

**THE EFFECTIVENESS OF INSTASTORY INSTAGRAM  
MEDIA (IIM) IN DEVELOPING STUDENTS' ENGLISH  
SKILLS AT THE FIRST GRADE OF SMA NEGERI 3 PALOPO**

*A THESIS*

*Submitted to the English Language Studies Program of SI Tarbiyah and Teacher  
Training Faculty of the state Institute for Islamic Studies of Palopo in Partial  
Fulfillment of Requirement for S.Pd Degree in English Education*



**COMPOSED BY,**

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TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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**2021**

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This thesis entitled "**The Effectiveness of Instastory Instagram Media (IIM) In Developing Students' English Skills At The First Grade of SMAN 3 Palopo. (Classroom Action Research)**" which is written by **Iswar. REG.NUM. 16.0202.0149**, SI English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, has been examined and defended in **Munaqasyah** session which is carried out on March 22<sup>nd</sup>2021. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

**Palopo, March 22<sup>nd</sup> 2021**

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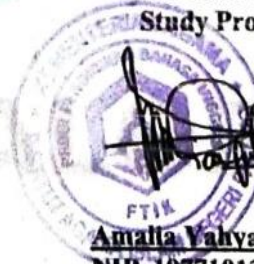
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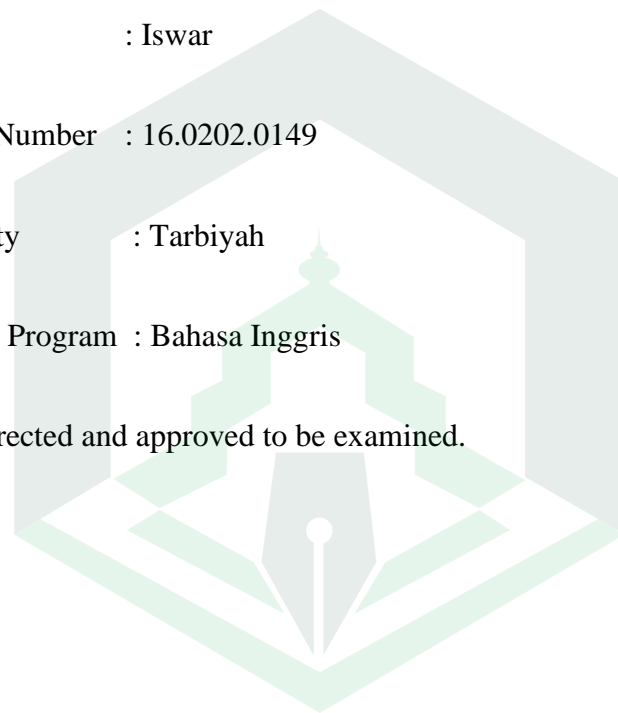
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله بالعلمينو الصلاة والسلام على أشرف الأنبياء والمرسلين وعلى

أهل بيته وصحبه أجمعين أما بعد

Shahih Muslim nomor 1828, Nabi pernah berdoa:

اللَّهُمَّ مَنْ وَلِيَّ مِنْ أُمَّتِي شَيْئًا فَشَقَّ عَلَيْهِ فَاشُقُّ عَلَيْهِ

"Ya Allah, barangsiapa yang mengurus urusan umatku kemudian dia merepotkan umatku maka susahkanlah dia."

Shahabat yang dirahmati oleh Allah Subhanahu wa Ta'ala, Kita masuk pada hadits yang ke-20.

وَعَنْ أَبِي صِرْمَةَ - رَضِيَ اللَّهُ عَنْهُ - قَالَ: قَالَ رَسُولُ اللَّهِ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - { مَنْ ضَارَّ مُسْلِمًا ضَارَّهُ اللَّهُ, وَمَنْ شَاقَّ مُسْلِمًا شَقَّ اللَّهُ عَلَيْهِ } أَخْرَجَهُ أَبُو دَاوُدَ وَالتِّرْمِذِيُّ وَحَسَنَهُ

Dari shahabat Abi Shirmah radhiyallahu Ta'ala 'anhu beliau berkata, Rasulullah shallallahu 'alayhi wa sallam bersabda:

"Barangsiapa yang memberi kemudharatan kepada seorang muslim, maka Allah akan memberi kemudharatan kepadanya, barangsiapa yang merepotkan (menyusahkan) seorang muslim maka Allah akan menyusahkan dia."

(Hadits riwayat Abu Dawud nomor 3635, At Tirmidzi nomor 1940 dan dihasankan oleh Imam At Tirmidzi).

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been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S. Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title *“The Effectiveness of Instastory Instagram Media (IIM) In Developing Students’ English Skills At The First Grade of SMA Negeri 3 Palopo”*. To our beloved prophet, the chosen one Muhammad saw. safety and peace be upon him.

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Palopo, 22 Maret 2021

The Researcher



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## LIST OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>CONSULTANT APPROVAL</b> .....	<b>iii</b>
<b>NOTA DINAS PEMBIMBING</b> .....	<b>iv</b>
<b>PRONOUNCEMENT</b> .....	<b>v</b>
<b>ACKNOWLEDGMENT</b> .....	<b>vii</b>
<b>LIST OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF TABLE</b> .....	<b>ix</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background .....	1
B. Research Question .....	4
C. The Objective of the Research .....	5
D. The Significance of Research .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>7</b>
A. Previous Related Research Findings.....	7
B. Some Pertinent Ideas.....	10
1.1 Vocabulary .....	10
A.Definition of Vocabulary .....	10
B.The Types of Vocabulary .....	15
C.The Principle of Teaching Vocabulary .....	16

D.The Class of Word .....	17
E.Vocabulary Mastery .....	18
F.Nature of Vocabulary .....	22
G.The Teaching of Vocabulary.....	23
1.2 IT (Information Technology) .....	26
A.Definition of Information Technology.....	26
B.Scope of Information Technology.....	28
C.Information Technology Function .....	29
D.Blended E-Learning .....	29
1.3 Instagram .....	30
A.Understanding Instagram .....	30
B.Instagram Story (Instastory) .....	41
C Advantages and Disadvantages.....	43
D.Future Instagram Stories .....	44
C. Conceptual Framework.....	45
D. Hypothesis.....	47
<b>CHAPTER III METHOD OF THE RESEARCH.....</b>	<b>48</b>
A. Research Design.....	48
B. Time and Place of The Research .....	49
C. Technique and Instrument of Collecting Data.....	49
D. Research Procedure.....	50
E. The Tehnique of Data Analysis .....	54
F. Criteria of Action Success .....	55
G. Operational of Term.....	56
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>57</b>
A. Findings.....	58
C. Discussions .....	77

**BAB V CONCLUSION AND SUGGESTION .....82**

A. Conclusions .....82

B. Implication.....82

C. Suggestions.....83

**BIBLIOGRAPHY .....85**

**APPENDICEX**



**IAIN PALOPO**

## ABSTRACT

**Iswar, 2021. “The Effectiveness of Instastory Instagram Media (IIM) In Developing Students’ English Skills At The First Grade of SMAN 3 Palopo”. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Jufriadi, SS.M.Pd and Consultant II, Dewi Furwana S.Pd. M.Pd**

**Keywords: *Integrated Skills, Instagram Stories, Vocabulary.***

This thesis about improving Integrated skills students' by using Instastory Instagram media at the tenth grade of SMA Negeri 3 Palopo. The research question of the research was " What is the effective way in developing students' English skills by using Instastory Instagram media of SMA Negeri 3 Palopo?". The objective of the research is to find out data and what the way effective to develop students' English skills by Instastory Instagram media. This thesis used Classroom Action Research. The sample 30 students' from the tenth grade of SMA Negeri 3 Palopo, in 2019/2020 academic year as the sample. The procedure of the research used two cycles namely cycle I, cycle II, to find out the effective way in teaching students vocabulary, The instrument of the research was Integrated skills test and observation. English skills test to know how far the students understood the material that has been given observation gave data or information about students'. The result of this research revealed that cycle II was better than cycle I scores. It can be shown by the mean score of the students in cycle I (64 %) and cycle II (91,66 %). The appropriate ways in teaching vocabulary by using Instastory Instagram media are : a) the researcher gave motivation such as: giving feedback between teacher and student. b) the researcher gave a sample question and gave some attention to students in learning vocabulary. Students benefit greatly when learning English using Instagram Stories because there are live features, Q&A, Quiz, Guess to Work, Self Disclosure etc.



# CHAPTER I

## INTRODUCTION

### A. Background

English has become the essential language in international communication. Based on the development of science and technology, languages have important roles for human life. Using language, people will express their ideas, emotions, and desires and are used as a medium to interact with each other, to meet their daily needs.

People world wide speak the language when they meet and interact with each other in an international meeting Lot, workshop, or Waligereja. They also issued a country that has set English as one of the compulsory subjects studied in the school. The teaching-learning process's ultimate goal is that students are expected to master four languages: listening, speaking, reading, and writing. Connecting a This will be very easy to master if you have a great vocabulary like Mandarin or English.

In teaching English learning, there are several factors of teaching and learning to succeed if supported by several factors in the same method used in teaching the language of the elderly, completeness of teaching facilitation, exciting media, and environmental conditions of the school. In the current era of technological advances, English is straightforward. No longer needs to carry a dictionary wherever you go, but the dictionary can be installed on a smartphone via an application.

In the current era, technological progress is very rapid, that is Instagram and information technology, one of which is a gadget, besides that, we also know the name of social media, namely Instagram. Instagram is currently very busy using or many users, its use in various circles, one of which is students of SMANegeri 3 Palopo because we know that the school is a high-existence school. Where the researcher conducted a Prasurey 24th-26th of April 2019 located at SMA Negeri 3 Palopo and lasted for 3 days. Researcher to school to find out how far they know about English, especially vocabulary. The researcher has also prepared questions for the teacher and the students what were the obstacles for them in learning English.

The teacher also teaches, and learning is very dull because these students must read and work on the questions. This makes students bored in learning English because the teacher's teaching methods to students are less pleasant school. The teacher also teaches, and learning is very dull because they must read and work on the questions. This makes students bored in learning English because the teacher's teaching methods to students are less pleasant. The researcher also interviewed students when they lacked in English. Students simultaneously answered our shortcomings in learning English, namely vocabulary, because our school subjects listened to how students knew the matter if we all lacked language. And. The researcher also interviewed students when they lacked in English. Students simultaneously answered our shortcomings in learning English, namely vocabulary, because our school subjects listened to how students knew the matter if we all lacked

language. The teacher also teaches, and learning is very dull because these students must read and work on the questions. This makes students bored in learning English because the teacher's teaching methods to students are less pleasant. The researcher also interviewed students when they lacked in English. Students simultaneously answered our shortcomings in learning English, namely vocabulary, because our school subjects listened to how students knew the matter if we all lacked language.

Finally, the researcher found a problem about how students are enthusiastic in English and develop their vocabulary through Instastory media as a method of learning students, the latest activities that are a design researcher and create an Instagram account for the class to be studied, the target class of researcher is class tenth at SMA Negeri 3 Palopo also collaborated with teachers so that researchers and teachers could handle students who had difficulty learning English.

With this Instagram, English learning is created through Instastory Instagram Media (IIM), which is designed to be as attractive as possible to motivate students to get curious about the vocabulary material they learn at school. The instrument designed to be as beautiful as possible contains learning material and vocabulary that encourages students to learn English. As has been done in learning, the key that is very important in every education and with the media can increase the class fun so that students can not be bored and can use the material properly.

In this case, researchers use Instastory Instagram Media (IIM) through gadgets as a method in the learning process. Besides, the permissible teachers prepare the complete tools that are interested before the teaching process is completed. The students have difficulties in grammatical words, as part of the noun, verb, adjectives, and adverb. Also, students tend to get bored and participate. Also, students may have a low motivation to learn English because they feel that English is difficult, and again, students will have boredom in English classes. The vocabulary problem should be solved because it can be difficult for students to continue to the next level.

Using Instagram will not only change the dynamics of the class but also help students learn easily and help the brain to learn more quality. The brain is another muscle. It needs to work out, be tested, and put in a competitive situation. One way to teach strategies that can make students motivated to learn the language of the manof is to sing a suitable strategy, as is using gadgets and Instagram based on android.<sup>1</sup>

## **B. Research Questions**

Based on the background that researchers have explained above, the researchers will formulate several questions in the following research ;

1. What is the effective way to develop students' vocabulary by using Instastory Instagram media with the account *@learning\_vocabularies* of the tenth grade at SMANegeri 3 Palopo?

---

<sup>1</sup> Abdul Hanan, Published Thesis: "*Increasing Students' Speaking Ability Through Board Game For The Eight Grader Of SMPN 1 Montong Gading*,(STKIP Hamzanwadi Selong,2013)p.2

2. What are the students' responds about Instastory Instagram media with the account *@learning\_vocabularies*?

### **C. Objective of The Research**

Based on the problem statement that researchers previously explained above, there are several objectives of this research:

1. To find out the effective way in developpe students' vocabularyby using Instastory Instagram Media (IIM) *@learning\_vocabularies*.
2. To find out students' responds about Instastory Instagram media with the account *@learning\_vocabularies*.

### **D. Significance of The Research**

The results of this study are strongly expected to be able to provide some theoretical and practical benefits to be applied are as follows:

#### 1. Theoretically

The results of this research are expected to be able to know how the strategy in developing vocabulary through Instastory Instagram media to students.

#### 2. Practically

##### a. Teacher

1. The teacher can apply the material more easily and he/she will have a new method to teach vocabulary by using Instastory Instagram media through gadgets.

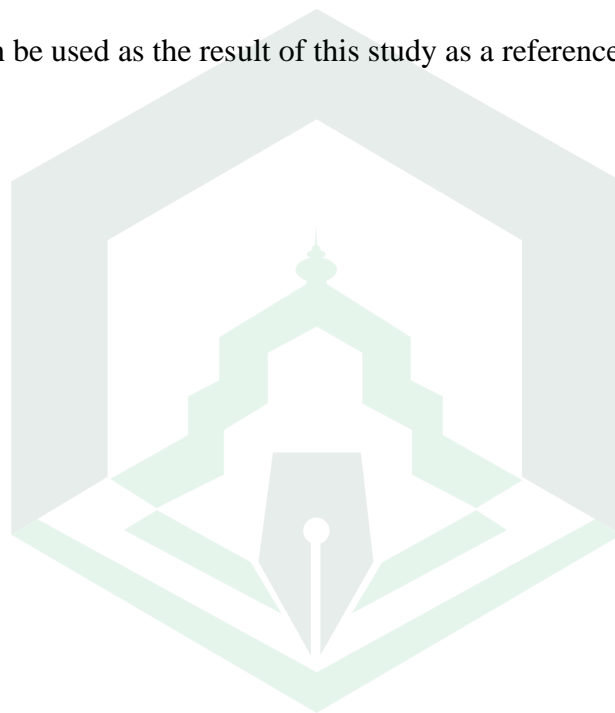
2. Teachers can also make this method interesting in other students that is easy to understand in learning the vocabulary of the English language.

**b. Students**

- 1) The students' will be easy to understand how to say something on media social
- 2) This will improve students ' skills to develop English especially vocabulary students.

**c. Researcher**

- 1) Can be used as the result of this study as a reference.



**IAIN PALOPO**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Finding

There are some previous of the research related with this research, these are :

1. **Sri Ulfiana Arif's**, (2015) with the title " *with the title "A semiotic Analysis of Self-Presentation in Instagram Stories By 2015 English And Literature Students"* This research was about the Semiotic Analysis of Self-Presentation in Instagram Stories by 2015 English and Literature Students which aimed to explore the types of sign that are expressed and to analyze the meaning of the three important elements of signs including icons, indexes, and symbols in the Instagram Stories. this research was a descriptive qualitative method using a semiotic. The results took, 9 visual signs are consisting of 3 symbols, 3 icons, and 3 indices which then each sign is classified into 3 groups of the sign there are symbol, icon, and index, object, and then from this division can be found meaning of the sign by using Pierce's semiotic theory.

2. **Arzaqillah Mubarokah's**, (2017) with the title " *Using Instagram To Motivate Students' Writing Descriptive Text At Second Grade In SMAN 1 Gresik Academic Year 2016-2017"*. The objective of the present research is to explore and describe the use of Instagram to motivate students in writing descriptive text in students of ten grades in SMAN 1 Gresik. This study is qualitative using a descriptive approach. Then, this study uses a qualitative analysis that emphasizes methods of collecting, analyzing data, and describing

the results of the analysis. To conduct this research, the researcher does library research before implementing Instagram mediated teaching in the class to observe students' responses.

3. **Melani Mandja's**, (2016). with the title "*Using the Instagram application to improve motivation and learning outcomes of Grade VII A students at Pantekosa Megelang Middle School*". on Instagram as a learning tool that is effective and aims to motivate students of class VII A at Pantekosa Megelang Middle School by using the Instagram app on algebra material, Mathematics education study program majoring in mathematics education and Natural Science 2016.

4. **Mashita Amellia**, (2017). with the title "*An Analysis Of Code Mixing Used In Instagram By The Students Of English Language Education*" This study aims to analyze the types of language mixtures especially those found on social media such as Instagram as well as to find the reasons for the use of language mixtures used by students majoring in English education on a daily basis. The model of this research is descriptive qualitative research in which this research is focused on an event of language mixing. Furthermore, the data obtained were analyzed using Ho (2007) and Hoffman (1991) theory. Based on data analysis, it was found that the most dominant type of language mixing was lexical words with a total of 54 (34.6%). Meanwhile, the most dominant reason underlying the use of language mixing by students is talking about a particular topic in which all selected subjects choose that reason. Even so, researchers



found three additional reasons outside of Hoffman's (1991) theory such as; limited vocabulary, prestige, and practice mastery of English.

5. **Alfin Muthoharoh**, (2019). With the title “*The Effectiveness Of Using Instagram's Photo Content Towards Students' Descriptive Writing Ability At The First Grade Of Smkn 1 Boyolangu*” this research is to find out whether the use of instagram’s photo content is effective or not towards students’ descriptive writing ability at the first grade of SMKN 1 Boyolangu. This research used pre-experimental design with quantitative approach. The finding of this research showed that there is a significant difference between the result of pre-test and post-test. The mean of post-test was 77.42 and it was higher than the mean of pre-test (65.75), the different mean is 11.67. It means that there was increasing score on the students’ achievement. From statistical calculation showed that p-value is 0.000 which was smaller than a (0.05). Given that the present test is one-tailed test, so the p-value (0.000) is divided by two ( $0,000/2$ ) equals to 0. Since 0 is smaller than the  $\alpha = 0.05$ , so the null hypothesis is rejected. In other words, the hypothesis saying that the mean after the treatment is smaller than or equal to the one before the treatment is rejected. It automatically accepts the alternative hypothesis saying that the mean after the treatment is bigger than the one before the treatment.

The research above has something similar in common the aims to determine the use of Instagram that students use in learning English. However, the equation is in this study, Researchers focused on the use of Instagram as a medium for student learning which is not only used at school or university but

also at home, related to the current conditions where students have to learn from home. Also, this research focuses on the subjects of students majoring in English.

The research above has differences, namely to find out about the Instagram user used by students in learning English, especially speaking, writing, reading, listening, but there are several differences in each study. This research was conducted to know the meaning of icon, index and symbol are expressed in Instagram stories and also provide a reference for students majoring in English and Literature Department about semiotics, especially in the use of Peircean's semiotics theory, to analyze Instagram Stories. The second finding is the focus on students in Improving student's writing achievement is very important for writing that is considered as one of the most difficult language skill. The third study using the Instagram application to improve motivation and learning. The fourth research is to analyze the types of language mixtures especially those found on social media such as Instagram as well as to find the reasons for the use of language mixtures used. The fifth finding this research aims at knowing the effectiveness of using Instagram's Photo Content towards students' descriptive writing ability of this research is to find out whether the use of instagram's photo content is effective or not towards students' descriptive writing ability.

## B. Some Pertinent Ideas

In conducting research, theories are needed to explain some concepts or terms applied in the study concerned. Some words are used in this study, and they need to be theoretically explained.

### 1.1 Vocabulary

#### A. Definition of Vocabulary

If students have mastered some of the required vocabulary at their level as vocabulary is an important aspect that must be mastered in English skills such as listening, speaking, reading, and writing, it will be easier for them to learn to master these elements in learning English. Vocabulary is the foundation for building language which plays a fundamental role in communication.<sup>2</sup> This means that vocabulary is a priority in learning English. So Vocabulary is all the words that someone knows or uses in interacting.<sup>3</sup> It is very important to learn vocabulary as the basis for communication and interaction in everyday life, the ability to learn English is largely dependent on these vocabulary mastery. Therefore, the more vocabulary you get, the more likely these people will be able to use the language skillfully.<sup>4</sup> According to the vocabulary, what Hornby said was the number of words in a language used and the vocabulary was a list of words with their.<sup>5</sup> This means that vocabulary, namely several words and

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<sup>2</sup>H.Douglas Brown, "Teaching by Principle: An Interactive Approach to Language Pedagogy", (Cambridge: Longman, 2001), p.1.

<sup>3</sup> Victory Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition*, Oxford University Press, 2009, p.495

<sup>4</sup> Yuni Luthfita Dani, Published Thesis: "The Effectiveness of Using Eat Bulaga Game to Improve Vocabulary" (Purwokerto: UMP, 2015), p.7.

<sup>5</sup> Ike Anise, Published Thesis: "Improving Students' Vocabulary Mastery Using Experiential Learning" (Surakarta: USM, 2011), p.9.

their meanings in a language that we use that is known to someone. a person's vocabulary is also defined as either the set or of all the words that the person will almost most likely use when composing a new sentence.

The reasons are various. Some students said that they can't speak because they lack vocabulary and they also do not have any confidence to speak up. Sherly, one of the 1st-grade students of Wijaya Kusuma, stated, "*Because I don't have a lot of vocabulary, then I also don't feel confident*". This implies that the difficulty of mastering speaking is due to her lack of vocabulary and confidence.

The researcher also found the same information when she interviewed the English teacher about the reasons why the students in this classroom do not want to speak up. The English teacher stated, "*The vocabulary of the children is very lacking, so if their vocabulary is lacking, their speaking automatically will also be lacking*". This statement shows that their teacher knows that their students' vocabulary mastery is very limited, so if they have limited vocabulary, they will have limited competence in speaking.<sup>6</sup>

Sometimes students think the vocabulary is just words with their meanings. They also need to think that they know the nature of vocabulary and anything related to vocabulary so that they really need to learn the importance of a vocabulary.

Vocabulary is one of the English components, which has to be mastered and acquired by students in learning a new language". It can be argued that a

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<sup>6</sup>Ningtyas Orilina Argawati, "*Improving Students' Speaking Skill Using Group Discussion*", (ELTIN Journal, Volume 2/II, October 2014).p. 75

vocabulary is a tool of communication that needs to be taught in context and the people should always be given many opportunities to use the language. Vocabulary itself consists of several parts of speech, they are noun, verb, adjective, and adverb, from those kinds of vocabulary, the first that students need to know is a noun. Virginia states that vocabulary is one of the most important elements in a language.<sup>7</sup> Many of the vocabulary in English textbooks have to be learned. Without it, no one can speak or understand the language. It means that people cannot write a word or make a sentence well when they do not master it. It line with Krida Laksana states that vocabulary is a component of language that maintains all of the information about the meaning and using the word in the language.<sup>8</sup> Vocabulary skills included: pronunciation, spelling, grammar, and meaning.<sup>9</sup> So, vocabulary is a list of words usually arranged alphabetically and the people use it according to pronunciation, spelling, grammar, and meaning. Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. Vocabulary is a component of language that contains all of the information about the meaning and using the

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<sup>7</sup> Miftahul Jannah, *Using Games in Improving Sudents' Vocabulary at the Seventh Grade of Yayasan Miftahul Jannah (YMJ)Ciputat*, (Jakarta:Department of English Education Syarif Hidayatullah State Islamic University, 2011), p. 6

<sup>8</sup>Neaty Muttahidah, *Improving Students' Vocabulary through Vocabulary Card*. (Jakarta: Department of English Education Syarif Hidayatullah State Islamic University, 2011), p. 8

<sup>9</sup>Lynne Cameron, *Teaching Language to Young Learners*, (UK: Cambridge University Press, 2001).

word in a language.<sup>10</sup> From some definition, it can be argued that vocabulary not only contains a list of words but also contains all of the information about using the word, and it also contains the meaning of the word in a language. So, it becomes a basis for people to communicate, because without vocabulary an idea cannot be given in communication.

Talking about language learning, vocabulary appears as one of the central problems because the implementation of language learning is a fundamental requirement to communicate our ideas, emotion, and desires, In this case, we need word or vocabulary. However, we must distinguish between words and vocabulary.

Vocabulary is basic to support four English skills there are listening, speaking, reading, and writing. Everyday we need a vocabulary to communicate with each other. To more understanding vocabulary, I will explain vocabulary in the next paragraph both the definition and the type. Jeremy Harmer explains in his book. He claims: “When we introduce new vocabulary, there is always a chance, of course, that it is not new to some of the students in the class. That is why elicitation is so important. By the time students get to upper intermediate level or beyond, we can be sure that some of them will know some of the words we are asking them to focus on.”<sup>11</sup>

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<sup>10</sup>FebrianaEkaSetyaningsih, *The Use of Word Clap Game to Improve Students' Vocabulary Mastery. A classroom Action Research at The Eighth Grade Students of SMPN 3 Ungaran in Academic Year of 2014/2015*, (Semarang: English Department Faculty of Language and Arts Semarang State University, 2015), p 14.

<sup>11</sup>Jeremy Harmer, *The practice of English Language Teaching*, (London: Longman Group UK Ltd, 1991), p. 229.

The definition of vocabulary is clear enough that in almost all cases of human life, they use a set of words. The use of words itself differentiates according to the field, person, class, or profession. It means that a beggar uses a set of words to ask for some money from rich people, the teacher also uses a set of words when their students command. The writer has an opinion that vocabulary is one aspect of language which is important in learning the language because vocabulary carries a meaning which is used in communication.

### **B. Types of Vocabulary**

According to Harmer, who distinguishes between these two types of vocabulary, the first type of vocabulary refers to the one that students have been taught and that they are expected to be able to use. Meanwhile, the second type refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hatch and Brown, indicated two kinds of vocabulary namely receptive vocabulary and productive vocabulary.<sup>12</sup>

#### 1. Receptive

Vocabulary Receptive Vocabulary is words that learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

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<sup>12</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", (International Journal of Teaching and Education, Vol. III, No.3 2015), p.25.

## 2. Productive

Vocabulary Productive Vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in a person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

### C. The Principle of Teaching Vocabulary

David Nunan indicates the main principles of teaching and learning vocabulary as follows:<sup>13</sup>

1. Focus on the most useful vocabulary most Some words can be used in a wide variety of circumstances. Others have much more limited use. The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in a formal and informal situation, is the most frequent 1000 words family of English.

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<sup>13</sup>David Nunan, "*Practical English Language Teaching*", (New York: Cambridge University Press, 2003), p.135-140.



2. Focus on the vocabulary in the most appropriate way The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word part, guessing from context, using word cards, and using dictionaries. We will see that teacher needs to clearly distinguish the way they treat high-frequency words from the way they treat low-frequency words.

3. Give attention to the high-frequency words across the four strands of a course High-frequency vocabulary needs to occur in all four stands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating a message in listening, reading, and writing. High-frequency vocabulary should also be fluently accessible for receptive and productive use.

4. Encourage learners to reflect on and take responsibility for learning There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their learning. Talking this responsibility requires (1) knowledge of learning and the range of options for learning vocabulary, (2) skill in choosing the best options, (3) the ability to monitor and evaluate progress with those options.

#### **D. The Class of Word**

##### 1. Content Word

Content words are also known as lexical words. They are called content words because they carry their meanings. In other words, they have their

independent meaning and can occur in isolation. Besides, they have an open class system because they can accept new words with the expansion of the vocabulary of the language. These are nouns, verbs, and adjectives, adverbs.<sup>14</sup> This research will focus on nouns, verbs, and adjectives.

a. Nouns

The noun is the name of any word that can stand as the subject or object of any sentence. Besides, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on.

b. Verbs

English verbs are a class of English words used to; 1) describe an action such as *make, study, write, open, close and insert*, 2) show existence such as *bee*, 3) indicates possession such have and has, or 4) designate a state of being such as love, have, know, and understand.

c. Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun.

