SKRIPSI



THE EFFECTIVENESS OF USING GAMES TWO TRUTHS AND A LIE IN INCREASING STUDENTS' SPEAKING ABILITY AT SMP LAB SCHOOL UNTAD PALU

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MOTTO

"Everything we intend to do to make our parents happy,

Allah SWT will surely make it easy for us"

And

"Memanusiakan manusia itu sulit, itu sebabnya adab lebih tinggi daripada ilmu"

ABSTRACT

Fauziah Rismauliani (A12121098), "THE EFFECTIVENESS OF USING GAMES TWO TRUTHS AND A LIE IN INCREASING STUDENTS' SPEAKING ABILITY AT SMP LABSCHOOL UNTAD PALU", *Skripsi*, English Education Study Program, Language and Art Education Department, Teacher Training and Education Faculty, Tadulako University, under the supervision of Prof. Dr. Aminah, S.Pd., M.Pd., M.Ed and Mashuri, S.Pd., M.A.

The study aimed to determine the effectiveness of using the "Two Truths and A Lie" game in improving the speaking skills of seventh-grade students at SMP Labschool Untad Palu. This research was motivated by the students' persistent challenges, including low motivation and speaking anxiety, often exacerbated by non-interactive teaching methods. Employing a quasi-experimental design with a pre-test and post-test control group, the study involved a sample of 45 students. Data analysis using SPSS confirmed that the post-test scores of the experimental group followed a normal distribution, justifying the use of parametric tests. The mean scores showed a substantial increase in the experimental group, rising from 9.09 to 15.95, significantly higher than the control group's increase (from 10.40 to 14.45). This difference was confirmed as statistically significant by the paired sample t-test, supporting the hypothesis. The findings conclusively prove that the "Two Truths and A Lie" game is significantly effective in boosting students' confidence, improving fluency, and training critical thinking skills, offering empirical insight into the value of adapting fun and interactive teaching methods.

Keywords: Classroom Interaction, Game-Based Learning, Quasi-Experimental, Speaking Ability, Two Truths and A Lie.

ABSTRAK

Fauziah Rismauliani (A12121098). "EFEKTIFITAS PENGGUNAAN PERMAINAN DUA KEBENARAN DAN SATU KEBOHONGAN DALAM MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI SMP LABSCHOOL UNTAD PALU" Skripsi, Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tadulako. Di bawah bimbingan Prof. Dr. Aminah, S.Pd., M.Pd., M.Ed dan Mashuri, S.Pd., M.A.

Penelitian ini bertujuan untuk menentukan efektivitas penggunaan permainan "Two Truths and A Lie" dalam meningkatkan keterampilan berbicara siswa kelas VII di SMP Labschool Untad Palu. Penelitian ini didorong oleh tantangan yang terus-menerus dihadapi siswa, termasuk motivasi yang rendah dan kecemasan berbicara, yang sering diperparah oleh metode pengajaran yang tidak interaktif. Dengan menggunakan desain quasi-eksperimental yang melibatkan kelompok kontrol dengan pre-test dan post-test, penelitian ini melibatkan sampel sebanyak 45 siswa. Analisis data menggunakan SPSS menunjukkan bahwa skor pasca-tes kelompok eksperimen mengikuti distribusi normal, sehingga penggunaan uji parametrik dibenarkan. Skor rata-rata menunjukkan peningkatan yang signifikan pada kelompok eksperimen, naik dari 9,09 menjadi 15,95, jauh lebih tinggi daripada peningkatan kelompok kontrol (dari 10,40 menjadi 14,45). Perbedaan ini dikonfirmasi sebagai signifikan secara statistik oleh uji t sampel berpasangan, mendukung hipotesis. Temuan ini secara definitif membuktikan bahwa permainan "Two Truths and A Lie" sangat efektif dalam meningkatkan kepercayaan diri siswa, memperbaiki kelancaran berbicara, dan melatih keterampilan berpikir kritis, memberikan wawasan empiris tentang nilai adaptasi metode pengajaran yang menyenangkan dan interaktif.

Kata kunci: Interaksi Kelas, Pembelajaran Berbasis Permainan, Quasi-Eksperimental, Kemampuan Berbicara, Two Truths and A Lie.

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CHAPTER I

BACKGROUND

1.1 Background

Speaking is the capacity to communicate verbally using suitable language that the listener can understand in order to convey ideas, thoughts, feelings, and facts. Speaking in the context of language learning entails speaking abilities such as vocabulary, grammar, fluency, pronunciation, and the capacity for productive interaction in conversation. "Speaking is a talent that needs to be cultivated through communicative exercises that provide students plenty of opportunities to practice speaking in front of the class" (Putri et al., 2025).

One of the skills that students should work on is speaking. The act of verbally transmitting thoughts and concepts to an audience is known as speaking. Speaking fluency is essentially one of the most crucial learning abilities that students should possess since it will have a direct impact on how they are instructed and learn in the classroom (Antika & Colleagues, 2024). Speaking well will naturally enhance one's capacity for thought, reading, writing, and listening and can boost kids' self-esteem. People that can communicate will be able to adjust to their surroundings more easily.

The latest curriculum, especially the Merdeka Curriculum, states speaking abilities as part of productive language skills that learners must develop thoroughly. In the junior high school phase (grades VII-IX), speaking abilities are directed to enable learners to communicate effectively and reasonably according

to social and academic contexts, such as actively participating in discussions, presenting ideas, and responding to information orally. This curriculum emphasizes speaking abilities that are integrated with listening and viewing skills (observing visual and audiovisual texts), so that students not only speak, but are also able to understand and respond appropriately. Speaking learning is also built in a context that is relevant to students' daily lives and social environment, with the aim of forming good character and communication competence. This approach provides flexibility for teachers to design creative and adaptive speaking lessons according to students' needs, and emphasizes active and participatory learning.

High self-confidence helps learners strengthen their speaking abilities. Students with high levels of self-assurance typically talk more fluently than those with low levels of confidence (Jiménez Rodríguez et al., (2025). The causes of the low speaking abilities of junior high school students can be categorized into internal and external factors. Internal factors include low motivation to learn, lack of self-confidence, poor study habits, and less positive mental attitudes such as nervousness and fear of being wrong when speaking in front of the class. In addition, low mastery of vocabulary, grammar and other linguistic components is also a major obstacle. External factors include the teacher's uninteresting teaching methods, the lack of use of varied learning media, and the lack of effective interaction between teachers and students and among students themselves. In addition, the use of local languages at home and the surrounding environment that rarely uses Indonesian or English also affects students' low speaking abilities. This condition is exacerbated by the lack of opportunities for students to practice

speaking actively in class so that they are less accustomed and less confident to communicate orally.

In addition, limited vocabulary and grammar make students reluctant to speak for fear of making mistakes. The unfavorable learning environment, such as the lack of active interaction and infrequent opportunities to practice speaking, also exacerbates this condition. Therefore, the use of games in learning is an effective solution to overcome these problems because games can create a fun learning atmosphere, motivate students to actively speak, and train language skills naturally and interactively. Games such as Two Truths and a Lie, Charades, or Guessing Games not only increase students' speaking courage, but also train critical thinking and communication skills simultaneously, so that students' speaking abilities can improve significantly.

The use of these games not only improves mastery of the material but also develops students' critical thinking skills, creativity, and social abilities, thus preparing them to be independent and competent learners in the future. The researcher chose to use games as an interesting learning implementation step for seventh grade students at SMP Labschool Untad Palu, by using games that not only focus on games but can also improve students' speaking abilities in English learning and train students in memory. The researcher chose the game "Two Truths and A Lie" as the implementation of interesting learning activities in the classroom.

This research determines how effective the use of games is in attracting students' attention and interest in learning, as well as how effective the teaching is

in increasing students' enthusiasm and engagement during the learning process. This research is expected to be a reference for educators in designing learning that is not only academically effective but also fun and motivating, thus improving the overall quality of education.

1.2 Problem Statment

Based on the background, and the significance of speaking abilities in learning English, particularly for students who continue to face some challenges such as low motivation, speaking anxiety, and a small vocabulary the researcher formulate the research question as follows: "Does the use of Two Truths and A Lie Games effectively increasing speaking abilities at VII grade students' of SMP Labschool Untad Palu?"

1.3 Objective of the Research

Based on the formulation of the research question above, the purpose of this research is to determine how effective the Two Truths and a Lie game on increasing students' speaking abilities of VII grade students' of SMP Labschool Untad Palu.

1.4 Scope of the Research

This study will be limited on the application of "Two Truths and A Lie Game" as the independent variable and speaking abilities by describing the object focused on accuracy and fluency of students in class VII SMP Labschool Untad Palu.

1.5 Significance of the Research

The results of this research are expected to have an effective on the application of attractive learning methods on teachers, students', and readers, which can be the basis for developing more effective and enjoyable educational practices:

- 1. For teachers: By using interactive and creative approaches, teachers can create a more dynamic and enjoyable learning environment. This not only improves the quality of teaching but also strengthens the relationship between teachers and students', and increases teachers' professional satisfaction and motivation in performing their duties.
- 2. For students: This method is expected to have an effective on improving students' speaking abilities in English language learning. The fun and relevant approach to daily life helps students' understand the material better and reduces boredom or anxiety towards learning.
- 3. Researchers: For educational researchers and practitioners, this research provides empirical insights into the effectiveness of attractive learning methods in educational contexts. The findings from this research can serve as a basis for curriculum development and learning strategies that are more student-centered, as well as guide teacher training and professional development.

1.6 Operational Definitions of Key Terms

1. Effectiveness: The degree to which objectives or goals are achieved and the extent to which targeted problems are solved.

- 2. Two Truths and A Lie: Is a communication or ice-breaking game where each participant says three statements about him or herself, with two of them being true and one not true (a lie). The other participants have to guess which statement is a lie.
- 3. Speaking abilities: The abilities to pronounce articulated sounds or words to express, state, and convey thoughts, ideas, opinions, and feelings to interlocutors by mastering linguistic and non-linguistic aspects.

CHAPTER II

RELATED STUDY, LITERATURE REVIEW, THEORETICAL FRAMEWORK, AND HIPOTHESIS

2.1 Related Study

In this research, the researcher used games as a method of teaching speaking abilities, There are several previous studies that are relevant to this topic. These studies support that teaching methods that are attractive and involve active student participation, such as the Two Truths and a Lie game, have speaking abilities and student learning motivation.

The first research from Hariyati, (2018) entitled "The Use of Ice-Breakers (Two Truths and A Lie) to Improve EFL Learners Speaking abilities" This study aimed at examining the effectiveness of Ice-breakers (Two Truths and A Lie) in teaching speaking of EFL learners. Design of this research was pre-experimental research with Pre-test and post-test design. It was conducted at EFL learners. The sample consists of 21 students'. For determining the sample of the research used random sampling technique. The instrument were speaking test to collected data. The data were analyzed by using statistic 22 for windows. The result of descriptive statistic indicated Ice-breakers (Two Truths and A Lie) is effective in EFL learners with the mean score post-test 57.71 was higher than mean score of Pre-test 33.71. For hypothesis testing using paired sample t-test at significance (2-tailed) value level of analyzing data was .00, it was lower than .05, it means the alternative hypothesis of this research was accepted. Hence, Ice-breakers (Two Truths and A Lie) is effective in teaching speaking abilities for EFL learners.

