none"> 12. Writing a nonfiction article for a newspaper, newsletter, or magazine 13. Writing a letter to the editor 14. Researching a topic using many different types of sources that may not be readily apparent 15. Debating a controversial topic from my own perspective. 16. Responding to an issue in a context-appropriate way 17. Gathering the best possible assortment of articles or papers to support a specific point of view 18. Arguing a side in a debate that I do not personally agree with 19. Analyzing the themes in a good book . 20. Figuring out how to integrate critiques and suggestions while revising a work 21. Being able to offer constructive feedback based on my own reading of a paper 22. Coming up with a new way to think about an old debate 				12-22

3	Performance	<ul style="list-style-type: none"> 23. Writing a poem 24. Making up lyrics to a funny song 25. Making up rhymes 26. Composing an original song 27. Learning how to play a musical instrument 28. Shooting a fun video to air on YouTube 29. Singing in harmony 30. Spontaneously creating lyrics to a rap song 31. Playing music in public 32. Acting in a play 				23-32
4	Mechanical/ Science	<ul style="list-style-type: none"> 33. Carving something out of wood or similar material 34. Figuring out how to fix a frozen or buggy computer 35. Writing a computer program 36. Solving math puzzles 37. Taking apart machines and figuring out how they work 38. Building something mechanical (like a robot) 39. Helping to carry out or design a scientific experiment 40. Solving an algebraic or geometric proof 41. Constructing something out of metal, stone, or similar 				33-41
5	Artistic	<ul style="list-style-type: none"> 42. Drawing a picture of something I've never actually seen (like an alien) 43. Sketching a person or object 44. Doodling/drawing random or geometric designs 45. Making a scrapbook page out of my photographs 46. Taking a well-composed photograph using an interesting angle or approach 47. Making a sculpture or piece of pottery 48. Appreciating a beautiful painting 49. Coming up with my own 				42-50

		interpretation of a classic work of art 50. Enjoying an art museum					
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Table 07

Questionnaires grids of the creativity (SCORE)

NO	Indicators of creativity	Statements	SD	D	A	SA
1	Creative personality and curiosity	1. Sometimes I keep thinking about a problem a lot and keep trying to solve it, until I find a solution, for example, doing a math exercise. 2. I think it's important to have ideas. 3. I have many useful ideas. 4. I can do something fun with recycled material. 5. I can think of new ways to help people. 6. I like to do new things (visit new places, meet new people, etc.) 7. I am a curious person about how things work. 8. I can complete several things during the day. 9. I question beliefs, customs, and traditions, for example, not to go under the stairs to avoid bad luck.				
2	Knowledge and skills expansion	10. I like to learn new things. 11. I am not afraid to learn new things. 12. With the knowledge I have, I am able to solve a new problem. 13. I like to participate in extracurricular activities to learn new things (field research, lectures, courses).				

		<p>14. I go online several times to learn new things.</p> <p>15. I like to discuss matters by giving my opinion.</p> <p>16. I know how to enjoy praise and criticism when redoing a school assignment.</p> <p>17. I can give constructive criticism.</p> <p>18. I learn from my mistakes.</p>				
3	Connection	<p>19. I can discover relationships between the use of computers and their impact on society.</p> <p>20. I can understand and interpret the type of problem to be solved, for example, how to do a math exercise.</p> <p>21. I can pay attention to and understand other people's ideas.</p> <p>22. I can create new solutions by combining things I already know.</p>				
4	Boldness	<p>23. I like to do things the way I want.</p> <p>24. I can do anything I want.</p> <p>25. I try to do what others think is impossible.</p> <p>26. My goals are always challenging.</p> <p>27. When I encounter a very difficult problem, I have the courage to try to solve it.</p> <p>28. I am not afraid of failing.</p> <p>29. I like to participate in challenges.</p> <p>30. I am not ashamed to talk about my ideas.</p>				
5	Originality	<p>31. I like to create my own digital Toys.</p> <p>32. I try to solve a problem on my own before asking someone.</p> <p>33. I already did something</p>				

		<p>using the computer that I never thought was possible.</p> <p>34. I think it is important to think about things in many different ways.</p> <p>35. I imagine many things that do not yet exist.</p> <p>36. I have ideas on how to make new games and how to improve them.</p>				
6	Fluency	<p>37. I can imagine different solutions to solve a problem (for example, how to get to school faster).</p> <p>38. When I grow up, I would like to work with something that involves thinking about several new ideas.</p> <p>39. I can think of a list of things that require little money but can improve my school.</p> <p>40. I find it easy to write a story for a task.</p> <p>41. I am able to explain the subject matter to my colleagues.</p>				
7	Flexibility	<p>42. I am able to combine ideas in ways that other people have not tried.</p> <p>43. I can think of new ways to use a pan.</p> <p>44. I like to work on creating new things instead of doing repetitive exercises.</p> <p>45. I can find the materials That I need to develop an idea.</p> <p>46. If a certain resource is not available, I try to find a solution with other available resources.</p>				
8	Elaboration	<p>47. I care about the details when I do something.</p> <p>48. I pay attention to the colors and fonts used on the screen of a mobile application.</p> <p>49. After using an interesting</p>				

		mobile application, I like to talk to someone about it. 50. When I'm interested in something, I pay attention to every detail. 51. When I do homework, I like to make it beautiful and decorated. 52. I like to make the screens of games or mobile applications that I create beautiful.				
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G. Data analysis

In analyzing the data in this study, the researcher first calculated the score obtained from the questionnaire. The researcher analyzed the data from the questionnaire using 4 values of the Likert scale, which was used to calculate the mean score of students' creativity. 4 values of the Likert scale used in each statement which To obtain the mean score was developed with the following values:

1. Strongly agree = 4
2. Agree = 3
3. Disagree = 2
4. Strongly disagree = 1

The formula is described as follow :

$$x = \{(fSA \times 4) + (fA \times 3) + (fD \times 2) + (fSD \times 1)\}$$

Where :

f : frequency

D : Disagree

SA : Strongly agree

SD : Strongly Disagree

A : Agree

After getting the score from the questionnaire data, the researcher used descriptive statistical analysis. This type of statistic limits the generation to a specific group of individuals who are observed. In analyzing the data, the researcher first calculated the mean score of the pre-test and post-test both of class using Microsoft Excel and SPSS application. After that, the two groups would be compared to decide the group which one produces high progress and the most important is to see if there is a significant difference between the two groups of their achievement. Furthermore, the results of the pre-test and post-test will be analyzed using paired samples statistics in SPSS application.

Table 08

The schedule of Treatments

Day and Date	Meeting	Theme	The kinds of ICT	Time Allocation
Wednesday February, 02 nd 2022	1	Pre-test		2 x 30 Minutes
Saturday February, 05 th 2022	2	(Describing appearance and characteristic of animals). Animal vocabulary, information related to body parts, habitat and behavior of animals.	Laptop and projector	2 x 30 Minutes
Saturday February, 12 th 2022	3	Asking and giving information about animals.	Voice note (Whats'App)	2 x 30 Minutes
Saturday February, 19 th 2022	4	Describing things	Sound system	2 x 30 Minutes
Saturday February, 26 th 2022	5	Profession	Laptop, projector and sound system	2 x 30 Minutes
Saturday Maret, 05 th 2022	6	Asking for and giving information about kind of profession	Weblog Social media (FB)	2 x 30 Minutes
Saturday Maret, 12 th 2022	7	Simple Present Tense	Laptop, projector and weblog	2 x 30 Minutes
Saturday Maret, 19 th 2022	8	Post-test		2 x 30 Minutes

CHAPTER IV

FINDING AND DISCUSSION

This chapter will discuss the results of research and discussion to determine the effect of ICT media in learning English on the creativity of seventh grade students of SMPN 17 R/L. Furthermore, the results of the study will explain the implementation of the research and data analysis carried out as well as the discussion.

A. FINDING

1. The result of pre-test in control class

In this study, the conventional teaching media was applied in the control class which referred to the class VII A. To get the first data before the learning process was implemented, the researcher gave the students a pre-test. The results of the pre-test obtained in the control class can be seen in the table below where the names of students are represented in order based on the attendance list, furthermore the data from students' are processed using the Microsoft excel application.

Table 09

The result of pre-test in control grub

No	Respondent	Amount	Score max	%	
	I	S	N	Xi	xi ²
1	Student 1	122	208	58,65	3440,27
2	Student 2	126	208	60,58	3669,56
3	Student 3	127	208	61,06	3728,04
4	Student 4	138	208	66,35	4401,81
5	Student 5	123	208	59,13	3496,90
6	Student 6	130	208	62,50	3906,25

7	Student 7	130	208	62,50	3906,25
8	Student 8	130	208	62,50	3906,25
9	Student 9	130	208	62,50	3906,25
10	Student 10	138	208	66,35	4401,81
11	Student 11	125	208	60,10	3611,55
12	Student 12	123	208	59,13	3496,90
13	Student 13	134	208	64,42	4150,33
14	Student 14	132	208	63,46	4027,37
15	Student 15	138	208	66,35	4401,81
16	Student 16	127	208	61,06	3728,04
17	Student 17	139	208	66,83	4465,84
18	Student 18	127	208	61,06	3728,04
19	Student 19	146	208	70,19	4926,96
20	Student 20	143	208	68,75	4726,56
21	Student 21	144	208	69,23	4792,90
22	Student 22	132	208	63,46	4027,37
23	Student 23	132	208	63,46	4027,37
24	Student 24	136	208	65,38	4275,15
25	Student 25	123	208	59,13	3496,90
26	Student 26	130	208	62,50	3906,25
27	Student 27	136	208	65,38	4275,15
28	Student 28	138	208	66,35	4401,81
29	Student 29	130	208	62,50	3906,25
30	Student 30	121	208	58,17	3384,11
31	Student 31	123	208	59,13	3496,90
32	Student 32	131	208	62,98	3966,58
33	Student 33	139	208	66,83	4465,84
34	Student 34	128	208	61,54	3786,98
Σ				2149,52	136236,4

In the form of summing the student score data above, the researcher found the mean score which is listed below :

[DataSet0]

Statistics		
VAR00002		
N	Valid	34
	Missing	0
Mean		63,2209
Std. Deviation		3,21676
Variance		10,348
Minimum		58,17
Maximum		70,19

VAR00002					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58,17	1	2,9	2,9	2,9
	58,65	1	2,9	2,9	5,9
	59,13	4	11,8	11,8	17,6
	60,10	1	2,9	2,9	20,6
	60,58	1	2,9	2,9	23,5
	61,06	3	8,8	8,8	32,4
	61,54	1	2,9	2,9	35,3
	62,50	6	17,6	17,6	52,9
	62,98	1	2,9	2,9	55,9
	63,46	3	8,8	8,8	64,7
	64,42	1	2,9	2,9	67,6
	65,38	2	5,9	5,9	73,5
	66,35	4	11,8	11,8	85,3
	66,83	2	5,9	5,9	91,2
	68,75	1	2,9	2,9	94,1
	69,23	1	2,9	2,9	97,1
	70,19	1	2,9	2,9	100,0
Total		34	100,0	100,0	

Based on the data above, it can be seen that the highest score of students in the control class was 70,19 while the students who got the lowest score were 58,17. The mean score in this class was 63,22 with a standard deviation of 3,22 and the Variance is 10,34.