## E. Vocabulary Mastery

Vocabulary mastery is the competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master to know a word. According to Schmitt Norbert in his book are :

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<sup>14</sup>Sukirman, "English Morphology: The Basic Concept of How to Analyze English Word Structure Easily", (Makassar: Alauddin University Press, 2013), p.107

1. The meaning of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behavior of the word
5. The collocations of the word
6. The register of the word
7. The associations of the word

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word spoken and written, the connotation or associations of the word, and word frequency<sup>15</sup>.

In learning English, students in junior school should learn new vocabulary. They have to master a language component to comprehend the information, and able to speak and write in English. Vocabulary is also important to express an idea or to ask for certain important. If the learners have a lack of vocabulary, they will find some difficulties in expressing ideas in oral or written. Also, if the learners have less vocabulary, they cannot access information or knowledge. Moreover, without the words, the learners cannot understand facts or ideas that the learners have met. Students at least must understand the meaning of the words, so they will get what is conveyed by the text or what is spoken by someone. The more students have sufficient

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<sup>15</sup>Dewi Nur Asyiah, "The Vocabulary Teaching And Vocabulary Learning": Perception, Strategies, And Influences On Students' Vocabulary Mastery, Jurnal Bahasa Lingua Scientia, Vol. 9, No. 2, November 2017,P.294

vocabulary; the better sentences they could create. One should be able to master adequate vocabulary to convey their message. In line with Schmitt that someone must consider the meant by vocabulary.<sup>16</sup> It means that the capacity of vocabulary plays an important part in the language. Therefore, it can be concluded that vocabulary not only contains the list of words but also contains all information about using word and it also contains the meaning of words so that it will be used by people to communicate to express their ideas. Besides, Richards and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.<sup>17</sup>

A first consideration in delineating the construct of "vocabulary" in research and practice is that individuals have various types of vocabulary that they use for different purposes. Failure to distinguish among the different kinds of vocabulary can lead to confusion and disagreement about both research findings and instructional implications. Generically, vocabulary.<sup>18</sup>

Cameron stated that learning a word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning, to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words are a cycle process of meeting new words and initial learning, followed

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<sup>16</sup>Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 1

<sup>17</sup>Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching, An Anthology of Current Practice*.(New York: Cambridge University Press, 2002), p. 225.

<sup>18</sup>Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc.,(2005). p. 3

by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they directly improve their knowledge about the words.<sup>19</sup>

Vocabulary mastery, of course, relates to what kinds of words learners have to master. According to Nation “The most important group of the words is the high-frequency words of the language”. These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language. Mastering vocabulary is one of the learners’ needs to understand the language. In the English teaching-learning process, mastering vocabulary well can help the students to understand the lesson. In brief, vocabulary mastery can be defined as several vocabularies (words) in a language that contains information about its meaning, form, and usage in the context of communication. It is the basic knowledge that the students should master first before mastering English.<sup>20</sup>

To make the discussion clearer, Harmer’s opinion can be added. In his book, Harmer stated that there some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, words combination

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<sup>19</sup>Cameron, L. *Teaching language to young learners*. Cambridge: Cambridge University Press.2001. p. 74

<sup>20</sup>Nation, I.S.P. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

collocation and the grammar of the words which comprises noun, verb, adjective, and adverb.<sup>21</sup>

#### 1) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

#### 2) Use

According to Nation “There are some ways to draw the attention to the use of words by quickly showing the grammatical pattern the word fits into (countable/ uncountable, transitive/ intransitive, etc.), giving a few similar collocates, mentioning any restrictions in the use of the word (formal, informal, impolite, only used with the children, etc.), and giving a well-known opposite or well-known word describing the group or lexical set if it fits in”.<sup>22</sup>

### **F. Nature of Vocabulary**

#### 1. Nature of Vocabulary

Vocabulary cannot be separated from the language; it is an important part of the language. According to Nation “The importance of vocabulary has been neglected, when people began to realize that learning vocabulary is indeed not a simple matter”. It means that vocabulary is an important part of the language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defined as sounds that express meaning and form

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<sup>21</sup>Jeremy, Harmer. *The practice of English language teaching*. China: Addison Wesley Longman Ltd, (2001), p. 16

<sup>22</sup>Nation, I.S.P. *Learning vocabulary in another language*. Cambridge: Cambridge University Press. (2001), p. 1

an independent unit in a language. It can be said that vocabulary is the smallest unit of speech that processes individual meaning to speak and can be used to

Interact with one another and vocabulary can be said as a group of words on certain language as a part of teaching learning in a foreign language. Vocabulary should be taught especially for foreign language teaching learning activity because even the students have mastered grammatical form they could not communicate in the foreign language without mastering a vocabulary. To master a language is not easy because of some aspects of language are not easy to learn, it is impossible to learn a language without mastering vocabulary.<sup>23</sup>

#### **G. The Teaching of Vocabulary**

Teaching vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teacher had better teach English vocabulary first than other aspects of this language, such as grammar, speaking, reading, and writing. Of students know more about vocabulary, it will easy for them to learn another aspect of the English language.

Teaching vocabulary is not easy. The teacher needs good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to know what words to be taught. The teacher may refer to the levels of vocabulary described by Beck et al. when deciding which words to teach.

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<sup>23</sup>Nation, I.S.P. *Learning vocabulary in another language*. Cambridge:Cambridge University Press.(2001), p. 22

### 1) Level I Words

These are words that are used over and over in everyday speech. Since they are used in a variety of contexts, virtually all students learn them. Level I words are sometimes referred to as conversational speech.

### 2) Level II Words

These are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons as academic vocabulary and as instructional vocabulary.

### 3) Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field

### 4) Level IV Words

These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments. In line with Beck et al., Nation stated that there are some principles for teachers in the teaching of vocabulary.

1) High-frequency words should be taught to the students because they are important enough to deserve time in class

2) Academic words should be taught to learners with academic purposes.

3) Technical words are only learned while the students are studying the content matter of certain subjects.

4) Low-frequency words may be taught after the students have good control of the high frequency, academic and technical words. The teacher



should not spend much time on low-frequency words because it is wasting time. But the teacher may give the students strategy to learn it.

- a) Guessing meaning from context
- b) Learning from word cards
- c) Using words parts
- d) Using dictionary.<sup>24</sup>

Teaching professionals know that what is realized as a method in the classroom emerges over time as a result of the interaction among the teacher, the students, and the materials and activities. According to Oller methods include “programs, curricula, procedures, demonstrations, modes of presentation, research findings, and test”. Richards and Rodgers write about methods as a umbrella term comprising approach, design, and procedure.<sup>25</sup>

According to Larsen-Freeman, there are at least five ways the study of methods is invaluable<sup>26</sup>

- a) The method serves as a foil for reflection that can help teachers in bringing to conscious awareness the thinking that underlies their actions. The purpose of teacher education is to help teachers make their tacit explicit. When teachers are exposed to a method and asked to reflect on their principle and actively engage with their techniques, they can become clearer about why they do what they do. They become aware of their fundamental assumptions, values,

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<sup>24</sup>Nation, I.S.P. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.(2001)

<sup>25</sup>David M.Bell, “*Method and Post method: Are They Really So Incompatible?*”, Ohio University, (<https://pdfs.semanticscholar.org>), accessed on December 12nd, 2018.

<sup>26</sup>T. Karunakaran and M. Suresh Babu, *English Language Teaching Methods*, (The Dawn Journal, Vol.2, No.2, 2013), p.519.

and beliefs. b) By becoming clear on where they stand, teachers can choose to teach differently what they were taught. They can see why they are attracted to certain methods and may be able to argue against the imposition of a particular method by authorities. c) Knowledge of method is a part of the knowledge base of teaching. With it, teachers join a community of practice. d) A professional discourse community may also challenge teachers' conceptions of how teaching leads to learning. e) Decisions that teachers make are often affected by exigencies in the classroom rather than by methodological considerations. Sayings that a particular method is practiced certainly does not give us the whole picture of what is happening in the classroom.

## **1.2 Information on Technology**

### **A. Definition of Information Technology**

#### 1. Understanding of Technology

According to (Munir) Technology is essentially a tool to get added value to produce useful products.<sup>27</sup> As for Adler, Martin, and Lucas (Abdul Kadir), technology includes hardware and software to carry out one or several data processing tasks such as capturing, transmitting, storing, retrieving, manipulating, or displaying data.<sup>28</sup>

#### 2. Understanding of Information

According to Kadir, the term information technology (information technology) became popular at the end of the 1970s. Before discussing

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<sup>27</sup>Munir. *Kontribusi Teknologi Informasi dan Komunikasi (TIK) dalam Pendidikan di Era Globalisasi Pendidikan Indonesia*. Jurnal Pendidikan Teknologi Informasi dan Komunikasi, (2009) Vol. 2, No. 2, hal.1-4.

<sup>28</sup>Abdul Kadir. *Pengenalan Sistem Informasi*. Yogyakarta: Andi Offset. (2003), p.13

information technology, the term information is discussed first. information is data that has been classified or processed or interpreted for use in decision-making processes communication and information technology in education

The development of information and communication technology (ICT) has influenced the world of education, especially in the learning process. According to Rosenberg (2001), with the development of the use of ICT there are five shifts in the learning process namely:

1. From training to appearance,
2. From classrooms to wherever and whenever,
3. From paper to "online" or channels,
4. Physical facilities to network facilities,
5. From cycle time to real-time.

Communication as an educational medium is carried out by using communication media such as telephone, computer, internet, e-mail, etc. Interaction between teachers and students is not only done through face-to-face relationships but also done using the media. Teachers can provide services without having to deal directly with students. Likewise, students can obtain information in a broad scope from various sources through cyberspace or cyberspace using computers or the internet.<sup>29</sup>

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<sup>29</sup>Abd Rohman, “*Jurnal Potensi teknologi Informasi Dan Komunikasi Dalam Peningkatan Mutu Pembelajaran Di Kelas*”, Pendidikan Teknik Elektronika (NR) Universitas Negeri Jakarta,p.1

## **B. Scope of Information Technology**

According to Abdul in general, information technology can be grouped into two parts: software (software) and hardware (hardware). Hardware includes physical equipment, such as memory, printers, and keyboards. The software is related to instructions for managing hardware to work following the purpose of these instructions. According to Abdul Kadir dividing information technology into 6 groups, namely as follows:

- 1) Input Technology (Input Technology)
- 2) Output Technology (Output Technology)
- 3) Software Technology
- 4) Storage Technology
- 5) Communication Technology (Telecommunication Technology)
- 6) Processing Machines (Processing Machines) or CPU

Input technology is any device used to capture data/information from its source, for example, barcode scanners and keyboards. Information that can be received by users who need information needs to be presented in various forms. In this case, the output of technology has a considerable contribution. In general, information is presented on the monitor, but sometimes users also want information that is located on paper (hard copy).

Whereas to create information needed software or often called a program. A program is a set of instructions used to control computer hardware. Word processing(word processor) is an example of a program that is widely used by computer users to make documents.

Storage technology concerns all equipment used to store data, tape, hard disk, diskette, and zip disk is media to save data.

Information technology includes hardware and software to carry out one or some data processing tasks such as searching, transmitting, storing, retrieving, manipulating, and displaying data.<sup>30</sup>

### **C. Information Technology Function**

The function of this information technology complies with detailed records of activities, for example receiving input from a keyboard, scanner, mic, and so on. Processing or processing input data received to be information. Processing or processing data can be in the form conversion (conversion of data to other forms), analysis (condition analysis), the calculation (calculation, synthesis (margin), of all forms of data.

### **D. Blended E-Learning**

Preparing for Blended e-Learning offers a careful analysis of what educators and managers in further and higher education could expect from 'blended e-learning'. It looks at the research but also draws on the experiences of practitioners to address teachers, academics, librarians, managers, and educational support staff who are involved in e-learning. It will help both novices and those who are looking to extend their e-learning practice further, offering guidance on how to change existing practice, with insights into key issues and what may appear to be intractable problems. Everyone is talking about blending and e-learning; this book goes further to explore a variety of

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<sup>30</sup> Abdul Kadir. *Pengenalan Sistem Informasi*. Yogyakarta: Andi Offset.2003,p. 14

contexts, several different views of blending and to examine what works, and why.<sup>31</sup>

This paper aims to give an introduce or view of ‘blended learning’, first by investigating the meaning of the term, then secondly by looking at different models, together with some suggested ways of classifying them. Finally, the implications of these models for practitioners are examined, by considering the rationale for adopting blended learning and the challenge involved in its implementation. The origins of blended learning pre date the advent of digital technology. Its genealogy lie sin distance learning through or responden courses. In Canada, for example, the children of lighthouse keepers were among those educated thanks to a 1919 scheme. The goal of bridging distance remains a possible motive for using blended learning.<sup>32</sup>

### **1.3 Instagram**

#### **A. Understanding Instagram**

The era of the development of information technology has an impact on human life. The development of information technology makes it easier for audiences to find and obtain information using electronic devices, such as computers or mobile phones. However, from the development of this technology, there are impacts. The impact of the development of information and communication technology is shaping a digital era. Information and messages are more easily accessed because it is available in digital form. Of

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<sup>31</sup>Allison Littlejohn-Crish Pegler. *Preparing for Blended E-Learning*. Open University, UK. 2005. P 17

<sup>32</sup>A.BryanK.N. Volchenkova, *Blended Learning: Definition, Models, Implications For Higher Education* south Ural State University, Chelyabinsk, Russian Federation.p.2

course, this is inseparable from the development of internet technology which is a support in the digital age. According to Purbo in Pri-hate (2005: 7), the internet with various applications, such as the web, VoIP, and e-mail is a medium used to streamline the communication process. Internet technology causes the emergence of social media that makes it easy for audiences to interact. Communication that is usually in a face-to-face manner can be done anywhere and at any time without any limitations with the support of existing social media such as Facebook, Twitter, Ins-Tagram, Path, and other social media. Williamson, as quoted by Widja-janto, states that social media is media designed to spread messages through social interaction and is made with publication techniques that are very easily accessible and large-scale.<sup>33</sup>

Teenagers around the world are so attached to social media, they continue to communicate through social media, even while eating, walking, and studying. The time spent on social media is often more than the time spent on studying or gathering with family. Various reasons for social media are so attractive to teenagers, some of the reasons are getting attention, asking for opinions, fostering images, hobbies and to add friends.<sup>34</sup>

Instagram according to Atmoko in his book Instagram Handbook is a photo-sharing application that allows users to take photos, apply digital filters, and share them with various services social networking, including belonging to Instagram itself. The friendship system on Instagram use the terms following

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<sup>33</sup>Aditya Nugraha, Ratih Hasanah Sudrajat, Berlian Primadani Satria Putri, *Fenomena Meme Di Media Sosial: Studi Etnografi Virtual Posting Meme Pada Pengguna Media Sosial Instagram*, *Jurnal Sositologi* | Vol. 14, No 3, Desember 2015.p237-238

<sup>34</sup>Mahendra: *Eksistensi Sosial Remaja dalam Instagram*, *Jurnal Visi Komunikasi*/Volume 16, No.01, Mei 2017: 151 – 160

and followers. Following means following, while followers mean followers. Furthermore, each user can interact by giving comments and responding favorably to the photos shared. On May 11, 2016, Instagram released a new icon and a more minimalist look. The Instagram icon turns into a thin white line of camera and the background color of Rainbow.<sup>35</sup> Instagram is a social media application that allows users to take photos and videos applying digital filters (giving effects to photos) and sharing them to various social media including Instagram itself.<sup>36</sup>

Instagram comes from an understanding of the overall functions of this application. The word "install" comes from the word "instant", like a polaroid camera, which is better known as "instant photo". Instagram can also display photos instantly, like polaroids in appearance. Whereas the word "gram" comes from the word "telegram" which works to send information to others quickly. Similarly, Instagram can upload photos using the Internet network, so that the information you want to convey can be received quickly. Therefore Instagram is a combination of instant words and telegram.<sup>37</sup>

Instagram is a smartphone that is specifically for social media which is a function similar to Twitter, but the difference lies in taking photos in the form or place to share information with users. Instagram can also inspire users and can also increase creativity because Instagram has features that can make photos more beautiful, more artistic, and better.

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<sup>35</sup>Bambang Dwi Atmoko. 2012. *Instagram Handbook Tips Fotografi Ponsel*. 2012. Media Kita. Jakarta.p. 4

<sup>36</sup>Michelle Wifalin, *Efektivitas Instagram Common Grounds, Jurnal E Komunikasi Program Studi Ilmu Komunikasi Universitas Kristen Petra Surabaya*, pp. 2.

<sup>37</sup>Wikipedia, *Instagram*, 2016, (<https://id.wikipedia.org/wiki/Instagram>).



Instagram is a photo-sharing application and takes pictures or photos that share digital social services, including Instagram's own. Instagram has five main menus, all of which are located at the bottom, which are as follows:

1. Home Page

The home page is the main page that displays (timeline) the latest photos from fellow users that have been followed. How to view photos is simply by sliding the screen from the bottom up like when scrolling the mouse on a computer. Approximately 30 latest photos are loaded when users access the application, Instagram only limits the latest photos.

2. Comments

As a social networking service Instagram provides a comment feature, photos on Instagram can be commented in the comments column. How to press the icon marked with the comment balloon under the photo, then write impressions about the photo in the box provided after that press the send button.

3. Explore

Explore is a display of popular photos that are most liked by Instagram users. Instagram uses a secret algorithm to determine which photos are inserted into exploring feeds.

4. Profile

User profiles can find out in detail about user information, both from users and other fellow users. The profile page can be accessed via the business card icon in the main menu at the far right. This feature displays the number of

photos that have been uploaded, the number of followers and the number of following

## 5. News Feed

The news feed is a feature that displays notifications of various activities carried out by Instagram users. Newsfeeds have two types of tabs, namely "Following" and "News". The "following" tab displays the latest activity for users that the user has followed, then the "news" tab displays the latest notification of Instagram users' activity on users' photos, comments or follows, then this notification will appear on this tab.

According to Atmoko, some parts should be filled so that the uploaded photos have more information meaning, those parts are:

### 1. Title

The title or photo caption is to strengthen the character or message to be conveyed to the user.

### 2. Hashtag

The hashtag is a fence-marked symbol (#), this fence feature is very important because it makes it very easy for users to find photos on Instagram with certain hashtags.

### 3. Location

The location feature is a feature that displays the location where the user took it. Although Instagram is called a photo-sharing service, Instagram is also a social network. Because users can interact with fellow users. Several activities can be done on Instagram, namely as follows:

a. Follow

Follow is a follower, from Instagram users, one user to follow or make friends with other users who use Instagram.

b. Like it

Like is an icon where users can like pictures or photos on Instagram, by pressing the like button at the bottom of the caption next to the comment. Second, by double-tap (tapping twice) on the preferred photo.

c. Comment

Comments are activities in giving their thoughts through words, users are free to comment on photos, whether suggestions, praise, or criticism.

d. Mentions

This feature is to add other users, how to add an arrogant @vocabularies\_learning, and enter an Instagram account from that user.<sup>38</sup>



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<sup>38</sup> Bambang Dwi Atmoko. 2012. *Instagram Handbook Tips Fotografi Ponsel*. 2012. Media Kita. Jakarta.p. 10,28

➤ Steps to Making Instagram

The steps to make Instagram on Android are as follows:

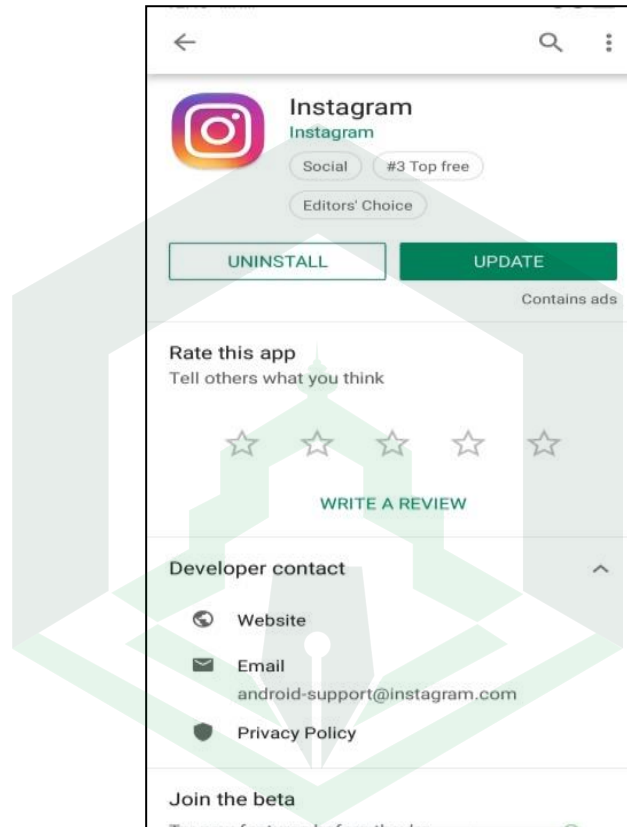


Picture 1.1

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## 1) Installation

The first process that is done when using Instagram is to install it on a cellphone, which is to open the App Store for iPhone and Play Store for Android and download it in memory so that the application is installed.



Picture 1.2

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## 2) Registration

Registration is very important in using Instagram because registration is an account that is the official identity of an Instagram user, here is how to register Instagram:

### a. Run the Instagram application

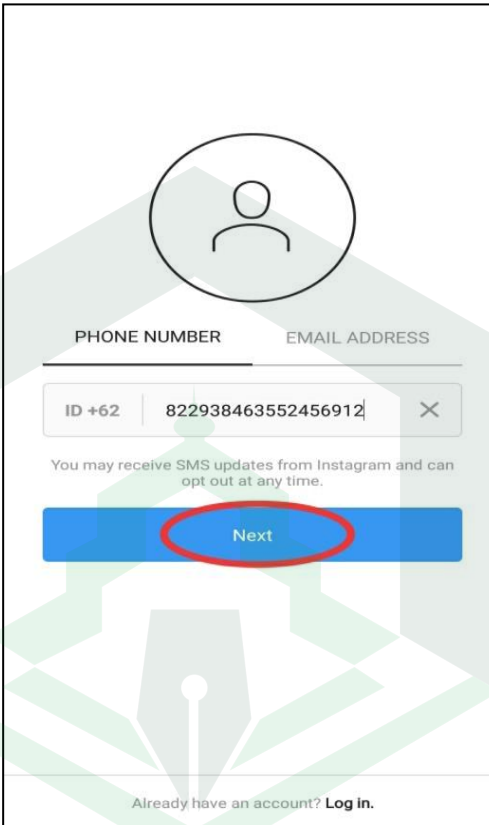
There are two menu choices, namely "Sign Up" to register and "Log in" if you already have an account. Press the Sign Up button to register.



Picture 1.3

b. Go to the Sign-Up page

Enter the Sign Up page, fill in the required data. Only three things that must be filled in are e-mail, username, and password.



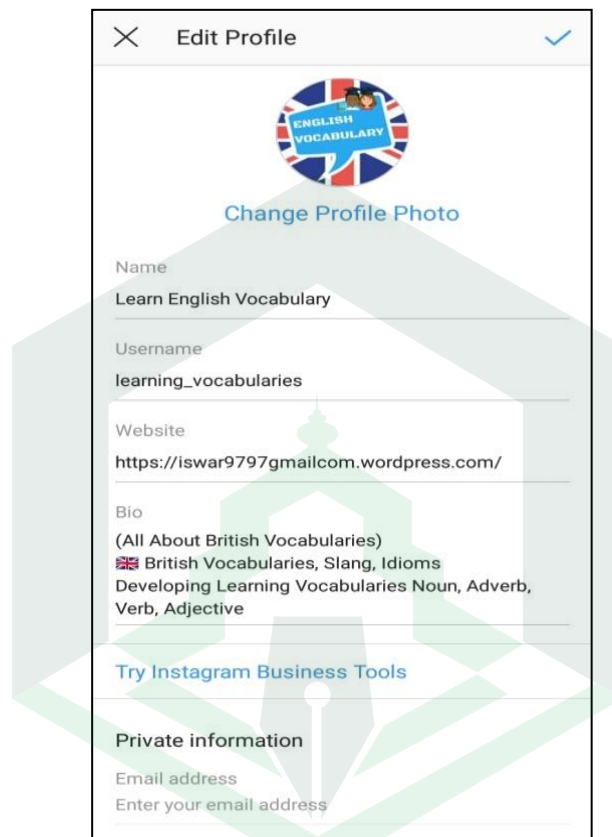
The image shows a mobile app sign-up screen. At the top is a circular profile picture placeholder with a person icon. Below it are two tabs: 'PHONE NUMBER' (selected) and 'EMAIL ADDRESS'. The phone number input field contains 'ID +62' and '822938463552456912'. Below the input field is a small text notice: 'You may receive SMS updates from Instagram and can opt out at any time.' A blue 'Next' button is highlighted with a red circle. At the bottom, there is a link: 'Already have an account? Log in.'

Picture 1.4

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### c. Profile Picture Set

Set Picture profile for managing profile images, namely by taking pictures directly, taking from images that are already in memory.



Picture 1.5

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d. Press the sign up button to register



Picture 1.6

## B. Instagram Stories (Instastory)

Instagram story is a feature contained in the Instagram application sharing photos and videos that allow users to take photos, take videos, apply digital filters, and share them to various social networking services, including Instagram's own, but will not appear on the profile page and will be deleted within 24 hours.

In the story Instagram there is a function that allows users to share locations, stickers, and live videos. In this Instagram story (Instastory), Instagram users can see anyone's story without having to follow the account

first, except for private account users. Because it is temporary, this Instagram Story feature is right for someone who wants to capture his best moments in one day and display his outfit of the day without having to post it. Interestingly, the Instagram story feature can display information about anyone who has seen your story Instagram.

Benari mentions that Instagram has several features that can be used, including:

1. Square cropping, one of the unique features owned by Instagram is cutting a square box photo with constellation 4: 4. The uploaded photo must be a square box so that it looks like the result of a Kodak Instamatic or Polaroid camera.
2. Gallery, space for posting photos, on Instagram sites, users can upload photos and post photos of themselves. In addition to photos, users can also upload videos.
3. Like, Instagram users can appreciate the photos uploaded with the heart-shaped "like" button.
4. Comment, Instagram users can comment on the uploaded photos and get feedback from the account owner.
5. Home, the main page when opening the Instagram application, is a news series about the latest photos that have just been uploaded by the accounts followed by users.
6. Direct, this feature allows users to upload photos privately to the desired account. With this feature, the photos or videos uploaded can only be seen by the account chosen by the user.

7. News Bar, a feature that notifies users of the latest activities in their photos and photos commented on by users (comments, likes, new followers, mentions, etc.).

8. Explore, is a bar containing a collection of popular photos that get a lot of likes on Instagram.

9. Search is a feature for hashtag search and account<sup>39</sup>

### **C. Advantages & Disadvantages**

#### Instagram Advantages:

1. As a means to interact interactively with teaching who are more effective in the education and teaching process.
2. Optimizing the teaching and learning process cannot be done by space and time.
3. Maximizing students' capture data, because teaching materials are not only focused on the text but in the form of images, video, audio, or other interesting media.<sup>40</sup>

#### Instagram Disadvantages:

1. If you don't make your Instagram account private anyone can see your page and say or do anything they want on your page and do anything they want with your picture.
2. Teens and pre-teens give away personal information that random people shouldn't know.

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<sup>39</sup>Betari Kiranasari. *Faktor-Faktor yang Menentukan Online Seller Memilih Situs Jejaring Instagram Sebagai Media Promosi Online Shop*. Universitas Atma Jaya Yogyakarta.2014

<sup>40</sup>Jason G. Miles, *Instagram Power Build Your Brand and Reach More Customers with the Power of Pictures*, United States of America. MC Graw Hill Education, 2014.p 11

3. It is possible for kids and teens and to share their location on their photos.
4. Some people use social media just so that they can use it to talk to people and to get information about people and you can never know if you're talking to a person like that.
5. There is no filter to prevent kids from seeing explicit, they could end up seeing anything that someone has posted, but they can, however, block the person that posted it and report the picture and the person.