Considering the process and results of this research, the present researcher suggested that Ice-breakers (Two Truths and A Lie) might be used in teaching speaking.

The second research was from Dinda Sri Lestari, (2022) Finding out how Truth or Dare games impact speaking instruction and elucidating the impact of communication games on students' speaking abilities are the goals of the study. You might remember who utilized bottle to be "it" before opting for the humiliating challenge. However, the most crucial thing to keep in mind is how much fun this game is. Additionally, your students have just as much fun playing it in an ESL lesson. A bottle that the student may rotate to reveal who is asking the question and who is being asked is all that is needed to play this game. The finest part is that it can be modified to fit any language level and any class.

The latest research comes from C Nisrina Vita, (2024) entitled "The Implementation Of Ice Breaker Technique To Improve students' speaking abilities Of Tenth Grade Students' At Sman 10 Bandar Lampung". The research aims to understand how students' speaking abilities change before and after using ice breaker techniques in English classes. The study follows a pre-experimental design, using a one-group Pre-test-post-test method to track changes in students' speaking abilities. The experimental group, Class 10.9, which consists of 35 students', participated in both Pre-test and post-test assessments. The researcher utilized SPSS and Microsoft Excel to analyze the data, revealing an improvement in the student's speaking abilities following the implementation of ice-breaking games. The analysis was conducted using a Repeated Measures T-Test in SPSS,

with statistical significance determined at p < 0.05. The results indicated a significant difference in the students'. This research adds to teaching discussions by showing how effective ice breaker activities are for improving speaking abilities and offers practical advice for educators using these techniques in language learning classrooms.

From three studies focused on teaching using fun and attractive learning methods, namely games or ice-breakers, which aim to increase students' engagement and motivation to learn. All three showed positive results, both in terms of speaking abilities after the application of game-based methods. And the three studies have similarities in the student-centered approach and the use of game methods, which are proven to improve English learning outcomes. However, they differ in their specific objectives, research methods, as well as the types of game used. The combination of results from all three provides strong support that game such as Two Truths and a Lie and the like are effective strategies in English language teaching that are good for increasing speaking abilities for students'.

2.2 Literature Review

2.2.1 English Speaking Abilities

Speaking is the art of communication and one of the core skills that have to be mastered in learning a foreign language. Nunan in Pratiwi (2013) mentioned that there are two main aspects of speaking abilities; accuracy and fluency. The explanation is as follows:

The first one is accuracy. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. The first requirement of accuracy is vocabulary. Panjaitan et al, (2022) mentioned that vocabulary alludes to the set of words that a individual knows and employments in a language. It's the building squares of communication, permitting people to express specific thoughts, feelings, and ideas with exactness A lqahtani (2015) argued that Adequate vocabulary mastery is essential for successful use of a foreign language, because without an extensive vocabulary, a language learner will not be able to use the structures and functions he or she may have learned for understandable communication.

After mastering many of words students need to apply it in a sentence and it means we need rules of putting the right words in the right place which is called grammar. According to Larsen-Freeman & DeCarrico (2019) Grammar is rules that make distinctions between correct and incorrect forms. It serves as the basic foundation for a fluent and effective communication, providing frameworks for how words should be arranged and used to build a complete meaning.

Language starts with the ear (O'connor, 1980). Meaning can be understandable if we speak the word correctly. According to Mellisa et al, (2019) Pronunciation is a portion of a speaking skill that's genuinely vital to form the 18 communication runs well, hence pronunciation is an important figure in language learning.

While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, in speaking we need to consider the intonation Pratiwi (2013) stated that pausing when speaking is one aspect, it happens sometimes but not frequently. In speaking we need to consider the time when we need to stop for awhile. It is because the meaning of every sentence can be influenced by where we stop in the sentence.

Harmer (2007) stated that the term of speaking fluency has a relation with the way we communicate with others. Crowther et al, (2015) stated that fluency involves the abilities to express thoughts and ideas seamlessly, with appropriate speed, rhythm, and intonation, while maintaining a natural flow of speech without excessive pauses or hesitations.

2.2.2 Definition of The Game

Games are typically thought of as planned activities with objectives and regulations that are intended to give players interesting and fulfilling experiences. A tertiary literature analysis on game design concepts states that games are made up of several design components that encourage player interaction, challenge, and competition all of which are critical for maintaining motivation and engagement Sol Klapztein et al, (2024). These components goals, regulations, feedback mechanisms, and voluntary involvement combine to give players a dynamic environment.

Known as serious games or game-based learning (GBL), games are frequently utilized as teaching tools in educational contexts. According to

Reference, serious games are fully realized games with clear educational goals. They frequently have interactive avatars and immersive settings to promote hands-on learning Facchino AP et al, (2025). Serious games are entire game ecosystems intended to teach or train particular skills or information, in contrast to gamification, which introduces discrete game features like badges and points into non-gaming contexts.

For educational games to be successful, engagement and instructional material must be balanced, according to a systematic literature analysis on game motivators and design concepts. Goal-setting, instant feedback, challenge, and social contact are important motivators that have been found to increase student engagement and perseverance Laine, T., & Lindberg, R. (2020). These motivators are essential for developing games that encourage in-depth study and skill development in addition to providing entertainment.

This demonstrates that games are not only a form of amusement but also a powerful tool for raising students' motivation, interest, and comprehension of the material Ni Luh Putu Andika et al, (2025), define gaming Based Learning (GBL) as a learning approach that combines instructional content with gaming aspects to produce an engaging and enjoyable learning environment. It has been demonstrated that GBL can maximize students' 4C capabilities, which are necessary to equip them to handle the difficulties posed by globalization and the quick advancement of technology. There are drawbacks to using games as teaching tools as well, including the requirement for more time and the possibility of a less favorable learning environment in the classroom if improperly handled

(Rahayu & Endang 2024). As a result, the teacher's involvement is crucial in creating and executing learning games that fit the goals of the curriculum and the characteristics of the students.

Although there is a lot of potential for using games as learning media to enhance student motivation, engagement, and learning outcomes, there are a number of obstacles that must be taken into account for successful implementation.

Advantages of using games in learning.

- 1. Improving Student Engagement and Interaction Games increase student engagement by making the learning process more enjoyable and participatory. Students are encouraged to actively participate in games' planned play activities, both individually and in groups, which enhances their social and cooperative abilities Khoirun Nisa et al, (2025) Students who participate in game-based learning actively solve problems and have discussions in addition to passively absorbing the information, which helps them grasp the content more thoroughly.
- 2. Boosting Learning Passion and Motivation Games have a certain allure that can pique students' interest and drive to learn. Students are inspired to continue learning and developing their skills by components including challenges, prizes, and immediate feedback (Febrian et al., 2023). Students can learn assiduously without feeling overburdened by an intrinsic drive that comes from having joy while playing.

- 3. Reduce Stress and Promote Material Understanding Learning resources can be presented through game media in an engaging and easier-to-understand manner. Additionally, games can reduce the stress and boredom that are frequently associated with traditional learning, resulting in a more calm and comfortable learning environment (Cinta et al., 2021). This greatly aids pupils in better assimilation of the content.
- 4. Developing Diverse Capabilities

 Games not only improve cognitive abilities but also foster other abilities like
 collaboration, creativity, critical thinking, and problem-solving. For instance,
 group quizzes and team-based games promote cooperation and effective
 communication among students (Khoirun Nisa et al, 2025). As a result, games
 help students acquire critical soft skills in addition to being a vehicle for
 imparting content.
- 5. Give prompt feedback and assessment In-game systems typically give students instant feedback on how they performed, enabling them to identify errors and fix them right away. This promotes improved learning achievement and establishes an efficient learning cycle (Febrian et al., 2023).

The disadvantages and difficulties of using games to teach:

1. Needs More Time and Thorough Preparation

One of the primary disadvantages is that using games to teach takes a lot more time than traditional approaches. While teachers must provide increasingly

sophisticated media and resources, students require time to learn the rules and how to play (Mukhammad Nur Muzakka et al, 2025). This can interfere with learning if it is not properly handled.

- 2. Less Favorable Classroom Environment When games are used in the classroom, it can become boisterous and hard to maintain order, especially if the teacher lacks effective classroom management techniques. Crowds and noise can interfere with other students' abilities to focus and the efficiency of learning as a whole (Wahyuning, 2022).
- 3. Limitations of Technology and Infrastructure Not every institution has the necessary technological infrastructure to accommodate interactive online games. Serious barriers to the best possible application of GBL include hardware constraints, erratic internet networks, and game development expenses (Febrian et al., 2023).
- 4. Curriculum and Learning Objective Incompatibility

 Not every game that is utilized is pertinent or in line with the necessary

 curriculum and learning objectives. Students run the danger of paying less

 attention to the real learning content and more attention to the entertainment

 value and game scores (Arifin et al., 2023). To avoid straying from instructional

 objectives, game design must be adjusted to learning demands.
- 5. The abilities of Teachers to Handle Games

 The abilities of the teacher to oversee the game-based learning process is

 crucial to the adoption of games. To make learning engaging and effective,

teachers must possess the knowledge and abilities to choose, modify, and incorporate games into lessons (Oktavia, 2022). Games may be less beneficial or even detrimental if improperly supervised.

All things considered, there are numerous benefits to using games as teaching tools that can raise student engagement, motivation, and learning results. Nonetheless, issues including the requirement for additional time, classroom management, technology constraints, and curriculum compatibility must be given careful consideration.

2.2.3 Teaching Speaking Abilities with the Use of Games

One of the most studied and cutting-edge methods in recent years for teaching speaking abilities is the use of games. According to studies, game-based learning (GBL) can greatly enhance students' speaking abilities by lowering speaking fear and fostering an engaging, participatory learning environment. Students' speaking confidence and fluency are significantly increased when games are used in language learning. This mixed-methods study integrated quantitative data from speaking tests taken before and after the intervention with qualitative data from interviews and classroom observations. The findings demonstrated that speaking abilities had improved, with 75% of participants reporting notable gains in confidence and fluency (source). This study demonstrates that compared to conventional approaches, game-based learning produces a more dynamic and captivating learning environment Smital Novel Tuscano & Pyarelal Singh, (2025).

Other research also shows that games, particularly role-playing games, help kids improve their social skills and natural communication. Speaking fear is frequently a significant barrier to learning to talk, but games give students the chance to practice genuine interactions in enjoyable, low-pressure settings (Yu H, 2023). As a result, instructional strategies that incorporate games can boost student engagement and enhance their oral communication abilities.

After employing games as learning tools, students' speaking scores significantly improved, according to quantitative data from multiple studies. For instance, following six months of game-based learning Smith et al. (2021) showed a 75% improvement in speaking abilities. Using role-playing games, Johnson & Lee's (2022) study revealed that students' speaking abilities improved by 80% in just five months. This supports the empirical data showing that using games to teach speaking is very successful.