2. The result of pre-test in experimental class

The experimental class is the class that will receive treatment in the form of using ICT media in learning English in seventh grade. Moreover, before doing the treatment, the researcher also gave a pre-test like in the control class, where the results of the pre-test in this class can be seen in the table below.

Table 10

The Result Of Pre-Test In Experimental Class

No	Respondent	Amount	Score max	%	
	I	S	N	Xi	xi ²
1	Student 1	129	208	62,02	3846,38
2	Student 2	129	208	62,02	3846,38
3	Student 3	130	208	62,50	3906,25
4	Student 4	131	208	62,98	3966,58
5	Student 5	132	208	63,46	4027,37
6	Student 6	136	208	65,38	4275,15
7	Student 7	130	208	62,50	3906,25
8	Student 8	137	208	65,87	4338,25
9	Student 9	136	208	65,38	4275,15
10	Student 10	130	208	62,50	3906,25
11	Student 11	134	208	64,42	4150,33
12	Student 12	132	208	63,46	4027,37
13	Student 13	136	208	65,38	4275,15
14	Student 14	132	208	63,46	4027,37
15	Student 15	128	208	61,54	3786,98
16	Student 16	133	208	63,94	4088,62
17	Student 17	126	208	60,58	3669,56
18	Student 18	126	208	60,58	3669,56
19	Student 19	133	208	63,94	4088,62

20	Student 20	138	208	66,35	4401,81
21	Student 21	130	208	62,50	3906,25
22	Student 22	133	208	63,94	4088,62
23	Student 23	132	208	63,46	4027,37
24	Student 24	130	208	62,50	3906,25
25	Student 25	128	208	61,54	3786,98
26	Student 26	133	208	63,94	4088,62
27	Student 27	131	208	62,98	3966,58
28	Student 28	136	208	65,38	4275,15
29	Student 29	129	208	62,02	3846,38
30	Student 30	123	208	59,13	3496,90
Σ				1895,67	119868,48

[DataSet1]

Statistics		
VAR00002		
N	Valid	30
	Missing	0
Mean		63,1883
Std. Deviation		1,68702
Variance		2,846
Minimum		59,13
Maximum		66,35

VAR00002					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59,13	1	3,3	3,3	3,3
	60,58	2	6,7	6,7	10,0
	61,54	2	6,7	6,7	16,7
	62,02	3	10,0	10,0	26,7
	62,50	5	16,7	16,7	43,3
	62,98	2	6,7	6,7	50,0
	63,46	4	13,3	13,3	63,3
	63,94	4	13,3	13,3	76,7
	64,42	1	3,3	3,3	80,0
	65,38	4	13,3	13,3	93,3
	65,87	1	3,3	3,3	96,7
	66,35	1	3,3	3,3	100,0
	Total		30	100,0	100,0

Based on the data above, the highest student score was 66,35, while the lowest student score was 59,13. The mean score for this class was 63,19 with a standard deviation of 1,69 and a variance of 2,85.

3. The result of post-test in control class

In this study, the control class was class VII A, before the post-test was carried out in this class, students were taught to teach English using conventional media, where conventional media in this research is teaching like in public schools, namely using makeshift media available in the class without applying technology, the results of the post-test in this research are shown in the table below.

Table 11

The Result Of Post-Test In Control Grub

No	Respondent	Amount	Score max	%	
	I	S	N	X_i	x_i^2
1	Student 1	145	208	69,71	4859,70
2	Student 2	148	208	71,15	5062,87
3	Student 3	145	208	69,71	4859,70
4	Student 4	151	208	72,60	5270,20
5	Student 5	145	208	69,71	4859,70
6	Student 6	148	208	71,15	5062,87
7	Student 7	146	208	70,19	4926,96
8	Student 8	133	208	63,94	4088,62
9	Student 9	142	208	68,27	4660,69
10	Student 10	148	208	71,15	5062,87
11	Student 11	142	208	68,27	4660,69
12	Student 12	139	208	66,83	4465,84
13	Student 13	150	208	72,12	5200,63
14	Student 14	145	208	69,71	4859,70
15	Student 15	153	208	73,56	5410,73
16	Student 16	142	208	68,27	4660,69
17	Student 17	141	208	67,79	4595,28
18	Student 18	130	208	62,50	3906,25
19	Student 19	129	208	62,02	3846,38

20	Student 20	132	208	63,46	4027,37
21	Student 21	142	208	68,27	4660,69
22	Student 22	136	208	65,38	4275,15
23	Student 23	144	208	69,23	4792,90
24	Student 24	136	208	65,38	4275,15
25	Student 25	131	208	62,98	3966,58
26	Student 26	146	208	70,19	4926,96
27	Student 27	141	208	67,79	4595,28
28	Student 28	143	208	68,75	4726,56
29	Student 29	143	208	68,75	4726,56
30	Student 30	139	208	66,83	4465,84
31	Student 31	148	208	71,15	5062,87
32	Student 32	149	208	71,63	5131,52
33	Student 33	153	208	73,56	5410,73
34	Student 34	148	208	71,15	5062,87
Σ				2333,17	160427,38

Statistics		
VAR00003		
N	Valid	34
	Missing	0
Mean		68,6221
Std. Deviation		3,10753
Variance		9,657
Minimum		62,02
Maximum		73,56

VAR00003					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62,02	1	2,9	2,9	2,9
	62,50	1	2,9	2,9	5,9
	62,98	1	2,9	2,9	8,8
	63,46	1	2,9	2,9	11,8
	63,94	1	2,9	2,9	14,7
	65,38	2	5,9	5,9	20,6
	66,83	2	5,9	5,9	26,5
	67,79	2	5,9	5,9	32,4
	68,27	4	11,8	11,8	44,1

	68,75	2	5,9	5,9	50,0
	69,23	1	2,9	2,9	52,9
	69,71	4	11,8	11,8	64,7
	70,19	2	5,9	5,9	70,6
	71,15	5	14,7	14,7	85,3
	71,63	1	2,9	2,9	88,2
	72,12	1	2,9	2,9	91,2
	72,60	1	2,9	2,9	94,1
	73,56	2	5,9	5,9	100,0
	Total	34	100,0	100,0	

4. The result of post-test in the experimental class

The post test in the experimental class was carried out after treatment in the form of using ICT media in English language learning in class VII B. In this class, the use of ICT media was carried out systematically according to the planning that had been made. The results of the post test can be seen in the table below :

Table 12

The Result Of Post-Test In Experimental Class

No	Respondent	Amount	Score max	%	
	I	S	N	Xi	xi ²
1	Student 1	141	208	67,79	4595,28
2	Student 2	161	208	77,40	5991,36
3	Student 3	165	208	79,33	6292,76
4	Student 4	143	208	68,75	4726,56
5	Student 5	146	208	70,19	4926,96
6	Student 6	149	208	71,63	5131,52
7	Student 7	135	208	64,90	4212,51
8	Student 8	139	208	66,83	4465,84
9	Student 9	154	208	74,04	5481,69
10	Student 10	144	208	69,23	4792,90
11	Student 11	138	208	66,35	4401,81
12	Student 12	146	208	70,19	4926,96
13	Student 13	153	208	73,56	5410,73
14	Student 14	132	208	63,46	4027,37

15	Student 15	152	208	73,08	5340,24
16	Student 16	150	208	72,12	5200,63
17	Student 17	141	208	67,79	4595,28
18	Student 18	139	208	72,60	5270,20
19	Student 19	155	208	74,52	5553,12
20	Student 20	138	208	74,52	5553,12
21	Student 21	152	208	73,08	5340,24
22	Student 22	146	208	70,19	4926,96
23	Student 23	149	208	71,63	5131,52
24	Student 24	149	208	71,63	5131,52
25	Student 25	128	208	75,00	5625,00
26	Student 26	156	208	75,00	5625,00
27	Student 27	147	208	70,67	4994,68
28	Student 28	143	208	72,60	5270,20
29	Student 29	140	208	67,31	4530,33
30	Student 30	145	208	69,71	4859,70
Σ				2135,10	152331,96

Statistics		
VAR00003		
N	Valid	30
	Missing	0
Mean		71,1700
Std. Deviation		3,60799
Variance		13,018
Minimum		63,46
Maximum		79,33

VAR00003					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63,46	1	3,3	3,3	3,3
	64,90	1	3,3	3,3	6,7
	66,35	1	3,3	3,3	10,0
	66,83	1	3,3	3,3	13,3
	67,31	1	3,3	3,3	16,7
	67,79	2	6,7	6,7	23,3
	68,75	1	3,3	3,3	26,7
	69,23	1	3,3	3,3	30,0

69,71	1	3,3	3,3	33,3
70,19	3	10,0	10,0	43,3
70,67	1	3,3	3,3	46,7
71,63	3	10,0	10,0	56,7
72,12	1	3,3	3,3	60,0
72,60	2	6,7	6,7	66,7
73,08	2	6,7	6,7	73,3
73,56	1	3,3	3,3	76,7
74,04	1	3,3	3,3	80,0
74,52	2	6,7	6,7	86,7
75,00	2	6,7	6,7	93,3
77,40	1	3,3	3,3	96,7
79,33	1	3,3	3,3	100,0
Total	30	100,0	100,0	

Table 13

The analysis of mean score pre-test and post-test from Control and Experimental class

No	Description	Control Group		Experimental Group	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	AMOUNT	4471	4853	3943	4376
2	MEAN SCORE	63,22	68,62	63,19	71,17
3	INCREASE	5,4		8,0	

From the data above, the increasing of the mean score in control group is not higher than experimental group. In the control group, the increasing of the mean score is 5,4. Meanwhile, in the experimental group, the increasing of the mean score is 8,0. It is concluded the using ICT in learning english is successful to increase students' creativity.

B. Hypothesis Testing

To test the hypothesis, the t-test formula is used in this research. The t-test was used to see whether the t obtained indicates a significant difference between the mean score. The result of the “t” calculation presented below :

[DataSet0]

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	63,1883	30	1,68702	,30801
	POST TEST	71,1700	30	3,60799	,65873

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	30	,075	,692

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-7,98167	3,86605	,70584	-9,42527	-6,53806	-11,308	29	,000

I. Decision making basis

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

II. Decision-making

It is known that the value of sig. (2-tailed) Of $0.000 < 0.05$, so we can conclude that there is a significant difference between student creativity in learning English in the pre-test and post-test data.