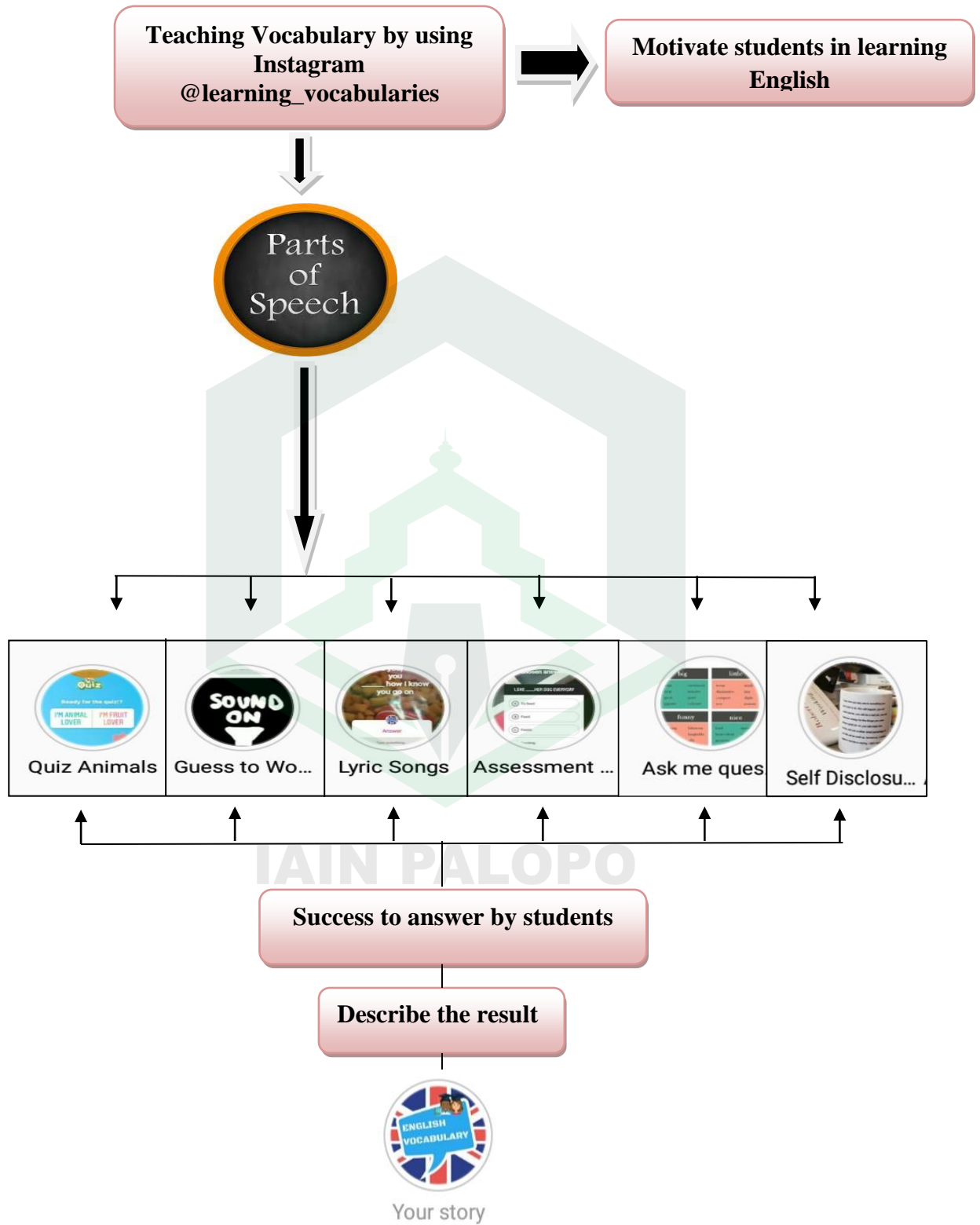
#### **D. Future Instagram Stories**

Some informants stated that the following features are features that are more widely used by marketers in carrying out online promotional activities, namely hashtags, videos, photos, mentions, captions, number of followers and likes. Which the use of Instagram becomes more effective by following, tagging, and mentioning and creating people's understanding of the product. Based on observations made by researchers, it has been proven that the features on Instagram have been optimized by informants as a tool for promotion.<sup>41</sup> and immediately attracted the attention of Instagram users. This feature allows users to send photos and videos that disappear after 24 hours. Photos and videos shared on Instagram Stories are temporary and cannot be seen after 24 hours, but can be manually saved by private users before photos and videos disappear. Content shared via Instagram Stories will also not appear on grid profiles or Instagram feeds. The location of Instagram Stories is on the Instagram feed.

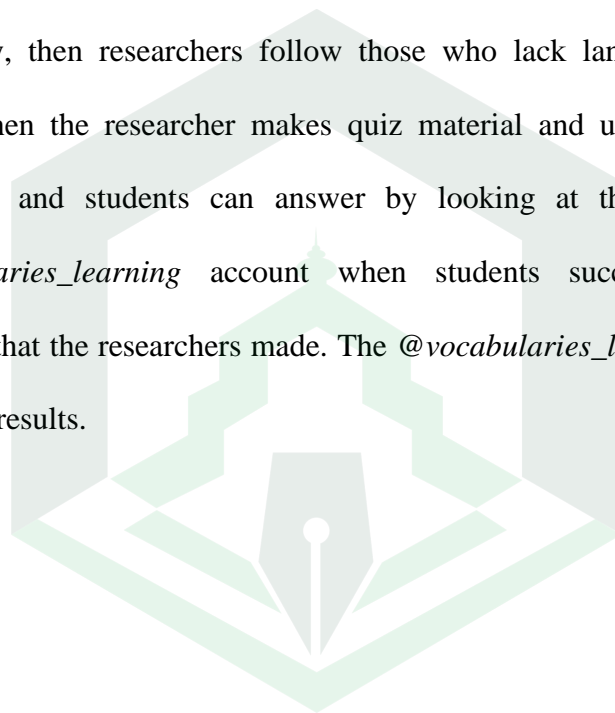
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<sup>41</sup>Meike Ebellianam dan Carolina Novi Mustikarini, *Perancangan Promosi Endorsement Berbayar Pada Perusahaan Pietisiere*, Performa: Jurnal Manajemen dan Start-Up Bisnis Volume 2, Nomor 1, April 2017p.57-58

**C. Conceptual Framework**



This chart has collaborated if the researcher wants to teach vocabulary to motivate students to learn English conducted by a tenth of SMA Negeri 3 Palopo students through the Instagram story feature. The researcher must identify students in the self-opening process through the Instagram story. Researchers observe individuals who make Instagram stories than from aspects shared by students in Instagram stories; researchers find students who lack vocabulary, then researchers follow those who lack language in Instagram stories. Then the researcher makes quiz material and uploads questions on Instagram, and students can answer by looking at the instances of the *@vocabularies\_learning* account when students succeed in answering questions that the researchers made. The *@vocabularies\_learning* account will repost the results.

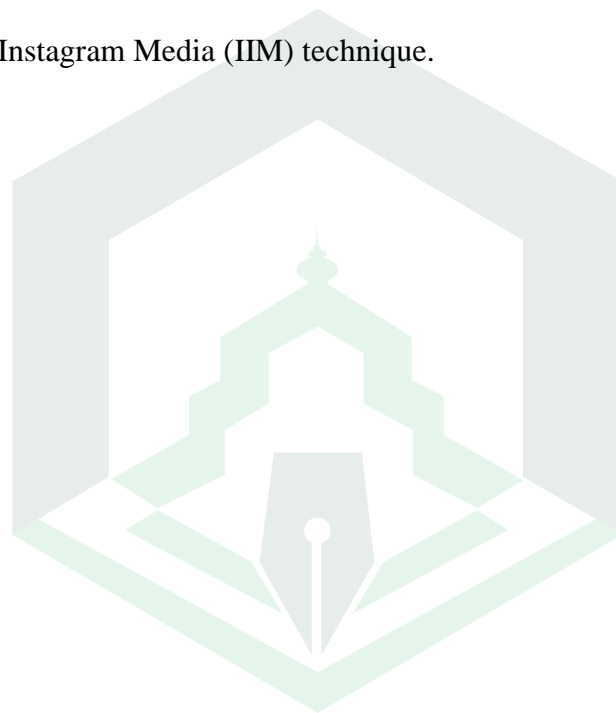


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#### **D. Hypothesis**

Based on the above stated theory, the hypothesis of this research is formulated as follows.

1. Ho: There are no significant effects in teaching vocabulary using the Instastory Instagram Media (IIM) technique.
2. Ha: There is a significant effect in teaching vocabulary using the Instastory Instagram Media (IIM) technique.



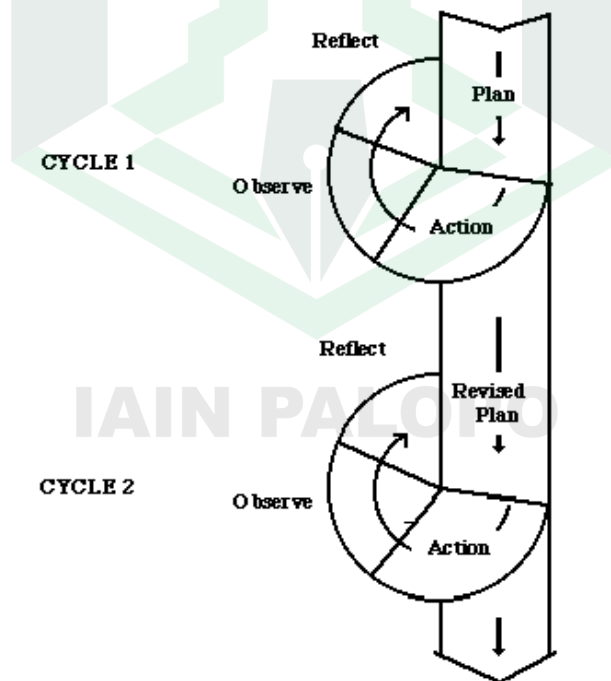
**IAIN PALOPO**

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Classroom Action Research is carried out by collecting data systematically about daily practices and analyzing them to make decisions about practical methods that should be advanced in the future. Action research aims to develop new skills or new approaches and solve problems with direct application in work or another real world. The basic competence focused on this classroom action research is the competence in teaching vocabulary by using Instastory Instagram media.



Cyclical AR model based on Kemmis and McTaggart<sup>42</sup>

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<sup>42</sup> Anne Burns, *Doing Action Research in Language Teaching: A Guide to Practitioners* (London & New York: Routledge, 2010), pp. 7-9.



## **B. Time and Place of the Research**

The researcher did this research at SMA Negeri 3 Palopo. Primarily the first-grade students were focused on X MIA 3. The total number of students are 30.

## **C. Techniques and Instrument of Collecting Data**

The instrument for collecting data aims to support the success of the research. It helps the researcher get the data and information about students' activeness improvement in vocabulary, especially in the primary language, using Instastory Instagram media.

In conducting the research, the researcher will use some instruments for collecting data. The data of the study was collected from observation and tests. The description is as follows :

### **1. Observation**

The observation used in this research is to see the process through eye observation. Observations were made to obtain information about human behavior as it happens in reality. With observation, we can get a clearer picture of social life, which is difficult to obtain by other methods. Observation is also done if not much information is owned about the problem we investigate. The researcher uses observation because they want to know the students' activeness during the vocabulary lesson's teaching and learning process using Instastory Instagram media. On the observation, the researcher will provide the observation lists as the instrument for collecting data. There are two kinds of observation checklists.

Those are provided to observe the students' activities and the teacher's actions during the basic teaching vocabulary by using Instastory Instagram media.

## **2. Test**

This test was carried out to determine students' understanding of vocabulary learning materials. The form of the test is a quiz. This test method is used as a research instrument in data collection to determine student achievement after following the learning process. The tests carried out consisted of two types, namely quizzes and independent practice. The results of two kinds of tests are processed to obtain student achievement results during the learning process. Both do before and after the implementation of using Instagram Media Media in teaching vocabulary.

## **D. Research Procedure**

This action research conducted through four activities: in which each activity consist of four steps, as follow :

### **1. Planning**

Planning is the first step in the research procedure. This activity cover problem identification. This is the essential step in conduction action research as by knowing the problems, the researcher and collaborator could find an excellent solution to solve the situation that arose.

### **2. Acting**

After recognizing the possible cause of the students' problems to the tenth year of SMA Negeri 3 Palopo, the students' have difficulties learning English because they have a common vocabulary. The action is aimed to solve the problem.

### 3. Observation

The observation was the activity of collecting data to supervise to what extent the result of "action" reaches the objective. The data take quantitative and qualitative data. The quantitative data cover the students' progress (the students' score) while the qualitative and comprise students' interest, class management.

### 4. Reflecting

Reflection was the activity critically about the students' progress or change, class, and the teacher. In this step, the researcher and collaborator can observe whether the action activity has results and progress. What progress happen and also about the positive and negative

In planning, the researcher wants the students to enjoy the lesson and improve their vocabulary. She/he will use Instagram to develop the language for the students.

## ➤ **Cycle 1**

### **1. Planning**

- a. Analyzing the curriculum, especially the necessary competence, after doing the students' need analysis in the first grade of SMA Negeri 3 Palopo.
- b. Made a lesson plan about the used of Instastory Instagram Media (IIM) in learning vocabulary.

- c. Prepared the test.
- d. Made the instrument that is using in a cycle of classroom action research.

## **2. Action**

During the action, the researcher gave students material about learning vocabulary then the researcher provides some examples of tenses. After that, the researchers will make groups of 3 or 4 groups and ask students to see the Instastory in the researchers' posts.

At the action implementation stage of this action, the grade X English teacher takes action learning activities by the prepared learning plan. The method used is the use of the Instagram application, which is expected to build student motivation in learning English.

### **a. Initial Activities**

1. Using the Instagram application in the teaching and learning process
2. The teacher gives a simulation to students how to learn through Instagram
3. The teacher gives a quiz to measure the cognitive realm
4. The acting teacher delivers greetings and prepares conditions for student learning.
5. Implementing teachers introduce themselves and attend students to get to know students.
6. The implementing teacher gives apperception to students, and conveys the learning objectives of today, and shares the material through Instagram feeds and websites on the bio Instagram
7. The action implementing teacher gives the task to be done.

#### b. Core Activities

1. The teacher gives a brief material about the general description of the material to be learned during the learning process.
2. Students pay attention and listen to the teacher's explanation.
3. Students work on the tasks given
4. Some students explain the assignments given in front of the class
5. The teacher guides students to summarize the results of their discussion of vocabulary through Instagram.

#### c. Closing Activities

After completing the learning activities in cycle 1, at the end of the meeting students are reminded to prepare further material

#### **3. Observation**

In this step, the researcher would observe all events or activities during the research. During the learning process, the researcher observed the learning and teaching process and the students' participation and evaluation.

#### **4. Reflection**

This classroom action research will success if some of the following requirement are fulfilled:

- a. Most of the students have a good score in evaluation (vocabulary test) (60%)
- b. Most of the students' activities in the learning process (75%).

#### **E. The Technique of Data Analysis**

The data of observation and interview result in this research can be seen from the score result on the sheet of observation used. The percentage of score

achievement on the sheet of observation is accumulated to determine the improvement of students' activeness in the learning and teaching process, particularly in vocabulary by using Instastory Instagram Media. The percentage will gain from the average of students' activeness percentage every meeting.

To calculate the result of the students' activeness observation, the researcher used the class percentage. The formula is as follows:

$$P = \frac{F}{N} \times 100\%$$

P = the percentage of observation score

F = number of students activeness score in each indicator

N = number of all students in a class

**Table 1.1**  
**The Qualification of the Students Activeness and Respond**  
**The percentage for Each Indicator**

<b>PERCENTAGE</b>	<b>CRITERIA</b>
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
0-39	Fairly Poor

## F. Criteria of Action Success

To evaluate an action research study, consider using the following criteria to assess its quality. These criteria apply to both practical action research and PAR. In a high-quality action research study, the author:<sup>43</sup>

- ◆ It focuses on an issue in practice or an issue in the local community.
- ◆ Collects multiple sources of data (often quantitative and qualitative) to help address the problem.
- ◆ Collaborates with others during the study to find the best solutions.
- ◆ Shows respect for all collaborators so they are equal partners in the action research process.
- ◆ Advances a plan of action for trying to solve the problem.
- ◆ Helps to enhance the lives of participants by solving a problem,

In this research, the teacher and the collaborators determine the criteria for successful action. The action's success is based on observation and instrument. If the observation result shows 75% of the students' activeness in teaching and learning process, and instrument result shows the students give positive response or argument of their feeling in joining the lesson using Instastory Instagram media, this research will regard success by the researcher and collaborator, and the action will be stopped.

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<sup>43</sup> John W. Creswell, *Educational Research Planning Conducting and Evolution Quantitative and Qualitative Research Fourth Edition*, 2012, University of Nebraska–Lincoln, Pearson p.591

## **G. Operational of Term**

### **1. Vocabulary**

If students have mastered some of the necessary vocabulary at their level, it would be easier for them to learn and master some of the element-pointing in vocabulary learning. Vocabulary is an easy-to-master aspect in a language of skills such as listening, speaking, reading, and writing.

### **2. Instagram**

Researchers make Instagram media *@learning\_vocabularies* as an English learning media to motivate students' learning intentions through Instastory Instagram. Therefore, We are know that Instagram is a photo-sharing application that allows users to take photos, apply digital filters, and share them with various services social networking, including belonging to Instagram itself. The friendship system on Instagram uses the terms following and followers. Following means following, while followers mean followers. Furthermore, each user can interact by giving comments and responding favorably to the photos shared.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter consisted of the finding of the research and discussion that contains data analysis in detail. The result of classroom action research deals with the problem statement's answer, which aimed to improve student's vocabulary by using Instastory Instagram media @learning\_vocabularies. Students vote for the material through Instagram Stories. The finding consisted of students' ability in language by Instagram Stories media and observation results. The conclusion of the research determination the result of covers cycle I about students' proficiency in vocabulary.

##### 1. The Situation of the class

Based on the pre-observation, the researcher got some data about the student's situation in the class, including its problem. Based on observation and test results, the researcher acquired information from the students that difficulties cover English skills in developing vocabulary. The researcher often gives them material vocabulary and also book material from school. Still, they did not understand the language, and they are lazy in conducted material. The data was analyzed to overcome the problem. It means that the students would teach vocabulary by Instastory Instagram media to help them in vocabulary tests.

After the researcher gave the test, the researcher observes the students in activities in the classroom. Then the researcher gave information to the students about Instastory Instagram media that used in the next meeting. The researcher briefly explains what is Instastory Instagram media as teaching media.

### ➤ **Cycle I**

The cycle I of this research-based research consists of planning, acting, observation, and reflection.

#### **a.) Planning**

To carried out the action research class required different tools that had been crate and developed previously, namely: lesson plan ( RPP ), observation sheets, camera, and test. In this step, the research prepares what has to do in the action steps, and the students read the test 10 until 30 minutes after that they answer the question. The tests consist of 10 numbers. The type of test: are multiple-choice by application *ESPS ENGLISH*.

How To Use By Application *ESPS ENGLISH*

1. The exercise consist of 10 multiple choice questions.
2. The time allocation is 30 minutes.
3. To start the exercise, click the **START** button.
4. The interface of the exercise consist of:

-Question sheets

The display text and questions.

Scroll downward if the question are longer than the display.

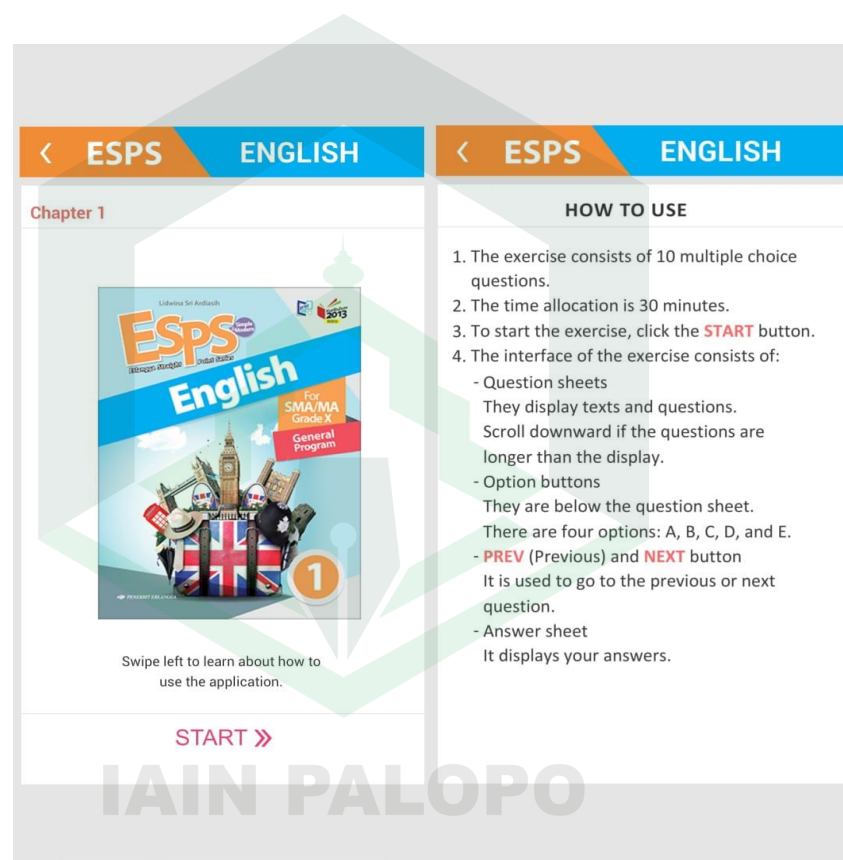
-Option buutons

They are below question sheet.

There are five options: A, B, C, D and E.

-**PREV** (Previous) and **NEXT** button it is used to go to the previous or next question.

-Answer sheet it display your answer and the last upload you Instagram story

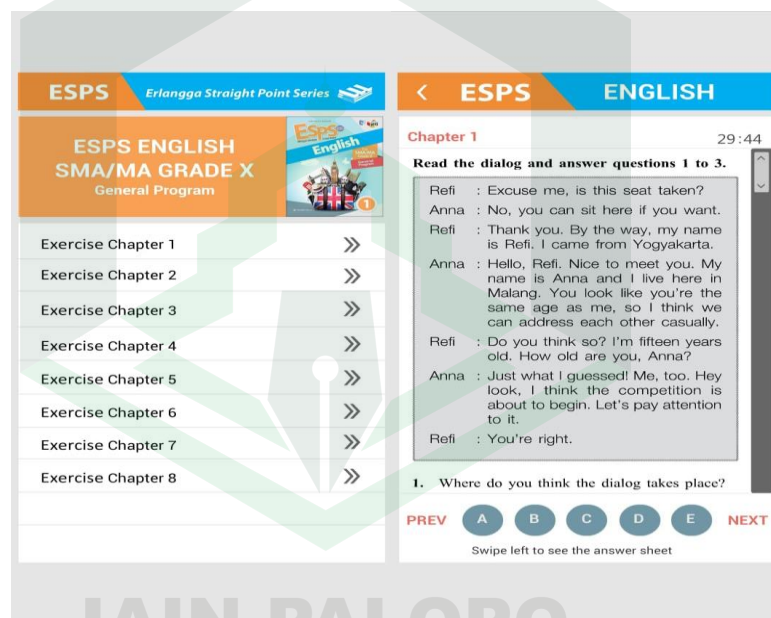


Picture 1.8

In this step, the preparations which were prepared by the researcher before acting in the cycle I are:

- 1.) The material researcher-made based on the material that had been given teacher at school. To get the data about the study and the program at school. I interviewed the teacher.

- 2.) The researcher prepare facilities and material from book school which used at learning process in classroom action research.
- 3.) The researcher introduced to the students about Instastory Instagram media.
- 4.) The researcher told the students that they would like to practice Instastory Instagram media in learning vocabulary.
- 5.) The researcher and collaborator discussed the students' problem and activity since they teach in the classroom.



Picture 1.9

## b.) Action

In the first meeting on October 22, 2019, at SMA Negeri 3 Palopo, researchers opened the class by saying 'Assalamualaikum warahmatullahi wabarakatu,' and the students answered 'walaikumusalam warahmatullahi wabarakatuh.' And then, the researcher checks the attendance of students one by

one. After that, the researcher asks students about congratulations and praise " do you know about congratulations or have you listened to congratulations? "The students looked confused, and some said" never, "and there was one student in the class who answered if he congratulated," a text that contains how to congratulate someone. " Therefore, researchers explain to students about congratulations, and students write explanations, and researchers give examples of 'how to make congratulations for someone.' After that, the researcher explained the school's material if it was used as a medium for student learning to develop vocabulary. The researcher divides students into groups in which each group consists of six students. The researcher distributes a congratulation card, and then students see the menu and understand, but there are still misunderstandings and confusion due to lack of vocabulary. After that, each group reads a congratulation card.

After all, a student has practiced and read the congratulation card. The researcher made several corrections, including the way students in English skills, some of the students still wrong. Then the researcher conveys the result of today's class learning and delivery learning at the next meeting. The last the researcher closed the class by saying," Assalamualaikum warahmatullahi wabarakatuh, thanks for your attention and see your next meeting." And students said," waalaikumusalam warahmatullahi wabarakatu."

#### c.) Observation

Based on the observation activity made by the researcher and observe in cycle I, the researcher found out the condition of the class, the students enthusiastic when the researcher in the class. Therefore the researcher gave the

students test, and students were very noisy, and there are students go out, talk with her friend, and did not focus on the learning process. The students are not like learning English. After that, the researcher divided students into a group, and every group consists of six students. Therefore the researcher gave the congratulation card to students, and students looked confused and did not understand the reading text because these media were not familiar to the students.

Evaluation of students 'vocabulary abilities shows that students' mastery of vocabulary is mostly at a low score. The average score only (see table 1.2).

**Table 1.2**  
**The Result Students By Application ESPS on First Cycle**

No	Name	Score
1.	@Apxxxxx	50
2.	@Anxxxxx	70
3.	@Arxxxxx	40
4.	@Aaxxxxx	70
5.	@Aaxxxxx	90
6.	@Aexxxxx	90
7.	@Acxxxxx	60
8.	@Daxxxxx	60
9.	@DKxxxxx	70
10.	@ZSxxxxx	70
11.	@Faxxxxx	90

12.	@FLxxxxx	30
13.	@MTxxxxx	40
14.	@Asxxxxx	40
15.	@Ihxxxxx	100
16.	@MRxxxxx	90
17.	@ZFxxxxx	100
18	@Mixxxxx	40
19	@Naxxxxx	100
20	@NWxxxxx	40
21.	@Ulxxxxx	90
22.	@NRxxxxx	40
23.	@NDxxxxx	20
24.	@NWxxxxx	40
25	@PTxxxxx	70
26.	@Raxxxxx	70
27.	@Saxxxxx	20
28.	@WNxxxxx	60
29.	@TSxxxxx	70
30	@KTxxxxx	90
	Mean Score	1.920

The mean score of students test of cycle 1

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{1.920}{30}$$

$$= 64\%$$

**Table 1.3**

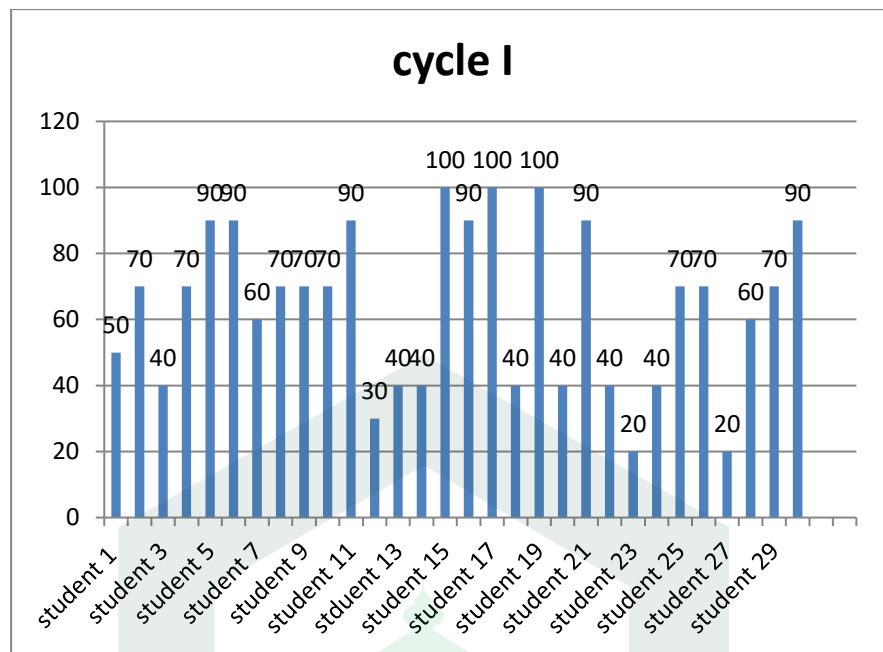
**The Rate Percentage of Students Score on First Cycle**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	80-100	9	30%
Good	66-79	8	26,66%
Average	56-65	2	6,66%
Poor	40-55	8	26,66%
Fairly poor	0-39	3	10%

The table above shows that the students score in the first cycle, there was 9 ‘‘ Excellent’’(30%) there was 8 ‘‘Good’’ ( 26,66%), 2 ‘‘Average’’ (6,66%), 8 ‘‘ poor’’ ( 26,66% ) and 3 ‘‘ fairly poor’’ ( 10% ).