In order to optimize students' speaking possibilities, games used to teach speaking must be carefully chosen and executed. In addition to managing the classroom to maintain a positive environment and a focus on speaking skill development, teachers should select the kind of game that best fits the learning objectives and the characteristics of their students. All things considered, there are numerous benefits to training speaking abilities through games, such as boosted motivation, decreased speaking fear, and enhanced practical communication abilities. This strategy is strongly advised as a substitute for or addition to conventional approaches in the study of the English language, particularly for enhancing students' speaking proficiency.

2.2.4 Definition and Benefits of Game

Two Truths and a Lie is an interactive game where each participant presents three statements about themselves. Two Truths and a Lie are defined as tools that enable the group leader to make interaction quicker, encourage creative thinking, challenge fundamental assumptions, illustrate new ideas, and introduce new material. Two Truths and A Lie is a the practical game, because it can be used in the classroom or outside the classroom or anywhere and whenever you want to use the game that can enhance the learners English speaking abilities Hariyati, (2018).

Benefits of Two Truths and a Lie in Learning. Gelman, (2022):

- Increases Student Engagement and Participation. The game encourages students' to actively participate in classroom activities. With a fun and interactive format, students' are more motivated to engage in discussions and learning activities.
- 2) Developing Critical Thinking Skills. Students' are trained to analyze statements made by their peers, look for inconsistencies, and make decisions based on available information. This helps in honing critical and analytical thinking skills.
- 3) Improves Communication Skills. By composing and delivering statements effectively, students' learn to communicate clearly and persuasively. In addition, they also learn to listen actively and understand other people's perspectives.

- 4) Builds Social Relationships and Trust. The game allows students' to share personal information in a safe and fun environment, which can strengthen social bonds and build trust among class members.
- 5) Improves Writing Skills and Creativity. In some cases, the game is used to encourage students' to write interesting and creative statements, which can improve their writing skills and imagination.

With these benefits, Two Truths and a Lie is an effective tool in improving the quality of learning, both in terms of student engagement and the development of other important skills. Gelman, (2022). States that they adapted the social game "Two Truths and a Lie" into a classroom environment to provide an activity that introduces the principles of statistical measurement, uncertainty, prediction, and calibration, while allowing students' the opportunity to meet each other.

2.2.5 Teaching Speaking With The Two Truths and A Lie Game

Two Truths and A Lie game motivates learners toward the lesson, after that can be used in the middle of a session to refresh the situation and get the concentration back, and can also be used at the end of the lesson to confirm or review the material.

Here are some steps for using the game Two Truths and A Lie. Frank Baker, (2021):

1. Get Three Statements Ready. Every player prepares three assertions about themselves, two of which are true and one of which is untrue.

- Deliver the statements in shifts. Without revealing which of the three claims is accurate or untrue, players alternately present them to the group.
- 3. Identify the Untrue Claim. Which assertion is false is guessed by other group members.
- 4. Make Answers Public.The statement's truth and falsity are revealed by the player who made it.
- 5. Go on to the next player, who has been translated using.

Play Tip:

- Change Up the Statement Order: To avoid confusing other players, don't always put lies in the same spot.
- Employ Interesting information: To add excitement to the game, select unusual or startling information.
- 3. Keep Your Face Expressions Calm: Avoid making facial or vocal cues that may suggest dishonesty.
- 4. Tailor to the Audience: Select subjects that align with the participants' interests and age range.

Theme of the Sample Statement:

Travel and Adventure

- 1. I once traveled to Bali on foot from Jakarta.
- 2. In Norway, I had witnessed the aurora borealis.
- 3. In the Maldives, I have stayed at an underwater hotel.

21

In response, the first claim is a lie.

Theme: Experiences and Accomplishments

1. I was the winner of a national writing contest once.

2. At an international conference, I gave a speech.

3. I have worked with well-known musicians.

In response, the second claim is a lie.

2.3 Theoretical Framework

This study was conducted due to the low speaking ability of junior high

school students, which includes inaccurate pronunciation and low motivation and

confidence when speaking in public. This condition makes it difficult for students

to express their ideas and opinions verbally. In addition, boosting students' self-

confidence is crucial in shaping behavior, emphasizing the need for a pleasant

learning environment to trigger students' motivation to learn.

Speaking is considered the most important communication tool in

language learning, enabling interaction, information delivery, and social

relationship building. Teachers must have effective learning strategies or

techniques to make students enjoy the lessons and overcome their difficulties in

speaking. Two Truths and A Lie is a the practical game, because it can be used in

the classroom or outside the classroom or anywhere and whenever you want to

use the game that can enhance the learners English speaking abilities Hariyati,

(2018). This game makes students express statements about the material and give

short explanations. This activity practiced interactive speaking, questioning and listening skills and increased students' courage to speak in English in a fun way. The use of games in language learning can increase students' motivation and courage to speak in a fun way. The "Two Truths and a Lie" game trains interactive speaking, questioning, and listening skills.

The researcher used the "Two Truths and a Lie" game to improve the speaking skills of seventh-grade students at SMP Lab School Untad Palu. Students were asked to make two true statements and one false statement about a subject, then provide a brief explanation. This activity indirectly trained them to express themselves and interact. This study aims to investigate whether the application of the "Two Truths and a Lie" game can improve students' speaking skills. It is hoped that students will experience improvement in their speaking skills, particularly in terms of fluency, confidence, and better pronunciation.

2.4 Hypothesis

A hypothesis is a targeted speculative statement verification through research studies, suggested conjectures are tested in the mind before being tested in action. The hypothesis is the use of Two Truths and a Lie game has a significant effect in improving the speaking abilities of seventh grade students of SMP Labschool Untad Palu.

CHAPTER III

RESEARCH METHOD

3.1 Research Desaign

This research used a quantitative approach with a quasi-experimental design. This design allows researcher to observe the effectiveness of certain treatments on experimental groups and compare them with control groups. The design used was a Pre-test post-test control group design, which involved two groups. The first group, the experimental group, received speaking abilities learning using Two Truths and a Lie game. The second group, the control group, received speaking abilities learning using conventional methods without the game.

The design of this research was proposed (Suharsimi Arikunto, 2006: 118-119) as follows:

$$0_3 - 0_4$$

Where:

$$0_1$$
 0_2 = Pre-test

$$0_2$$
 0_4 = Post-test

3.2 Population and Sample

3.2.1 Population

This research was conducted at SMP Labschool Untad Palu. This research took students' from class VII with a total population of 90 students', as shown in the following table:

Table 3.1 Sample of The Research

NO	CLASSES	NUMBER OF
		STUDENTS'
1	VII A	23
2	VII B	22
3	VII C	23
4	VII D	22
	TOTAL	90

3.2.2 Sampel

Every member of the population had an equal chance of being chosen as a sample and used the random sampling technique. In order to generalize the research findings to the public, this technique sought to obtain a representative sample. There were several ways to do random sampling, including cluster random sampling, stratified random sampling, and basic random sampling. The samples of this research were VII A students consisting of 23 students and VII D students consisting of 22 students. The control class was VII A and the experimental class was VII D..

3.3 Research Variables

In this quantitative research, there were two variables used by the researcher: the dependent variable and the independent variable. The researcher described the dependent variable in this research as increasing speaking abilities at SMP Labschool Untad Palu, while the independent variable was the use of the Two Truths and a Lie game.

3.4 Research Instrument

The researcher used an instrument in collecting data to obtain data sequentially or systematically. Tools for measuring data or the variables being studied were known as research instruments. This device needed to be built to generate reliable and accurate data (Fadilla et al., 2024). The researcher used an oral presentation test. The test consisted of two parts, namely, a pre-test and a post-test. The researcher used the test to know whether the treatment was effective or not.

3.5 Technique of Data Collection

This research aims to measure the effectiveness of using Two Truths and a Lie game in increasing students' speaking abilities acquisition. The Pre-test and post-test data were used in this study's data collection. Students' were given the Pre-test before the teaching and learning process, and the post-test following the implementation of the game treatment. Following a Pre-test and six meetings that adhered to the planned processes and procedures, researcher administered therapy

to the students'. Data was collected to assess the increase of speaking abilities and students' engagement.

3.5.1 Pre-test

The pre-test was given to assess students' speaking abilities. In other words, the pre-test helped the researcher determine how far the students' speaking abilities had developed before the treatment began. At first, the researcher gave the same initial test to the experimental and control classes. The researcher used an oral presentation test.

3.5.2 Post-Test

Following the researcher treatment, students received the post-test. For both the pre-test and the post-test, the researcher offered identical test options. The impact of the lesson and if the engaging teaching strategy utilizing the Two Truths and a Lie game could enhance students' speaking abilities was assessed by the post-test.

Table 3.2 Scoring System

NO	Scoring Aspects					
	Aspect Score Description					
1	Pronunciation	5	Easy to understand and has a native speaker accent.			
		4	Easy to understand even with a certain accent.			

	Ι		1
		3	There are pronunciation problems that require the listener to concentrate fully and sometimes there are misunderstandings.
		2	Difficult to understand due to pronunciation problems, often asked to repeat.
		1	Serious pronunciation problems so that it is not understandable.
2	Grammar	5	None or few grammatical errors.
		4	Occasionally makes grammatical errors but they do not affect the meaning.
		3	Often makes grammatical errors that affect the meaning.
		2	Many grammatical errors that hinder meaning and often rearrange sentences.
		1	The grammatical errors are so severe that they are difficult to understand.
3	Vocabulary	5	Using vocabulary and expressions like a native speaker.
		4	Sometimes uses inappropriate vocabulary.
		3	Often using inappropriate vocabulary, conversation becomes limited due to limited vocabulary
		2	Using vocabulary incorrectly and limited vocabulary making it difficult to understand.
		1	Does not have vocabulary.
4	Fluency	5	Fluent like a native speaker.
		4	fluency seems slightly compromised by language issues.
		3	Fluency is quite a lot disrupted by language problems.

		2	Often hesitate and stop due to language limitations.					
		1	Speech is choppy and stops so that conversation is impossible.					
5	Speaking	5	Understand everything without experiencing difficulties.					
	Comprehension	4	Understand almost everything, although there is repetition in certain parts.					
		3	Understands some words or sentences that have been said, if speech they slowed down even though there is repetition.					
		2	Hard to follow what is being said.					
		1	Can't understand even simple conversation.					

Adopted from Suhaimi (2021)

3.6 Treatment

The researcher administered the treatment to the students after the initial test was completed. The goal of this treatment was to increase their speaking abilities by employing an engaging teaching strategy in the classroom that involved the Two Truths and a Lie game. The treatment was administered by the researcher for six sessions.