C. Discussion

In the process of Learning, English can be facilitated by Using ICT media toward increased students' creativity. Because By uses ICT and students' creativity in learning can be optimized and they may discover new multimedia tools and create materials⁶⁷ because through ICT students' more have opportunities in building their own thought because it provides various sources of information and new experiences that can support the development of students' creativity. In education, creativity is important because it can improve academic attainment.⁶⁸ Therefore the need for media in channeling creativity in the form of language and tools to support the development of creativity, this is because of the continuity between ICT and creativity in academic achievement. Furthermore, ICT have a positive effect on student achievement when ICTs are used appropriately to complement the existing pedagogical philosophies of teachers.⁶⁹ Where the seven grade students' in SMPN 17 Rejang Lebong is the population of this study, based on the findings above, it is possible to answer the questions in this research which are as explained below.

⁶⁷ Gee, James Paul. (2007). *What Video Games Have to Teach Us About Learning and Literacy*. p. 27

⁶⁸ Fisher, R. (2004). What is creativity? In R. Fisher & M. Williams (Eds.), *Unlocking creativity: Teaching across the curriculum* (pp. 6-20). New York: Routledge. p. 11

⁶⁹ "World Bank. 2008. Knowledge Map : Impact of ICTs on Learning and Achievement. InfoDev. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/10578> License: CC BY 3.0 IGO." p. 6

a. Students' Creativity Before Carried Out The Research

Creativity is very much needed in the teaching and learning process because creativity is needed to support the teaching and learning process so that students are more stimulated in accepting learning, in the process creativity has special added value, when it happens in a collaborative environment which means learning together which is learning in the classroom in general.⁷⁰ Moreover, to find out the state of student creativity before conducting research, the researcher gave a creativity test in the form of a questionnaire that had been developed by experts. On the other hand, the calculation of student creativity data has been included in the data above, which is in the form of a pre-test.

In calculating the student's pre-test score, the researcher calculated the results of the student creativity questionnaire using the Microsoft Excel application, this application was chosen because according to the researcher this application was easy to use. From the findings, the number of students who took the pre-test in the control class was 34 students and the experimental class was 30 students. At this stage, the mean score of the pre-test students from both the control class and experimental class was obtained in the control class 63,22 while for the experimental class it was 63,19. At this stage, the mean score of the pre-test students from both the control class and experimental class was obtained in the control class 63,22 while for the experimental class it was 63,19. Based on this data, it can be understood that students' creativity still needs to be improved from both the control and experimental classes.

⁷⁰ Littleton, K., & Miel, D, loc. Cit.

b. Student creativity learning conventional media

Basically, learning using conventional media is carried out in general schools because there are still many schools that do not yet have available learning support equipment. In learning English using conventional media at SMPN 17 Rejang Lebong, students are more focused on worksheets or textbooks because this media is the main source of learning. In addition, this is the cause of the discontinuity between educators and students who often occurs miscommunication because students will be less interested in learning that is monotonous and only teacher-centered while students are rarely involved in the learning process. In teacher-centered learning, the teacher's role in the classroom is the main source of information. If the teacher applies teacher-centered, it will make students passive. Students only need to listen carefully to what their teacher says to them and writes down important things in their notebooks so that students only receive delivery from the teacher. It makes students "Good Listeners" because they will listen to the teacher carefully without hesitation, but at the same time, it will make students "Weak Thinkers" because they prefer to make what the teacher says in front of the class.⁷¹

Based on the data obtained, the results in learning English using conventional media, is still at an average level, this is due to creating creativity, it needs media to flow it while in learning conventional media tools used are still limited so that learning creation is slightly hampered, this is indicated by ineffective teaching and learning outcomes such as lack of interaction between teachers and students,

⁷¹ Nyoman Didit Suasta Adijaya, et.al. *INDONESIAN JOURNAL OF EDUCATIONAL RESEARCH AND REVIEW* Volume 5 Nomor 1 2021, pp 26-33E-ISSN: 2621-8984; P-ISSN: 2621-4792 DOI: <http://dx.doi.org/10.23887/ijerr.v4i1>. p. 27

disinterest students in paying attention to learning. then this is also shown from the data pre-test in the Control class using conventional media, the results of obtaining a mean score is 63,22 and a variance of 10,34 and a standard deviation of 3,22. Meanwhile, after doing research on this class, get the results in the form of an average score of 68,62 and a standard deviation of 3,1 and a variance of 9,6 on the acquisition of an average score of 5,4 an increase from 63,22 to 68,62. This happens because students' lack facilities in learning, especially in learning English because students do not get stimulus both in terms of learning facilities and tools as well as inappropriate methods.

c. Student creativity learning ICT media

Learning using ICT media is believed to be able to increase this creativity because as explained by Nikolopoulou which investigated the characteristics of ICT that allow students to be creative. This is because basically as an indicator of creativity and ICT there is a continuity in the process of arising creativity, which in the characteristics of a single ICT can match two or more elements of the creative process.⁷² This is also shown in the learning process where researchers use ICT media students are more interested in the teaching and learning process, and there is a process of exchanging information between teachers and students, students are more involved in learning because students are required to be more active such as problem solving learning, making work in the language domain channeling ideas through language learning and so on. ICT can provide a considerable benefit in supporting learning. By using technology in their learning, the students can be active

⁷² Nikolopoulou, Loc. Cit.

learners. They will be aware of what information they need, why they need it, and how they can get that information.⁷³ Moreover, learning using ICT media is more profitable because designing lesson plans requires a certain strategy because learning English must involve the four main skills, namely speaking, listening, reading, and writing.

To achieve the student understanding of this skill requires a variety of media, and the media is already contained in ICT. Besides, based on the results of the calculation of the value in experimental class above, it was found that there was a significant effect of using ICT media toward students' creativity, because this class received treatment in the form of using ICT media in learning English. It was proved by the result of calculation from the mean score in experimental class is higher than the control class was taught by conventional teaching. Meanwhile, the mean score for experimental class before the treatment was 63,19. After doing treatment using ICT media, the mean score increased 8,0 points to 71,17 with a variance of 15,7 and a standard deviation of 4.

It means that there was also increasing range of the score in experimental class. Which shows a significant effect on the use of ICT media in learning English, this is because in accordance with the theory that has been explained that the use of ICT media helps increase interest in learning because it applies various technologies that support learning. Otherwise, the increasing score in experimental class was higher than control class (5,4 > 8,0) points after they learned English using ICT

⁷³ Nigar Zeynalova. (2021). *Exploring the Impact of Ict in Student Creativity*. Budapest: Word Conference On EDUCATION and TEACHING. p. 19

media. In addition, according to hypothesis testing from the pre-test and post-test results, it was found the value of sig. (2-tailed) of $0.000 < 0.05$, there is significant difference between students' creativity in learning English in the pre-test and the post-test. It showed that H_1 (The use of ICT have the effect on students' creativity) is accepted and H_0 (The use of ICT do not have the effect on students' creativity) is rejected.

d. Students' creativity after carrying out the research

Based on the presentation of the data above, the researcher can answer the question in this research which is the use of conventional media in learning English that there is less increase in students' creativity, this is shown by the mean score and the results of the data in the field which are the results of learning and students' interest in learning English still needs to be improved. While in the experimental class, a significant difference is seen in the mean score which shows a fairly high increase and students are more active in learning. Moreover when learning takes place become harmony because there is interaction between teachers and students.

From the finding, it can be concluded that teaching with using ICT media can increase students' creativity. It is shown by the increasing of the mean score of pre-test and post-test in control class is not higher than experimental class. In control class, the mean score of pre-test is 63,22 and the mean score of the post-test is 68,62 it increases 5,4 points. Meanwhile, in the experimental class the mean score of pre-test is 63,19 and the mean score of the post-test is 71,17 it increases 8,0 points. Moreover from the data above, after the researcher had given six treatments in the

control and experimental class, the researcher got the result of the mean score in experimental class is higher than control class. It means that teaching english using ICT media gave a positive impact to students and can be used as teaching media, in other words, the increasing students' creativity through using ICT media is successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Base on the result of this research and after conducting the treatments, there are three main result of this research. First this research has found that students' creativity in learning English under the teaching by using conventional media at SMPN 17 REJANG LEBONG the characteristics of students' creativity are not yet visible, which leads to a situation where students' are less responsive to new situations, and students' curiosity is also low because students' are less active in the teaching and learning process that makes students' abilities to generate many ideas are reduced. Moreover learning using conventional media students are less facilitated because without learning media students are less stimulated to express creative ideas. Furthermore This also can be seen from the results of the pre-test students' get a mean score of 63,22 while the acquisition of the mean score on the post-test is 68,62.

Second this research has revealed that students' creativity in learning English under the teaching by using ICT media, students are more flexible in conveying ideas because students are facilitated by infrastructure in learning that supports in conveying ideas and this is also shown from the increase in the mean score on the pre-test and post-test students in learning using ICT media amounted to 8,0 points, where the score obtained in the pre-test got a mean score of 63,19 while the post-test got a mean score 71,17. This is because In learning using ICT media students are also able to develop their own abilities because students' can work alone in making a project related to language and like to try new things because ICT provides various

features that can make students explore knowledge and also develop existing abilities. Moreover make students' more comfortable in the teaching and learning process.

In addition to learning to use ICT media, students' social relationships are more developed because they are involved with various group tasks that foster students in socializing which in practice students can use tools to find learning topics, solve problems and provide solutions in the learning process. Student interest increases when learning to use ICT media because ICT provides a variety of features that make students more flexible in exploring learning tools. In addition, students can also produce the ability to generate many ideas because learning using ICT students can access various kinds of information that usually develop ideas that can support learning activities. Third, this study disclose that there was significant effect on Using ICT media toward students' creativity in learning English at SMPN 17 REJANG LEBONG. Base on the calculation hypothesis testing with using paired sample test it was found that the value of sig.(2-tailed) of $0.000 < 0.05$, so we can conclude that there is a significant difference between students' creativity in learning English in the pre-test and post-test. It show that H_1 (The Use of ICT have the effect on students' creativity) is accepted and H_0 (The Use of ICT do not have the effect on students' creativity) is rejected.

B. SUGGESTION

In this research, it is proved that using ICT as media in teaching activities technique very well in the classroom. This technique is one of the techniques for

increasing students' creativity because it was proved effective. So, the researcher would like to give some suggestion as follows :

1. For the teachers

The researcher would like to recommend to English teachers to use the ICT media as one of the techniques in teaching English. Because ICT provides various kinds of features that can be used to support learning and can also develop students' interest in learning, besides that by learning to use ICT media students can also adapt in the era of digital learning as it is today. The teachers also can involve game in teaching material for students' through ICT media.

2. For school

The researchers suggest completing teaching equipment in schools, especially in the field of ICT to help students in adapting new culture in the technological era that can foster creative thoughts.

3. For furthers research

Further research is highly recommended to find the other technique in designing the materials for students so that students can develop their creative thought through learning activities.