Diagram 1.1



The result of observation students' activities during the teaching and learning process. It can be seen in the table below:

#### OBSERVATION SHEET

Indicators in observing students activeness:

Very active: - Always asking the question

- Always show spirit to studying

- Always answer teaching question

Active : - Asking question more

- Show spirit to studying

- Answer the teaching question more

Less active: - Asking question once

- Sometimes show laziness and spirit to studying

- Answer teacher question once

Not active: - Never asking the question

- Show laziness

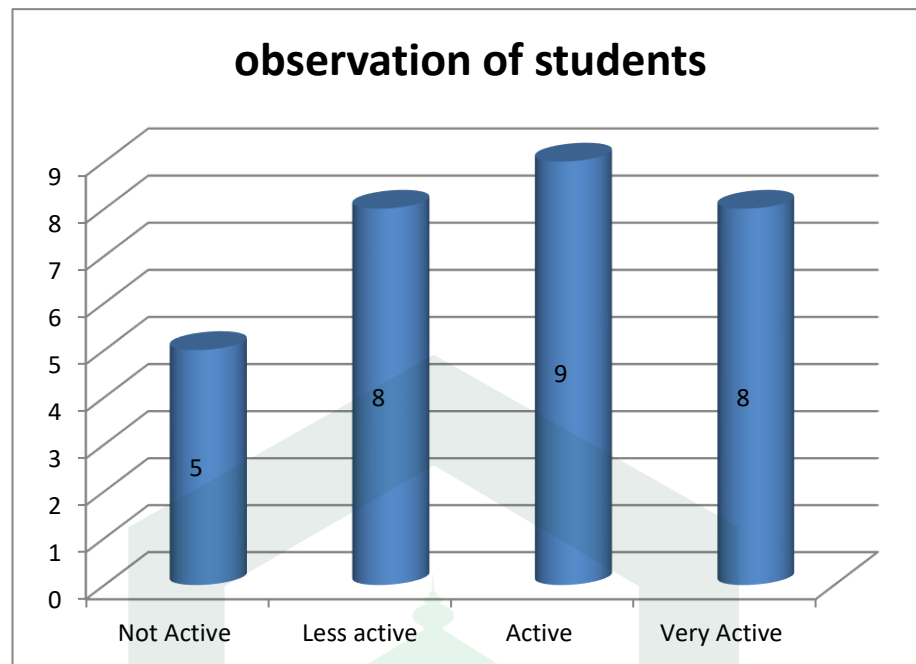
- Never wants to answer teacher question

**Table 1. 4**  
**The Observation of Students Participation Cycle 1**

No	Respondents	Students Participations			
		Very active	Active	Less Active	Not Active
1.	@APxxxxx		√		
2.	@ANxxxxx		√		
3.	@ARxxxxx				√
4.	@AAxxxxx	√			
5.	@AAxxxxx		√		
6.	@AExxxxx	√			
7.	@ACxxxxx			√	
8.	@DAxxxxx	√			
9.	@DKxxxxx	√			
10.	@ZSxxxxx	√			
11.	@FAxxxxx	√			

12.	@FLxxxxx				√
13.	@MTxxxxx		√		
14.	@ASxxxxx				√
15.	@IHxxxxx		√		
16.	@MRxxxxx		√		
17.	@ZFxxxxx				√
18.	@MLxxxxx	√			
19.	@NAxxxxx			√	
20.	@NWxxxxx			√	
21.	@ULxxxxx		√		
22.	@NRxxxxx	√			
23.	@NDxxxxx		√		
24.	@NWxxxxx		√		
25.	@PTxxxxx			√	
26.	@RAxxxxx			√	
27.	@SAxxxxx			√	
28.	@WNxxxxx			√	
29.	@TSxxxxx			√	
30.	@KTxxxxx				√

Diagram 4.2



#### d.) Reflecting

At this stage, the researcher got a significant advantage in applying the Instastory Instagram media in teaching vocabulary. There are some advantages to the students when applying Instastory Instagram media. The students were cooperation is understood the Instagram and cooperation in translated the vocabulary.

There were significant weaknesses in the first cycle, Most of the students could not known vocabulary based on the text because the media not familiar and the students were shy. The students confused to do because the students did not know how to found the answer. Based on the interview result to the students, some students are more active using Instagram and some students do not update with Instagram media, the media is not familiar because this

media was new for the students. Based on the weakness above, it proved that this cycle I failed for from the target. So, it will continue in cycle II.

### ➤ **Cycle II**

#### a.) Planning

In the planning section, researchers prepared lesson plans, cameras to take pictures and videos, and their smartphones to access Instagram media, and observation sheets from a journal. In this section, the preparation prepared by the researcher before acting in the second cycle was:

1. The teacher greet the students first
2. Check the attendance of students
3. The researcher prepare facilities and book material used in the learning process in classroom action research.
4. The researcher explained to the students about Instastory Instagram media
5. The researcher gives motivation to the students

#### b.) Acting

The second cycle continued on November 05, 2019, in the first lesson at 2.20 pm, the teacher opened the class by reciting 'peace be upon you warabmatullah wabarakatu', and the students said 'walaikumsalam warahmatullahi wabarakatuh'. Then the researcher checks student attendance by taking students one at a time. After that, the researcher asked students "how are you" and the students answered, "I'm fine." Because of that, the researcher asked the students "is there a problem while applying the Instagram media"? and

students answer 'none'. Before continuing the lesson, the researcher explained again about Instagram, and divided students into groups and each group consisted of six students. After the researcher divides students into groups, the researcher gives instructions to answer the questions in the *@learning\_vocabularies* Instastory account and to understand. Then the researchers give students time to read and search for new vocabulary. After that, the researcher asked each group about the reading. And each group answers the questions and the students don't look confused. Then the researcher gives the time to the students in front to write new vocabulary.

After the students write the new vocabulary in front of the researcher tells something to the students, the researcher gave motivation, the researcher thanked the students for their participation so far. The researcher apologizes during the researcher taught in the class. Then the researcher informs if this the last meeting from the researcher and will be continued again by the teacher. The researcher closing the class by said "assalamualaikum warahmatullahi wabarakatuh" and the students "waalaikumusalam warahmatullahi wabarakatuh".

#### c.) Observation

Based on researchers and collaborators' observational activities in cycle II, researchers and collaborators found that student participation was excellent. Therefore students follow the learning process enthusiastically so that the class appears more active than before. The students feel very free to use smartphones to access Instagram and look very good to improve English skills.

The ideal average score has been reached, in the first cycle only 10, and then in the second cycle, it becomes 80.

**Table 1.5**  
**The Result Students English Skills on the Second Cycle**

No.	Name of Account Instagram	Score of Test				Score
		Listening	Speaking	Reading	Writing	
1.	@APxxxxx	90	88	93	90	<b>90</b>
2.	@ANxxxxx	84	95	97	89	<b>91</b>
3.	@ARxxxxx	97	92	93	97	<b>95</b>
4.	@AAxxxxx	97	89	93	95	<b>94</b>
5.	@AAxxxxx	94	75	97	89	<b>89</b>
6.	@AExxxxx	97	90	100	88	<b>94</b>
7.	@ACxxxxx	94	98	97	87	<b>94</b>
8.	@DAxxxxx	91	92	93	86	<b>91</b>
9.	@DKxxxxx	90	92	93	86	<b>90</b>
10.	@ZSxxxxx	100	88	75	92	<b>89</b>
11.	@FAxxxxx	87	88	90	100	<b>91</b>
12.	@FIxxxxx	97	89	100	95	<b>95</b>
13.	@MTxxxxx	100	85	97	100	<b>96</b>
14.	@ASxxxxx	90	75	87	92	<b>86</b>
15.	@IHxxxxx	87	82	93	97	<b>90</b>

16.	@MRxxxxxx	100	80	90	96	<b>92</b>
17.	@ZFxxxxxx	100	82	97	92	<b>93</b>
18.	@MIxxxxxx	100	82	87	97	<b>92</b>
19.	@NAxxxxxx	90	85	97	92	<b>91</b>
20.	@NWxxxxxx	100	95	93	80	<b>92</b>
21.	@ULxxxxxx	92	75	100	84	<b>88</b>
22.	@NRxxxxxx	85	85	97	99	<b>92</b>
23.	@NDxxxxxx	97	89	93	80	<b>90</b>
24.	@NWxxxxxx	97	95	100	96	<b>97</b>
25.	@PTxxxxxx	90	96	93	90	<b>92</b>
26.	@RAxxxxxx	94	85	93	96	<b>92</b>
27.	@SAxxxxxx	97	82	97	85	<b>90</b>
28.	@WNxxxxxx	97	85	93	97	<b>93</b>
29.	@TSxxxxxx	100	90	93	88	<b>93</b>
30.	@KTxxxxxx	97	75	100	80	<b>88</b>
	<b>Scores</b>					<b>2,750</b>



Calculate the mean score of students' English skills in the first cycle. X

$$= \frac{\sum x}{N}$$

$$= \frac{2,750}{30}$$

$$= 91.66 \%$$

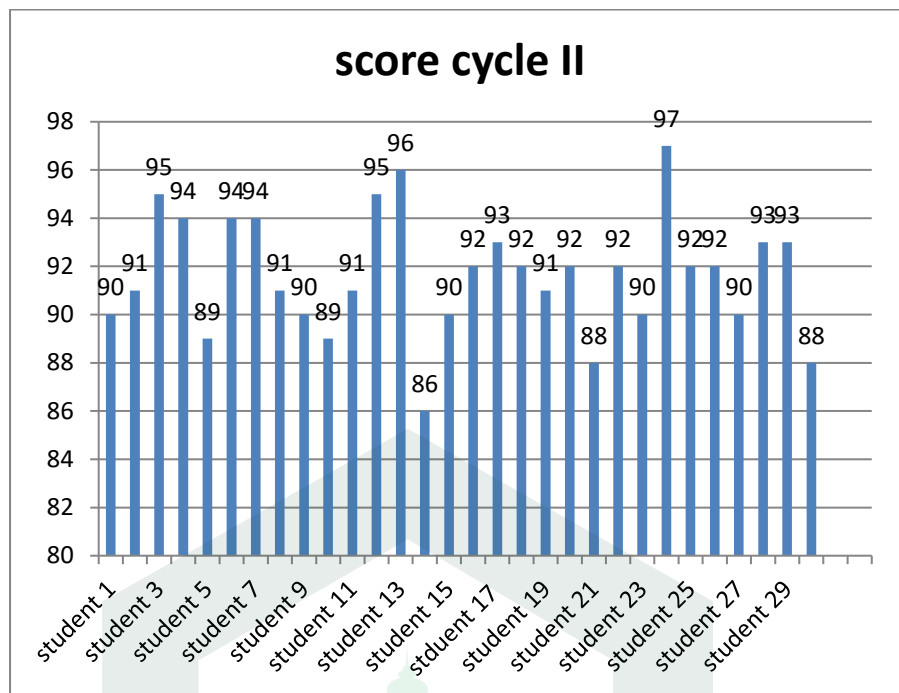
Based on table (4.3) above shows that the students score increase in the second cycle. Where the mean score in the first cycle was 64% and in the second cycle increased to 91,66%

**Table 1.6**

**The Rate Percentage of Students Score in the Second Cycle**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	80-100	30	100%
good	66-79	-	
Average	56-65	-	
Poor	40-55	-	
Fairly poor	0-39	-	

The table (4.5) above shows that students score in the second cycle there was ‘30 excellent’ ( 100% ). Then none students got good, average, poor and fairly poor.



**Diagram 4.3**

The result of observation students' activities during the teaching and learning process. It can be seen in the table below:

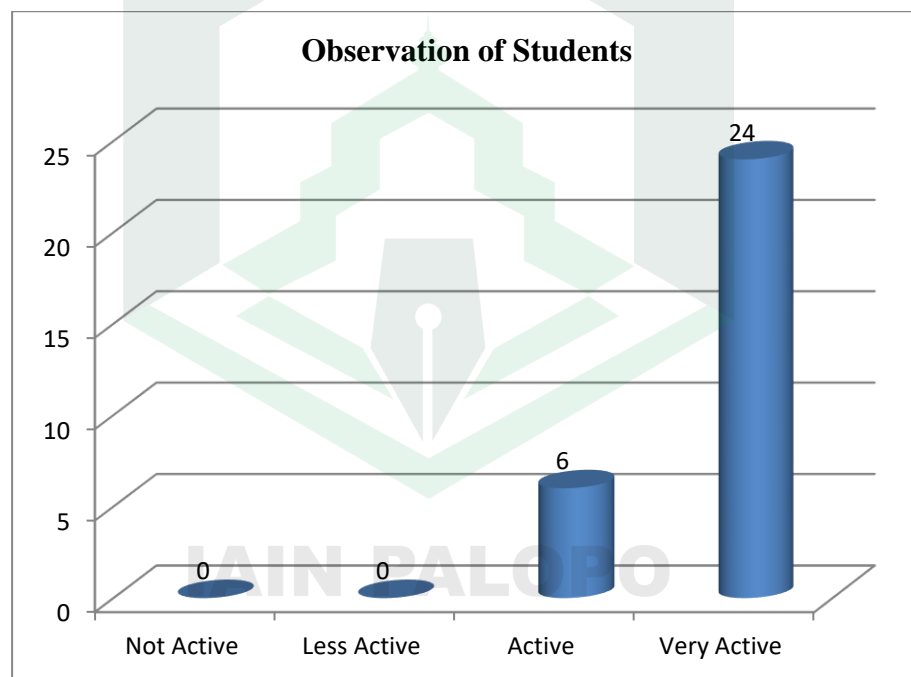
**Table 1.7**

**The Observation of Students Activity in Cycle II**

No	Respondents	Students Participations			
		Very active	Active	Less Active	Not Active
1.	@APxxxxx	√			
2.	@ANxxxxx	√			
3.	@ARxxxxx	√			
4.	@AAxxxxx	√			

5.	@AAxxxxx		√		
6.	@AExxxxx	√			
7.	@ACxxxxx	√			
8.	@DAxxxxx	√			
9.	@DKxxxxx	√			
10.	@ZSxxxxx	√			
11.	@FAxxxxx	√			
12.	@FIxxxxx		√		
13.	@MTxxxxx	√			
14.	@ASxxxxx		√		
15.	@IHxxxxx	√			
16.	@MRxxxxx	√			
17.	@ZFxxxxx	√			
18.	@MIxxxxx	√			
19.	@NAxxxxx		√		
20.	@NWxxxxx	√			
21.	@ULxxxxx		√		
22.	@NRxxxxx	√			
23.	@NDxxxxx	√			
24.	@NWxxxxx	√			

25.	@PTxxxxx	√			
26.	@RAxxxxx	√			
27.	@SAxxxxx	√			
28.	@WNxxxxx	√			
29.	@TSxxxxx	√			
30.	@KTxxxxx		√		



#### d.) Reflection

There was some improvement that could be gathered from the reflection stage. Learning in a class action cycle II was better than the first cycle. The students' activeness in the classroom was increased. The students were more encouraged to express opinions and arguments. The students are very enthusiastic

about using Instagram media and seem to discipline. The condition was not noisy and full attention. It means that the Classroom Action Research ( CAR ) could be stopped.

The students' participation in the teaching-learning process was good. Besides that, the students can produce a new word and on another side, the students seemed more enthusiastic in the learning process by using Instagram media.

## **B. Discussion**

By considering the findings, the researcher presents the discussion of data given to the students. The section describes students' improvement in teaching vocabulary by using Instastory Instagram media. Researchers teach students in English and develop their vocabulary through Instastory media as a student learning method, the latest activities are researchers, namely designing and creating Instagram accounts for classes to be studied, guided classes. Researchers in class X at SMA Negeri 3 Palopo also collaborate with teachers so that researchers and teachers can handle students who have difficulty learning English. Through Instagram, English learning is created through Instastory Instagram Media (IIM) which is designed to be as attractive as possible to motivate students to be curious about the vocabulary material they learn at school. The instrument that is designed as beautifully as possible contains learning material and vocabulary that encourages students to learn English. As has been done in learning, a very important key in every education and the presence of media can increase class fun so that students do not get bored and can use the material well.

The students of SMA Negeri 3 Palopo, Class X IPA 3 was low in the first cycle, and there was an improvement in the second cycle. In this case, the researcher divided the discussion into two parts, such as part (1) discussion on data analysis, which was intended to determine whether Instagram media is effective in teaching vocabulary. It could be seen from the result of cycle I and cycle II. (2) the discussion on the students' activeness. Vocabulary ability by using Instagram media can be analyzed from the text result in cycle II. In the second cycle, students were getting more enthusiastic knowledge in learning activities. It could be proved that students Instagram media is effective in teaching vocabulary in the tenth years' students of SMA Negeri 3 Palopo

In the First Cycle, based on the students' test analysis in cycle 1, the first cycle's mean score was only 64 %. 2 students answer 2 questions and got a score of 20. There was 1 student who answers 3 questions and got a score of 30. And some 7 students answer 4 questions and got a score of 40, and there were 2 students with 6 questions and got a score of 60, and there 1 student answer 5 questions and got 50, And only 17 students answer 9 question and get a score of 70-100.

Based on observation activities in the first cycle, the researcher was found some weaknesses in the teaching process. They are a.) some of the students did not active in the learning activity, only 8 students very active, and the percentage only 25 %, 9 students active and the percentage 25%, and 8 students less active and the percentage 18,75%. And the last 5 students not active and the percentage 31,25% b.) the condition of the class was a little bit noisy. c.) in the discussion,

there were only some students active in giving responses to improve vocabulary about the Instastory Instagram media that the researcher has given.

Based on the observation result to the respondent were not active, because they did not know vocabulary meaning in the Instastory Instagram media, it was a result they seldom open the dictionary and asked the teacher. The situation in the class was a little bit noisy. therefore, in cycle II the researcher commanded the students to bring a dictionary and the researcher also gave the vocabulary list.

The students also looked bored and unmotivated with a class condition, therefore the researcher solved the problem by preparing intensively everything before she comes to the class. She also discussed and shared with other people how to solve that problem and got more experience with that condition.

Besides, the teacher should be paid attention to the class condition, such as: arranging the position of a chair before teaching. Every group sat very closely, so the researcher was difficult to control all students in the class. The students sometimes disturbed the friend in other groups. The position of the chair in the cycle I, Is not effective, because they did not really pay full attention to the class and did not work the test seriously.

So the researcher made a plan to get an effective way of teaching English skills through Instastory Instagram media with used text about ESPS Book and analyzed based on the content, vocabulary, and language. The students in the cycle I was less interested in and lack in vocabulary.

The Second Cycle, the mean score of the students test in the second cycle is 91,66%. In the second cycle most of the students god a good score. There were 25

students working on tests with four skills, question correctly and their score was 90-100. 5 students answer questions and got score 80-89

Based on the explanation above that was conclude that the students got a significant improvement in English skills. It showed on each cycle. So, it can be discussed that the application Instastory Instagram as media to improve English skills students were proven.

From the discussion above, it can be concluded that Instastory Instagram media an effective way of improving students' English skills by giving motivation, attention, feedback between students and researchers, give some simple questions, and could help the students enjoyable, active and enthusiastic in the learning process.

The researcher finds some similarities and differences in the use method or media in teaching vocabulary by using Instastory Instagram. Where Arzaqillah Mubarakah's using Instagram to motivate students to write descriptive text, Therefore, Sri Ulfiani Arif's using Instagram stories in the self-presentation and the researcher using Instagram stories to improving English skills students.

The similarities between the previous researchers and this current research are two points of view, first is from the effectiveness of Instastory Instagram media, both of the previous related research and this current research use Instagram stories to improve writing text, second is from Sri research and this current research take Senior High School to look the impact of Instagram stories in learning speaking skill. And for differences are third points of view, first is both of Melani research to improve motivation and learning outcomes by Instagram



application, and both of the previous researchers also used the Pre-Experimental Research and this current research using Classroom Action Research (CAR).



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the description in chapter IV, the researcher concludes if student A in cycle I, student A not interest, not active and did not have the motivation, students A just silent and got score 50 in the first, therefore in the second cycle student A increased and got score 90. Students A more interesting and enthusiastic when the researcher teaching by using Instastory Instagram media, it means that Instastory Instagram media effective way to improve English skills students in the learning process.

And student B, in the first cycle the student B talks with her friend, goes out of the class, not focus, and misses the attention. student B got to score 70 and lees active and not interesting in the learning process. In the second cycle students, B got to score 91 and students B more active in the learning process, and students B participate in group and answer the question of the researcher.

The English skills of students could be seen from the result of the evaluation had increased from cycle I (61,87) to cycle II (94,75). Improving the quality of learning can be seen from the percentage of students who have increased activeness from cycle I ( 50%) to cycle II (90%).

It is concluded that: 1). The effective ways of teaching vocabulary by using Instastory Instagram media can be achieved by giving motivation to the students before the researcher starts the lesson. Giving motivation such us: giving

feedback between teacher and students to make a summary to cover the text, giving simple questions to the students, the students read the text one by one, and the last the students answer the question. and the used of Instagram inscriptions as a medium for learning students' English skills by using the features in the Instagram application such as the question and answer features, quizzes, guess to word, self disclosure, etc., then the students were very enthusiastic about responding to the learning that was shared through the Instastory Instagram media. 2). Giving some students responds in other that students feel comfortable in learning activities, such as: giving reward to the students that success in the learning process and avoid the negative comment for students because make the students fell. It also needed more creativity in Instastory Instagram media for students. The teacher should not give which is not a familiar topic on Instagram, because it will the students confused.

### **B. Implication**

Implications are inferred from the study findings. The study results found a significant difference between the effectiveness and motivation of students in developing English skills for students who used Instagram Instastory media and students who were taught without Instagram media. Besides, this research implies that the use of Instagram Media Instagram is essential in developing English skills.

In connection with these conclusions, this study implies that using the Instagram Media Instastory can improve students ' English skills seen from the students' scores in listening, speaking, reading, and writing after being given

vocabulary teaching using the Instagram Media Instastory. It is hoped that teachers are strongly encouraged to take advantage of Instagram Instastory Media in the teaching and learning process to develop students' English skills.

### **C. Suggestion**

Based on the conclusion above, the research would like to put forward some suggestion as follow :

1. To develop quality in English skills, the English teacher should apply Instagram stories as one of the best ways to improve their vocabulary.
2. The library should prepare some media related to vocabulary such us English magazines or newspapers to facilitate the students to improve their ability in vocabulary. Besides, students can search for articles pictured on the internet.
3. An English teacher, especially in high school, should be more creative in giving an appropriate method or media to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to be fun.
4. The teacher should keep motivating the students to learn English.
5. To achieve the goal of teaching, the teacher should adapt between material and method that the teacher applies in the classroom.
6. The teacher should create a competition of feeling among the students to increase students' motivation in learning English.

7. For further researchers in the future, they can make more use of Instagram social media. Because social media is an effective medium in learning by using the instastory features in the Instagram application.
8. The application of the Instagram application should be implemented in learning process because it can increase student motivation in student learning.
9. The application of the Instagram application can also help improve student learning outcomes which should be one of the media in the learning process when the teacher teaches.
10. The used of Instagram as a learning medium is carried out as much as possible, namely the way students are given the assignment not to just follow and like but every uploaded material is made as an initial reflection before learning.