Table 3.3 Treatment

Meeting	Topics	Activities					
		Teacher's activity	Students' activity				
1 th	Introduction	1. The teacher opens the lesson	1. Students' listen to				
	Myself	by greeting the students' and the teacher greeting					
	-	explaining today's learning and explaining today's					
		objectives. learning objectives.					
		2. The teacher gives an 2. Students' pay					
		example of introducing oneself	attention to the				
		briefly using simple sentences.	teacher on				

- 3. The teacher writes some example sentences on the board.
- 4. The teacher instructs the students' to introduce themselves briefly in turn.
- 5. The teacher explains the rules of the game:

Each student makes three sentences about himself/herself.

Two sentences must be true (truths), one sentence must be a lie.

Example:

- "My name is Ani." (truth)
- "I have a pet dog." (truth)
- "I was born in Canada." (lie)
- 6. The teacher gives an example of playing with some students' in a demonstration.
- 7. Students' are divided into small groups (4-5 people).
- 8. Each student takes turns to say three sentences about himself.
- 9. Other group members guess which sentence is a lie.
- 10. The teacher supervises and helps if there are difficulties in the use of language.
- 11. The teacher summarizes the material and gives homework to write three sentences of Two Truths and a Lie in writing.

Vocabulary

Recognition material

- 3. Students' listen carefully and repeat the vocabulary and sentences after the teacher.
- 4. Students' try to remember words and phrases related to intoduction myself.
- 5. Students' make three sentences about intoduction myself.

Remember:

Two sentences must be true (facts).

One sentence must be a lie (not true).

Example:

- "My name is Ani." (truth)
- "I have a pet dog." (truth)
- "I was born in Canada." (lie)
- 5. Then students' will be divided into small groups of 4-5 students' and take turns to say three sentences about intoduction

themselves.

- 6. Students' listen carefully to your friends' sentences.
- 7. Each student shares their three sentences, the rest of the group discuss and guess which sentence is a lie.
- 8 Then students' mention any mistakes you find in speaking

			or grammar.			
2 nd	Describing	1. The teacher opens the lesson	1. Students' listen to			
	Others	by greeting the students' and	the teacher greeting			
		explaining today's learning	and explaining today's			
		objectives.	learning objectives.			
		2. The teacher gives example	2. Students' pay			
		sentences to describe other	attention to the			
		people.	teacher on			
		3. The teacher writes some	Vocabulary			
		example sentences on the board	Recognition material			
		and explains the meaning of	3. Students' listen			
		important vocabulary.	carefully and repeat			
		4. The teacher instructs the	the vocabulary and			
		students' to describe their	sentences after the			
		classmates in turn.	teacher.			
		5. Descriptive sentences about	4. Students' try to remember words and			
		other people, for example: Physical appearance: tall, short,	phrases related to			
		curly hair, brown eyes, etc.	describing others			
		Personality: friendly, shy,	5. Students' make			
		funny, hardworking, etc.	three sentences about			
		Habits or hobbies: likes to read,	describing others			
		plays football, etc.	Remember:			
		6. Example sentences:	Two sentences must			
		"He is tall and has black hair."	be true (facts).			
		"She is very friendly and likes	One sentence must be			
		to help others."	a lie (not true).			
		"My brother plays football	Example:			
		every weekend."	"My friend is very			
		7. Each student makes three	tall." (truth)			
		sentences describing a person	_			
		(can be a friend, family	(lie)			
		member, or famous person).	"She likes to play			
		Two sentences must be truths,	basketball." (truth)			
		one sentence must be a lie.	5. Then students' will			
		Example:	be divided into small			
		"My friend is very tall." (truth)	groups of 4-5 students' and take			
		"She has blue eyes." (lie) "She likes to play basketball."	students' and take turns to say three			
		(truth)	sentences about			
		8.Students' are divided into	describing others.			
		small groups (4-5 people).	6. Students' listen			
		9. Each student takes turns	carefully to your			
		delivering three sentences of	friends' sentences.			
		description about another	7. Each student shares			
		person.	their three sentences,			
	İ	I 1				

10. Other group member	re guess the rest of the group
10. Other group member	
which sentences are lies.	\mathcal{E}
11. The teacher supervi	
helps if there are difficu	
the use of language.	8 Then students'
12. The teacher gives fe	eedback mention any mistakes
and corrects language m	istakes you find in speaking
	or grammar.
3 th Greetings 1. The teacher opens the	lesson 1. Students' listen to
by greeting the students'	
explaining today's learni	
objectives.	learning objectives.
2. The teacher demonstra	
some formal and information	1 2
greetings and explains w	
they are appropriate.	Vocabulary
3. The teacher gives exa	_
of greetings.	3. Students' listen
4. The teacher instructs t	J 1
students' to make greeting	
5. The teacher instructs t	the sentences after the
students' to present the	teacher.
greetings in groups.	4. Students' try to
6. Each student makes the	ree remember words and
sentences containing gre	eetings, phrases related to
two correct and one inco	orrect greetings
(or inappropriate).	5. Students' make
Example:	three sentences about
"Good morning, how are	
(truth)	Remember:
"See you tomorro	_
midnight." (lie)	be true (facts).
"Nice to meet you." (tru	
7. Students' are divided	,
small groups (4-5 people	` ,
each student takes turns	"Good morning, how
	<u> </u>
delivering three greeting	• • • • • • • • • • • • • • • • • • • •
sentences.	"See you tomorrow at
8. Other group members	
which sentences are lies	3
inaccurate.	(truth)
9. The teacher invites the	e 5. Then students' will
students' to discuss their	be divided into small
experiences during the g	game groups of 4-5
then the students' mention	
then the statement mental	on students' and take

		greeting sentences. 10. The teacher gives feedback and corrects the wrong use of greetings.	sentences about greetings. 6. Students' listen carefully to your friends' sentences. 7. Each student shares their three sentences, the rest of the group discuss and guess which sentence is a lie. 8 Then students' mention any mistakes you find in speaking or grammar.
4 th	Daily Activity	1. The teacher opens the lesson by greeting the students' and explaining today's learning objectives. 2. The teacher gives example sentences about daily activities and writes some examples on the board. 3. The teacher explains important vocabulary and how to make simple sentences. Vocabulary and sentences about daily activities, for example: Wake up, brush teeth, have breakfast, go to school, do homework, play football, watch TV, sleep, etc. Example sentences: "I wake up at 6 a.m." "I usually do my homework after school." "I play football every weekend." 4. Each student makes three sentences about their daily activities. 5. Two sentences must be truths, one sentence must be a lie. Example: "I wake up at 6 a.m." (truth)	1. Students' listen to the teacher greeting and explaining today's learning objectives. 2. Students' pay attention to the teacher on Vocabulary Recognition material 3. Students' listen carefully and repeat the vocabulary and sentences after the teacher. 4. Students' try to remember words and phrases related to their daily activities. 5. Sudents' make three sentences about their daily activities. Remember: Two sentences must be true (facts). One sentence must be a lie (not true). Example: "I wake up at 6 a.m." (truth) "I eat breakfast at 10 a.m." (lie)

·		"I eat breakfast at 10 a.m." (lie) "I do my homework after school." (truth) 6. Students' are divided into small groups (4-5 people). 7. Each student takes turns delivering three sentences about their daily activities then the other group members guess which sentence is a lie. 8. The teacher invites students' to discuss about their experience during the game and the use of words for the lesson. 9. Students' mention interesting sentences and mistakes found.	"I do my homework after school." (truth) 5. Then students' will be divided into small groups of 4-5 students' and take turns to say three sentences about their daily activities. 6. Students' listen carefully to your friends' sentences. 7. Each student shares their three sentences, the rest of the group discuss and guess which sentence is a lie. 8 Then students' mention any mistakes you find in speaking or grammar.
5 th	My School Activities	1. The teacher opens the lesson by greeting the students' and explaining today's learning objectives. 2. The teacher writes some example sentences about school activities on the board then explains the important vocabulary related to school activities. 3. Vocabulary and simple sentences about school activities, for example: "I attend English class every Monday." "I play basketball after school." "I join the school choir." "I study science in the laboratory." Simple sentence structures to express routine activities. 4. Each student makes three sentences about school activities they do.	1. Students' listen to the teacher greeting and explaining today's learning objectives. 2. Students' pay attention to the teacher on Vocabulary Recognition material 3. Students' listen carefully and repeat the vocabulary and sentences after the teacher. 4. Students' try to remember words and phrases related to school activities they do. 5. Students' make three sentences about School activities they do. Remember:

		F 75	E
		5. Two sentences must be truths, one sentence must be a lie. Example: "I join the basketball club." (truth) "I have art class every day." (lie) "I study math on Wednesday." (truth) 6. Each student makes three sentences about their school activities. 7. Two sentences must be true (truths), one sentence must be a lie. Example: "I join the basketball club." (truth) "I have art class every day." (lie) "I study math on Wednesday." (truth) 8. The teacher invites the students' to discuss about their experience during the game, then the students' mention interesting sentences and mistakes found. 9. The teacher gives feedback and corrects language mistakes.	Two sentences must be true (facts). One sentence must be a lie (not true). Example: "I join the basketball club." (truth) "I have art class every day." (lie) "I study math on Wednesday." (truth) 5. Then students' will be divided into small groups of 4-5 students' and take turns to say three sentences about school activities they do. 6. Students' listen carefully to your friends' sentences. 7. Each student shares their three sentences, the rest of the group discuss and guess which sentence is a lie. 8 Then students' mention any mistakes you find in speaking or grammar.
6 th	Culinary and Me	1. The teacher opens the lesson by greeting the students' and explaining today's learning objectives. 2. The teacher introduces new vocabulary about food and drinks with pictures and example sentences then the teacher writes some example sentences on the board. 3. Vocabulary about food and drinks (e.g., pizza, noodles, salad, juice, spicy, sweet).	1. Students' listen to the teacher greeting and explaining today's learning objectives. 2. Students' pay attention to the teacher on Vocabulary Recognition material 3. Students' listen carefully and repeat the vocabulary and sentences after the

Sentences of description and culinary experiences, for example:

"My favorite food is fried rice."
"I like spicy food."

"I have never tried sushi."
Sentence structures for stating facts and lies.

4. Each student makes three sentences about their favorite food or culinary experience.

Two sentences must be truths, one sentence must be a lie. Example:

"My favorite food is pizza." (truth)

"I have tried sushi once." (truth)

- 5. Students' are divided into small groups (4-5 people) then each student takes turns to say three sentences about their food and culinary experience.
- 6. Other group members guess which sentences are lies and the teacher supervises and helps if there are difficulties in the use of language.
- 7. The teacher invites the students' to discuss their experiences during the game then the students' are asked to mention interesting sentences and mistakes found.
- 8. The teacher gives feedback and corrects language mistakes.

teacher.

- 4. Sudents' try to remember words and phrases related to food and culinary experiences.
- 5. Students' make three sentences about your favorite food or culinary experience.

Remember:

Two sentences must be true (facts).

One sentence must be a lie (not true).

Example: "My favorite food is

"My favorite food is pizza." (truth)

- "I hate eating vegetables." (lie)
- "I tried sushi once." (truth)
- 5. Then students' will be divided into small groups of 4-5 students' and take turns to say three sentences about food and culinary experiences.
- 6. Students' listen carefully to your friend's sentences.
- 7. Each student shares their three sentences, the rest of the group discuss and guess which sentence is a lie.
- 8 Students' mention any mistakes you find in speaking or grammar.