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APPENDIX

SILABUS

Satuan Pendidikan : SMPN 17 REJANG LEBONG
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII/2 (Genap)

Standar Kompetensi (KI) :

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Chapter : 5 | Alokasi Waktu : JP

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3. 5	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)	<p>Fungsi sosial</p> <ul style="list-style-type: none"> ✓ Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. <p>Struktur teks</p> <ul style="list-style-type: none"> ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Pernyataan dan pertanyaan terkait sifat orang, benda, binatang 	<ul style="list-style-type: none"> • Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • Mencermati beberapa teks 	<ul style="list-style-type: none"> ✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis 	<p>When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi)</p> <p>Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli</p>

4. 5	<p>menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>✓ Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>)</p> <p>✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik</p> <p>✓ Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang proses dan hasil belajarnya 	<p>PG Keterampilan: Praktik</p>	<p>Rulani Khatimah.</p> <p>Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati.</p> <p>Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.</p>
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Chapter : 6 | Alokasi Waktu : JP

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.6	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)	<p>Fungsi sosial</p> <ul style="list-style-type: none"> ✓ Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. <p>Struktur teks</p> <ul style="list-style-type: none"> ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda ✓ Kalimat deklaratif (positif dan negatif) dalam simple present tense ✓ Kalimat interogatif: <i>Yes/No question; Wh-question</i> ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <ul style="list-style-type: none"> ✓ Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menurukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar • Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal • Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya 	<ul style="list-style-type: none"> ✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik 	<p>When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi)</p> <p>Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.</p> <p>Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati.</p> <p>Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.</p>
4.6	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks				

Chapter : 7 | alokasi Waktu : JP

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>Fungsi sosial</p> <ul style="list-style-type: none"> ✓ Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik <p>Struktur teks</p> <p>1. Dapat mencakup:</p> <ul style="list-style-type: none"> ✓ identifikasi (nama keseluruhan dan bagian) ✓ sifat yang menjadi pencirinya ✓ fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. <p>2. Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question; Wh-question</i>), dalam <i>simple present tense</i> ✓ Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <ul style="list-style-type: none"> ✓ Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> • Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik • Bertanya tentang informasi yang terkait di dalam teks tersebut. • Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan • Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/ mempromosikan • Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan 	<ul style="list-style-type: none"> ✓ Sikap sosial dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik 	<p>When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi)</p> <p>Penulis : Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.</p> <p>Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati.</p> <p>Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.</p>
4.7	Teks Deskriptif				
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda				
4.7.2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks				

				<ul style="list-style-type: none"> • Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya • Melakukan refleksi tentang proses dan hasil belajarnya 		
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Chapter 8 | alokasi Waktu : JP

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3. 8	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>passive voice</i>)	Fungsi sosial ✓ Mendeskripsikan, memaparkan secara obyektif Struktur teks ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan ✓ Kalimat <i>deklaratif</i> dan <i>interogatif</i> dalam <i>passive voice</i> ✓ Preposisi ✓ <i>Nomina singular</i> dan <i>plural</i> dengan atau tanpa	<ul style="list-style-type: none"> • Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil dari teks dengan ejaan dan 	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan:	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis : Siti Wachidah, Asep Gunawan, Diyantari, Yuli

4.8	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. (perhatikan unsur kebahasaan <i>passive voice</i>)	<p><i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <ul style="list-style-type: none"> ✓ Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkan perilaku yang termuat di KI 	<p>tanda baca yang benar</p> <ul style="list-style-type: none"> • Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar • Melakukan refleksi tentang proses dan hasil belajarnya 	Praktik	<p>Rulani Khatimah.</p> <p>Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati.</p> <p>Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.</p>
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Bermani ulu,..... 2022

Mengetahui,

Kepala Sekolah SMPN 17 REJANG LEBONG

Guru Mata Pelajaran

M.SIKRUN,S.Pd.I
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THE LESSON PLAN OF
CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPN 17 Rejang Lebong
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII/2 (Dua)
Materi Pokok	: Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang , dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
Alokasi waktu	: 4 JP x 30 menit (2 pertemuan)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.2 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

Indikator: Mengidentifikasi teks descriptive tentang binatang.

4.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Indikator:

- a. Menyampaikan teks descriptive secara lisan dan tertulis tentang binatang dengan struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks.
- b. Menebak nama binatang yang dideskripsikan baik secara tertulis maupun lisan.

C. Tujuan Pembelajaran

Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melafalkan nama-nama binatang pada gambar tersebut secara lisan secara akurat, lancar dan berterima.
2. Menebak nama binatang dalam bahasa Inggris pada gambar tersebut secara lisan secara akurat, lancar dan berterima.

3. Menanyakan dan menyatakan nama binatang dengan akurat, lancar/runtut dan berterima dalam kehidupan sehari-hari.
4. Mendeskripsikan binatang secara lisan dengan akurat, lancar dan berterima dalam kehidupan sehari-hari.
5. Mendeskripsikan binatang secara tertulis dengan akurat, runtut dan berterima dalam kehidupan sehari-hari.
6. menebak binatang yang dimaksud dengan tepat bila diberikan kesempatan untuk mendeskripsikan binatang..

Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mendeskripsikan beberapa gambar binatang yang telah diberikan berdasarkan ciri-ciri fisik binatang tersebut.
2. Menebak binatang ketika guru memberikan ciri-ciri binatang dan habitatnya.
3. Menanyakan dan menyatakan nama binatang dengan akurat, lancar/runtut dan berterima dalam kehidupan sehari-hari.
4. Mengetahui dan mengklasifikasikan bintang tersebut dalam binatang buas atau jinak.
5. Mempresentasikan hasil deskripsi hewan kesayangan dengan akurat, lancar dan berterima bila diberikan kesempatan untuk mendiskripsikan binatang mereka.

D. MATERI PEMBELAJARAN

Pertemuan pertama

Fungsi sosial :

1. Menjaga hubungan interpersonal dengan guru dan teman
2. Memberi informasi tentang orang, binatang dan benda-benda di sekitar melalui ciri-ciri yang dimiliki.

Struktur teks :

1. This is a snake. It's a wild animal. It bites.
2. This is my cat, it has black fur. It sleeps.
3. Etc.

Unsur kebahasaan :

1. Pernyataan tentang deskripsi
2. Penyebutan nama binatang (Chicken, cow, grasshopper, sheep, snake, butterfly, cat etc.)
3. Adjectives (wild, pretty, big, small, tame)
4. Adjective phrases (beautiful wings, very scared, wild animal)
5. Simple Present Tense
6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik :

Deskripsi binatang.

Pertemuan kedua

Fungsi sosial :

1. Memberi informasi tentang binatang melalui ciri-ciri yang dimiliki.

Struktur teks :

1. I find them in my house.
2. What do you think of these?
3. Etc.

Unsur kebahasaan:

1. Pernyataan tentang deskripsi
2. Penyebutan nama binatang (Chicken, cow, grasshopper, sheep, snake, butterfly, cat etc.)
3. Adjectives (wild, pretty, big, small, tame)
4. Adjective phrases (beautiful wings, very scared, wild animal)
5. Simple Present Tense
6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik :

Deskripsi binatang.

E. METODE PEMBELAJARAN:

Scientific approach

F. MEDIA PEMBELAJARAN:

Pictures

G. SUMBER BELAJAR

When English Rings the Bell (Hal: 155-163)

H. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan pertama

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyapa peserta didik dan memulai kelas dengan didahului doa• Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin.• Menyebutkan tujuan pembelajaran• Menyebutkan kegiatan belajar yang akan dilakukan.	5 menit
Kegiatan Inti	<ul style="list-style-type: none">• Peneliti menjelaskan materi pembelajaran tentang mendeskripsikan menggunakan lembar kompetensi siswa• Siswa di instruksikan untuk membaca textbook tentang vocabulary, habitat, body parts and kebiasaan hewan.• Siswa di intruksikan untuk mencari vocabulary nama-nama hewan, babitat, bagian tubuh dan kebiasaan-kebiasaan yang ada di lembar kompetensi siswa.• Lalu peneliti mengajak siswa untuk membaca vocabulary• Peneliti melakukan tanya jawab kepada siswa berupa makna kosa kata.	50 menit

	<ul style="list-style-type: none"> • Peneliti dan siswa memeriksa latihan dengan secara bergantian siswa menjawab pertanyaan. 	
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Menyimpulkan hal-hal yang telah dipelajari • Refleksi • Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Penugasan: berlatih membuat kalimat • Menyampaikan rencana kegiatan yang akan datang • Peserta didik dan guru mengucapkan salam perpisahan 	5 menit

Pertemuan kedua

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyapa peserta didik dan memulai kelas dengan didahului doa • Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin. • Menyebutkan tujuan pembelajaran • Menyebutkan kegiatan belajar yang akan dilakukan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Disajikan 7 binatang, siswa diberi kesempatan untuk memilih hewan apa yang ingin mereka diskripsikan berdasarkan ciri-ciri fisik, tempat binatang itu tinggal dan makanan binatang tersebut. • Dengan arahan guru siswa menebak binatang berdasarkan ciri-ciri yang telah disebutkan. • Siswa diberi kesempatan untuk menyebutkan binatang buas dan binatang jinak, serta mengelompokannya. • Dalam kerja kelompok siswa diberi kesempatan untuk ke halaman sekolah dan menemukan beberapa hewan dan kemudian di deskripsikan berdasarkan habitat dimana telah menemukan. • Siswa diberi kesempatan untuk menemukan hewan-hewan yang ada disekitar rumah mereka dan mendeskripsikan binatang tersebut berdasarkan hewan jinak atau buas. 	50 menit
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Salam dan penutup 	5 menit

I. Penilaian

- Teknik Penilaian : Tertulis
- Bentuk Instrumen : Learning Journal

Bermani Ulu,.....2022

Guru Mata Pelajaran Mengetahui,

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BAYU SEGARA
NIM . 18551014

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 17 Rejang Lebong

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VII/2 (dua)

Materi Pokok : **Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari benda.**

Alokasi Waktu : 2 JP x 30 Menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan benda sesuai dengan konteks penggunaannya.	3.7.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan benda sesuai dengan konteks penggunaannya
2	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan	4.8.1 Mengidentifikasi nama benda dan karakteristiknya. 4.8.2 Membuat teks tulis pendek yang menggunakan ungkapan untuk mendeskripsikan benda.

	sesuai konteks.	
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C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan benda sesuai dengan konteks penggunaannya.
- 2) Mengidentifikasi ungkapan yang digunakan untuk untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaannya.
- 3) Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
- 4) Mengidentifikasi nama benda dan karakteristiknya.
- 5) Membuat teks tulis pendek yang menggunakan ungkapan untuk untuk mendeskripsikan benda.
- 6) Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.

D. Materi Pembelajaran

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

Struktur text

(gagasan utama dan informasi rinci)

- a. Menyebutkan nama benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat benda.
- c. Menyebutkan tindakan dari atau terkait dengan benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 3 (tiga) kalimat.