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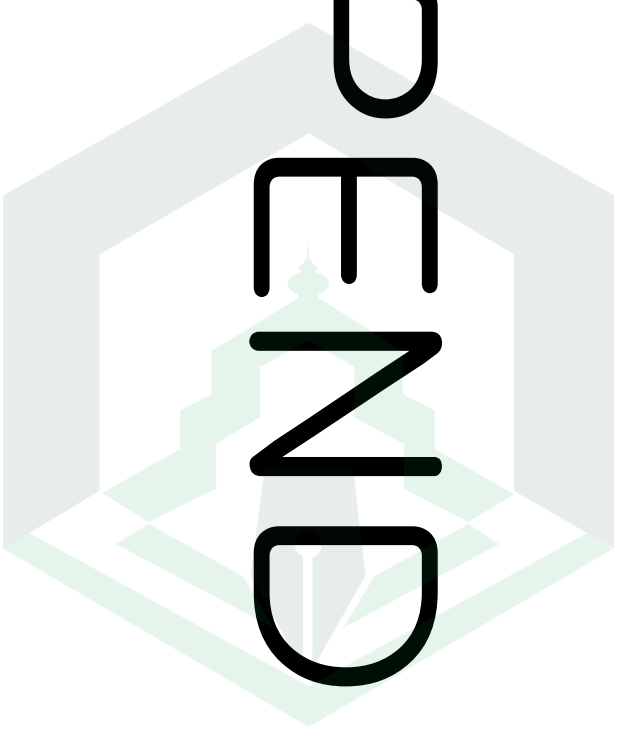
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# APPENDICES

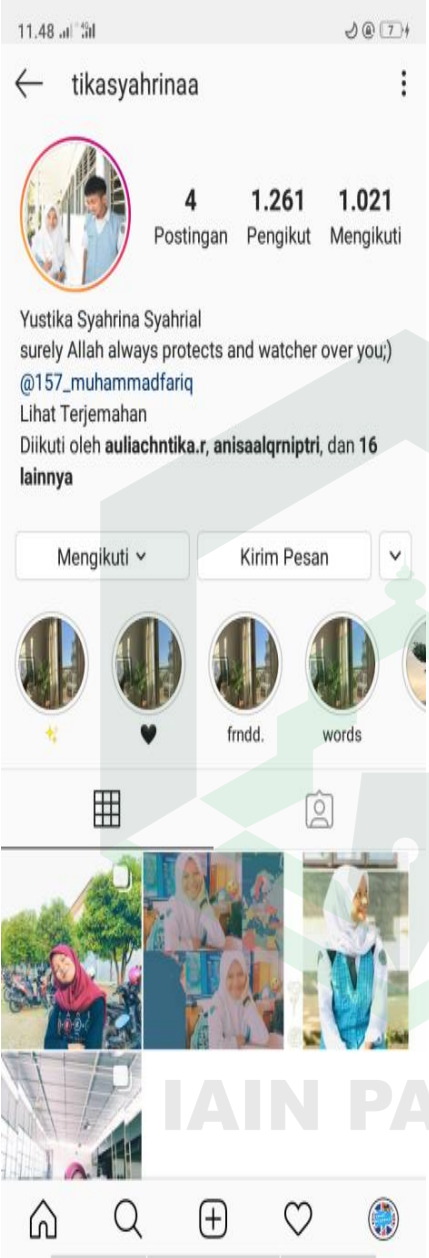


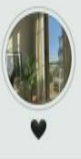







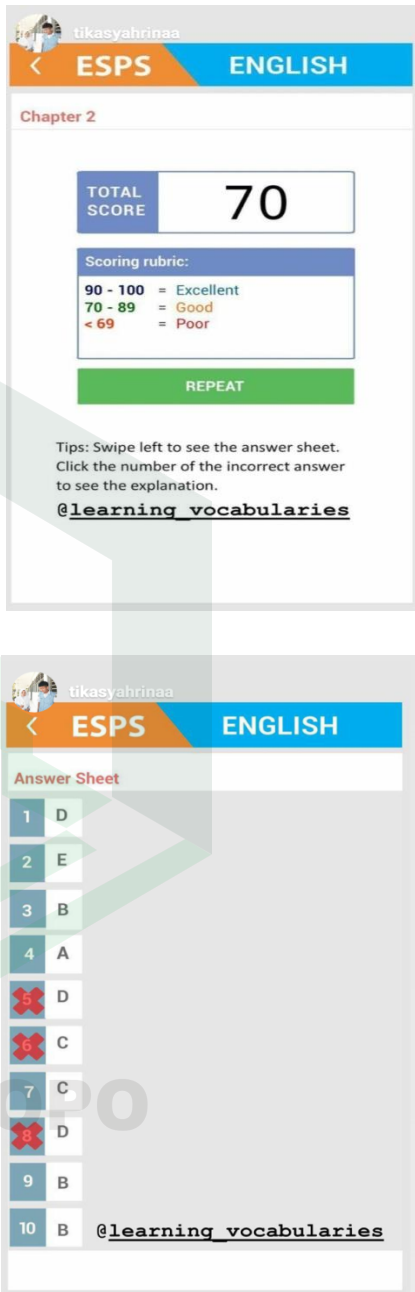


IAIN PALOPO

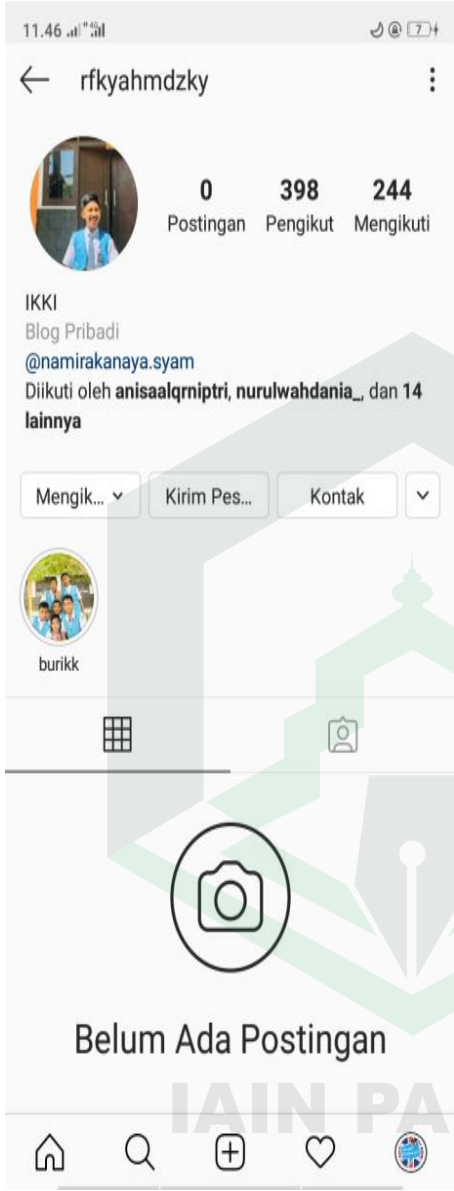


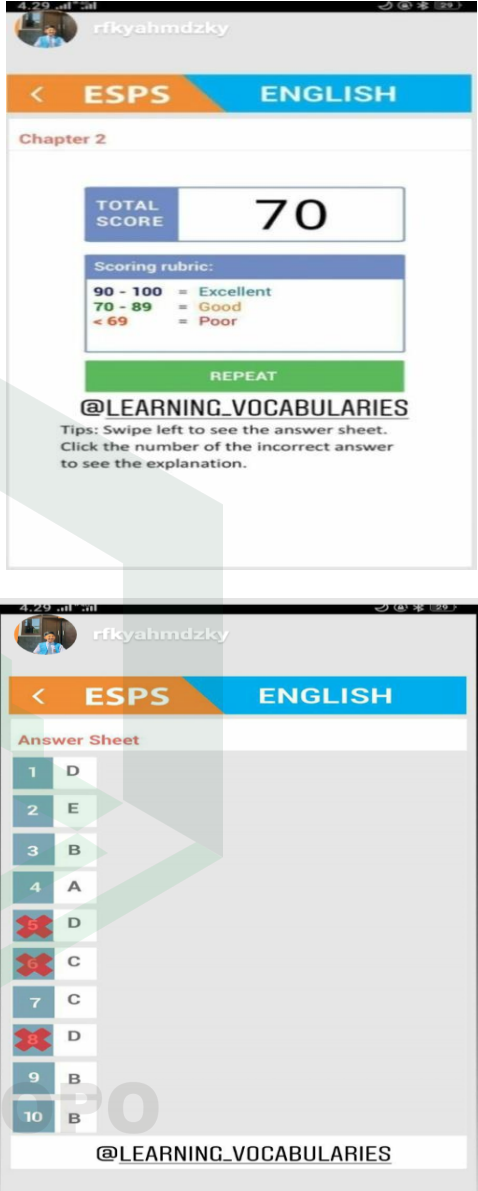
## APPENDIX 1

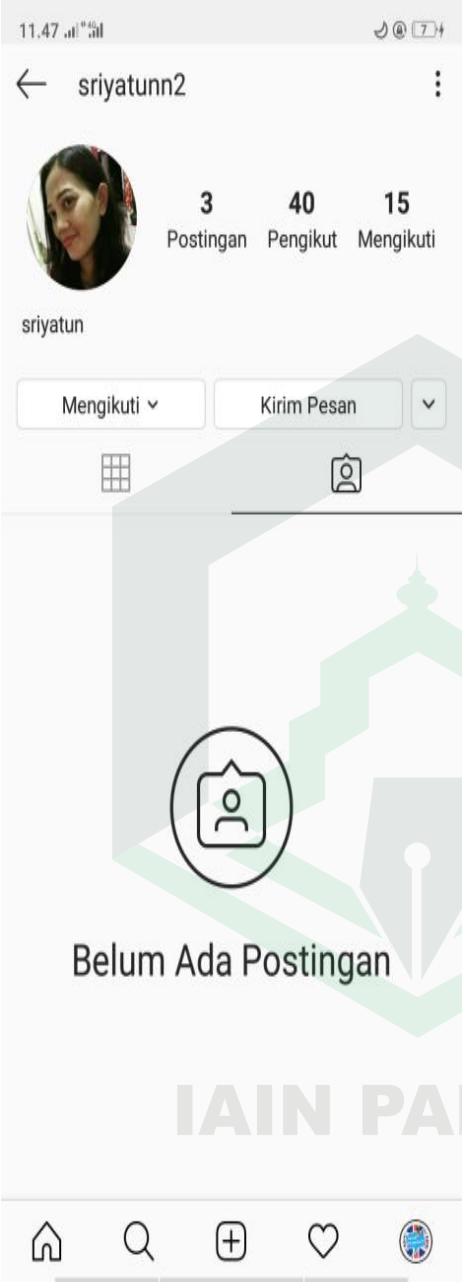
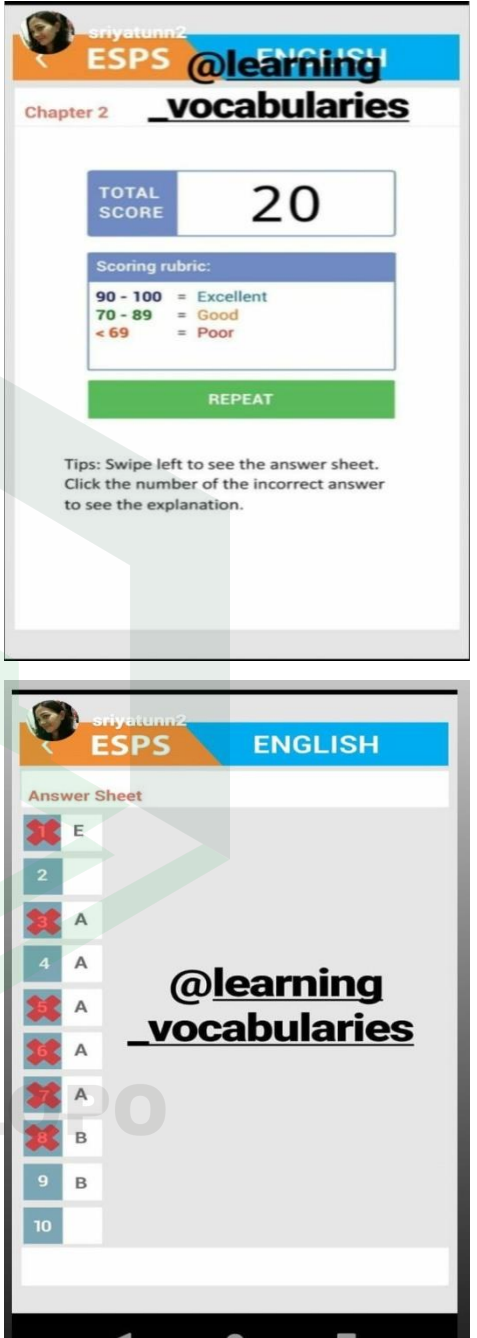
### The Result Students Test on First Cycle by ESPS App

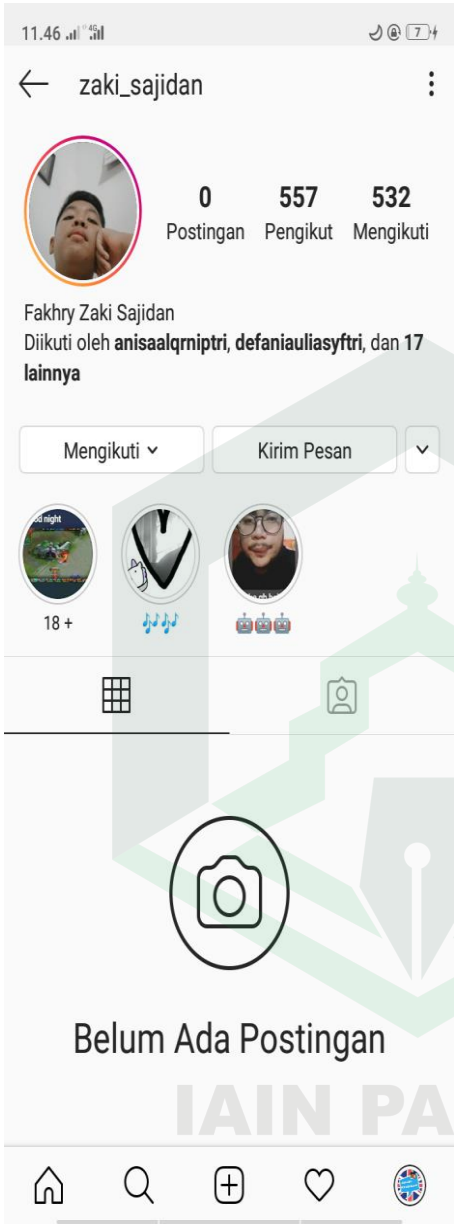
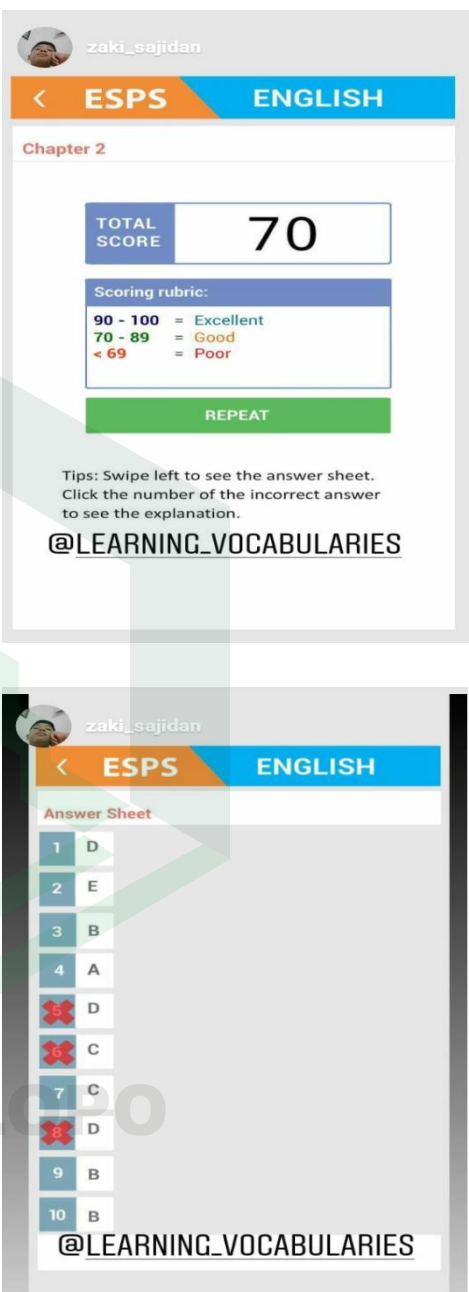
No	Name of Account Instagram	Score																				
1.	 <p>enwe Blog Pribadi 11.01 Capricorngirl Diikuti oleh anisaalqriptri, mikaeltndtu_ dan 22 lainnya</p> <p>Mengik... Kirim Pes... Telepon</p> <p>esemma 노래 me esempe</p> <p>@nurulwahdania_</p>	 <p>nurulwahdania_ <b>ESPS</b> <b>ENGLISH</b></p> <p>Chapter 2</p> <p><b>TOTAL SCORE</b> <b>40</b></p> <p>Scoring rubric: 90 - 100 = Excellent 70 - 89 = Good &lt; 69 = Poor</p> <p><b>REPEAT</b></p> <p>@learning_vocabularies</p> <p>Tips: Swipe left to see the answer sheet. Click the number of the incorrect answer to see the explanation.</p> <p>@learning_vocabularies Answer Sheet</p> <table border="1"> <tr><td>1</td><td>D</td></tr> <tr><td>2</td><td>A</td></tr> <tr><td>3</td><td>A</td></tr> <tr><td>4</td><td>A</td></tr> <tr><td>5</td><td>A</td></tr> <tr><td>6</td><td>D</td></tr> <tr><td>7</td><td>D</td></tr> <tr><td>8</td><td>A</td></tr> <tr><td>9</td><td>C</td></tr> <tr><td>10</td><td>D</td></tr> </table>	1	D	2	A	3	A	4	A	5	A	6	D	7	D	8	A	9	C	10	D
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2	A																					
3	A																					
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8	A																					
9	C																					
10	D																					

No	Name of Account Instagram	Score																				
2.	 <p>11.48 5G</p> <p>← tikasyahrinaa</p> <p> <b>4</b> <b>1.261</b> <b>1.021</b> Postingan Pengikut Mengikuti</p> <p>Yustika Syahrina Syahril surely Allah always protects and watcher over you;) @157_muhammadfariq Lihat Terjemahan Diikuti oleh <a href="#">aullachntika.r</a>, <a href="#">anisaalqniptri</a>, dan 16 lainnya</p> <p>Mengikuti Kirim Pesan</p> <p>   </p> <p>    </p> <p>@tikasyharinaa</p>	 <p>tikasyahrinaa</p> <p>&lt; <b>ESPS</b> <b>ENGLISH</b></p> <p>Chapter 2</p> <p><b>TOTAL SCORE</b> <b>70</b></p> <p>Scoring rubric:  <b>90 - 100</b> = Excellent  <b>70 - 89</b> = Good  <b>&lt; 69</b> = Poor</p> <p>REPEAT</p> <p>Tips: Swipe left to see the answer sheet. Click the number of the incorrect answer to see the explanation. <a href="#">@learning_vocabularies</a></p> <p>tikasyahrinaa</p> <p>&lt; <b>ESPS</b> <b>ENGLISH</b></p> <p>Answer Sheet</p> <table border="1"> <tr><td>1</td><td>D</td></tr> <tr><td>2</td><td>E</td></tr> <tr><td>3</td><td>B</td></tr> <tr><td>4</td><td>A</td></tr> <tr><td>5</td><td>D</td></tr> <tr><td>6</td><td>C</td></tr> <tr><td>7</td><td>C</td></tr> <tr><td>8</td><td>D</td></tr> <tr><td>9</td><td>B</td></tr> <tr><td>10</td><td>B</td></tr> </table> <p><a href="#">@learning_vocabularies</a></p>	1	D	2	E	3	B	4	A	5	D	6	C	7	C	8	D	9	B	10	B
1	D																					
2	E																					
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10	B																					

No	Name of Account Instagram	Score																				
3.	 <p>11.47</p> <p>← patricianatiaraa</p> <p>1 907 425 Postingan Pengikut Mengikuti</p> <p>Patricia Natiara Patabang Diikuti oleh auliachntika.r, anisaalqriprtri, dan 16 lainnya</p> <p>Mengikuti Kirim Pesan</p> <p>Sorotan</p> <p>@patricianatiaraa</p>	 <p>patricianatiaraa</p> <p>ESPS ENGLISH</p> <p>Chapter 2</p> <p>TOTAL SCORE 70</p> <p>Scoring rubric: 90 - 100 = Excellent 70 - 89 = Good &lt; 69 = Poor</p> <p>REPEAT</p> <p>Tips: Swipe left to see the answer sheet. Click the number of the incorrect answer to see the explanation.</p> <p>@learning_vocabularies</p> <p>patricianatiaraa</p> <p>ESPS ENGLISH</p> <p>Answer Sheet</p> <table border="1"> <tr><td>1</td><td>D</td></tr> <tr><td>2</td><td>E</td></tr> <tr><td>3</td><td>B</td></tr> <tr><td>4</td><td>A</td></tr> <tr><td>5</td><td>D</td></tr> <tr><td>6</td><td>C</td></tr> <tr><td>7</td><td>C</td></tr> <tr><td>8</td><td>D</td></tr> <tr><td>9</td><td>B</td></tr> <tr><td>10</td><td>B</td></tr> </table> <p>@learning_vocabularies</p>	1	D	2	E	3	B	4	A	5	D	6	C	7	C	8	D	9	B	10	B
1	D																					
2	E																					
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No	Name of Account Instagram	Score																				
4.	 <p>11.46 .nl %il</p> <p>← rfkyahmdzky</p> <p> 0 398 244 Postingan Pengikut Mengikuti</p> <p>IKKI Blog Pribadi <a href="#">@namirkanaya.syam</a> Diikuti oleh <a href="#">anisaalqniptri</a>, <a href="#">nurulwahdania_</a>, dan 14 lainnya</p> <p>Mengik... Kirim Pes... Kontak</p> <p> burikk</p> <p>Belum Ada Postingan</p> <p><a href="#">@rfkyahmdzky</a></p>	 <p>rfkyahmdzky</p> <p>ESPS ENGLISH</p> <p>Chapter 2</p> <p>TOTAL SCORE 70</p> <p>Scoring rubric: 90 - 100 = Excellent 70 - 89 = Good &lt; 69 = Poor</p> <p>REPEAT</p> <p><a href="#">@LEARNING_VOCABULARIES</a></p> <p>Tips: Swipe left to see the answer sheet. Click the number of the incorrect answer to see the explanation.</p> <hr/> <p>rfkyahmdzky</p> <p>ESPS ENGLISH</p> <p>Answer Sheet</p> <table border="1"> <tr><td>1</td><td>D</td></tr> <tr><td>2</td><td>E</td></tr> <tr><td>3</td><td>B</td></tr> <tr><td>4</td><td>A</td></tr> <tr><td>5</td><td>D</td></tr> <tr><td>6</td><td>C</td></tr> <tr><td>7</td><td>C</td></tr> <tr><td>8</td><td>D</td></tr> <tr><td>9</td><td>B</td></tr> <tr><td>10</td><td>B</td></tr> </table> <p><a href="#">@LEARNING_VOCABULARIES</a></p>	1	D	2	E	3	B	4	A	5	D	6	C	7	C	8	D	9	B	10	B
1	D																					
2	E																					
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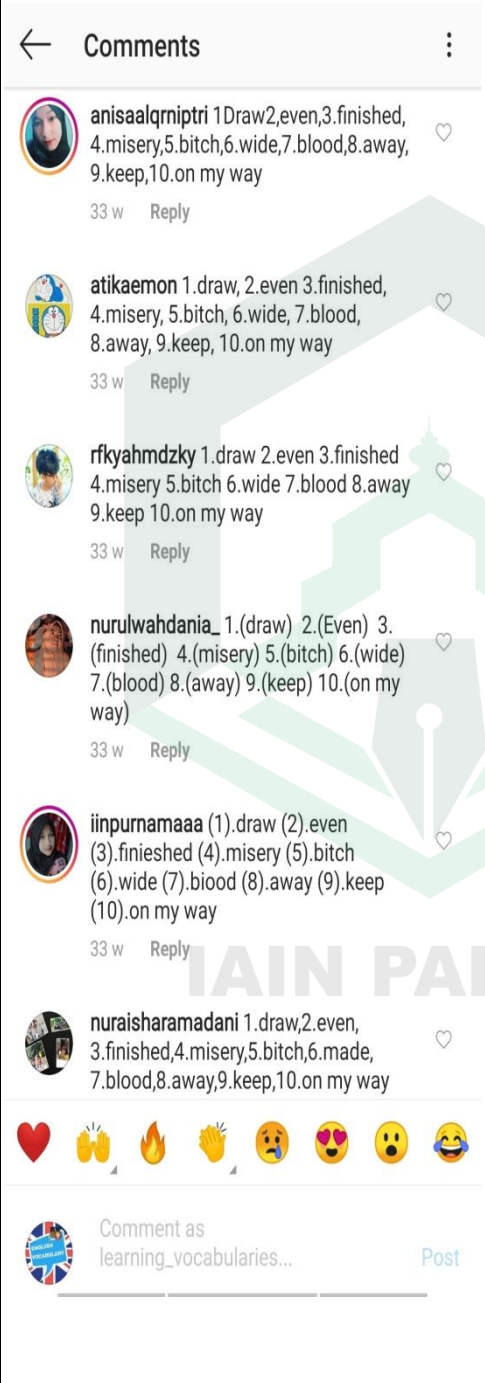
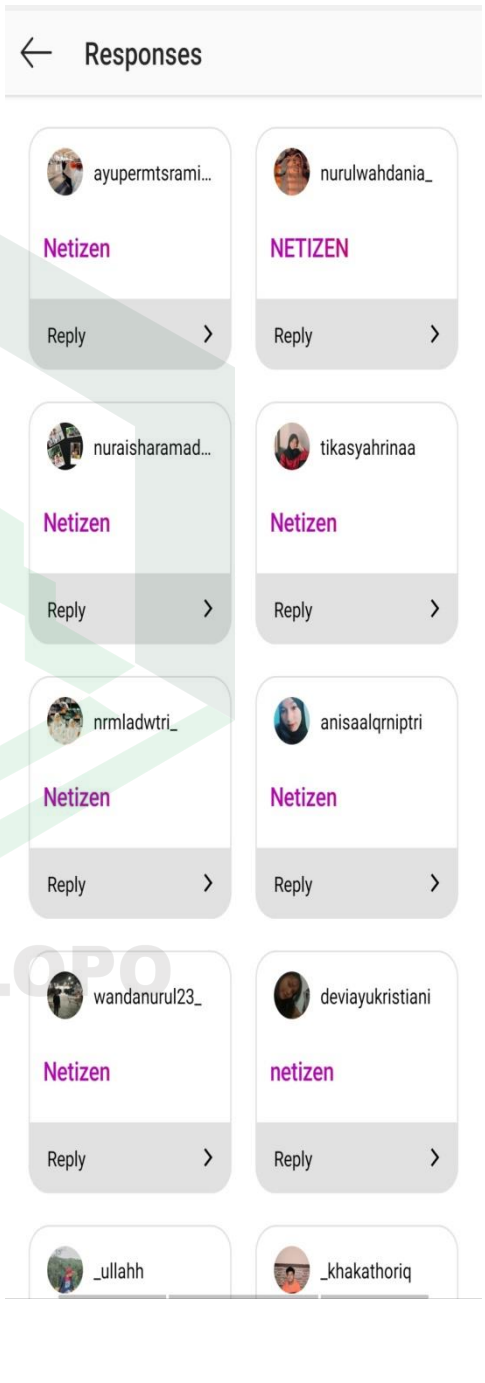
No	Name of Account Instagram	Score
5.	 <p>The image shows the Instagram profile page for the user 'sriyatunn2'. At the top, the status bar shows the time 11:47. The profile header includes the username 'sriyatunn2', a profile picture, and statistics: 3 Postings, 40 Followers, and 15 Following. Below the statistics are buttons for 'Mengikuti' (Following) and 'Kirim Pesan' (Send Message). The main content area displays a large watermark logo and the text 'Belum Ada Postingan' (No posts yet). The bottom navigation bar shows the home, search, post, activity, and profile icons.</p>	 <p>The image contains two screenshots of an English test interface. The top screenshot shows the test title 'Chapter 2 @learning vocabularies' and a 'TOTAL SCORE' of 20. A 'Scoring rubric' table is displayed below the score, and a green 'REPEAT' button is at the bottom. The bottom screenshot shows an 'Answer Sheet' with a list of 10 questions. Questions 1, 3, 5, 6, and 7 are marked with a red 'X' and the answer 'A'. Questions 2, 4, 8, 9, and 10 are marked with a blue checkmark and the answer 'B'. The interface also includes the user's profile picture, username 'sriyatunn2', and the text 'ESPS ENGLISH' and '@learning vocabularies'.</p>




















No	Name of Account Instagram	Score
6.	 <p>Instagram profile for <b>zaki_sajidan</b>. The profile shows 0 posts, 557 followers, and 532 accounts followed. The bio reads: "Fakhy Zaki Sajidan. Diikuti oleh anisaalqriptri, defaniauliasyfri, dan 17 lainnya". The profile is currently empty with the text "Belum Ada Postingan".</p>	 <p>Two screenshots of the <b>ESPS ENGLISH</b> test results for user <b>zaki_sajidan</b>. The top screenshot shows the test results for Chapter 2 with a <b>TOTAL SCORE</b> of <b>70</b>. A scoring rubric indicates that scores between 70 and 89 are considered "Good". A "REPEAT" button is visible. The bottom screenshot shows the "Answer Sheet" for the test, listing 10 questions with their corresponding answers: 1-D, 2-E, 3-B, 4-A, 5-D, 6-C, 7-C, 8-D, 9-B, and 10-B. The watermark "@LEARNING_VOCABULARIES" is present in both screenshots.</p>




















































## APPENDIX 2

























### The Result Students Listening Test on Second Cycle

No	Listening 1	Listening 2
1.	 <p><b>Comments</b></p> <p><b>anisaalqriptri</b> 1.Draw2,even,3.finished, 4.misery,5.bitc,6.wide,7.blood,8.away, 9.keep,10.on my way 33 w Reply</p> <p><b>atikaemon</b> 1.draw, 2.even 3.finished, 4.misery, 5.bitc, 6.wide, 7.blood, 8.away, 9.keep, 10.on my way 33 w Reply</p> <p><b>rfyahmdzky</b> 1.draw 2.even 3.finished 4.misery 5.bitc 6.wide 7.blood 8.away 9.keep 10.on my way 33 w Reply</p> <p><b>nurulwahdania_</b> 1.(draw) 2.(Even) 3.(finished) 4.(misery) 5.(bitc) 6.(wide) 7.(blood) 8.(away) 9.(keep) 10.(on my way) 33 w Reply</p> <p><b>iinpurnamaaa</b> (1).draw (2).even (3).finieshed (4).misery (5).bitc (6).wide (7).biood (8).away (9).keep (10).on my way 33 w Reply</p> <p><b>nuraisharamadani</b> 1.draw,2.even, 3.finished,4.misery,5.bitc,6.made, 7.blood,8.away,9.keep,10.on my way</p> <p>Comment as learning_vocabularies... <span style="float: right;">Post</span></p>	 <p><b>Responses</b></p> <p><b>ayupermtsrami...</b> <b>Netizen</b> Reply</p> <p><b>nurulwahdania_</b> <b>NETIZEN</b> Reply</p> <p><b>nuraisharamad...</b> <b>Netizen</b> Reply</p> <p><b>tikasyahrinaa</b> <b>Netizen</b> Reply</p> <p><b>nrmladwtri_</b> <b>Netizen</b> Reply</p> <p><b>anisaalqriptri</b> <b>Netizen</b> Reply</p> <p><b>wandanurul23_</b> <b>Netizen</b> Reply</p> <p><b>deviayukristiani</b> <b>netizen</b> Reply</p> <p><b>_ullah</b> <b>_khakathoriq</b></p>