3.7 Techniques of Data Analysis

The researcher used descriptive statistical techniques to examine the students' results following the administration of the pre-test, treatment, and post-test. Two groups participated in the study's quasi-experimental design. Two Truths and a Lie was used as an engaging learning tool for the experimental group, whereas traditional teaching techniques devoid of the game were given to the control group. By comparing the pre-test and post-test results, one could gauge how much the students' speaking abilities had improved. Data analysis techniques using SPSS version 30 were done with the following steps.

First, research data such as pre-test scores were entered into SPSS to test the descriptive values for the data to be obtained. Next, the post-test results were entered along with the students' work and transcripts of their conversations during the test as a supplement to determine the students' speaking ability after treatment. Then, the post-test results were entered into SPSS by creating descriptive value variables. After the data was entered, the next step was to perform a normality test to determine whether the data was normally distributed or not. If the data was normally distributed, the analysis continued with a parametric test, such as a Paired Sample T-test, to compare the scores before and after treatment. After running the test, the output results displayed the significance value (Sig. 2-tailed); if this value was greater than 0 (>0.05), it could be concluded that there was a significant difference between the pre-test and post-test, which meant that the treatment effectively improved the measured ability.

Conversely, if the significance value was greater than a (<0.05), then there was no significant effect. Thus, through this process, researcher could accurately find and interpret the results of hypothesis testing using SPSS 30.

3.8 Hypothesis Testing

The researcher tested the research hypothesis to see whether it was accepted or rejected to prove whether the Two Truths and a Lie game in attractive teaching could increase students' speaking abilities at SMP Labschool Untad Palu. The acceptance criteria stipulated that if the probability (Sig.) < 0.05, then the alternative hypothesis (Ha) was accepted. That is, the use of the Two Truths and a Lie game was effective in increasing students' speaking abilities. Conversely, if the probability (Sig.) > 0.05, the null hypothesis (Ho) was accepted, which indicated that the use of the Two Truths and a Lie game did not increase the speaking abilities of seventh-grade students of SMP Labschool Untad Palu.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Results of The Research

In this study, the researcher presented the findings and analysis of the research data that had been conducted. This study was conducted at SMP Labschool Untad Palu from July 28, 2025, to August 14, 2025, and utilized an experimental research design.

Data were collected by the researcher through test administration, which was categorized into two phases: Pre-test and post-test. The Pre-test was conducted at the beginning of the session, while the post-test was conducted at the end of the session, involving both the experimental group and the control group. The initial test was designed to determine the initial speaking abilities of students in the experimental group, while the final test was designed to determine the students' progress after they had been given the treatment. The researcher administered the treatment to the experimental group in class VII A using the "Two Truths and a Lie" game. The test was taken by 23 students in the experimental class and 22 students in the control class. Data were collected from one group to determine the students' speaking abilities before they received the treatment. The initial test was given to the experimental group in class VII A on July 28, 2025.

4.1.1 The Results of Pre-test

In this study, the preliminary tests were designed to measure students' initial speaking abilities. The researcher conducted the Pre-test for class VII A on July 28, 2025, and then on July 31 for class VII D. The preliminary test results were presented in the following table:

Table 4.1 Pre-test Score of the Experimental Group

No	Initial	Pro	Gram	Voc	Flue	Spe	Total
1	AFAD	2	2	3	3	3	10
2	AKM	1	1	2	3	1	8
3	AP	1	2	2	1	1	7
4	AAR	1	1	2	1	1	6
5	BWM	1	1	1	1	1	5
6	CAGP	2	2	2	2	1	9
7	CAS	1	1	2	1	1	6
8	DLP	2	2	3	3	2	12
9	DN	1	1	2	1	3	8
10	EMS	1	1	2	2	3	9
11	FAS	1	1	2	2	2	8
12	FBE	1	1	3	3	1	9
13	JJ	2	2	3	3	3	10
14	JFM	2	2	2	3	2	11
15	KAI	2	2	3	2	3	12
16	MAM	3	3	4	3	3	16
17	MRF	2	1	2	3	2	10
18	NAP	2	2	3	2	1	10

19	NZA	1	2	2	1	1	7
20	NK	1	2	2	2	1	8
22	NFF	2	2	3	4	2	8
22	SVS	2	1	2	3	3	11
23	AFAD	2	1	2	3	1	9
TOTAL					220		

Based on the table, the experimental group consisted of 23 students. The Pre-test results showed that the highest score was 18 and the lowest was 5. The total score for the experimental class in the Pre-test was 220.

Furthermore, the researcher not only calculated the data for the experimental class but also for the control group. The Pre-test results for the control group were presented in the table below:

Table 4.2 Pre-test Score of the Control Group

No	Initial	Pro	Gram	Voc	Flue	Spe	Total
1	AFA	2	3	2	3	1	11
2	AAM	1	3	1	2	1	8
3	AK	3	3	4	3	2	12
4	AR	3	3	4	3	2	15
5	AZ	1	1	2	1	1	6
6	FRM	1	1	1	1	1	5
7	KA	2	3	3	2	1	11
8	MAR	3	2	3	2	1	11
9	MZ	2	3	2	3	1	11

10	MAI	2	1	2	2	1	8		
11	MFH	2	3	2	3	1	11		
12	MDG	2	3	2	3	1	11		
13	MA	3	2	2	3	1	11		
14	MASAS	2	1	1	1	1	6		
15	NTA	2	3	2	3	2	12		
16	RPR	2	3	3	2	1	11		
17	SIR	2	2	2	3	2	11		
18	SF	4	3	4	4	3	18		
19	SAS	2	2	3	1	1	9		
20	SAZ	2	2	3	2	1	10		
22	SFAI	3	3	3	2	1	12		
22	YYP	2	3	2	1	1	9		
TOTAL									

The table in section 4.2 showed that the highest score obtained by students in the control group was 18, while the lowest score was 5. The total score for the students in the control group's Pre-test was 229. After scoring the Pre-test, the mean score of the students' Pre-test can be seen in the following table.

Table 4.3 Mean Score of Students Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	23	5,00	16,00	9,0870	2,39152
Control	22	5,00	18,00	10,4091	2,87285

4.1.2 The Result of Post-test

After the treatment, on August 21, 2025, researcher administered post-tests to the experimental and control groups to assess the students' speaking abilities. The purpose of these post-treatment tests was to measure the students' progress and determine whether the treatment was effective. This study was then supplemented with the results of several students' work in addition to the treatment and the results of the post-treatment test transcripts, which were additional results of the students' conversations based on their abilities during the post-treatment test.

First, the final test results for the experimental group are presented in the following table:

Table 4.4 Post-Test Score of the Experimental Group

No	Initial	Pro	Gram	Voc	Flue	Spe	Total
1	AFAD	4	3	5	5	4	21
2	AKM	2	2	4	4	3	15
3	AP	3	3	5	2	4	16
4	AAR	2	2	3	1	2	10
5	BWM	2	2	3	1	1	9
6	CAGP	3	2	3	2	2	12
7	CAS	2	3	4	4	3	16
8	DLP	3	2	5	4	3	17
9	DN	2	2	3	5	5	17
10	EMS	3	3	4	4	3	17

11	FAS	2	2	3	3	4	14	
12	FBE	2	2	4	4	2	14	
13	JJ	4	3	5	5	5	22	
14	JFM	3	3	4	3	4	17	
15	KAI	4	4	5	5	5	17	
16	MAM	5	4	5	5	4	23	
17	MRF	3	2	4	4	3	16	
18	NAP	3	3	4	3	2	15	
19	NZA	2	3	4	2	1	12	
20	NK	2	3	3	3	2	13	
22	NFF	3	3	5	5	2	18	
22	SVS	4	3	4	5	4	20	
23	AFAD	3	2	3	4	2	14	
TOTAL								

From Table 4.4, it can be seen that the lowest score of the students was 9 and the highest score was 23. The total score of all students was 365.

Table 4.5 Post-Test Score of the Control Group

No	Initial	Pro	Gram	Voc	Flue	Spe	Total
1	AFA	4	4	3	5	2	18
2	AAM	4	4	4	5	2	19
3	AK	2	3	3	3	2	13
4	AR	4	4	4	5	2	19
5	AZ	3	3	3	3	2	14
6	FRM	3	3	3	3	2	14
7	KA	3	4	3	5	2	17

8	MAR	2	3	3	4	2	14	
	1,11,11					-		
9	MZ	3	3	3	3	2	14	
10	MAI	3	3	3	3	2	14	
11	MFH	2	3	2	3	2	12	
12	MDG	3	3	3	3	2	14	
13	MA	3	3	3	4	2	15	
14	MASAS	2	2	2	3	2	11	
15	NTA	2	3	2	4	2	13	
16	RPR	2	3	3	4	2	12	
17	SIR	2	2	2	3	2	11	
18	SF	4	5	5	5	2	21	
19	SAS	3	3	3	4	2	15	
20	SAZ	2	3	2	3	2	12	
22	SFAI	2	3	3	3	2	13	
22	YYP	2	3	3	3	2	13	
TOTAL								

1.1.1.1 From Table 4.5, it can be seen that the highest student score was 21, and the lowest student score was 9, with a total score of 318. This showed that the control group also experienced an increase in average scores. However, the increase observed in the experimental group was more significant than that of the control group.

1.1.1.2 After scoring the post-test, the mean score of the students' Pre-test can be seen in the following table.

1.1.1.3 Table 4.6 Mean Score of Students Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	23	9,00	23,00	15,8696	3,53302
Control	22	11,00	21,00	14,4545	2,72077

4.1.3 Normality Test

A normality test is used to evaluate whether a dataset follows a normal distribution, often illustrated as a bell-shaped curve. In this distribution, values are symmetrically arranged around the mean, with most data clustering near the center and fewer observations appearing further away. The main purpose of conducting a normality test is to guide the choice of statistical methods. Parametric tests, which are widely used for their power, assume that data comes

from a normally distributed population. If this assumption is violated, the results may be misleading or invalid.

When data is not normally distributed, a normality test helps researcher decide on alternatives. These include using non-parametric tests that do not require strict assumptions, or applying data transformations to achieve a distribution closer to normal. This ensures the analysis remains reliable and accurate.

Table 4.7 The Result of Normality Test

Tests of Normality

	Kolmogoro	v-Sn	Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.248	22	.001	.887	22	.016
Post-Test	.158	22	.160	.972	22	.762

a. Lilliefors Significance Correction

Based on the output from SPSS above, the significant values of Post-Test experimental class are 0,160 for Kolmogorov-Smirnov and 0.762 for Shapiro-Wilk respectively. Therefore, to ensure that the data has followed the assumption of normality, the researcher used the basis decision making. According to Nuryadi (2017), the basis for making decisions on the Kolmogorov-Smirnov and Shapiro-Wilk normality test is as follows:

- **1.** If the significance value > 0.05, then the data is normally distributed.
- **2.** If the significance value < 0.05, then the data is not normally distributed.