Unsur kebahasaan

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (2) Kata ganti *it, they, she, we, dst.; our, my, your, their, dst.*
- (3) Kata sifat yang sangat lazim *old, big, small, tired, tall, short, beautiful, dll.*
- (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take, dll.*

- (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (6) Ucapan, tekanan kata, intonasi
- (7) Ejaan dan tanda baca
- (8) Tulisan tangan

Topik

Benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

E. Metode Pembelajaran

1. Metode Ilmiah
2. (5 M), Menanya, mengamati, mengumpulkan informasi dan mengomunikasikan

F. Media, Alat, dan Sumber Pembelajaran

1. **Media**
Laptop, LCD, gambar benda, poster, Foto
2. **Alat**
Poster gambar benda
3. **Sumber Pembelajaran**
 - a. Zaida, Nur. *Bright: An English Course for Junior High School Students*. Jakarta: Penerbit Erlangga. Hal. 136-150.
 - b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
 - c. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (5 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;

- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (50 menit)

Mengamati

- 1) Peserta didik mengamati serta menyebutkan benda-benda yang ada di dalam kelas.
- 2) Peserta didik mendengarkan rekaman mengenai deskripsi benda (activity 1).
- 3) Peserta didik mengamati penjelasan guru mengenai kata sifat (adjective) untuk mendeskripsikan benda.
- 4) Peserta didik bersama guru bersama-sama mengidentifikasi bentuk benda-benda yang ada di dalam kelas (*small chair, big whiteboard, long ruler, dll.*) dengan menggunakan kata sifat
- 5) Peserta didik membaca teks deskriptif kemudian menjawab pertanyaan yang berhubungan dengan teks tersebut (activity 2).

Penutup (5 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian

- 2) a. Teknik Penilaian : Tertulis
- 3) b. Bentuk Instrumen : Learning Journal

Bermani Ulu,.....2022

Guru Mata Pelajaran Mengetahui,

Peneliti

YUDI AGUST PRADANA, S.Pd
NIP.198008042003121004

BAYU SEGARA
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 17 Rejang Lebong
Mata Pelajaran : Bahasa Inggris
Materi : Professions
Kelas/Semester : VII/2
Waktu : 4 JP × 30 menit (2 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
3. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.8. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya
- 4.9. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku / tindakan / fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Setelah mempelajari materi ini siswa mampu:

- 1.1.1 Berdoa sebelum dan sesudah memulai pelajaran
- 1.1.2 Menjaga hubungan baik dengan teman sebagai ciptaan Tuhan Yang Maha Esa
- 1.1.3 Bersyukur atas kesempatan belajar Bahasa Inggris
- 2.2.1 Menghormati guru.
- 2.2.2 Tidak menyela pembicaraan guru.
- 3.8.1 Mengidentifikasi struktur teks yang digunakan untuk menyatakan dan menanyakan jenis pekerjaan orang dengan tepat sesuai konteks.
- 4.9.1 Menyebutkan 10 jenis pekerjaan orang secara lisan dengan tepat sesuai konteks.

D. Materi Pembelajaran

Teks lisan dan tulis tentang jenis pekerjaan dan tempat pekerjaan

1. Fungsi sosial

- Menanyakan dan menyatakan jenis pekerjaan dan tempat pekerjaan
2. 10 Jenis-jenis pekerjaan yang dijadikan fokus pembelajaran
Doctor, Chef, Nurse, Pilot, Fireman, Bus driver, etc.
 3. Unsur kebahasaan
 - a. Ungkapan menanyakan jenis pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima : *What does your father do? How about you, what does your mother do?*
 - b. Ungkapan menyatakan fungsi pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima : *My father is a policeman*
 - c. Ungkapan menanyakan tempat pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima: *Where does he work?*
 - d. Ungkapan menyatakan tempat pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima: *He works in a hospital, I work in a school*

E. Sumber, Media, dan Alat Pembelajaran

- Sumber : a. Wachidah, S., dkk. 2014. Bahasa Inggris “When English Rings a Bell”. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- b.

<https://www.youtube.com/watch?v=JBXaupIJHr8&list=RDJBXaupIJHr8#t=34>

- Media : a. Gambar /profession.
- b. Gambar berisi jenis dan fungsi pekerjaan orang.
- c. Lembar kerja berpasangan dan kelompok
- Alat : Whiteboard, dan Board marker.

F. Langkah-langkah Pembelajaran Pertemuan 1

Fase	Kegiatan Pembelajaran	Instruksi / Catatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> a. Guru mengucapkan salam b. Siswa merespon salam dari guru c. Guru mengajak siswa untuk berdoa bersama sebelum KBM dimulai. d. Guru mengecek kehadiran siswa. e. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. f. Siswa menerima informasi kompetensi, materi, tujuan, dan manfaat pembelajaran yang akan dilaksanakan. 	<p><i>Good morning students, how are you today?</i></p> <p><i>OK, before we start our lesson today, we pray to God first, hopefully today we get His blessing.</i></p> <p><i>I will check the attendance list first.</i></p> <p><i>Today we will learn how to know information about profession/job</i></p> <p><i>After we learn this topic, you are expected to be able to....</i></p>	5 menit

Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> • Guru memulai pelajaran dengan menanyakan pekerjaan orang tua siswa. • Siswa mengamati Gambar yang ditunjukkan guru berkaitan dengan jenis pekerjaan. • Siswa mengamati cara pelafalan kata-kata yang ditampilkan secara <i>elicit the word</i> oleh guru. • Siswa menyebutkan jenis-jenis pekerjaan dengan bimbingan guru. <p>b. Menanya</p> <p>Siswa discuss the topic untuk membuat pertanyaan berdasarkan gambar yang telah ditampilkan dibantu dengan leading question dari guru.</p> <p>c. Mengumpulkan data</p> <ul style="list-style-type: none"> • Siswa diajak bermain <i>quick and right quiz</i> yang berkaitan dengan ungkapan menanyakan dan menyatakan pekerjaan. Siswa mencoba untuk menyebutkan jenis pekerjaan dengan kalimat menanyakan ataupun menyatakan suatu pekerjaan. <p>d. Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa dibagi dalam kelompok yang berisi 4 orang untuk menebak suatu pekerjaan melalui teknik <i>hot seat</i>. 	<p><i>What does your father do?</i> <i>He is a Doctor.</i> <i>How about you, what does your Mother do?</i> <i>She is a teacher.</i> <i>Good, now look at the video.</i></p> <p><i>Do you know what do they do? (Teacher points at one profession on the picture followed by next professions in the video)</i></p> <p><i>- What's on your mind when you see the video?</i> <i>- Please asked me based on the video?</i></p> <p><i>Quick and right quiz rules:</i></p> <ol style="list-style-type: none"> <i>1. Class divides into two groups that consist of five or six students.</i> <i>2. Each students of groups must give an answer from teacher's question quickly in front of the class.</i> <i>3. If all students finish, the score will calculate to know which group has much right answer.</i> 	50 menit
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Penutup	<p>a. Siswa bersama guru melakukan <i>flash back</i> dan <i>feed back</i> agar memperoleh pengalaman belajar dengan menanyakan kesulitan dalam melaksanakan kegiatan yang telah dilaksanakan.</p> <p>b. Siswa bersama guru menyimpulkan pembelajaran.</p> <p>c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</p> <p>d. Guru mengucapkan salam penutup.</p>	<p><i>Do you like the activity?</i> <i>Where does the policeman do his work?</i> <i>she works in the post office, on the street.</i> <i>Where does the doctor do his/her work?</i> <i>She/he work in the hospital</i> <i>Tell me what do you want to be in the future?</i></p>	5 menit
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Pertemuan 2

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyapa peserta didik dan memulai kelas dengan didahului doa • Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin. • Menyebutkan tujuan pembelajaran • Menyebutkan kegiatan belajar yang akan dilakukan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Siswa diarahkan untuk membuka lembar kompetensi siswa (LKS) pada materi asking and giving information yang berkaitan dengan the action of people material page. • Lalu secara bersama-sama siswa menirukan peneliti untuk menyebutkan kosakata dari kind of profession. • Siswa diarahkan untuk mentranslatekan kind of profession menggunakan kamus. • Peneliti menayakan kepada siswa tentang arti dari kosakata kind of profession. • Peneliti mendemonstrasikan bagaimana menayakan for giving information about kind of profession menggunakan LKS siswa. • Siswa di instruksikan untuk membaca dan memahami text yang berkaitan dengan kind of profession and asking and for and giving information about kind of profession lalu menjawab pertanyaan dari lembar kompetensi siswa. • Selanjutnya mengecek latihan siswa secara bersama-sama. 	50 menit
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Salam dan penutup 	5 menit

G. Teknik Penilaian

- a. Sikap : Observasi dan Jurnal
- b. Pengetahuan : Tes Tulis
- c. Keterampilan : Produk/writing

Bermani ulu,....April 2022

Mengetahui,

Guru Mata Pelajaran

Peneliti

YUDI AGUST PRADANA, S.Pd
NIP.198008042003121004

BAYU SEGARA
NIM . 18551014

RENCANA PELAKSANA PEMBELAJARAN (RPP)

Sekolah	: SMPN 17 REJANG LEBONG
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII / 2
Materi Pokok	: Simple Present Tense
Alokasi Waktu	: 1 JP x 30 Menit (1 Pertemuan)

A. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
7. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
8. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan dari kalimat bentuk simple present tense, seperti : a. Menentukan bentuk kata kerja (verb) yang digunakan dalam simple present tense b. Menentukan auxiliary (kata kerja bantu) yang digunakan dalam simple present tense
- Menyusun kalimat deklaratif dan interogative dalam bentuk simple present tense

D. Sumber, Media, dan Alat Pembelajaran

- Sumber : a. Wachidah, S., dkk. 2014. Bahasa Inggris "When English Rings a Bell". Jakarta: Kementerian Pendidikan dan Kebudayaan.

b. <https://www.youtube.com/watch?v=JBXaupIJHr8&list=RDJBXaupIJHr8#t=34>

- Media : b. Gambar berisi jenis dan fungsi pekerjaan orang.
c. Lembar kerja berpasangan dan kelompok
- Alat : Papan tulis,

E. Langkah-langkah Pembelajaran

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyapa peserta didik dan memulai kelas dengan didahului doa • Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin. • Menyebutkan tujuan pembelajaran • Menyebutkan kegiatan belajar yang akan dilakukan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Peneliti menjelaskan penggunaan simple present tense termasuk pattern, time signal, adding-s/es/-ies untuk singular subject dalam kalimat positive. • Peneliti menjelaskan menggunakan blackboard • Peneliti menjelaskan fungsi dari penggunaan simple present tense pada kehidupan sehari-hari, dengan mencontohkan menggunakan illustration charts on the blackboard. • Siswa diarahkan untuk mengerjakan simple present tense pada lembar kompetensi siswa(LKS). • Siswa diminta menjawab pertanyaan terkait materi simple present tense. • Siswa diminta membuat kalimat simple present tense sesuai konteks kehidupan sehari-hari. <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	50 menit
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Salam dan penutup 	5 menit