No		
2.	<p data-bbox="389 479 831 517">← Comments</p> <p data-bbox="389 562 831 689">  heyyylisaa (1) draw (2) even (3) finished (4) misery (5) bitch (6) wide (7) blood (8) awake (9) keep (10) on my wat  <small>33 w Reply</small> </p> <p data-bbox="389 734 831 862">  defaniauliasyftri 1.draw, 2.even, 3.finished, 4.misery, 5.bitch, 6.wide, 7.blood, 8.away, 9.keep, 10.on my way  <small>33 w Reply</small> </p> <p data-bbox="389 907 831 1034">  nrmladwtri_ 1)Draw,2)Even,3)Finished, 4)Misery,5)Bitch,6)Wide,7)Blood, 8)Away,9)Keep,10)On My Way  <small>33 w Reply</small> </p> <p data-bbox="459 1068 699 1113">  Reply to nrmladwtri_...         </p> <p data-bbox="389 1158 831 1285">  lyd_kd05 1.draw 2.even 3.i'm finished 4.my misery 5.bitch 6.wide 7.blood 8. Away 9.keep 10. On my way  <small>33 w Reply</small> </p> <p data-bbox="389 1330 831 1458">  astridaudyaaa_ 1.draw 2.even 3.finished 4.misery 5.bitch 6.wide 7.blood 8.away 9.keep 10.on my way  <small>33 w Reply</small> </p> <p data-bbox="389 1503 831 1630">  nadyaauraaa (1).draw, (2).even, (3) finished (4) misery (5) hitch   </p> <p data-bbox="389 1664 831 1742">  Comment as learning_vocabularies... <span>Post</span> </p>	<p data-bbox="884 479 1326 517">← Responses</p> <div data-bbox="906 562 1102 808">  frdyansha23  <b>Candid</b>  <small>Reply &gt;</small> </div> <div data-bbox="1125 562 1321 808">  alyariskyamalia  <b>Netizen</b>  <small>Reply &gt;</small> </div> <div data-bbox="906 840 1102 1086">  ayupermtsrami...  <b>Candid</b>  <small>Reply &gt;</small> </div> <div data-bbox="1125 840 1321 1086">  nuraisharamad...  <b>Candid</b>  <small>Reply &gt;</small> </div> <div data-bbox="906 1117 1102 1364">  nrmladwtri_  <b>Candid</b>  <small>Reply &gt;</small> </div> <div data-bbox="1125 1117 1321 1364">  tikasyahrinaa  <b>Candid</b>  <small>Reply &gt;</small> </div> <div data-bbox="906 1395 1102 1641">  anisaalqniptri  <b>Candid</b>  <small>Reply &gt;</small> </div> <div data-bbox="1125 1395 1321 1641">  wandanurul23_  <b>Candid</b>  <small>Reply &gt;</small> </div> <div data-bbox="906 1673 1102 1742">  _ullahh         </div> <div data-bbox="1125 1673 1321 1742">  _khakathoriq         </div>


No		
3.	<div data-bbox="379 398 842 448"> <p>← Comments <span style="float: right;">⋮</span></p> </div> <div data-bbox="391 459 829 616"> <p> <b>nadyaauraaa</b> (1).draw, (2).even, (3).finished, (4).misery, (5).bitch, (6).wide, (7).blood, (8).away, (9).keep, (10).on my way <span style="float: right;">♥</span></p> <p>33 w Reply</p> </div> <div data-bbox="391 660 829 795"> <p> <b>deviayukristiani</b> 1. draw 2. even 3. finished 4. misery 5. bitch 6. wide 7. blood 8. away 9. keep 10. on my way <span style="float: right;">♥</span></p> <p>33 w Reply</p> </div> <div data-bbox="391 828 829 963"> <p> <b>nadyawulandari25</b> 1.Draw,2.Even, 3.Finished,4.Misery,5.Bitch,6.Wide, 7.Blood,9.Keep,10.On My Way <span style="float: right;">♥</span></p> <p>33 w Reply</p> </div> <div data-bbox="391 996 829 1131"> <p> <b>mikaeltnddtu_</b> 1.draw 2.even 3.finished 4.misery 5.bitch 6.wide 7.blood 8.away 9.keep 10.on my way <span style="float: right;">♥</span></p> <p>33 w Reply</p> </div> <div data-bbox="391 1164 829 1299"> <p> <b>muhammad.imamnaufal</b> 1.draw 2.even 3.finished 4.misery 5.bitch 6.wide 7.blood 8.away 9.keep 10.on my way <span style="float: right;">♥</span></p> <p>33 w Reply</p> </div> <div data-bbox="391 1332 829 1467"> <p> <b>muhrizqullahs</b> 1.draw 2.even 3.finished 4.misery 5.bitch 6.wide 7.blood 8.away 9.keep 10.on my way <span style="float: right;">♥</span></p> <p>33 w Reply</p> </div> <div data-bbox="383 1489 837 1556"> <p>         </p> </div> <div data-bbox="391 1590 829 1668"> <p>  Comment as learning_vocabularies... <span style="float: right;">Post</span> </p> </div>	<div data-bbox="877 398 1340 448"> <p>← Responses</p> </div> <div data-bbox="901 492 1093 739"> <p> ayupermtsrami... <span style="float: right;">♥</span></p> <p><b>Burly</b></p> <p>Reply &gt;</p> </div> <div data-bbox="1125 492 1316 739"> <p> alyariskyamalia <span style="float: right;">♥</span></p> <p><b>Burly</b></p> <p>Reply &gt;</p> </div> <div data-bbox="901 772 1093 1019"> <p> nuraisharamad... <span style="float: right;">♥</span></p> <p><b>Burly</b></p> <p>Reply &gt;</p> </div> <div data-bbox="1125 772 1316 1019"> <p> nrmladwtri_ <span style="float: right;">♥</span></p> <p><b>Burly</b></p> <p>Reply &gt;</p> </div> <div data-bbox="901 1052 1093 1299"> <p> tikasyahrinaa <span style="float: right;">♥</span></p> <p><b>Burly</b></p> <p>Reply &gt;</p> </div> <div data-bbox="1125 1052 1316 1299"> <p> anisaalqmpitri <span style="float: right;">♥</span></p> <p><b>Burly</b></p> <p>Reply &gt;</p> </div> <div data-bbox="901 1332 1093 1579"> <p> wandanurul23_ <span style="float: right;">♥</span></p> <p><b>Burly</b></p> <p>Reply &gt;</p> </div> <div data-bbox="1125 1332 1316 1579"> <p> alyariskyamalia <span style="float: right;">♥</span></p> <p><b>Burly</b></p> <p>Reply &gt;</p> </div> <div data-bbox="901 1612 1093 1668"> <p> deviayukristiani <span style="float: right;">♥</span></p> </div> <div data-bbox="1125 1612 1316 1668"> <p> _ullahh <span style="float: right;">♥</span></p> </div>

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4.	<p>← <b>Comments</b> ⋮</p> <p> <b>muhalifisyraf</b> 1.draw 2.even 3.finished 4.misery 5.bitch 6.wide 7.Blood 8.away 9.keep 10.on my way  33 w Reply</p> <p> <b>_khakathoriq</b> 1.draw 2.even 3.finished 4.misery 5.bitch 6.wide 7.Blood 8.away 9.keep 10.on my way  33 w Reply</p> <p> <b>_ullahh</b> 1.draw 2.even 3.finished 4.misery 5.bitch 6.wide 7.blood 8.away 9.keep 10.on my wat  33 w Reply</p> <p> <b>alfianiputriaulia_</b> 1.draw, 2.even, 3.finished, 4.misery, 5.bitch, 6.wide, 7.blood, 8.away, 9.keep, 10.on my way  33 w Reply</p> <p> <b>auliachntika.rzky</b> 1. Draw, 2. Even, 3. Finished, 4. Misery, 5. Bitch, 6. Wide, 7. Blood, 8. Away, 9. Keep, 10. On my way  33 w Reply</p> <p> <b>learning_vocabularies</b> @almaliahrvgg @ayupermtsramirr @fikhaindriani @zaffar_15 @sriyatunn2 @wandanurul23_ Please answer  22 w Reply</p> <p></p> <p> Comment as learning_vocabularies... <span>Post</span></p>	<p>← <b>Responses</b></p> <p> <b>_khakathoriq</b> <b>Adulation</b> Reply &gt;</p> <p> <b>heyyylisaa</b> <b>Adulation</b> Reply &gt;</p> <p> <b>nadyaauraaa</b> <b>adulation</b> Reply &gt;</p> <p> <b>rkyahmdzky</b> <b>Adulation</b> Reply &gt;</p> <p> <b>fikhaindriani</b> <b>Adulation</b> Reply &gt;</p> <p> <b>defaniauliasyftri</b> <b>Adulation</b> Reply &gt;</p> <p> <b>iyd_kd05</b> <b>Adulation</b> Reply &gt;</p> <p> <b>frdyansha23</b> <b>Adulation</b> Reply &gt;</p> <p> <b>alyariskyamalia</b></p> <p> <b>deviyukristiani</b></p>

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5.	<p>← Comments</p> <p>Hide Replies</p> <p> <b>wandanurul23_@learning</b> _vocabularies 1.draw 2.even 3.finished 4.misery 5.bitch 6.wide 7.blood 8.away 9.keep 10.on my way 33 w Reply</p> <p> <b>ayupermtsramirr @learning</b> _vocabularies 1.draw,2.even, 3.finished,4.mistry,5.bitch, 6.wide,7.blood,8.away,9.keep,10 on my way 33 w Reply</p> <p> <b>sriyatunn2</b> 1).Draw 2).Even 3).Finished 4).Misery 5).bitch 6).wide 7).blood 8).away 9).keep 10).on my way 33 w Reply</p> <p> <b>zaffar_15</b> 1. Draw 2.even 3.finished 4 misery 5.bitch 6.wide 7.blood 8. Away 9. Keep 10. On my way 32 w Reply</p> <p> <b>alyariskyamalia</b> 1. Draw, 2. Even, 3. Finished, 4. Misery, 5. Bitch, 6. Wide, 7. Blood, 8. Away, 9.keep, 10. On my way 31 w Reply</p> <p>         </p> <p>  Comment as learning_vocabularies... <span>Post</span> </p>	<p>← Responses</p> <p> <b>_khakathoriq</b> <b>Ignorant</b> Reply &gt;</p> <p> <b>heyyylisaa</b> <b>Ignotani</b> Reply &gt;</p> <p> <b>nadyaauraaa</b> <b>ignorant</b> Reply &gt;</p> <p> <b>rfkyahmdzky</b> <b>Ignorant</b> Reply &gt;</p> <p> <b>fikhaidrianii</b> <b>Ignorant</b> Reply &gt;</p> <p> <b>defaniauliasyfri</b> <b>Ignorand</b> Reply &gt;</p> <p> <b>iyd_kd05</b> <b>Ignorant</b> Reply &gt;</p> <p> <b>frdyansha23</b> <b>Ignorant</b> Reply &gt;</p> <p> <b>deviyakristiani</b></p> <p> <b>alyariskyamalia</b></p>

### APPENDIX 3



#### The Result Students Speaking Test on Second Cycle

No	Speaking
1.	<div data-bbox="405 533 1326 1066"></div> <p data-bbox="440 1144 1294 1532"><b>learning_vocabularies</b> Hy, Good Afternoon. I want to introduce my self to you all. My name is Devi Ayu Kristiani Manase and you can call me Devi. I live in Pajalesang, I was born in palopo 5 march 2004. I am the first child in my family, my father name is Manase, and my mother name is Maryam Maktalena Hariberjuni. My mother job is teacher and father job is a soldier. I want to be a doctor my favorite food is a meatball, and my favorite drink is thaitea, I am a student of senior (high) school number three palopo, my hobby is dancing, I think thats all, I can say about my self. Thank you very much</p>

No	
2.	<div data-bbox="411 465 1326 555" data-label="Text"> <p>← Video</p> </div> <div data-bbox="443 568 523 629" data-label="Image"> </div> <div data-bbox="549 568 895 629" data-label="Text"> <p><b>learning_vocabularies</b> Sman 3 Palopo</p> </div> <div data-bbox="1257 577 1278 618" data-label="Image"> </div> <div data-bbox="411 645 1326 1003" data-label="Image"> </div> <div data-bbox="443 1077 1289 1402" data-label="Text"> <p><b>learning_vocabularies</b> Assalamualaikum wr wb, And Good Morning. Let me introduce my self My name is Nurul Wahdania and you can call me Nurul, I was born in Palopo 11 january 2004, My favorite color is purple, My favorite film is horor, my hobby are listening to music and reading a book, I want to be a doctor, my father name is Arham, my mother name is Ratna Ria, My father job is soldier, my mother job is nurse. Thank you very attention and good morning.</p> </div> <div data-bbox="549 1458 1038 1525" data-label="Text"> <p><b>IAIN PALOPO</b></p> </div>

No	
3.	<div data-bbox="400 383 1267 920"> </div> <p data-bbox="432 999 1235 1547"> <b>learning_vocabularies</b> Hello everybody, Good afternoon.  First of all, I would like to say, thank you very much for the opportunity that has been to introduce my self to you all. The first my name is Patricia Natiara Patabang you can call me Tiara. I was born in Palopo (five) december 2003, I am sixteen years old, my hobby is singing, I want to be a doctor, my favorite food is noodle, and my favorite drink is orange juice. My father name is Jery Patabang, and my mother name is Irmayanti. My father job is manufacturer, My mother job is house wife. I have one sister and one brother, my sister name is Gabrilia Natisya Patabang, my brother name is Trisetianto Patabang. I am live in Ahmad Razak, I am a student senior (high) school of number three Palopo.  I think that all. Thank you. </p>



No	
4.	<div data-bbox="373 383 1361 920"><p data-bbox="405 412 667 450">← Video</p><p data-bbox="405 488 895 546"> <b>learning_vocabularies</b> Sman 3 Palopo</p></div> <p data-bbox="405 999 1321 1480"><b>learning_vocabularies</b> Assalamualaikum wr, wb. Hello guys On this video, I would like to introduce my self to you all. Well. My name is Rifqi Ahmad Zaky you can call me Ikki, I live on Dahlia 3 number three Palopo. I want to be a minor, I was born on 5 december 2004. My father name is Abbas Rangaja, my mother name is Riswi, my father job is Lecturer, my mother job is house wife. I have 3 brothers. And one sister my hobby is swimming, my favorite food is fried chicken, and my favorite, and my hobby is playing badminton, my favorite film is action, and my favorite (actrees) is Fiersa besari. I am sixteen years old i have too close friend Muh imam naufal and Risqullah. I think that all for me, thanks for watching this video, wassalam wr wb.</p> <p data-bbox="555 1464 1038 1525">TAIN PALOPO</p>

No

5.



**learning\_vocabularies** Assalamualaikum wr wb, Hello guys

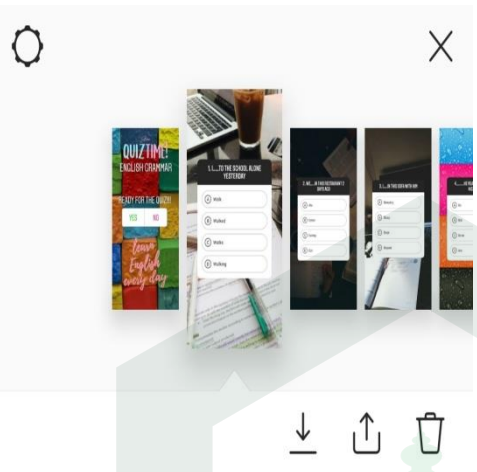
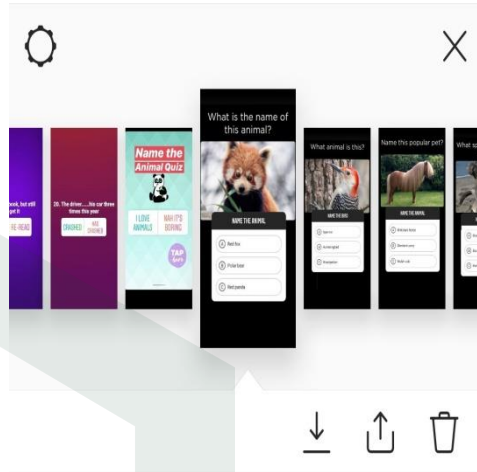
In this video i would like to introduce to you all. My name is Riyan Gosandra, you can call me Rian, I live in Ahmad Razak street, I want to be a (pilot), I was born on the 7 march 2004. My father name is Agus Suniarto, And My mother name is Sriyatun,I have one a sister and no brother, my hobby is football (play football) my favorite food is yellow rice, my favorite sport is basket(ball) my favorite film is horror, and my favorite (actrees) is Christian Ronaldo, my favorite song is Fiction, I am sixteen years old I have one closefriend his name Ferdiansyah. I think so thats all for watch, thank you very much for watching, and wassalam wr wb.

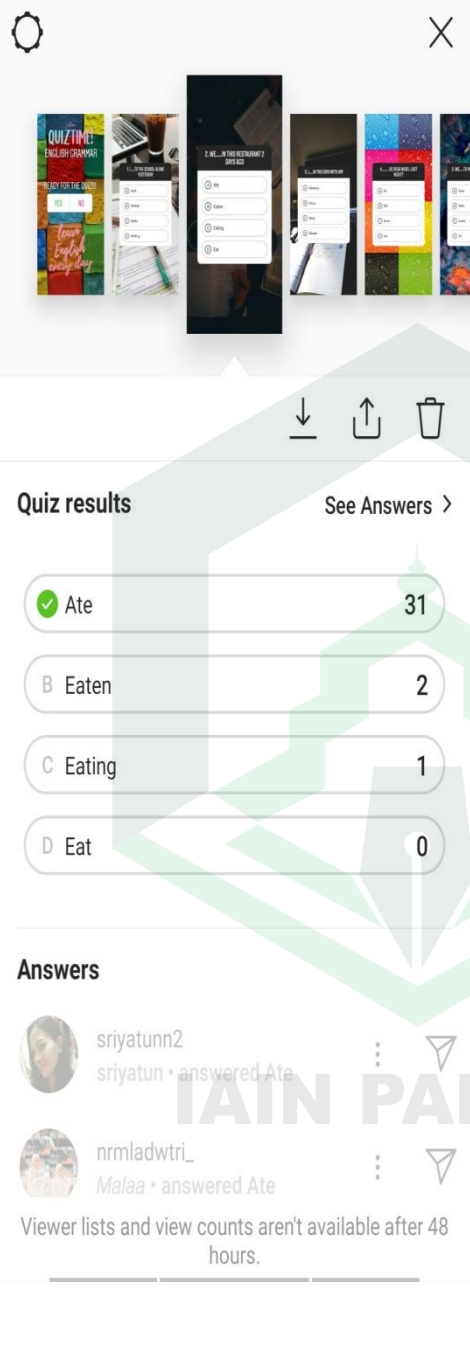
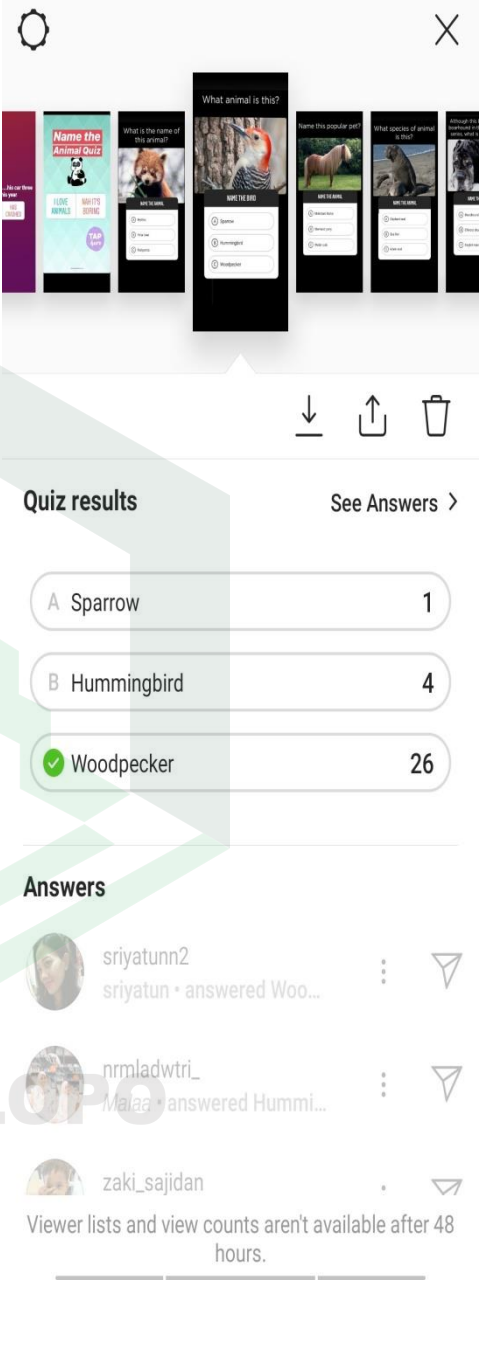
TAIN PALOPO

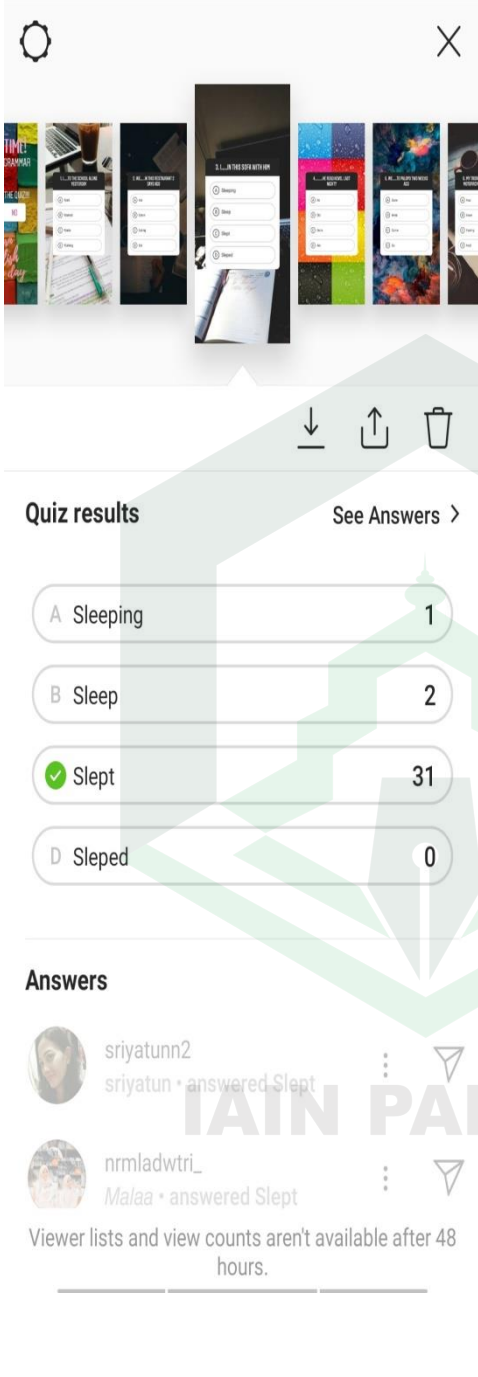
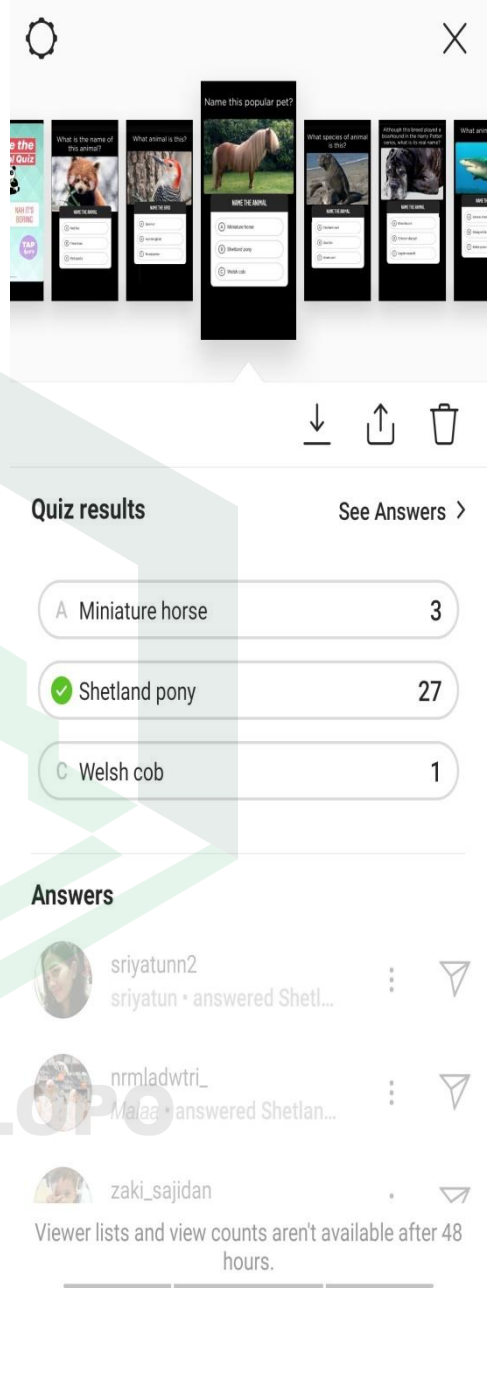


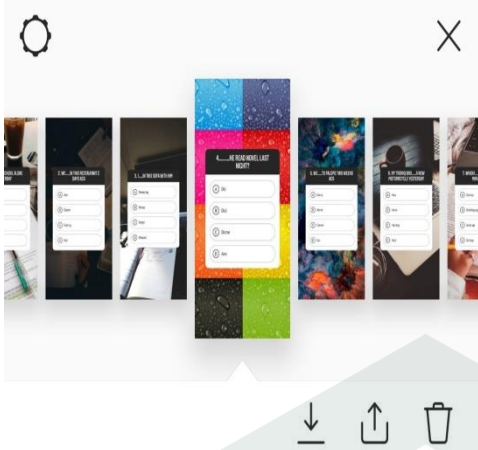
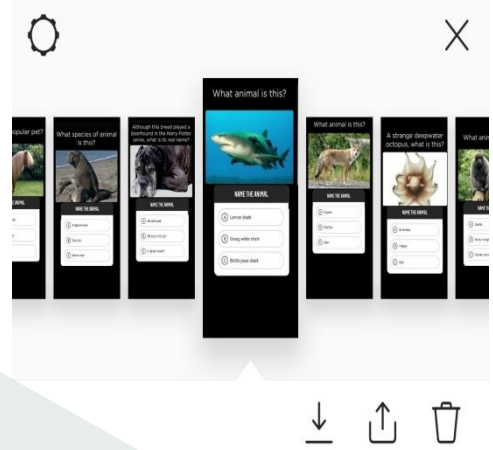
## APPENDIX 4

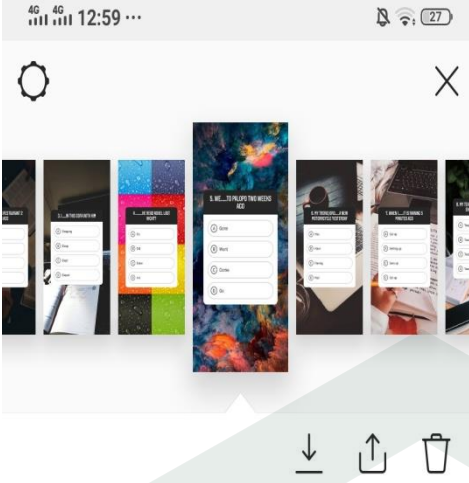
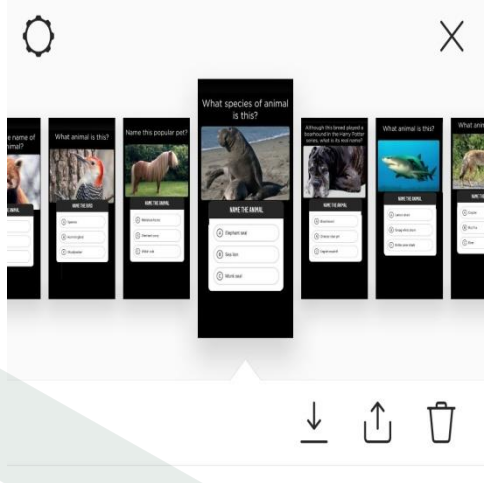
### The Result Students Speaking Test on Second Cycle