4.1.4 The Comparison Between the Pre-test and Post-Test

In addition to presenting the average scores for the speaking test, this study compared the average Pre-test and post-test scores, as well as the total average and standard deviation. The results were presented in a paired sample statistical table. This can be seen in the following table:

Table 4.8 The Paired Samples Statistics of The Pre-test and Post-Test

Paired Samples Statistics

				Std.	Std. Error
		Mean	N	Deviation	Mean
Pair 1	Pre-test Experimental	9,0909	22	2,44772	,52186
	Pre-test Control	10,4091	22	2,87285	,61249
Pair 2	Post-Test Experimental	15,9545	22	3,59202	,76582
	Post-Test Control	14,4545	22	2,72077	,58007

Table 4.7 shows that the average Pre-test score for the experimental class was 9,0909 and for the control class was 10,4091. Meanwhile, the average post-test score for the experimental class was 15,9545 and for the control class was 14,4545. This showed that there was an improvement in speaking abilities through the "Two Truths and A Lie" game.

4.2 Result of Testing Hypothesis

The hypothesis was tested using SPSS. In this case, the researcher applied a t-test (significance testing) for a paired sample t-test, which is a test to determine the significance difference between the results of students' mean scores in the Pretest and post-test.

Table 4.9 Paired Samples Test of the Pre-test and Post-Test

Paired Samples Test

					ifican e					
		Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper		t	d f	One - Sid ed p	Two - Sid ed p
Pa ir 1	Pre-test Experime ntal - Pre- test Control	1,318 18	3,6434 7	,7767 9	2,933 61	,2972 4	1,6 97		,05 2	,10 4
Pa ir 2	Post-Test Experime ntal - Post-Test Control	1,500 00	4,8476 8	1,033 53	,6493 4	3,649	1,4 51	2	,08 1	,16 1

Table 4.8 shows that the average score of the Pre-test is 31818 and post-test is 50000, the standard deviation of this study is 64347 for Pre-test and 84768 for post-test, and standard error was 77679 for Pre-test and 103353 for post-test.

Based on the confidence interval, the lower difference of this study is -2,93361 for Pre-test and -,64934 for post-test, while the upper difference is 29724 for Pre-test and 3,6493 for post-test. The results of the statistical analysis at a significance level of 0.05 with degrees of freedom (df) = N - 1, where N = 22 and df = 21. The probabilities value is less than alpha 0.161 > 0.05. This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Decision-making criteria

- If the probabilities (sig.) > 0.05, then Ha is accepted
- If the probabilities (sig.) < 0.05, then Ha is rejected

The results showed that there was a difference in students' speaking abilities before and after using the "Two Truths and A Lie" game. The researcher found that the "Two Truths and A Lie" game could help seventh-grade students at SMP Labschool Untad Palu improve their speaking abilities.

4. 3 Discussion

In a study at SMP Labschool Untad Palu, researchers identified problems with learning activities for improving students' speaking skills, so they used games to help students become more confident and better at improvising their speaking. The researchers selected two classes as comparison samples to assess the effectiveness of this study. The control class consisted of students who took the Pre-test and post-test without treatment, and the experimental class consisted of students who received treatment.

First, before interviewing them, the researcher observed that the students really enjoyed playing games, but there was a lack of play activities. Students wanted to use English but lacked confidence. After that, the researcher interviewed the students using a friendly approach so that they would not be afraid, stiff, or confused in answering the researcher's questions. Then, the researcher conducted interviews with the students one by one, starting with questions about their introduction.

The Pre-test results showed an initial picture of the students' speaking abilities before the intervention was given. The average score obtained by the experimental class was lower, and the control class was higher. These relatively low scores indicated that students in both classes had a basic level of speaking ability, possibly due to a lack of opportunities to practice speaking or previous learning methods that were less interactive. This data served as a crucial basis for comparison to measure the impact of the treatment given to the experimental class.

After conducting interviews, the researcher began to implement teaching in accordance with the learning plan that they had previously developed, adjusting it to the school curriculum and the module structure provided by the subject teachers. After that, the students began to show enthusiasm every time they entered English class. Two Truths and A Lie is a the practical game, because it can be used in the classroom or outside the classroom or anywhere and whenever you want to use the game that can enhance the learners English speaking abilities

Hariyati, (2018). They paid close attention to the lessons prepared by the researcher, and what they looked forward to most was the "Two Truths and a Lie" game. The game was played enjoyably, and after several rounds, the researcher began to give scores so that students could see their rankings and become more enthusiastic. After that, the researcher conducted a post-test as a measure to determine the effectiveness of the activities carried out. The competitive and interactive environment in the game also helped students focus more and understand what their friends were saying.

However, this study also had several limitations. One of the limitations was the possibility of differences in students' moods and psychological conditions, which could affect their performance when speaking. In addition, the short duration of the study might not fully reflect the long-term effects of this method. Technical constraints, such as noise or disturbances from outside the classroom, were also external factors that could not be fully controlled and had the potential to influence the results. These shortcomings may have affected the final results of the study to a certain extent. For example, fluctuations in students' moods could cause results that were not entirely consistent. Although statistically there was a significant increase, some individual cases may not have shown maximum improvement due to factors beyond the control of the study. Therefore, the results of this study must be interpreted taking into account these external variables.

Teachers can use the "Two Truths and a Lie" game as an alternative fun learning method to improve students' speaking skills. This game can reduce

students' anxiety when speaking, make the classroom atmosphere more dynamic, and prove that learning English does not always have to be rigid and theoretical.

This study has proven the effectiveness of using the "Two Truths and a Lie" game in improving students' speaking skills. With a significant increase in post-test scores, it can be concluded that this method is very feasible to implement. Suggestions for further research include conducting similar studies with longer durations, larger numbers of respondents, or even comparing this game with other educational games. It is hoped that this research will pave the way for the development of more innovative and student-oriented learning methods.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results obtained, the researcher concluded that the use of the "Two Truths and a Lie" game could improve students' speaking abilities. The significant increase in average scores from the Pre-test to the post-test, as well as the positive analysis results, indicated that this game could be a beneficial teaching method. Overall, the "Two Truths and a Lie" game had a significant impact on increasing students' speaking abilities.

5.2 Suggestion

5.2.1 For Teacher

Teachers could have tried using new games as learning tools to improve students' speaking abilities. They should have tried to use ice-breakers before and after lessons to get students excited about learning again. There were many new games that had never been used by schools as suitable learning tools for students. Teachers could have shared with students the use of these new games to sharpen their skills. Additionally, teachers could have used existing media and made classes fun by using games outside of class so that students felt confident in socializing and talking with their classmates.

5.2.2 For Future Researcher

Future researchers are encouraged to conduct longitudinal studies to find new and effective games for students so that learning innovation in schools can be increased. Moreover, researchers can also utilize various media to find and use these games in schools so that students can dare to express themselves not only in learning but also in their daily activities and be able to explore their own learning styles.

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APPENDICES

Appendix 1: Pre-test & Post-Test

Pre-test

Measuring students' speaking abilities before using the Two Truths and a Lie game.

Task 1:

Personality Questions

1. Please introduce yourself.

(You can mention: your name, age, where you live, your hobbies, your favorite subject, or anything else you want your friends to know about you.)

2. Daily Activities

What do you usually do after school?

(Please tell your story with details — for example: where do you go, what do you do at home, with whom do you spend time?)

3. Favorite Food

Please describe your favorite food.

(Tell us what it looks like, how it tastes, when you usually eat it, and why you like it so much.)

Task 2:

4. Talking about a Friend

Tell us about your best friend.

(What is his/her name? What do you like about him/her? What activities do you usually do together?)

5. Task 5: Hobbies

What is your hobby?

(Explain what you do, how often you do it, why you enjoy it, and whether you do it alone or with others.)

Post-Test

Measuring students' speaking abilities after learning with Two Truths and a Lie game.

Task 1:

Personality Questions:

1. Please introduce yourself.

(You can mention: your name, age, where you live, your hobbies, your favorite subject, or anything else you want your friends to know about you.)

Task 2:

2. Choose one topic on the paper, then make statements: two true and one false.

Topic:

- 1. Describing Others
- 2. Greetings
- 3. Daily Activities
- 4. School Activities
- 3. Culinary and Me

Then explain which statements are true and which are false.

Appendix 2: Modul Ajar

LESSON PLAN

A. Informasi Umum

Modul School: SMP Labschool Untad Palu

Subject : English

Class: VII / Fase D

Topic: Introducing Myself

Meeting: 1st

Time Alocation: 3×40 Minutes

B. Kompenen Inti

Fase: D

Pada akhir Fase D, peserta didik diharapkan dapat berbicara dengan baik dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis pembelajaran visual menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Metode pembelajaran berbasis game dan menjadi fokus pada modul ini. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan kata dalam Bahasa Inggris yang terstruktur dengan berbicara yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak - Berbicara	Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk

	berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.
Membaca - Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan berbicara dengan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis - Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam berbicara spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Learning Objective

After following the learning process, students are expected to be able to:

- Introduce yourself briefly and clearly.
- Actively communicate with friends using simple sentences.
- Increase confidence in speaking English.

Main Concept

Introduction Myself

Pancasila Profil

- Have faith, be devoted to God Almighty, and have noble character
- Global diversity
- Mutual cooperation
- Independent
- Critical Reasoning
- Creative

Pertanyaan Pemantik

- 1. When do you introduce yourselves?
- 2. What do you usually say when you introduce yourselves to new people? Yes, you can say your names, your origins, your address, your ages, your hobbies, and numbers of siblings.
- 3. What else do you say?

Number Of Students

23 students

Assessment

The teacher assesses the achievement of learning objectives

- Individual assessment
- Group assessment

Type of Assessment

- Presentation
- Product

Learning Mode

Face to face

Ketersediaan Materi

Pengayaan untuk peserta didik berpencapain tinggi :

YA/TIDAK

 Alternatif penjelasan,metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:

YA/TIDAK

Main Learning Activities / Student settings

Individual

Learning Methods

Game-based learning

Learning Technique

• Attractive Teaching: Game Two Truths and A Lie

Infrastructure

- Whiteboard
- Boardmarker and eraser
- English textbook grade 7
- LCD-Projector (Optional)
- Speaker (Optional)

C. Learning Steps

Initial Activities

- The teacher opens the lesson with greetings and prayer, paying attention to the students' readiness.
- The teacher introduces herself and the learning objectives.
- Prepare students' seats and condition the class so that the learning process is enjoyable.
- Check the presence, neatness, position and seating of students.
- Teachers motivate students to remain enthusiastic in the learning process.
- The teacher conveys the form of assessment that will be carried out.
- The teacher prepares all the equipment that will be used in the learning process.
- Teacher apperception can start learning by asking about students' experiences when learning English in elementary school first.
- The teacher introduces today's topic, namely the introduction of personal identity in English.
- Ask Sparking Questions regarding greeting others in English.
 - What do you usually say when introducing yourself to new people?
- The teacher explains the learning objectives, namely so that students can understand and speaking English related to identity.
- The teacher explains the learning objectives so that students can understand and try to speak related to identity.