F. Teknik Penilaian

- a. Sikap : Observasi dan Jurnal
b. Pengetahuan : Tes Tulis
c. Keterampilan : Produk/writing

Bermani ulu,....April 2022

Mengetahui,

Guru Mata Pelajaran

Peneliti

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THE LESSON PLAN OF
EXPERIMENTAL CLASS

RENCANA PELAKSANA PEMBELAJARAN (RPP)

Sekolah	: SMPN 17 REJANG LEBONG
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII / 2
Judul Bab	: Describing appearance and characteristic of animals
Materi Pokok	: Descriptive Teks
Alokasi Waktu	: 4 JP x 30 menit (2 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya;
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya;
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata;
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)	3.5.1 Mencocokkan nama hewan dengan habitatnya sesuai dengan tingkah laku/ tindakan hewan 3.5.2 Mengelompokkan hewan berdasarkan tingkah laku/ tindakannya 3.5.3 Mengidentifikasi unsur kebahasaan teks deskriptif tentang tingkah laku/ tindakan hewan yaitu berupa penggunaan present tense. 3.5.4 Memahami berbagai kosa kata bahasa Inggris terkait nama hewan, habitat, bagian tubuh serta tingkah laku/ tindakannya
4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.6.1 Menulis dua teks deskriptif sederhana tentang tingkah laku/ tindakan hewan 4.6.2 Menyaji dan memberikan informasi terkait nama hewan, habitat, bagian tubuh, serta tingkah laku/ tindakannya

Fokus Penguatan Karakter: Tanggung jawab, Kerjasama, Peduli.

C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran siswa dapat:

1. Menentukan Struktur teks Deskriptif
2. Mengidentifikasi informasi rinci tentang struktur teks deskripsi
3. Mencocokkan nama hewan dengan habitatnya sesuai dengan tingkah laku/ tindakan hewan secara tepat.
4. Mengelompokkan hewan berdasarkan tingkah laku/ tindakannya secara tepat
5. Mengidentifikasi unsur kebahasaan teks deskriptif tentang tingkah laku/ tindakan hewan.

D. Materi Pembelajaran

Fungsi sosial

- ✓ Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

Struktur teks

- ✓ Memulai
- ✓ Menanggapi (diharapkan/di luar dugaan)

Unsur kebahasaan

- ✓ Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
- ✓ Kosakata, terkait dengan ciri fisik (a.l. *red, big, dark, loud*), selera (a.l. *nice, beautiful, cute*), mental (a.l. *clever, smart*), psikologis (a.l. *happy, sad, disappointed, angry, wild*), budi (a.l. *kind, good, polite*)
- ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Pendekatan : Pendekatan Scientific

Metode Pembelajaran : 5M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi dan Mengomunikasikan)

F. Media/alat dan Bahan

- **Media/Alat** : Video/gambar deskripsi, laptop, proyektor, sound system (ICT Media)

- **Sumber Belajar**

Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VII, hal 146 sd 163, edisi revisi dan sumber lain yang sesuai

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1 (2JP)

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyapa peserta didik dan memulai kelas dengan didahului doa• Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin.• Bertanya jawab tentang Deskripsi (nama, karakteristik, kebiasaan) hewan.• Menyebutkan tujuan pembelajaran• Menyebutkan kegiatan belajar yang akan dilakukan.	5 menit
	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif,	50 menit

Kegiatan Inti	<p>bekerja sama dengan teman dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none"> • Memperhatikan gambar dan video terkait name of animals, body part, animal behavior, beserta kosakata bahasa Inggrisnya • Peserta didik menyimak secara interaktif guru menjelaskan materi pada photo dan video yang ditampilkan menggunakan proyektor. • Bertanya jawab tentang name of animals, body part, animal behavior, beserta kosakata bahasa Inggrisnya • Memahami informasi terkait dengan body part, habitat and behavior of animals. • Siswa diminta menjawab pertanyaan terkait materi Describing appearance and characteristic of animals melalui pertanyaan teka-teki video. <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Salam dan penutup 	5 menit

Pertemuan 2 (2JP)

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyapa peserta didik dan memulai kelas dengan didahului doa • Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin. • Bertanya jawab tentang Deskripsi (nama, karakteristik, kebiasaan) hewan. • Menyebutkan tujuan pembelajaran • Menyebutkan kegiatan belajar yang akan dilakukan. 	5 menit
Kegiatan Inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none"> • Memperhatikan gambar dan video terkait cara describe the body part, habitat, and behavior of animals. • Peserta didik menyimak secara interaktif guru menjelaskan materi pada photo dan video yang ditampilkan menggunakan proyektor. • Siswa dan guru Bertanya jawab terkait asking and giving information about animals. • Memahami informasi terkait teks deskriptive. • Dari video dan gambar yang ditayangkan siswa diminta untuk mendeskripsikan hewan apakah itu?, Dimana habitatnya? Apa nama dari body part hewan tersebut? Serta apa saja kebiasaan hewan tersebut. <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	50 menit

Kegiatan Akhir	Siswa dan Guru <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Siswa di beri penugasan berupa mendesripsikan hewan peliharannya yang mana mendesripsikan secara lisan melalui flatform aplikasi WhatsApp voice note (VN) • Salam dan penutup 	10 menit
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H. Penilaian, Pembelajaran Remedial dan Pengayaan

Teknik penilaian otentik

- Sikap : Observasi
- Pengetahuan : Penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.
- Keterampilan :
 - Unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis
 - Praktik membaca nyaring
 - Tugas tertulis mendeskripsikan orang.

Bermani Ulu,.....2022

Mengetahui,
Guru Mata Pelajaran

Peneliti

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RENCANA PELAKSANA PEMBELAJARAN (RPP)

Sekolah : SMPN 17 REJANG LEBONG
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII / 2
Judul Bab : Describing Things
Materi Pokok : Descriptive Teks
Alokasi Waktu : 2 JP x 30 menit (1 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya;
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya;
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata;
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense).	3.6.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan benda sesuai dengan konteks penggunaannya. 3.6.2 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaannya. 3.6.3 Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks.	4.7.1 Mengidentifikasi nama benda dan karakteristiknya. 4.7.2 Membuat teks tulis pendek yang menggunakan ungkapan untuk mendeskripsikan benda 4.7.3 Menjawab pertanyaan teks deskriptif tentang benda. 4.7.4 Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat menangkap makna teks deskripsi dengan tepat.
2. Siswa dapat menulis teks deskripsi dengan grammar yang baik dan benar.
3. Siswa dapat berbicara monologue mendeskripsikan lingkungan rumah dengan baik dan benar.
4. Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk
5. Menyatakan dan menanyakan benda sesuai dengan konteks penggunaannya.
6. Mengidentifikasi ungkapan yang digunakan untuk untuk menyatakan dan
7. Menanyakan fungsi benda sesuai dengan konteks penggunaannya.
8. Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.

D. Materi Pembelajaran

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

Struktur text

(gagasan utama dan informasi rinci)

- a. Menyebutkan nama benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat benda.
- c. Menyebutkan tindakan dari atau terkait dengan benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 3 (tiga) kalimat.

Unsur kebahasaan

1. Penyebutan kata benda singular dengan a dan t he, dan plural (-s).
2. Kata ganti it, they, she, we, dst.; our, my, your, their, dst.
3. Kata sifat yang sangat lazim old, big, small, tired, tall, short, beautiful, dll.
4. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play, get, take, dll.
5. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
6. Ucapan, tekanan kata, intonasi
7. Ejaan dan tanda baca
8. Tulisan tangan

Topik

Benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

E. Metode Pembelajaran

Pendekatan : Pendekatan Scientific

Metode Pembelajaran : 5M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi dan Mengomunikasikan)

F. Media/alat dan Bahan

• **Media/Alat** : laptop, HP, sound system (ICT Media)

• **Sumber Belajar**

Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VII, hal 146 sd 163, edisi revisi dan sumber lain yang sesuai

G. Langkah-langkah Kegiatan Pembelajaran

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyapa peserta didik dan memulai kelas dengan didahului doa • Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin. • Menyebutkan tujuan pembelajaran • Menyebutkan kegiatan belajar yang akan dilakukan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Siswa dibagi menjadi beberapa kelompok • Kemudian setiap kelompok diberikan kertas yang berisi teks rumpang yang memuat materi deskripsi benda • Peneliti menyiapkan ICT media berupa speaker/sound system • Peneliti menjelaskan kepada siswa aturan dalam melakukan tugas kelompok • Siswa mengamati text sambil mendengarkan audio • Bagi kelompok yang bisa menjawab teks rumpang tersebut diminta mengangkat tangan dan peneliti mencatat score group • Selanjutnya, peneliti memutar audio expression of asking information yang berkaitan dengan dengan the qualities of things yang mana audio yang di putar merupakan audio yang berasal dari native speaker. • Siswa diminta menirukan ucapan dalam bentuk ekspresi dan tanggapan yang berkaitan dengan sifat-sifat benda. <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	50 menit
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Salam dan penutup 	5 menit

H. Penilaian, Pembelajaran Remedial dan Pengayaan

Teknik penilaian otentik

- Sikap : Observasi
- Pengetahuan : Penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.
- Keterampilan :
 - Unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis
 - Praktik membaca nyaring

- Tugas tertulis mendeskripsikan orang.

Bermani Ulu,.....2022

Guru Mata Pelajaran

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BAYU SEGARA
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RENCANA PELAKSANA PEMBELAJARAN (RPP)

Sekolah	: SMPN 17 REJANG LEBONG
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII / 2
Judul Bab	: Kind of profession
Materi Pokok	: Descriptive Teks
Alokasi Waktu	: 4 JP x 30 menit (2 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
3. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.8. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya
- 4.9. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku / tindakan / fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Setelah mempelajari materi ini siswa mampu:

- 1.1.1 Berdoa sebelum dan sesudah memulai pelajaran
- 1.1.2 Menjaga hubungan baik dengan teman sebagai ciptaan Tuhan Yang Maha Esa
- 1.1.3 Bersyukur atas kesempatan belajar Bahasa Inggris
- 2.2.1 Menghormati guru.
- 2.2.2 Tidak menyela pembicaraan guru.
- 3.8.1 Mengidentifikasi struktur teks yang digunakan untuk menyatakan dan menanyakan jenis pekerjaan orang dengan tepat sesuai konteks.
- 4.9.1 Menyebutkan 10 jenis pekerjaan orang secara lisan dengan tepat sesuai konteks.