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1.	 <p style="text-align: center;"><b>Quiz results</b> <span style="float: right;">See Answers &gt;</span></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A Walk</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> Walked</td> <td style="text-align: right;">29</td> </tr> <tr> <td style="text-align: center;">C Walks</td> <td style="text-align: right;">0</td> </tr> <tr> <td style="text-align: center;">D Walking</td> <td style="text-align: right;">2</td> </tr> </table> <p><b>Answers</b></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;"> <p>sriyatunn2</p> <p>sriyatun • answered Walk...</p> </div> <div style="margin-left: 20px;"> <p>⋮</p> <p>▼</p> </div> </div> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;"> <p>nrmldwtri_</p> <p>Malaa • answered Walked</p> </div> <div style="margin-left: 20px;"> <p>⋮</p> <p>▼</p> </div> </div> </div> <p style="font-size: small; text-align: center;">Viewer lists and view counts aren't available after 48 hours.</p>	A Walk	3	<input checked="" type="checkbox"/> Walked	29	C Walks	0	D Walking	2	 <p style="text-align: center;"><b>Quiz results</b> <span style="float: right;">See Answers &gt;</span></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A Red fox</td> <td style="text-align: right;">7</td> </tr> <tr> <td style="text-align: center;">B Polar bear</td> <td style="text-align: right;">0</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> Red panda</td> <td style="text-align: right;">24</td> </tr> </table> <p><b>Answers</b></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;"> <p>sriyatunn2</p> <p>sriyatun • answered Red ...</p> </div> <div style="margin-left: 20px;"> <p>⋮</p> <p>▼</p> </div> </div> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;"> <p>nrmldwtri_</p> <p>Malaa • answered Red pa...</p> </div> <div style="margin-left: 20px;"> <p>⋮</p> <p>▼</p> </div> </div> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;"> <p>zaki_sajidan</p> </div> <div style="margin-left: 20px;"> <p>⋮</p> <p>▼</p> </div> </div> </div> <p style="font-size: small; text-align: center;">Viewer lists and view counts aren't available after 48 hours.</p>	A Red fox	7	B Polar bear	0	<input checked="" type="checkbox"/> Red panda	24
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2.	 <p><b>Quiz results</b> <a href="#">See Answers &gt;</a></p> <table border="1"> <tr> <td><input checked="" type="checkbox"/> Ate</td> <td>31</td> </tr> <tr> <td><input type="checkbox"/> B Eaten</td> <td>2</td> </tr> <tr> <td><input type="checkbox"/> C Eating</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/> D Eat</td> <td>0</td> </tr> </table> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>sriyatunn2 sriyatun • answered Ate</li> <li>nrmldwtri_ Malaa • answered Ate</li> </ul> <p>Viewer lists and view counts aren't available after 48 hours.</p>	<input checked="" type="checkbox"/> Ate	31	<input type="checkbox"/> B Eaten	2	<input type="checkbox"/> C Eating	1	<input type="checkbox"/> D Eat	0	 <p><b>Quiz results</b> <a href="#">See Answers &gt;</a></p> <table border="1"> <tr> <td><input type="checkbox"/> A Sparrow</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/> B Hummingbird</td> <td>4</td> </tr> <tr> <td><input checked="" type="checkbox"/> Woodpecker</td> <td>26</td> </tr> </table> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>sriyatunn2 sriyatun • answered Woo...</li> <li>nrmldwtri_ Malaa • answered Hummi...</li> <li>zaki_sajidan</li> </ul> <p>Viewer lists and view counts aren't available after 48 hours.</p>	<input type="checkbox"/> A Sparrow	1	<input type="checkbox"/> B Hummingbird	4	<input checked="" type="checkbox"/> Woodpecker	26
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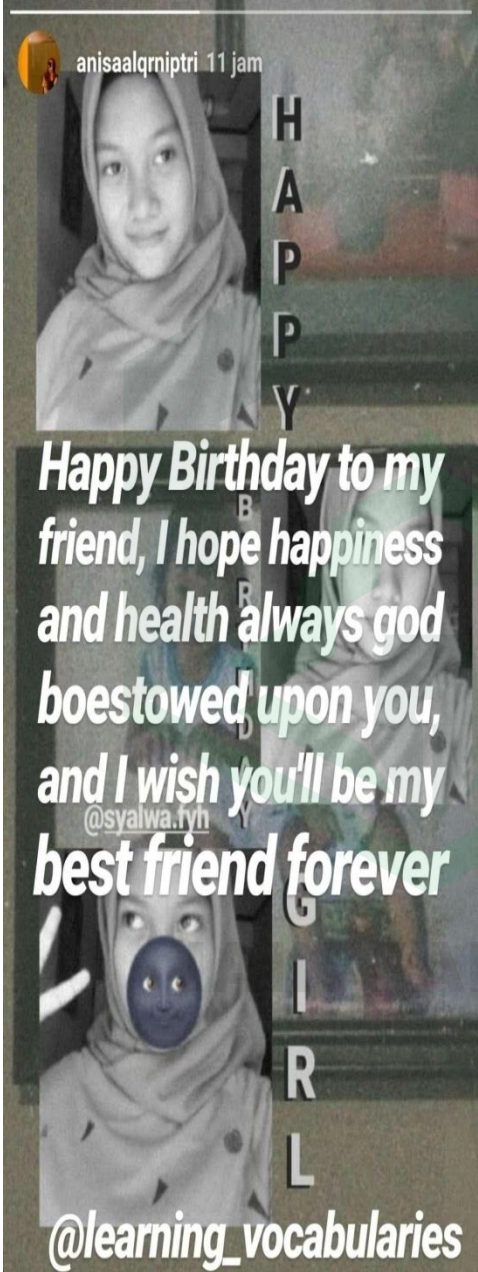

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3.	 <p><b>Quiz results</b> <a href="#">See Answers &gt;</a></p> <table border="1"> <tr> <td>A Sleeping</td> <td>1</td> </tr> <tr> <td>B Sleep</td> <td>2</td> </tr> <tr> <td><input checked="" type="checkbox"/> C Slept</td> <td>31</td> </tr> <tr> <td>D Slep</td> <td>0</td> </tr> </table> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>sriyatunn2 sriyatun • answered Slept</li> <li>nrmldwtri_ Malaa • answered Slept</li> </ul> <p>Viewer lists and view counts aren't available after 48 hours.</p>	A Sleeping	1	B Sleep	2	<input checked="" type="checkbox"/> C Slept	31	D Slep	0	 <p><b>Quiz results</b> <a href="#">See Answers &gt;</a></p> <table border="1"> <tr> <td>A Miniature horse</td> <td>3</td> </tr> <tr> <td><input checked="" type="checkbox"/> B Shetland pony</td> <td>27</td> </tr> <tr> <td>C Welsh cob</td> <td>1</td> </tr> </table> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>sriyatunn2 sriyatun • answered Shetl...</li> <li>nrmldwtri_ Malaa • answered Shetlan...</li> <li>zaki_sajidan</li> </ul> <p>Viewer lists and view counts aren't available after 48 hours.</p>	A Miniature horse	3	<input checked="" type="checkbox"/> B Shetland pony	27	C Welsh cob	1
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4.	 <p><b>Quiz results</b> <a href="#">See Answers &gt;</a></p> <table border="1"> <tr> <td>A Do</td> <td>1</td> </tr> <tr> <td><input checked="" type="checkbox"/> Did</td> <td>33</td> </tr> <tr> <td>C Done</td> <td>0</td> </tr> <tr> <td>D Are</td> <td>0</td> </tr> </table> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>sriyatunn2 sriyatun • answered Did</li> <li>nrmladwtri_ Malaa • answered Did</li> </ul> <p>Viewer lists and view counts aren't available after 48 hours.</p>	A Do	1	<input checked="" type="checkbox"/> Did	33	C Done	0	D Are	0	 <p><b>Quiz results</b> <a href="#">See Answers &gt;</a></p> <table border="1"> <tr> <td><input checked="" type="checkbox"/> Lemon shark</td> <td>28</td> </tr> <tr> <td>B Greag white shark</td> <td>1</td> </tr> <tr> <td>C Bottle pose shark</td> <td>1</td> </tr> </table> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>sriyatunn2 sriyatun • answered Lem...</li> <li>nrmladwtri_ Malaa • answered Lemon ...</li> <li>zaki_sajidan</li> </ul> <p>Viewer lists and view counts aren't available after 48 hours.</p>	<input checked="" type="checkbox"/> Lemon shark	28	B Greag white shark	1	C Bottle pose shark	1
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C Bottle pose shark	1															

No																
5.	 <p><b>Quiz results</b> <a href="#">See Answers &gt;</a></p> <table border="1"> <tr> <td>A Gone</td> <td>0</td> </tr> <tr> <td>✓ Went</td> <td>33</td> </tr> <tr> <td>C Come</td> <td>1</td> </tr> <tr> <td>D Go</td> <td>0</td> </tr> </table> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>sriyatunn2 sriyatun • answered Went</li> <li>nrmldwtri_ Malaa • answered Went</li> </ul> <p>Viewer lists and view counts aren't available after 48 hours.</p>	A Gone	0	✓ Went	33	C Come	1	D Go	0	 <p><b>Quiz results</b> <a href="#">See Answers &gt;</a></p> <table border="1"> <tr> <td>✓ Elephant seal</td> <td>28</td> </tr> <tr> <td>B Sea lion</td> <td>3</td> </tr> <tr> <td>C Monk seal</td> <td>0</td> </tr> </table> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>sriyatunn2 sriyatun • answered Eleph...</li> <li>nrmldwtri_ Malaa • answered Elepha...</li> <li>zaki_sajidan</li> </ul> <p>Viewer lists and view counts aren't available after 48 hours.</p>	✓ Elephant seal	28	B Sea lion	3	C Monk seal	0
A Gone	0															
✓ Went	33															
C Come	1															
D Go	0															
✓ Elephant seal	28															
B Sea lion	3															
C Monk seal	0															

APPENDIX 2

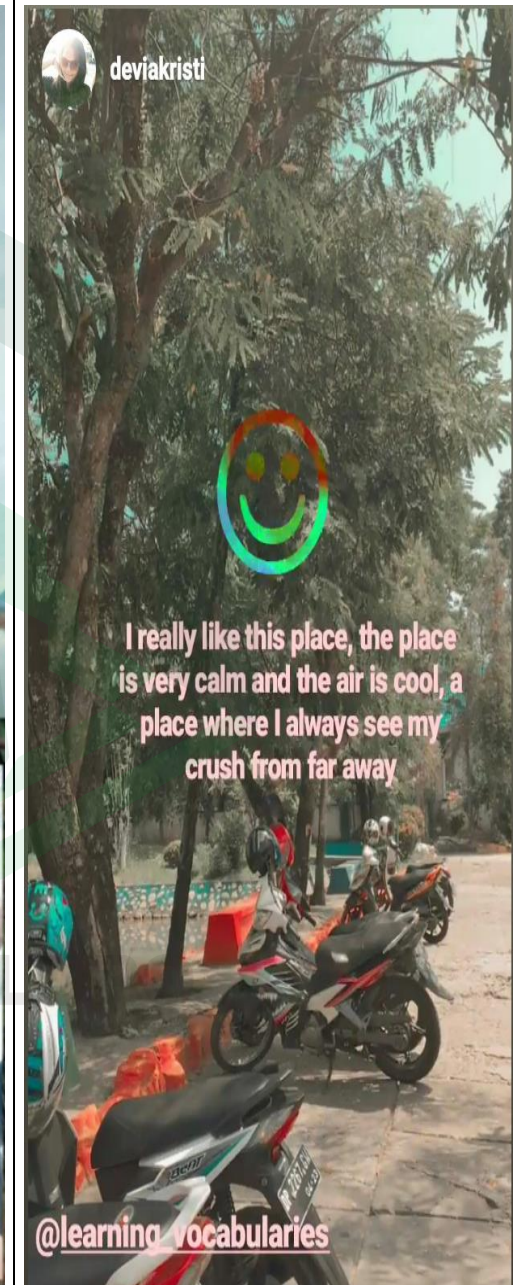
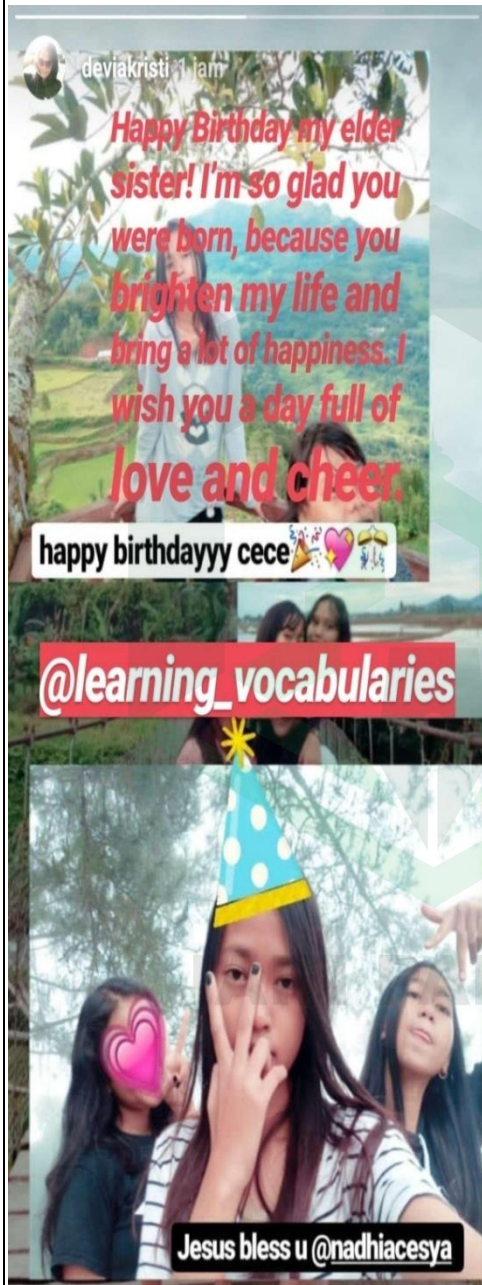
The Result Students Writing Test on Second Cycle

No	Writing 1	Writing 2
1.	 <p>anisaalqriptri 11 jam</p> <p>H A P P Y</p> <p><i>Happy Birthday to my friend, I hope happiness and health always god boestowed upon you, and I wish you'll be my best friend forever</i></p> <p>@syalwa.ryh</p> <p>G I R L</p> <p>@learning_vocabularies</p>	 <p>anisaalqriptri</p> <p>@learning_vocabularies</p> <p>I think this place is very nice and interesting; I usually often see red flowers and green grass. This place makes my mood calm and can also make my mind clear again.</p>



No

2.





No

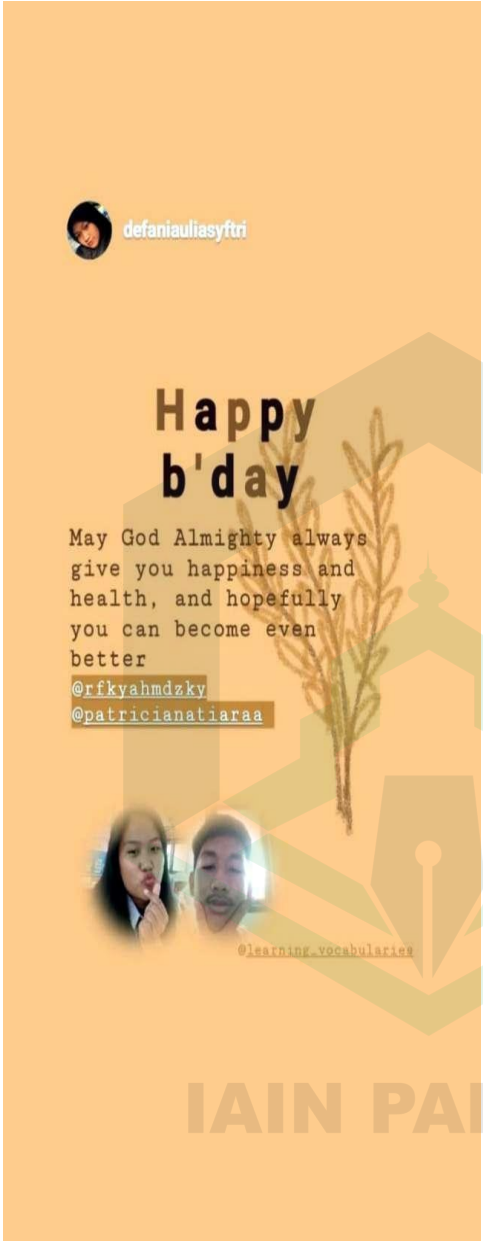


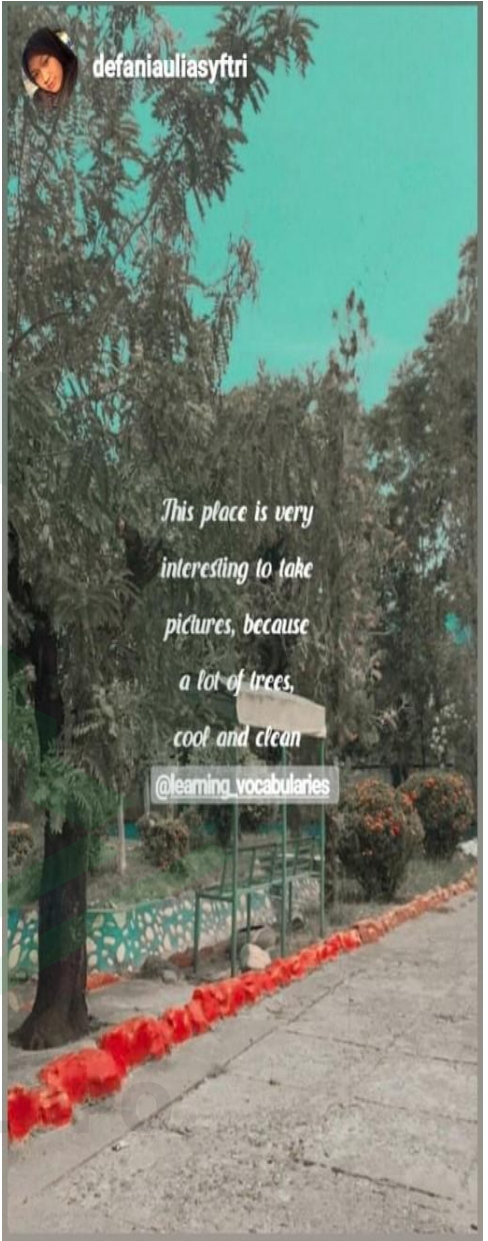

3.



@patricianatiaraa



No		
4.	 <p data-bbox="368 383 853 577">tikasyahrinaa 4 jam</p> <p data-bbox="368 577 853 1518">In your birthday, I wish you can continue to love life and never stop dreaming. May beauty and happiness always surround you, forever. I love you 🥰🥰</p> <p data-bbox="368 1361 853 1518"><b>@learning_vocabularies</b> Happy birthday @syalwa.fyh 🎉🎉</p>	 <p data-bbox="863 383 1367 577">tikasyahrinaa</p> <p data-bbox="863 577 1367 1518"><i>I like this place because it is beautiful, beautiful, and comfortable</i></p> <p data-bbox="863 1025 1367 1059"><b>@learning_vocabularies</b></p>

No		
5.	 <p data-bbox="432 591 616 645">  defaniauliasyfri </p> <p data-bbox="520 770 687 898"> <b>Happy b'day</b> </p> <p data-bbox="432 913 735 1059">       May God Almighty always give you happiness and health, and hopefully you can become even better     </p> <p data-bbox="432 1066 576 1088"> <a href="#">@rfkyahmdzky</a> </p> <p data-bbox="432 1093 635 1115"> <a href="#">@patricianatiaraa</a> </p> <p data-bbox="448 1196 639 1335">  </p> <p data-bbox="603 1328 783 1350"> <a href="#">@learning_vocabularies</a> </p> <p data-bbox="552 1462 847 1525"> <b>IAIN PAI</b> </p> <p data-bbox="528 1626 699 1664"> <a href="#">@sriyatunn2</a> </p>	 <p data-bbox="884 412 1118 472">  defaniauliasyfri </p> <p data-bbox="1023 882 1182 1137"> <i>This place is very interesting to take pictures, because a lot of trees, cool and clean</i> </p> <p data-bbox="1018 1155 1198 1189"> <a href="#">@learning_vocabularies</a> </p>

## CLASSROOM SITUATION IN CYCLE I



## CLASSROOM SITUATION IN CYCLE II



## Thank You For X IPA 3



# AUTOBIOGRAPHY



**ISWAR**, was born on 05<sup>th</sup> February 1997 in Palopo, as the last child from the happy and simple family. His Father's name is Ismail and her mother's name is Suleha. He has two brothers (Ismar Saputra and Sudirman) and two sisters ( Suhemi and Suherni) who always give support her studying.

He was starting her studying at the elementary school SDN 483 Andi Pattiware Palopo in 2003 and graduated in 2010 and continued it in SMPN 2 Palopo and moved continued SMPN 7 Palopo, in 2013 he graduated it and then continued his studying in Senior high school SMAN 3 Palopo and he graduated in 2016. After that, He continued his studying at the State Institute For Islamic Studies ( IAIN) Palopo and taking English Department because English was his favorite subject. God willing 2021 He finished her studying at the State Institute For Islamic Studies ( IAIN) Palopo.

IAIN PALOPO



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA Negeri 3 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/I  
Siklus : I  
Materi Pokok : Ucapan Selamat (Congratulation)  
Alokasi Waktu : 10JP (3Pertemuan)

### **A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

#### 1. Kompetensi Dasar

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat serta menanggapiinya, sesuai dengan konteks penggunaannya.
  
- 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat, dan menanggapiinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### 2. Indikator Pencapaian Kompetensi

Siswa mampu mengomunikasikan secara terintegrasi lisan dan tulis tentang ucapan selamat, serta menanggapiinya, secara kontekstual terkait ketiga aspek teks berikut ini:

- Fungsi Sosial
  - Menunjukkan kepedulian sosial dengan memberikan ucapan selamat.
  - Menjaga hubungan interpersonal dengan sesama teman, guru, dan orang lain.
- Struktur Teks
  - Memulai komunikasi : bertanya, memberikan ucapan selamat
  - Merespon : menjawab, mengucapkan terima kasih, menyanggah, mengiyakan, balik bertanya
- Unsur Kebahasaan

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung ungkapan selamat beserta tanggapannya:

  - Ungkapan selamat, seperti: *Congratulations / Many Happy Returns.*
  - *Adjective* yang sesuai untuk pujian, seperti: *lovely, gorgeous, magnificent.*
  - Tata bahasa (kalimat, kalusa, verbal, nominal, konjungsi, dll),

- Ucapan, tekanan kata, dan intonasi yang benar,
- Ejaan dan tanda baca yang benar,
- Tulisan tangan yang rapih dan benar.

## **B. Tujuan Pembelajaran**

Selama proses pembelajaran, siswa berkomunikasi secara interaktif dengan guru dan teman dalam interaksi pendek dan sederhana, tentang kegiatan memberi ucapan selamat beserta tanggapannya dikaitkan dengan kehidupan nyata siswa selama proses pembelajaran serta dalam kehidupan nyata di rumah, sekolah, masyarakat, terintegrasi lisan dan tulis, secara kontekstual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat.

## **C. Materi Pembelajaran**

Teks-teks interaktif pendek dan sederhana, lisan dan tulis, tentang kegiatan memberi ucapan selamat beserta tanggapannya yang secara otentik dicontohkan guru secara langsung dalam komunikasi selama proses pembelajaran dan/atau melalui media instagram dan visual.

- Fungsi Sosial
  - Menunjukkan kepedulian sosial dengan memberikan ucapan selamat
  - Menjaga hubungan interpersonal dengan sesama teman, guru, dan orang lain.
- Struktur Teks
  - Memulai komunikasi : bertanya, memberikan ucapan selamat
  - Merespon : menjawab, mengucapkan terima kasih, menyanggah, mengiyakan, balik bertanya
- Unsur Kebahasaan
 

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung ungkapan selamat dan pujian beserta tanggapannya:

  - Ungkapan ucapan selamat, seperti: *Congratulations / Many Happy Returns*.
  - *Adjective* yang sesuai untuk mengungkapkan pujian, seperti: *lovely, gorgeous, wonderful, magnificent*.
  - Tata bahasa (kalimat, kalusa, verba, nomina, konjungsi, dll),
  - Ucapan, tekanan kata, dan intonasi yang benar,
  - Ejaan dan tanda baca yang benar,
  - Tulisan tangan yang rapih dan benar.

## **D. Metode Pembelajaran**

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengkomunikasikan).

### E. Media/Alat dan Bahan

- Media/alat : Gadget/Smartphone, Application ESPS, Instagram, Gambar
- Teks : autentik atau mendekati autentik komunikasi antara guru dan siswa, gambar berbagai ekspresi

### F. Sumber Belajar

ESPS English For SMA/MA Grade X dan sumber lain yang sesuai.

### G. Langkah-langkah Kegiatan Pembelajaran

#### 1. Pertemuan Pertama : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- mengucapkan salam dan tegur sapa</li><li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li><li>- bertanya jawab tentang ungkapan menawarkan jasa</li><li>- menyebutkan tujuan pembelajaran</li><li>- menyebutkan kegiatan belajar yang akan dilakukan</li></ul>	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- menyimak dan menirukan guru menyatakan ungkapan ucapan selamat beserta tanggapannya dengan ucapan dan tekanan kata yang benar</li><li>- bertanya jawab terkait ucapan selamat beserta tanggapannya</li><li>- berdasarkan informasi pada audio yang diperdengarkan, siswa melengkapi dialog terkait ungkapan ucapan selamat.</li><li>- menyusun potongan dialog acak terkait ungkapan ucapan selamat menjadi dialog utuh yang dapat dipahami.</li><li>- berlatih melakukan interaksi untuk mengucapkan selamat dan memberikan tanggapannya.</li></ul> Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	70'
Kegiatan Penutup	Siswa, dengan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- mendapatkan umpan balik terhadap proses</li></ul>	10'

	<p>pembelajaran</p> <ul style="list-style-type: none"> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	
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## 2. Pertemuan Kedua : 2 JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- bertanya jawab tentang materi yang telah dipelajari dipertemuan sebelumnya</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan Inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mencari pasangan, siswa diberikan beberapa gambar dengan topik berbeda</li> <li>- secara berpasangan, berdasarkan gambar dan topik yang diberikan, siswa membuat sebuah dialog menggunakan ungkapan ucapan selamat</li> <li>- secara berpasangan, berlatih mempraktikkan dialog yang telah dibuat</li> <li>- secara berpasangan, mempraktikkan dialog yang telah dibuat di depan kelas</li> <li>- melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	70'
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

### 3. Pertemuan Ketiga : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- mengulas kembali materi di pertemuan sebelumnya</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
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"> <li>- siswa melakukan <i>PRE-TEST</i> melalui aplikasi ESPS</li> <li>- siswa diberikan beberapa kartu ucapan selamat dan siswa mendiskusikan tujuan penulisan kartu ucapan, alasan penulisan kartu ucapan, serta isi kartu ucapan</li> <li>- mencari sebuah kartu ucapan selamat otentik di internet</li> <li>- membuat sebuah kartu ucapan melalau <i>Instastory Instagram</i> dan siswa memposting di akun media sosial masing-masing dan men-tag <i>@learning_vocabularies</i>.</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	70'
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran dan peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- mengakhiri kegiatan belajar dengan doa bersama</li> </ul>	10'

## H. Teknik Penilaian

1. Teknik Penilaian Otentik
  - Penilaian Sikap : Observasi/Pengamatan
  - Penilaian Pengetahuan : Penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntunan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.
  