Core Activities

- The teacher opens the lesson by greeting the students' and explaining today's learning objectives.
- The teacher gives an example of introducing oneself briefly using simple sentences.

- The teacher writes some example sentences on the board.
- The teacher instructs the students' to introduce themselves briefly in turn.
- The teacher explains the rules of the game:

Each student makes three sentences about himself/herself.

Two sentences must be true (truths), one sentence must be a lie.

Example:

```
"My name is Ani." (truth)
```

"I have a pet dog." (truth)

"I live in Canada." (lie)

- The teacher gives an example of playing with some students' in a demonstration.
- Students' are divided into small groups (4-5 people).
- Each student takes turns to say three sentences about himself.
- Other group members guess which sentence is a lie.
- The teacher supervises and helps if there are difficulties in the use of language.

☐ Final Activities

- The teacher gives feedback to the students about today's introduction material.
- The teacher presents the agenda for the next meeting.
- The teacher asks the students' opinions about the game-based learning method.

BAHAN AJAR

Materi Ajar

Information	English	Example	
Nama	My name is	My name is Rio./ I'm Bunga.	
Usia	I am years old.	I am 12 years old.	
Asal/Tempat Tinggal	I'm from I live in	I'm from Palu./ I live in Jalan Mawar.	
Sekolah	I go to & I'm in 7th grade	I go to SMP Labschool UNTAD Palu & I'm in 7th grade.	
Hobi	My hobby is I like to I enjoy	My hobby is reading. I like to play football. I enjoy listening to music.	
Makanan Favorit	My favorite food is I like to eat	My favorite food is fried rice. I like to eat noodles.	
Minuman Favorit	My favorite drink is I like to drink	My favorite drink is orange juice. I like to drink milk.	
Sapaan	Hello! Hi! Nice to meet you!	Hello! Hi, everybody! Nice to meet you	

Teks Self Introduction

"Hello, everyone! My name is [nama kalian].

You can call me [nama panggilan].

I am [usia kalian] years old.

I'm from Palu, and I live in [nama jalan tempat tinggal kalian].

I go to SMP Labschool Untad Palu. I'm in 7th grade.

My hobby is [hobi kalian].

My favorite food is [makanan favorit kalian], and my favorite drink is [minuman favorit kalian].

Nice to meet you all!"

EXERCISE

Activity 1: Prepare Your Statements

Activity 2: Share and Guess

- Ask one student at a time to come to the front of the class (or stand in their place).
- 2. The student will read aloud and clearly the three sentences they have written.
- 3. Once they have finished reading, other students in the class will raise their hands to guess which sentence is a lie.
- 4. The student who guesses can say: "I think number [1/2/3] is the lie."
- 5. After a few guesses, ask the student who read the statement to reveal which one is the lie.

Scoring System

	Scoring System				
NO			Scoring Aspects		
	Aspect	Score	Description		
1	Pronunciation	5	Easy to understand and has a native speaker accent.		
		4	Easy to understand even with a certain accent.		
		3	There are pronunciation problems that rrequire the		
			listener to concentrate fully and sometimes there are		
			misunderstandings.		
		2	Difficult to understand due to pronunciation		
			problems, often asked to repeat.		
		1	Serious pronunciation problems so that it is not		
			understandable.		
2	Grammar	5	None or few grammatical errors.		
		4	Occasionally makes grammatical errors but they do		
			not affect the meaning.		
		3	Often makes grammatical errors that aeffect the		
			meaning.		
		2	Many grammatical errors that hinder meaning and		
			often rearrange sentences.		
		1	The grammatical errors are so severe that they are		
			difficult to understand.		
3	Fluency	5	Fluent like a native speaker.		
		4	Ffluency seems slightly compromised by language		
			issues.		
		3	Fluency is quite a lot disrupted by language		
			problems.		
		2	Often hesitate and stop due to language limitations.		
		1	Speech is choppy and stops so that conversation is		
			impossible.		
	•				

Adopted from Suhaimi (2021)

Mengetahui, Mahasiswa Praktikan

Guru Mata Pelajaran

Nama Guru Fauziah Rismauliani

NIP. NIM. A12121098

A. Informasi Umum Modul

Modul School: SMP Labschool Untad Palu

Subject : English

Class: VII / Fase D

Topic: Describing Others

Meeting: 2nd

Time Alocation : 3×40 Minutes

B. Kompenen Inti

Fase: D

Pada akhir Fase D, peserta didik diharapkan dapat berbicara dengan baik dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis pembelajaran visual menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Metode pembelajaran berbasis game dan menjadi fokus pada modul ini. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan kata dalam Bahasa Inggris yang terstruktur dengan berbicara yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak - Berbicara	Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih

	beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.
Membaca - Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan berbicara dengan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis - Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam berbicara spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Learning Objective

After following the learning process, students are expected to be able to:

- Students can describe other people orally using simple sentences.
- Students can use appropriate vocabulary and expressions to describe the physical appearance and personality of others

Main Concept

Describing Others

Pancasila Profil

- Have faith, be devoted to God Almighty, and have noble character
- Global diversity

- Mutual cooperation
- Independent
- Critical Reasoning
- Creative

Pertanyaan Pemantik

1. Think of one of your best friends. What is the first thing that comes to your mind when you think of them? Why?

Number Of Students

23 students

Assessment

The teacher assesses the achievement of learning objectives

- Individual assessment
- Group assessment

Type of Assessment

- Presentation
- Product

Learning Mode

Face to face

Ketersediaan Materi

Pengayaan untuk peserta didik berpencapain tinggi :

YA/TIDAK

 Alternatif penjelasan,metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:

YA/TIDAK

Main Learning Activities / Student settings

Individual

Learning Methods

Game-based learning

Learning Technique

• Attractive Teaching: Game Two Truths and A Lie

Infrastructure

- Whiteboard
- Boardmarker and eraser
- English textbook grade 7
- LCD-Projector (Optional)
- Speaker (Optional)

C. Learning Steps

- Initial Activities
- The teacher opens the lesson with greetings and prayer, paying attention to the students' readiness.
- The teacher introduces herself and the learning objectives.
- Prepare students' seats and condition the class so that the learning process is enjoyable.
- Check the presence, neatness, position and seating of students.
- Teachers motivate students to remain enthusiastic in the learning process.
- The teacher conveys the form of assessment that will be carried out.
- The teacher prepares all the equipment that will be used in the learning process.
- Teacher apperception can start learning by asking about students' experiences when learning English in elementary school first.

- The teacher introduces today's topic, namely describing others in English.
- Ask Sparking Questions regarding greeting others in English.
 - When you first meet your peers what do you see first?
- The teacher explains the learning objectives, namely so that students can understand and speaking English related to describing their friends.
- The teacher explains the learning objectives so that students can understand and try to speak related to describing others.

Core Activities

- The teacher opens the lesson by greeting the students' and explaining today's learning objectives
- The teacher gives example sentences to describe other people.
- The teacher writes some example sentences on the board and explains the meaning of important vocabulary.
- The teacher instructs the students' to describe their classmates in turn.
- Descriptive sentences about other people, for example:

Physical appearance: tall, short, curly hair, brown eyes, etc.

Personality: friendly, shy, funny, hardworking, etc.

Habits or hobbies: likes to read, plays football, etc.

Example sentences:

- My aunt is a doctor.
- She has blue hair.
- She lives in Maleo.
- Each student makes three sentences describing a person (can be a friend, family member, or famous person).

Two sentences must be truths, one sentence must be a lie.

Example:

- My aunt is a doctor.

 ✓
- She has blue hair. \times (*lie*)

- She lives in Maleo.

 ✓
- Students' are divided into small groups (4-5 people).
- Each student takes turns delivering three sentences of description about another person.
- Other group members guess which sentences are lies.
- The teacher supervises and helps if there are difficulties in the use of language.

Final Activities

- The teacher gives feedback to the students about today's material.
- The teacher presents the agenda for the next meeting.
- The teacher asks the students' opinions about the game-based learning method.

BAHAN AJAR

Materi Ajar

Catatan yang harus diperhatikan dalam memperkenalkan orang lain:

- a. Name to be introduced (nama dari orang yang akan diperkenalkan). Pastikan kalian menyebutkan nama dari orang yang akan diperkenalkan tersebut
- b. Your relationship with him/her (hubungan dengan orang yang diperkenalkan).
 Pastikan kalian menyebutkan hubungan kekerabatan dengan orang yang diperkenalkan, as a friend, mother, sister, brother, teacher, classmate and others.
 Note: 2 poin ini bisa kalian sebutkan keduanya atau salah satu di antaranya.

Ways to introduce others

- 1. Do you know Tiara? (Apakah anda tahu Tiara?)
- 2. Have you met Tiara? (Pernahkah anda bertemu Tiara?)
- 3. This is a friend of mine, Reza. (Ini teman saya, Reza)
- 4. Eka, this is Reza, my friend. (Eka, ini Reza, teman saya)
- 5. May I introduce my friend, Mrs. Dita? (Bolehkan saya memperkenalkan teman saya, Ibu Dita?)
- 6. Please allow me to introduce our new Administration Manager. (Ijinkan saya untuk memperkenalkan manajer administrasi kita yang baru)
- 7. Let me introduce you to Mrs. Lina our new Marketing Manager. Mrs. Dewi. this is Mr. Rezky from Java Plans Company. (Ijinkan saya untuk memperkenalkan anda kepada Ibu Lina. Manajer Marketing baru kita. Ibu Dewi, Ini adalah Bapak Rezky dari perusahaan Java Plans).

Responses

- 1. No, I don't think so. (Sepertinya tidak)
- 2. No, I haven't. (Tidak, aku belum pernah)
- 3. Hi, glad to meet you. I am Reza. (Hai, senang bertemu dengan anda. Saya Reza)
- 4. Hello, Reza. Pleased to meet you. (Halo Reza. Senang bertemu denganmu)

- 5. I am glad to know you (Saya senang bisa mengenal anda)
- 6. It is nice to see you. (Senang bisa melihat anda)
- 7. How do you do? (Ungkapan saat baru bertemu pertama kalinya)
- 8. How do you do? It is very nice to meet you. (How do you do? senang sekali bisa bertemu dengan anda)

Contoh Dialog Introducing Others

Dewi: That's Rezky. Do you know him? (Itu Rezky. Apakah kamu mengenalnya?)

Dita: No, I don't. (Tidak, aku tidak mengenalnya)

Dewi: Hello, Rezky. How are you? (Halo Rezky. Apa kabar?)

Rezky: Hello, Dewi. I'm fine thanks. (Hai Dewi, aku baik baik saja terima kasih)

Dewi: Rezky, this is a friend of mine, Dita Oktaviana. (Rezky ini temanku, Dita Oktaviana)

Rezky: Hello Dita. Pleased to meet you. (Halo Dita, senang bertemu denganmu)

Dita: Hi Rezky, pleased to meet you too. (Hai Rezky, senang bertemu denganmu juga)

EXERCISE

Activity: Guess Who!