D. Materi Pembelajaran

Teks lisan dan tulis tentang jenis pekerjaan dan tempat pekerjaan

4. Fungsi sosial
Menanyakan dan menyatakan jenis pekerjaan dan tempat pekerjaan
5. 10 Jenis-jenis pekerjaan yang dijadikan fokus pembelajaran
Doctor, Chef, Nurse, Pilot, Fireman, Bus driver, etc.
6. Unsur kebahasaan
 - e. Ungkapan menanyakan jenis pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima : *What does your father do? How about you, what does your mother do?*
 - f. Ungkapan menyatakan fungsi pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima : *My father is a policeman*
 - g. Ungkapan menanyakan tempat pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima: *Where does he work?*
 - h. Ungkapan menyatakan tempat pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima: *He works in a hospital, I work in a school*

E. Sumber, Media, dan Alat Pembelajaran

- Sumber : a. Wachidah, S., dkk. 2014. Bahasa Inggris “When English Rings a Bell”. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- b. <https://www.youtube.com/watch?v=JBXaupIJHr8&list=RDJBXaupIJHr8#t=34>
- Media : a. Video of Job/profession.
 - b. *Flashcards* berisi jenis dan fungsi pekerjaan orang.
 - c. Lembar kerja berpasangan dan kelompok
- Alat : LCD Proyektor, Laptop, Whiteboard, dan Board marker.

F. Langkah-langkah Pembelajaran Pertemuan 1

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyapa peserta didik dan memulai kelas dengan didahului doa• Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin.• Menyebutkan tujuan pembelajaran• Menyebutkan kegiatan belajar yang akan dilakukan.	5 menit
Kegiatan Inti	<ul style="list-style-type: none">• Peneliti menyiapkan ICT media berupa laptops, projectors and sound systems.• Peneliti menampilkan gambar jenis pekerjaan melalui laptops dan projectors bersama dengan kosa kata dari profesi.• Lalu peneliti juga menampilkan video percakapan tentang profesi dengan menampilkan subtitle bahasa inggris dan bahasa indonesia. <p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none">• Memperhatikan gambar dan video terkait kosa kata dari profesi• Peserta didik menyimak secara interaktif guru menjelaskan	50 menit

	<p>materi pada photo dan video yang ditampilkan mengunakan proyektor.</p> <ul style="list-style-type: none"> • Bertanya jawab menenai kind of profession • Memahami informasi terkait dengan kind of profession. • Siswa diminta menjawab pertanyaan terkait materi kind of profession. <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Salam dan penutup 	5 menit

Pertemuan 2

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyapa peserta didik dan memulai kelas dengan didahului doa • Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin. • Menyebutkan tujuan pembelajaran • Menyebutkan kegiatan belajar yang akan dilakukan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Siswa dibagi menjadi beberapa kelompok • Siswa diminta untuk menuliskan jenis pekerjaan yang mereka cita-citakan • Kemudian siswa diarahkan untuk menterjemahkan kosa kata menggunakan google translate melalui laptop sekolah. • Siswa diarahkan untuk mengecek grammatical errors pada web https://www.scribens.com • Selanjutnya siswa diarahkan mengupload tulisan yang sudah di translate dalam bahasa inggris ke facebook yang mana siswa di instruksikan untuk membuat akun facebook pada pertemuan sebelumnya. • Peneliti menayakan kepada siswa tentang jenis pekerjaan yang di cita-citakan yang mana melibatkan pertukaran informasi dari sesama siswa. <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	50 menit
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Salam dan penutup 	5 menit

Bermani ulu,....April 2022

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RENCANA PELAKSANA PEMBELAJARAN (RPP)

Sekolah	: SMPN 17 REJANG LEBONG
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII / 2
Materi Pokok	: Simple Present Tense
Alokasi Waktu	: 1 JP x 30 Menit (1 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
3. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)
- 4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan dari kalimat bentuk simple present tense, seperti : a. Menentukan bentuk kata kerja (verb) yang digunakan dalam simple present tense b. Menentukan auxiliary (kata kerja bantu) yang digunakan dalam simple present tense
- Menyusun kalimat deklaratif dan interrogative dalam bentuk simple present tense

D. Sumber, Media, dan Alat Pembelajaran

- Sumber :
 - a. Wachidah, S., dkk. 2014. Bahasa Inggris “When English Rings a Bell”. Jakarta: Kementrian Pendidikan dan Kebudayaan.
 - b. <https://www.youtube.com/watch?v=JBXaupIJHr8&list=RDJBXaupIJHr8#t=34>

- Media :
 - a. WEBLOGS
 - b. *Flashcards* berisi jenis dan fungsi pekerjaan orang.
 - c. Lembar kerja berpasangan dan kelompok
- Alat : Proyektor, Laptop

E. Langkah-langkah Pembelajaran

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyapa peserta didik dan memulai kelas dengan didahului doa • Mengecek kehadiran peserta didik secara perseorangan sebagai sikap disiplin. • Menyebutkan tujuan pembelajaran • Menyebutkan kegiatan belajar yang akan dilakukan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Peneliti menyiapkan ICT media berupa laptops, projectors, sound system. • Peneliti menjelaskan penggunaan simple present tense termasuk pattern, time signal, adding-s/es/-ies untuk singular subject dalam kalimat positive. • Lalu peneliti menggunakan ICT media berupa laptops, projectors dan web/blogs yang berhubungan dengan materi simple present tense. • Peneliti menampilkan animasi video tentang fungsi dan contoh dari penggunaan simple present tense dalam kehidupan sehari-hari. Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru: • Memperhatikan gambar dan video terkait simple present tense • Peserta didik menyimak secara interaktif guru menjelaskan materi pada photo dan video yang ditampilkan menggunakan proyektor. • Siswa diarahkan untuk mengerjakan simple present tense question via weblog • Siswa diminta menjawab pertanyaan terkait materi simple present tense. • Siswa diminta membuat kalimat simple present tense sesuai konteks kehidupan sehari-hari. <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	50 menit
Kegiatan Akhir	<p>Siswa dan Guru</p> <ul style="list-style-type: none"> • Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran • Menyimpulkan hasil pembelajaran • Salam dan penutup 	5 menit

F. Teknik Penilaian

- a. Sikap : Observasi dan Jurnal
- b. Pengetahuan : Tes Tulis
- c. Keterampilan : Produk/writing

Bermani ulu,....April 2022

Mengetahui,

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QUESTIONNAIRE OF THE RESEARCH
(ANGKET PENELITIAN)

Identitas Responden :

Nama :.....

Kelas :.....

Petunjuk pengisian:

1. Jawablah pertanyaan di bawah ini dengan jujur sesuai dengan pilihan kamu dan sesuai kondisi yang kamu rasakan.
 2. kemudian pilih salah satu dari 4 (empat) alternatif jawaban yang disediakan dengan cara memberi tanda silang (X).
 3. Isilah dengan jujur sesuai dengan kondisi kamu dan tidak perlu menyontek jawaban teman lain.
 4. Dimohon semua item pertanyaan dapat diisi.
 5. Hasil jawaban kamu tidak mempengaruhi nilai ulangan ataupun nilai raport.
-

1. *Sometimes I keep thinking about a problem a lot and keep trying to solve it, until I find a solution, for example, doing a math exercise.* (Kadang-kadang saya terus memikirkan suatu masalah dan terus berusaha untuk menyelesaikannya, sampai saya menemukan solusi, misalnya mengerjakan latihan matematika).
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
2. *I think it's important to have ideas.* (Saya pikir penting untuk memiliki ide).
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
3. *I have many useful ideas.* (Saya memiliki banyak ide yang berguna).
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
4. *I can do something fun with recycled material.* (Saya bisa melakukan sesuatu yang menyenangkan dengan bahan daur ulang).
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
5. *I can think of new ways to help people.* (Saya dapat memikirkan cara baru untuk membantu orang).
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
6. *I like to do new things (visit new places, meet new people, etc.).* (Saya suka melakukan hal baru (mengunjungi tempat baru, bertemu orang baru, dll)).
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
7. *I am a curious person about how things work.* (Saya adalah orang yang ingin tahu tentang cara kerja sesuatu).
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
8. *I can complete several things during the day.* (Saya dapat menyelesaikan beberapa hal dalam sehari).
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju

9. *I question beliefs, customs, and traditions, for example, not to go under the stairs to avoid bad luck.* (Saya mempertanyakan kepercayaan, adat, dan tradisi, misalnya, untuk tidak pergi ke bawah tangga untuk menghindari nasib buruk).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
10. *I like to learn new things.* (Saya suka belajar hal baru).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
11. *I am not afraid to learn new things.* (Saya tidak takut untuk belajar hal baru).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
12. *With the knowledge I have, I am able to solve a new problem.* (Dengan pengetahuan yang saya miliki, saya mampu memecahkan suatu masalah baru).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
13. *I like to participate in extracurricular activities to learn new things (field research, lectures, courses).* (Saya suka mengikuti kegiatan ekstrakurikuler untuk mempelajari hal-hal baru (penelitian lapangan, belajar, kursus)).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
14. *I go online several times to learn new things.* (Saya online beberapa kali untuk mempelajari hal-hal baru).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
15. *I like to discuss matters by giving my opinion.* (Saya suka mendiskusikan masalah dengan memberikan pendapat saya).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
16. *I know how to enjoy praise and criticism when redoing a school assignment.* (Saya tahu bagaimana menikmati pujian dan kritikan saat mengerjakan tugas sekolah).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
17. *I can give constructive criticism.* (Saya dapat memberikan kritik yang membangun).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
18. *I learn from my mistakes.* (Saya belajar dari kesalahan saya).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
19. *I can discover relationships between the use of computers and their impact on society.* (Saya dapat menemukan hubungan antara penggunaan komputer dan dampaknya terhadap masyarakat).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
20. *I can understand and interpret the type of problem to be solved, for example, how to do a math exercise.* (Saya dapat memahami dan menginterpretasikan jenis masalah yang akan dipecahkan, misalnya cara mengerjakan soal matematika).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju
21. *I can pay attention to and understand other people's ideas.* (Saya dapat memperhatikan dan memahami ide orang lain).
- a. Sangat tidak setuju
b. Tidak setuju
c. Setuju
d. Sangat setuju