2. Penilaian Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan
  - Observasi : Jurnal Absen
  - Tes : Aplikasi ESPS
  - Unjuk kerja : Praktik
  - Unsur Penilaian (terlampir)



**IAIN PALOPO**



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA Negeri 3 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X /I  
Pertemuan/Siklus : II  
Materi Pokok : Memperkenalkan Diri (Introduction Self)  
Skill : Speaking  
Alokasi Waktu : 4JP (2Pertemuan)

### **A. kompetensi Dasar dan Indikator Pencapaian Kompetensi**

#### 3. Kompetensi Dasar

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: *subjective, objective, possessive*).
- 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### 4. Indikator Pencapaian Kompetensi

Siswa mampu mengomunikasikan secara terintegrasi lisan dan tulis tentang perkenalan diri, serta menanggapi, secara kontekstual terkait ketiga aspek teks berikut ini:

- Fungsi Sosial
  - Memperkenalkan diri : menanyakan, memberikan informasi terkait jati diri dan hubungan keluarga
  - Menanggapi perkenalan : menanyakan kembali, memberikan informasi terkait jati diri dan hubungan keluarga
- Struktur Teks
  - Memulai komunikasi : bertanya, melakukan perkenalan
  - Merespon : menjawab, menyanggah, mengiyakan, balik bertanya
- Unsur Kebahasaan

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung ungkapan menawarkan jasa dan tanggapannya:

  - Ungkapan memperkenalkan diri sendiri dan keluarga, seperti; *I'd like to introduce myself/ He is my father / My mother's name is Susan.*



- *Pronouns:*
  - *Subjective pronouns : I, You, They, We, He, She, It*
  - *Possessive pronouns : My, Your, Their, Our, His, Her, Its*
  - *Objective pronouns : Me, You, Them, Us, Him, Her, It*
- Kosakata terkait keluarga, seperti *parents, brother, sister, (younger and elder)*
- Tata bahasa (kalimat, kalusa, verba, nomina, konjungsi, dll),
- Ucapan, tekanan kata, dan intonasi yang benar,
- Ejaan dan tanda baca yang benar,
- Tulisan tangan yang rapih dan benar.

## **B. Tujuan Pembelajaran**

Selama proses pembelajaran, siswa berkomunikasi secara interaktif dengan guru dan teman dalam interaksi pendek dan sederhana, tentang kegiatan memperkenalkan diri dan tanggapannya dikaitkan dengan kehidupan nyata siswa selama proses pembelajaran serta dalam kehidupan nyata di rumah, sekolah, masyarakat, terintegrasi lisan dan tulis, secara kontekstual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat.

## **C. Materi Pembelajaran**

Teks-teks interaktif pendek dan sederhana, lisan dan tulis, tentang kegiatan memperkenalkan diri dan tanggapannya yang secara otentik dicontohkan guru secara langsung dalam komunikasi selama proses pembelajaran dan/atau melalui media audio-visual.

- **Fungsi Sosial**  
Tindakan komunikatif secara interaktif,
  - Memperkenalkan diri : menanyakan, memberikan informasi terkait jati diri dan hubungan keluarga
  - Menanggapi perkenalan : menanyakan kembali, memberikan informasi terkait jati diri dan hubungan keluarga
- **Struktur Teks**  
Tindakan Komunikatif:
  - Memulai komunikasi : bertanya, melakukan perkenalan
  - Merespon : menjawab, menyanggah, mengiyakan, balik bertanya
- **Unsur Kebahasaan**  
Tindakan menggunakan unsur-unsur kebahasaan dalam melaksanakan tindakan-tindakan komunikatif tersebut di atas:
  - Ungkapan memperkenalkan diri sendiri dan keluarga, seperti; *I'd like to introduce myself/ He is my father / My mother's name is Susan.*
  - *Pronouns:*

- *Subjective pronouns* : I, You, They, We, He, She, It
- *Possessive pronouns* : My, Your, Their, Our, His, Her, Its
- *Objective pronouns* : Me, You, Them, Us, Him, Her, It
- Kosakata terkait keluarga, seperti *parents, brother, sister, (younger and elder)*
- Tata bahasa (kalimat, kalusa, verba, nomina, konjungsi, dll),
- Ucapan, tekanan kata, dan intonasi yang benar,
- Ejaan dan tanda baca yang benar,
- Tulisan tangan yang rapih dan benar.

#### D. Metode Pembelajaran

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengkomunikasikan).

#### E. Media/Alat dan Bahan

- Media/alat : video, smartphone/gadget, instagram, gambar
- Teks : autentik atau mendekati autentik komunikasi antara guru dan siswa, gambar berbagai ekspresi

#### F. Sumber Belajar

ESPS EnglishFor SMA/MA Grade X dan sumber lain yang sesuai.

#### G. Langkah-langkah Kegiatan Pembelajaran

##### 4. Pertemuan Pertama : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru/peneliti: <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- bertanya jawab tentang ungkapan menawarkan jasa</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru/peneliti: <ul style="list-style-type: none"> <li>- secara berkelompok, berdasarkan audio yang diperdengarkan, menyimak informasi rinci terkait jati diri dan hubungan keluarga</li> <li>- berdasarkan audio yang diperdengarkan, melengkapi informasi terkait jati diri beberapa orang</li> <li>- berdasarkan gambar yang disediakan, membuat kalimat memperkenalkan diri dan hubungan</li> </ul>	70'

	<p>keluarga</p> <ul style="list-style-type: none"> <li>- secara berkelompok, melakukan interaksi untuk mendapatkan informasi mengenai jati diri teman-teman kelompoknya</li> <li>- berlatih melakukan interaksi untuk memperkenalkan diri dan memberikan responnya.</li> </ul> <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 Penutup	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

#### 5. Pertemuan Kedua : 2 JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- bertanya jawab tentang materi yang telah dipelajari dipertemuan sebelumnya</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan Inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru/peneliti :</p> <ul style="list-style-type: none"> <li>- berdasarkan audio yang diperdengarkan, melengkapi dialog perkenalan diri dan hubungan keluarga beserta tanggapannya</li> <li>- menemukan informasi spesifik yang terdapat di dalam dialog perkenalan diri dan hubungan keluarga.</li> <li>- membaca teks profil seseorang dan menemukan informasi spesifik dalam teks profil seseorang</li> <li>- menyimak dan menirukan guru menyatakan ungkapan perkenalan diri dan hubungan keluarga di smartphone beserta tanggapannya dengan</li> </ul>	70'

	<p>ucapan dan tekanan kata yang benar lalu posting di instagram kalian dan tag @learning_vocabularis</p> <ul style="list-style-type: none"> <li>- membuat video ungkapan perkenalan melalui instagram</li> <li>- melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> <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 Penutup	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran</li> </ul>	10'

## H. Teknik Penilaian

### 3. Teknik Penilaian Otentik

- Penilaian Sikap : Observasi/Pengamatan
- Penilaian Pengetahuan : Penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntunan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

### 4. Penilaian Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan

- Observasi : Jurnal Absen
- Tes : Aplikasi Instagram
- Unjuk kerja : Praktik
- Unsur Penilaian (terlampir)

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA Negeri 3 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X /I  
Siklus : II  
Materi Pokok : Simple past tense vs Present perfect tense  
Skill : Reading  
Alokasi Waktu : 4JP (2Pertemuan)

### **A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

#### 5. Kompetensi Dasar

- 3.6 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 di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*).
- 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **B. Indikator Pencapaian Kompetensi**

Siswa mampu mengomunikasikan secara terintegrasi lisan dan tulis tentang tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, secara kontekstual terkait ketiga aspek teks berikut ini:

- Fungsi Sosial
  - Memberi informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
  - Meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

- Struktur Teks
  - Memulai komunikasi : bertanya, menyatakan keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau
  - Merespon : menjawab, menyanggah, mengiyakan, balik bertanya
- Unsur Kebahasaan
  - Kata kerja dalam bentuk *past* dan *past participle*, seperti: *ate/eaten, drove/driven, saw/seen, lived, worked*.
  - Kalimat deklaratif dan interogatif dalam *simple past tense* dan *present perfect tense*.
  - *Adverbial* dengan *since, ago, now*; klausa dan *adverbial* penunjuk waktu.
  - Ucapan, tekanan kata, dan intonasi yang benar,
  - Ejaan dan tanda baca yang benar,
  - Tulisan tangan yang rapih dan benar.

### C. Tujuan Pembelajaran

Selama proses pembelajaran, siswa berkomunikasi secara interaktif dengan guru dan teman dalam interaksi pendek dan sederhana, tentang tindakan memberi dan meminta informasi terkait keadaan, tindakan, kegiatan, kejadian yang dilakukan, terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang dikaitkan dengan kehidupan nyata siswa selama proses pembelajaran serta dalam kehidupan nyata di rumah, sekolah, masyarakat, terintegrasi lisan dan tulis, secara kontekstual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat.

### D. Materi Pembelajaran

Teks-teks interaktif pendek dan sederhana, lisan dan tulis, tentang tindakan memberi dan meminta informasi terkait keadaan, tindakan, kegiatan, kejadian yang dilakukan, terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang secara otentik dicontohkan guru secara langsung dalam komunikasi selama proses pembelajaran dan/atau melalui media audio-visual.

- Fungsi Sosial
  - Memberi informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
  - Meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

- Struktur Teks
  - Memulai komunikasi : bertanya, menyatakan keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau
  - Merespon : menjawab, menyanggah, mengiyakan, balik bertanya
- Unsur Kebahasaan
  - Kata kerja dalam bentuk *past* dan *past participle*, seperti: *ate/eaten, drove/driven, saw/seen, lived, worked*.
  - Kalimat deklaratif dan interogatif dalam *simple past tense* dan *present perfect tense*.
  - *Adverbial* dengan *since, ago, now*; klausa dan *adverbial* penunjuk waktu.
  - Ucapan, tekanan kata, dan intonasi yang benar,
  - Ejaan dan tanda baca yang benar,
  - Tulisan tangan yang rapih dan benar.

#### E. Metode Pembelajaran

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengkomunikasikan).

#### F. Media/Alat dan Bahan

- Media/alat : gadget/smartphone, video, laptop, lcd, gambar
- Teks : autentik atau mendekati autentik komunikasi antara guru dan siswa, gambar berbagai ekspresi

#### G. Sumber Belajar

ESPS English For SMA/MA Grade X dan sumber lain yang sesuai.

#### H. Langkah-langkah Kegiatan Pembelajaran

##### 6. Pertemuan Pertama : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru/peneliti: <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- bertanya jawab tentang ungkapan menawarkan jasa</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru/peneliti: <ul style="list-style-type: none"> <li>- berdasarkan informasi dalam audio yang diperdengarkan, menyimak dan menemukan</li> </ul>	70'

	<p>informasi rinci</p> <ul style="list-style-type: none"> <li>- diperdengarkan audio, siswa melengkapi sebuah teks terkait kejadian yang dilakukan/terjadi di waktu lampau</li> <li>- memasang potongan kalimat menjadi kalimat yang benar dan bermakna</li> <li>- berdasarkan teks monolog yang tersedia, siswa menggarisbawahi dan menuliskan kembali seluruh kata kerja yang terdapat di dalam teks tersebut</li> <li>- diperdengarkan audio, siswa menyimak dan menentukan apakah pernyataan diberikan benar atau salah</li> <li>- diperdengarkan audio, siswa menyimak dan melengkapi dialog rumpang</li> </ul> <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 Penutup	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

#### 7. Pertemuan Kedua : 2 JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- bertanya jawab tentang materi yang telah dipelajari dipertemuan sebelumnya</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
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"> <li>- disediakan sebuah teks, siswa mengidentifikasi beberapa kalimat berbentuk <i>simple past tense</i> dan <i>present perfect tense</i></li> <li>- melengkapi kalimat rumpang dengan memilih kata kerja yang sesuai</li> </ul>	70'



	<ul style="list-style-type: none"> <li>- melengkapi teks rumpang dengan memilih kata kerja yang sesuai dan mengubahnya ke bentuk yang tepat</li> <li>- diberikan sebuah teks, siswa menemukan dan menyunting kesalahan yang terdapat di dalam teks</li> <li>- menuliskan daftar kata kerja yang siswa ketahui</li> <li>- diberikan sebuah teks, siswa mengidentifikasi kata kerja dalam bentuk <i>regular</i> dan <i>irregular</i></li> <li>- berdasarkan teks yang disediakan, menemukan informasi rinci</li> <li>- melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> <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 Penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

## I. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Teknik Penilaian Otentik

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

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA Negeri 3 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X /I  
Siklus : II  
Materi Pokok : Ucapan Selamat (Congratulation Card)  
Skill : Writing  
Alokasi Waktu : 4JP (2Pertemuan)

### **A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

#### **I. Kompetensi Dasar**

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat serta menanggapiya, sesuai dengan konteks penggunaannya.
  
- 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat, dan menanggapiya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **B. Indikator Pencapaian Kompetensi**

Siswa mampu mengomunikasikan secara terintegrasi lisan dan tulis tentang ucapan selamat, serta menanggapiya, secara kontekstual terkait ketiga aspek teks berikut ini:

- Fungsi Sosial
  - Menunjukkan kepedulian sosial dengan memberikan ucapan selamat.
  - Menjaga hubungan interpersonal dengan sesama teman, guru, dan orang lain.
  
- Struktur Teks
  - Memulai komunikasi : bertanya, memberikan ucapan selamat
  - Merespon : menjawab, mengucapkan terima kasih, menyanggah, mengiyakan, balik bertanya
  
- Unsur Kebahasaan

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung ungkapan selamat beserta tanggapannya:

  - Ungkapan selamat, seperti: *Congratulations / Many Happy Returns.*
  - *Adjective* yang sesuai untuk pujian, seperti: *lovely, gorgeous, magnificent.*

- Tata bahasa (kalimat, kalusa, verbal, nominal, konjungsi, dll),
- Ucapan, tekanan kata, dan intonasi yang benar,
- Ejaan dan tanda baca yang benar,
- Tulisan tangan yang rapih dan benar.

### C. Tujuan Pembelajaran

Selama proses pembelajaran, siswa berkomunikasi secara interaktif dengan guru dan teman dalam interaksi pendek dan sederhana, tentang kegiatan memberi ucapan selamat beserta tanggapannya dikaitkan dengan kehidupan nyata siswa selama proses pembelajaran serta dalam kehidupan nyata di rumah, sekolah, masyarakat, terintegrasi lisan dan tulis, secara kontekstual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat.

### D. Materi Pembelajaran

Teks-teks interaktif pendek dan sederhana, lisan dan tulis, tentang kegiatan memberi ucapan selamat beserta tanggapannya yang secara otentik dicontohkan guru secara langsung dalam komunikasi selama proses pembelajaran dan/atau melalui media instagram dan visual.

- Fungsi Sosial
  - Menunjukkan kepedulian sosial dengan memberikan ucapan selamat
  - Menjaga hubungan interpersonal dengan sesama teman, guru, dan orang lain.
- Struktur Teks
  - Memulai komunikasi : bertanya, memberikan ucapan selamat
  - Merespon : menjawab, mengucapkan terima kasih, menyanggah, mengiyakan, balik bertanya
- Unsur Kebahasaan
 

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung ungkapan selamat dan pujian beserta tanggapannya:

  - Ungkapan ucapan selamat, seperti: *Congratulations / Many Happy Returns.*
  - *Adjective* yang sesuai untuk mengungkapkan pujian, seperti: *lovely, gorgeous, wonderful, magnificent.*
  - Tata bahasa (kalimat, kalusa, verba, nomina, konjungsi, dll),
  - Ucapan, tekanan kata, dan intonasi yang benar,
  - Ejaan dan tanda baca yang benar,
  - Tulisan tangan yang rapih dan benar.

### E. Metode Pembelajaran

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengkomunikasikan).

#### F. Media/Alat dan Bahan

- Media/alat : Gadget/Smartphone, Application ESPS, Instagram, Gambar
- Teks : autentik atau mendekati autentik komunikasi antara guru dan siswa, gambar berbagai ekspresi

#### G. Sumber Belajar

ESPS English For SMA/MA Grade X dan sumber lain yang sesuai.

#### H. Langkah-langkah Kegiatan Pembelajaran

##### 8. Pertemuan Pertama : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- mengucapkan salam dan tegur sapa</li><li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li><li>- bertanya jawab tentang ungkapan menawarkan jasa</li><li>- menyebutkan tujuan pembelajaran</li><li>- menyebutkan kegiatan belajar yang akan dilakukan</li></ul>	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- menyimak dan menirukan guru menyatakan ungkapan ucapan selamat beserta tanggapannya dengan ucapan dan tekanan kata yang benar</li><li>- bertanya jawab terkait ucapan selamat beserta tanggapannya</li><li>- berdasarkan informasi pada audio yang diperdengarkan, siswa melengkapi dialog terkait ungkapan ucapan selamat.</li><li>- menyusun potongan dialog acak terkait ungkapan ucapan selamat menjadi dialog utuh yang dapat dipahami.</li><li>- berlatih melakukan interaksi untuk mengucapkan selamat dan memberikan tanggapannya.</li></ul> Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	70'
Kegiatan Penutup	Siswa, dengan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- mendapatkan umpan balik terhadap proses pembelajaran</li></ul>	10'

	<ul style="list-style-type: none"> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	
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#### 9. Pertemuan Kedua : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- mengulas kembali materi di pertemuan sebelumnya</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
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"> <li>- siswa melakukan <i>Post Test</i> melalui aplikasi Instastory instagram</li> <li>- siswa diberikan beberapa kartu ucapan selamat dan siswa mendiskusikan tujuan penulisan kartu ucapan, alasan penulisan kartu ucapan, serta isi kartu ucapan</li> <li>- mencari sebuah kartu ucapan selamat otentik di internet</li> <li>- membuat sebuah kartu ucapan melalau <i>Instastory Instagram</i> dan siswa memposting di akun media sosial masing-masing dan men-tag <i>@learning_vocabularies</i>.</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	70'
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran dan peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- mengakhiri kegiatan belajar dengan doa bersama</li> </ul>	10'

## **I. Teknik Penilaian**

### 1. Teknik Penilaian Otentik

- Penilaian Sikap : Observasi/Pengamatan
- Penilaian Pengetahuan : Penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntunan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

### 2. Penilaian Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan

- Observasi : Jurnal Absen
- Tes : Aplikasi Instagram
- Unjuk kerja : Praktik
- Unsur Penilaian (terlampir)



**IAIN PALOPO**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA Negeri 3 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X /I  
Siklus : II  
Materi Pokok : Teks Deskriptif  
Skill : Writing  
Alokasi Waktu : 4JP (2Pertemuan)

### **A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

#### **J. Kompetensi Dasar**

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

#### **4.4 Teks deskriptif**

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **B. Indikator Pencapaian Kompetensi**

Siswa mampu mengomunikasikan secara terintegrasi lisan dan tulis tentang teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, secara kontekstual terkait ketiga aspek teks berikut ini:

- Fungsi Sosial
  - Memberi informasi untuk mempromosikan tempat wisata dan bangunan bersejarah terkenal
  - Meminta informasi untuk mempromosikan tempat wisata dan bangunan bersejarah terkenal
- Struktur Teks
  - *Identification* : identifikasi topik yang dideskripsikan.
  - *Description* : deskripsi detail topik.

- Unsur Kebahasaan  
Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung teksdeskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal:
  - Kata sifat, seperti: *quiet, crowded, sensational, terrific, fresh, peaceful, splendid.*
  - Tata bahasa *simple present tense* dan *simple past tense*.
  - Tata bahasa (kalimat, kalusa, verba, nomina, konjungsi, dll).
  - Ucapan, tekanan kata, dan intonasi yang benar,
  - Ejaan dan tanda baca yang benar,
  - Tulisan tangan yang rapih dan benar.

### C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran, siswa mampu mengomunikasikan secara terintegrasi lisan dan tulis tentang teks deskriptif (*descriptive text*) untuk memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang termuat di dalamnya, secara kontekstual dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.

### D. Materi Pembelajaran

Teks-teks dalam bentuk teks deskriptif yang secara otentik dicontohkan guru secara langsung dalam komunikasi selama proses pembelajaran dan/atau melalui media audio-visual.

- Fungsi Sosial
  - Memberi informasi untuk mempromosikan tempat wisata dan bangunan bersejarah terkenal
  - Meminta informasi untuk mempromosikan tempat wisata dan bangunan bersejarah terkenal
- Struktur Teks
  - *Identification* : identifikasi topik yang dideskripsikan.
  - *Description* : deskripsi detail topik.
- Unsur Kebahasaan  
Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung teksdeskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal:
  - Kata sifat, seperti: *quiet, crowded, sensational, terrific, fresh, peaceful, splendid.*
  - Tata bahasa *simple present tense* dan *simple past tense*.
  - Tata bahasa (kalimat, kalusa, verba, nomina, konjungsi, dll).
  - Ucapan, tekanan kata, dan intonasi yang benar,
  - Ejaan dan tanda baca yang benar,
  - Tulisan tangan yang rapih dan benar.



### E. Metode Pembelajaran

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengkomunikasikan).

### F. Media/Alat dan Bahan

- Media/alat : gadget/smartphone, video, laptop, lcd, gambar
- Teks : autentik atau mendekati autentik komunikasi antara guru dan siswa, gambar berbagai ekspresi

### G. Sumber Belajar

ESPS English For SMA/MA Grade X dan sumber lain yang sesuai.

### H. Langkah-langkah Kegiatan Pembelajaran

#### 10. Pertemuan Pertama : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- mengucapkan salam dan tegur sapa</li><li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li><li>- bertanya jawab tentang ungkapan menawarkan jasa</li><li>- menyebutkan tujuan pembelajaran</li><li>- menyebutkan kegiatan belajar yang akan dilakukan</li></ul>	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- disediakan beberapa gambar pemandangan, siswa menyampaikan pendapat mereka terkait gambar yang tersedia</li><li>- menemukan topik beberapa teks deskriptif pendek yang tersedia</li><li>- mengidentifikasi <i>descriptive adjectives</i> yang terdapat di dalam teks deskriptif pendek yang tersedia</li><li>- berdasarkan instastory yang dipertontonkan, siswa menyimak dan melengkapi teks deskriptif rumpang</li><li>- berdasarkan audio yang diperdengarkan, siswa menyimak dan melengkapi dialog rumpang</li><li>- menemukan informasi rinci dari dialog yang tersedia</li></ul> Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	70'
Kegiatan Penutup	Siswa, dengan bimbingan guru/peneliti: <ul style="list-style-type: none"><li>- mendapatkan umpan balik terhadap proses</li></ul>	10'

	<p>pembelajaran</p> <ul style="list-style-type: none"> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	
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#### 11. Pertemuan Kedua : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- mengulas kembali materi di pertemuan sebelumnya</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan Inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- diberikan beberapa topik, siswa membuat kerangka teks deskriptif melalui post instagram</li> <li>- membuat kerangka teks deskriptif mengenai tempat spot yang diketahui siswa yang favorit</li> <li>- berdasarkan kerangka yang telah dibuat, menulis sebuah teks deskriptif</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	70'
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru/peneliti:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

### I. Penilaian, Pembelajaran Remedial dan Pengayaan

#### 1. Teknik Penilaian Otentik

- Sikap : Observasi
- Pengetahuan : Penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntunan

struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

- Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan

## 2. Instrumen penilaian untuk tes tulis



**IAIN PALOPO**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA Negeri 3 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X / I  
Siklus : II  
Materi Pokok : Lagu/Lirik Song  
Skill : Listening  
Alokasi Waktu : 4JP (2Pertemuan)

### **A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar

- 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.
- 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.

### **B. Indikator Pencapaian Kompetensi**

Siswa mampu mengomunikasikan makna lirik lagu terkait kehidupan sehari-hari, secara kontekstual terkait ketiga aspek teks berikut ini:

- Fungsi Sosial  
Tindakan komunikatif secara interaktif:
  - Menghibur melalui lagu.
  - Menyampaikan pesan moral yang terdapat pada lirik lagu.
- Struktur Teks  
Tindakan komunikatif mencakup:
  - Bagian-bagian dari lirik lagu
- Unsur Kebahasaan
  - Penggunaan *tenses*,
  - Ungkapan yang mengandung informasi dan nilai moral terkait topik dari lagu,
  - Ucapan, tekanan kata, dan intonasi yang benar,
  - Ejaan dan tanda baca yang benar,
  - Tulisan tangan yang rapih dan benar.

### **C. Tujuan Pembelajaran**

Melalui serangkaian kegiatan pembelajaran, siswa berkomunikasi secara interaktif dengan guru dan teman tentang menafsirkan dan menangkap

makna lagu terkait kehidupan sehari-hari, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang tepat.

#### **D. Materi Pembelajaran**

Teks sederhana lisan dan tulis berupa lirik lagu, secara otentik dicontohkan guru secara langsung dalam komunikasi selama proses pembelajaran dan/atau melalui media audio-visual.

- Fungsi Sosial  
Tindakan komunikatif secara interaktif:
  - Menghibur melalui lagu.
  - Menyampaikan pesan moral yang terdapat pada lirik lagu.
  
- Struktur Teks  
Tindakan komunikatif mencakup:
  - Bagian-bagian dari lirik lagu
  
- Unsur Kebahasaan
  - Penggunaan *tenses*,
  - Ungkapan yang mengandung informasi dan nilai moral terkait topik dari lagu,
  - Ucapan, tekanan kata, dan intonasi yang benar,
  - Ejaan dan tanda baca yang benar,
  - Tulisan tangan yang rapih dan benar.

#### **E. Metode Pembelajaran**

5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengkomunikasikan).

#### **F. Media/Alat dan Bahan**

- Media/alat : video,gadget/smartphone, gambar
- Teks : autentik atau mendekati autentik komunikasi antara guru dan siswa, gambar berbagai ekspresi

#### **G. Sumber Belajar**

ESPS English For SMA/MA Grade X dan sumber lain yang sesuai.

#### **H. Langkah-langkah Kegiatan Pembelajaran**

12. Pertemuan Pertama : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru: <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- bertanya jawab tentang ungkapan menawarkan jasa</li> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: <ul style="list-style-type: none"> <li>- menuliskan makna istilah terkait musik</li> <li>- melengkapi tabel terkait daftar lagu berbahasa Inggris kesenangan siswa</li> <li>- secara berkelompok, mendiskusikan alasan orang mendengarkan musik dan menciptakan lagu</li> <li>- disediakan sebuah lirik lagu, siswa membaca dan menemukan makna kata yang tidak mereka ketahui</li> <li>- berdasarkan lirik lagu yang tersedia, siswa mengidentifikasi bagian refrain dan verse, menemukan lirik yang mengandung majas metafora dan simile, serta menentukan maknanya</li> </ul> Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	70'
Kegiatan Penutup	Siswa, dengan bimbingan guru: <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

13. Pertemuan Kedua : 2 JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru: <ul style="list-style-type: none"> <li>- mengucapkan salam dan tegur sapa</li> <li>- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- bertanya jawab tentang materi yang telah dipelajari dipertemuan sebelumnya</li> </ul>	10'

	<ul style="list-style-type: none"> <li>- menyebutkan tujuan pembelajaran</li> <li>- menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	
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"> <li>- diberikan sebuah judul lagu, siswa menemukan lirik lagu tersebut di internet dan menjawab pertanyaan terkait isi lagu tersebut</li> <li>- diberikan dua judul lagu, siswa menemukan lirik lagu tersebut di internet dan menentukan persamaan dan perbedaan di antara kedua makna lagu</li> <li>- diberikan beberapa judul lagu, siswa menemukan lirik lagu dan audio lagu tersebut di internet</li> <li>- mendengarkan audio lagu yang telah ditemukan dan menjawab beberapa pertanyaan terkait lagu tersebut</li> <li>- mempresentasikan lagu kesenangan siswa di depan kelas</li> </ul> <p>Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	70'
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> <li>- mendapatkan umpan balik terhadap proses pembelajaran</li> <li>- membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- menyimpulkan proses dan hasil pembelajaran</li> <li>- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya</li> </ul>	10'

## I. Teknik Penilaian

### 1. Teknik Penilaian Otentik

- Penilaian Sikap : Observasi/Pengamatan
- Penilaian Pengetahuan : Penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntunan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

### 2. Penilaian Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan

- Observasi : Jurnal Absen
- Tes : Aplikasi Instagram
- Unjuk kerja : Praktik
- Unsur Penilaian (terlampir)