22. *I can create new solutions by combining things I already know.* (Saya dapat membuat solusi baru dengan menggabungkan hal-hal yang sudah saya ketahui).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
23. *I like to do things the way I want.* (Saya suka melakukan sesuatu sesuai dengan apa yang saya inginkan).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
24. *I can do anything I want.* (Saya bisa melakukan apapun yang saya inginkan).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
25. *I try to do what others think is impossible.* (Saya mencoba melakukan apa yang menurut orang lain tidak mungkin).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
26. *My goals are always challenging.* (Tujuan saya selalu menantang).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
27. *When I encounter a very difficult problem, I have the courage to try to solve it.* (Ketika saya menghadapi masalah yang sangat sulit, saya memiliki keberanian untuk mencoba menyelesaikannya).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
28. *I am not afraid of failing.* (Saya tidak takut gagal).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
29. *I like to participate in challenges.* (Saya suka berpartisipasi dalam tantangan).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
30. *I am not ashamed to talk about my ideas.* (Saya tidak malu untuk membicarakan ide-ide saya).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
31. *I like to create my own digital Toys.* (Saya suka membuat Mainan digital saya sendiri).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
32. *I try to solve a problem on my own before asking someone.* (Saya mencoba memecahkan masalah sendiri sebelum bertanya kepada seseorang).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
33. *I already did something using the computer that I never thought was possible.* (Saya telah melakukan sesuatu dengan menggunakan komputer yang saya pikir tidak mungkin).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
34. *I think it is important to think about things in many different ways.* (Saya pikir penting untuk memikirkan berbagai hal dengan berbagai cara).
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
35. *I imagine many things that do not yet exist.* (Saya membayangkan banyak hal yang belum ada)
- a. Sangat tidak setuju c. Setuju
b. Tidak setuju d. Sangat setuju
36. *I have ideas on how to make new games and how to improve them.* (Saya punya ide tentang cara membuat permainan baru dan cara meningkatkannya).
- a. Sangat tidak setuju c. Setuju

- b. Tidak setuju
d. Sangat setuju
37. *I can imagine different solutions to solve a problem (for example, how to get to school faster).* (Saya dapat membayangkan berbagai solusi untuk memecahkan suatu masalah (misalnya, bagaimana cara untuk sampai ke sekolah lebih cepat).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
38. *When I grow up, I would like to work with something that involves thinking about several new ideas.* (Ketika saya dewasa, saya ingin bekerja dengan sesuatu yang melibatkan pemikiran tentang beberapa ide baru).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
39. *I can think of a list of things that require little money but can improve my school.* (Saya dapat memikirkan daftar hal-hal yang membutuhkan sedikit uang tetapi dapat meningkatkan sekolah saya).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
40. *I find it easy to write a story for a task.* (Saya merasa mudah untuk menulis cerita untuk suatu tugas).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
41. *I am able to explain the subject matter to my colleagues.* (Saya mampu menjelaskan materi pelajaran kepada rekan-rekan saya).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
42. *I am able to combine ideas in ways that other people have not tried.* (Saya mampu menggabungkan ide dengan cara yang belum pernah dicoba orang lain).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
43. *I can think of new ways to use a pan.* (Saya bisa memikirkan cara baru untuk menggunakan panci).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
44. *I like to work on creating new things instead of doing repetitive exercises.* (Saya suka bekerja menciptakan hal-hal baru dari pada melakukan latihan berulang).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
45. *I can find the materials That I need to develop an idea.* (Saya dapat menemukan bahan yang saya butuhkan untuk mengembangkan ide).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
46. *If a certain resource is not available, I try to find a solution with other available resources.* (Jika sumber daya tertentu tidak tersedia, saya mencoba mencari solusi dengan sumber daya lain yang tersedia).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
47. *I care about the details when I do something.* (Saya peduli dengan detail ketika saya melakukan sesuatu).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju
48. *I pay attention to the colors and fonts used on the screen of a mobile application.* (Saya memperhatikan warna dan ukuran huruf yang digunakan pada layar aplikasi seluler).
a. Sangat tidak setuju
c. Setuju
b. Tidak setuju
d. Sangat setuju

49. *After using an interesting mobile application, I like to talk to someone about it.* (Setelah menggunakan aplikasi seluler yang menarik, saya suka membicarakannya dengan seseorang).
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
50. *When I'm interested in something, I pay attention to every detail.* (Ketika saya tertarik pada sesuatu, saya memperhatikan setiap detail).
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
51. *When I do homework, I like to make it beautiful and decorated.* (Ketika saya mengerjakan pekerjaan rumah, saya suka membuatnya indah dan dihias).
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju
52. *I like to make the screens of games or mobile applications that I create beautiful.* (Saya suka membuat layar game atau aplikasi seluler yang saya buat menjadi indah).
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Setuju
 - d. Sangat setuju

Documentation :





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIIYAH

Nomor : Tahun 2021

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** :
- a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;
- Memperhatikan** :
1. Surat Rekomendasi dari Ketua Prodi TBI nomor : 067/In.34/FT.3/PP.00.9/09/2021
 2. Berita Acara Seminar Proposal pada Hari Rabu, 15 September 2021

MEMUTUSKAN :

- Menetapkan**
- Pertama** :
- | | |
|--------------------------|-----------------------|
| 1. Prihantoro,SS., M.Pd | 19750820 200801 1 004 |
| 2. Jumatul Hidayah, M.Pd | 19780224 200212 2 002 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Bayu Segara

N I M : 18551014

JUDUL SKRIPSI : **Using ICT to Increase Students' Creativity in Learning Process of Speaking for Daily Communication (Experimental Study in the Seven Class of SMPN 17 R/L)**

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** :
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 05 Oktober 2021

Dekan,



- Tembusan :**
1. Rektor
 2. Bendahara IAIN Curup;
 3. Kabag Akademik kemahasiswaan dan kerja sama;
 4. Mahasiswa yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 83 /In.34/FT/PP.00.9/01/2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

28 Januari 2022

Kepada Yth.

Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (PTSP)
Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Bayu Segara
NIM : 18551014
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : **Using ICT Increase Students' Creativity In Learning English**
Waktu Penelitian : 28 Januari 2022 s.d 28 April 2022
Tempat Penelitian : SMPN 17 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih



Tembusan :

1. Rektor
2. Wakil 1
3. Ka. Biro AUAK



PEMERINTAH KABUPATEN REJANG LEBONG
**DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/ 43 /IP/DPMPISP/II/2022

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar:
1. Keputusan Bupati Rejang Lebong Nomor 180.86.I Tahun 2020 Tentang Pelimpahan Kewenangan Penandatanganan Dan Pengelolaan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 83/In.34/FT/PP.00.9/01/2022 tanggal 28 Januari 2022 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Bayu Segara / Sentral Baru, 15 Oktober 1999
NIM : 18551014
Pekerjaan : Mahasiswa
Program Studi / Fakultas : Tadris Bahasa Inggris / Tarbiyah
Judul Proposal Penelitian : Using ICT Increase Students' Creativity In Learning English
Lokasi Penelitian : SMP Negeri 17 Rejang Lebong
Waktu Penelitian : 02 Februari 2022 s/d 28 April 2022
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus menaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup

Pada Tanggal : 02 Februari 2022

Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



J. AFRASARDI, MM
Kepala Dinas Utama Muda
NIP. 196305041992031015

Tembusan :

1. Kepala Badan Keslunggol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPN 17 Rejang Lebong
4. Yang Bersangkutan
5. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 17 REJANG LEBONG

Alamat: Ds. Kampung Melayu Kec. Bermani Ulu Kode Pos: (39152)

SURAT KETERANGAN

Nomor : 424/3031/SMPN.17-RL/2022

Yang bertanda tangan di bawah ini :

Nama : M.Sikrun, S.Pd.i
NIP : 19810806 200903 1009
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Bayu Segara
NIM : 18551014
Fakultas : Tarbiyah
Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMPN 17 REJANG LEBONG terhitung mulai tanggal 02 Februari sampai dengan 19 Maret 2022 dengan judul skripsi USING ICT TO INCREASE STUDENT'S CREATIVITY IN LEARNING ENGLISH (Experimental Study in the seven grade of SMPN 17 REJANG LEBONG).

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

19 Maret 2022
Kepala Sekolah

M. Sikrun, S.Pd.i
NIP. 19810806 200903 1009



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS

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SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **USING ICT TO INCREASE STUDENTS' CREATIVITY IN LEARNING ENGLISH**

Penulis : Bayu Segara
NIM : 18551014

Dengan tingkat kesamaan sebesar 26%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 21 April 2022

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : BAYU SEGARA
 NIM : 1851014
 FAKULTAS/ PRODI : TARBIYAH / TADRIS BAHASA INGGRIS
 PEMBIMBING I : DR. HANITIRO, S.S., M.Pd
 PEMBIMBING II : JUMATUL HIDAYAH, M.Pd
 JUDUL SKRIPSI : USING ICT TO INCREASE STUDENTS' CREATIVITY IN LEARNING ENGLISH

- Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;
- Diwajibkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : BAYU SEGARA
 NIM : 1851014
 FAKULTAS/ PRODI : TARBIYAH / TADRIS BAHASA INGGRIS
 PEMBIMBING I : DR. HANITIRO, S.S., M.Pd
 PEMBIMBING II : JUMATUL HIDAYAH, M.Pd
 JUDUL SKRIPSI : USING ICT TO INCREASE STUDENTS' CREATIVITY IN LEARNING ENGLISH

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,
 An. BAYU SEGARA
 NIP. DEHANTORO, S.S., M. Pd

NIP.

Pembimbing II,
JUMATUL HIDAYAH, M. Pd
 NIP.

NIP.



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	03 / 2021 / Maret	Bab I (Back ground)	An. Anggraeni t.r.s.k	
2	15 / 2021 / Maret	Bab I (Delimitation, Background)	k	
3	13 / 2021 / April	Bab I (Research variable)	k	
4	10 / 2021 / Mei	Bab II (Review of related findings)	k	
5	13 / 2021 / September	Bab III (Population and sample)	k	
6	27 / 2022 / Januari	Bab III (ACC Penelitian)	k	
7	23 / 2022 / Maret	Bab IV (Findings)	k	
8	20 / 2022 / April	Bab V (Conclusion)	k	



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	9 / 2021 / Maret	Bab I (Back ground)	k	
2	10 / 2021 / Maret	Bab I (Hypothesis, Research question)	k	
3	21 / 2021 / April	Bab II (Review related theory)	k	
4	22 / 2021 / Juni	Bab III (Kind of Research)	k	
5	16 / 2021 / September	Bab III (Research instrument)	k	
6	29 / 2022 / Januari	Bab III (ACC peneltifran)	k	
7	24 / 2022 / Maret	Bab IV (Discussion)	k	
8	22 / 2022 / April	Bab V (Conclusion and Suggestion)	k	



BIOGRAPHY

Bayu Segara was born in Sentral Baru on October 15, 1999. He is a son of Mr. Mat zen and Mrs. suhada. He has five older sisters, 2 youngest brothers and 1 youngest sister who have passed away. He finished his elementary school in 2012 at SDN 03 BERMANI ULU. Then he continued his study to junior high school at SMPN 01 BERMANI ULU graduated in 2015. To continue his education, he continued his studies at SMKN 03 REJANG LEBONG and chose majored the computer and network engineering. He is an active member of the scouting. Furthermore, He decided entering institute for Islamic studies (IAIN) Curup and chose faculty of Tarbiyah moreover chose English study program as his department. He is one of the e-station member as the coordinator of the social and religion division. He graduated his study at IAIN Curup on 2022.