- 1. Each student thinks about one classmate
- 2. Taking turns, students will describe the person (physical and/or personality) without naming names.
- 3. Explain the rules of the game "Two Truths and a Lie" to the students:
- 4. The student who guesses can say: "I think number [1/2/3] is the lie."
- 5. Other friends will listen to the statement and guess "Who is it?"

Scoring System

NO	Scoring Aspects			
	Aspect	Score	Score Description	
1	Pronunciation	5	Easy to understand and has a native speaker	
			accent.	
		4	Easy to understand even with a certain accent.	
		3	There are pronunciation problems that require the	
			listener to concentrate fully and sometimes there	
			are	
			misunderstandings.	
		2	Difficult to understand due to pronunciation	
			problems, often asked to repeat.	
		1	Serious pronunciation problems so that it is not	
			understandable.	
2	Grammar	5	None or few grammatical errors.	
		4	Occasionally makes grammatical errors but they	
			do not affect the meaning.	
		3	Often makes grammatical errors that affect the	
			meaning. Many grammatical arrays that hinder meaning and	
		2 Many grammatical errors that hinder meaning and		
			often rearrange sentences.	
		1	The grammatical errors are so severe that they are	
	71		difficult to understand.	
3	Fluency	5	Fluent like a native speaker.	
		4	Fluency seems slightly compromised by language .	
			Elyanay is guita a lot dismuted by language	
		3	Fluency is quite a lot disrupted by language	
			problems.	
		2	Often hesitate and stop due to language	
			limitations.	

		1	Speech is choppy and stops so that conversation is	
			impossible.	
4	Speaking	5	Understand everything without experiencing	
	Comprehension		difficulties.	
		4	Understand almost everything, although there is	
			repetition in certain parts.	
		3	Understands some words or sentences that have	
			been said, if speech they slowed down even	
			though there is repetition.	
		2	Hard to follow what is being said.	
		1	Can't understand even simple conversation.	

Adopted from Suhaimi (2021)

Mengetahui, Mahasiswa Praktikan

Guru Mata Pelajaran

Nama Guru Fauziah Rismauliani

NIP. NIM. A12121098

A. Informasi Umum Modul

Modul School: SMP Labschool Untad Palu

Subject : English

Class: VII / Fase D

Topic : Greetings

Meeting: 3th

Time Alocation : 3×40 Minutes

B. Kompenen Inti

Fase: D

Pada akhir Fase D, peserta didik diharapkan dapat berbicara dengan baik dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis pembelajaran visual menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Metode pembelajaran berbasis game dan menjadi fokus pada modul ini. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan kata dalam Bahasa Inggris yang terstruktur dengan berbicara yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak - Berbicara	Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih

	beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.
Membaca - Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan berbicara dengan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis - Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam berbicara spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Learning Objective

After following the learning process, students are expected to be able to:

- Students can say various greeting expressions with confidence.
- Students can use greetings in appropriate communication contexts

Main Concept

Greetings

Pancasila Profil

- Have faith, be devoted to God Almighty, and have noble character
- Global diversity

- Mutual cooperation
- Independent
- Critical Reasoning
- Creative

Pertanyaan Pemantik

- 1. Imagine meeting new friends from another city for the first time. How would you greet them to make them feel happy and comfortable?
- 2. Besides 'Hello' and 'Hi', what other greetings do you usually hear or use at school or when meeting adults?

Number Of Students

23 students

Assessment

The teacher assesses the achievement of learning objectives

- Individual assessment
- Group assessment

Type of Assessment

- Presentation
- Product

Learning Mode

Face to face

Ketersediaan Materi

Pengayaan untuk peserta didik berpencapain tinggi :

YA/TIDAK

• Alternatif penjelasan,metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:

YA/TIDAK

Main Learning Activities / Student settings

Individual

Learning Methods

Game-based learning

Learning Technique

• Attractive Teaching: Game Two Truths and A Lie

Infrastructure

- Whiteboard
- Boardmarker and eraser
- English textbook grade 7
- Card
- LCD-Projector (Optional)
- Speaker (Optional)

C. Learning Steps

Initial Activities

- The teacher opens the lesson with greetings and prayer, paying attention to the students' readiness.
- The teacher introduces herself and the learning objectives.
- Prepare students' seats and condition the class so that the learning process is enjoyable.
- Check the presence, neatness, position and seating of students.
- Teachers motivate students to remain enthusiastic in the learning process.

- The teacher conveys the form of assessment that will be carried out.
- The teacher prepares all the equipment that will be used in the learning process.
- Teacher apperception can start learning by asking about students' experiences when learning English in elementary school first.
- The teacher introduces today's topic, namely greetings in English.
- Ask Sparking Questions regarding greeting others in English.
 - When you first meet your peers what do you say first?
- The teacher explains the learning objectives, namely so that students can understand and speaking English related to use greetings.
- The teacher explains the learning objectives so that students can understand and try to speak related to use greetings.

Core Activities

- The teacher opens the lesson by greeting the students' and explaining today's learning objectives.
- The teacher demonstrates some formal and informal greetings and explains when they are appropriate.
- The teacher gives examples of greetings.
- The teacher instructs the students' to make greetings.
- The teacher instructs the students' to present the greetings in groups.
- Each student makes three sentences containing greetings, two correct and one incorrect (or inappropriate).

Example:

- Hello! Good Morning, My name is Lani.

 ✓
- I am 25 years old. \mathbf{X} (lie she's younger)
- I'm from Manado.

 ✓
- Students' are divided into small groups (4-5 people) then each student takes turns delivering three greeting sentences.
- Other group members guess which sentences are lies or inaccurate.
- The teacher invites the students' to discuss their experiences during the game then the students' mention interesting and inappropriate greeting sentences.

Tinal Activities

- The teacher gives feedback to the students about today's material.
- The teacher presents the agenda for the next meeting.
- The teacher asks the students' opinions about the game-based learning method.

BAHAN AJAR

Materi Ajar

1. Time-Based Greetings

Sunrise (Morning)

Sun in the middle (Afternoon)

Sunset (Evening)

Moon and stars (Night).

Expression	When to Use	Common Responses
Good morning!	Morning (Until 12pm)	Good morning!
Good afternoon!	Afternoon (12pm - 6pm)	Good afternoon!
Good evening!	Evening (After 6pm)	Good evening!
Good night!	When going to bed/separating at night	Good night!

Sample Conversation:

A: Good morning, class!

B: Good morning, Sir/Ma'am!

2. General Greetings

Expression	When to Use	Common Responses
Hello!	Very general, anytime	Hello! / Hi!
Hi!	Informal, to a friend	Hi! Hello!
How are you?	Asking how you are doing	I'm fine, thank you. / I'm
		good. / Not bad.
How do you do?	Very formal (rarely used daily)	How do you do?
Nice to meet you!	When you meet new people	Nice to meet you too!

Sample Conversation:

A: Hello, Rio! How are you?

B: Hi, Bunga! I'm fine, thank you. And you?

A: I'm good too!

3. Informal Greetings

Expression	When to Use	Common Responses
What's up?	Very casual, for close friends	Not much. / Nothing. / I'm good.
How's it going?	Casual, asking how you are	It's going well. / Good!
Hey!	Very casual, to attract friends	Hey! / Hi!

Sample Conversation:

A: What's up, bro?

B: Not much, just chilling. You?

4. Farewell Greetings

Expression	When to Use	Common Responses
Good-bye!	General, when separating	Good-bye! / Bye!
Bye!	Informal, when separating	Bye!
See you later!	Will meet again later	See you! / Okay, bye!
See you tomorrow!	Will see you tomorrow	See you! / Sure!
Take care!	Wish for good	You too! / Thanks!

Sample Conversation:

A: Okay, I have to go now. See you tomorrow!

B: Alright! See you! Take care!

Choosing the right greeting is important!

Use formal greetings (Good morning, Good afternoon, Hello, How are you?) for:

- Teachers
- Older people
- People you are meeting for the first time

Use informal greetings (Hi, What's up, How's it going, Hey) for:

- Friends
- Family members

EXERCISE

Activity: Greeting Challenge!

- 1. The teacher mentions a situation or time (e.g., "It's 7 AM and you meet your teacher," or "You meet your best friend after school").
- 2. Students must quickly say the appropriate greeting for the situation. This can be done individually or in small groups.

Example:

Teacher: "It's 7am and you need to see your teacher."

Student: "Good morning, sir/madam!"

Teacher: "You will meet your best friend after school."

Student: "Hi, [friend's name]! How are you?"

- 3. Explain the rules of the game "Two Truths and a Lie" to the students
- 4. Students write three statements about their greeting habits on paper or card.

"You will say three sentences about how you greet people. Two of them are true, and one is a lie. Your friends will guess which one is the lie."

- 5. Students take turns reading their three statements in front of the class or in small groups.
- 6. Friends listen and guess which statements are lies.

Scoring System

NO	Scoring Aspects		
	Aspect	Score	Description
1	Pronunciation	5	Easy to understand and has a native speaker
			accent.
		4	Easy to understand even with a certain accent.
		3	There are pronunciation problems that require
			the listener to concentrate fully and sometimes
			there are misunderstandings.
		2	Difficult to understand due to pronunciation
			problems, often asked to repeat.
		1	Serious pronunciation problems so that it is not
			understandable.
2	Grammar	5	None or few grammatical errors.
		4	Occasionally makes grammatical errors but
			they do not affect the meaning.
		3	Often makes grammatical errors that affect the
			meaning.
		2	Many grammatical errors that hinder meaning
			and often rearrange sentences.
		1	The grammatical errors are so severe
			that they are difficult to understand.
3	Fluency	5	Fluent like a native speaker.
		4	Fluency seems slightly compromised by
			language issues.
		3	Fluency is quite a lot disrupted by language
			problems.
		2	Often hesitate and stop due to language
			limitations.
		1	Speech is choppy and stops so that

			conversation is impossible.
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Adopted from Suhaimi(2021)

Mengetahui, Mahasiswa Praktikan

Guru Mata Pelajaran

Nama Guru Fauziah Rismauliani

NIP. NIM. A12121098

A. Informasi Umum Modul

Modul School: SMP Labschool Untad Palu

Subject : English

Class: VII / Fase D

Topic: Daily Activity

Meeting: 4th

Time Alocation : 3×40 Minutes

B. Kompenen Inti

Fase: D

Pada akhir Fase D, peserta didik diharapkan dapat berbicara dengan baik dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis pembelajaran visual menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Metode pembelajaran berbasis game dan menjadi fokus pada modul ini. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan kata dalam Bahasa Inggris yang terstruktur dengan berbicara yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak - Berbicara	Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih

	beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.
Membaca - Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan berbicara dengan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis - Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam berbicara spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Learning Objective

After following the learning process, students are expected to be able to:

- Students can mention daily activities clearly and coherently.
- Students can make three statements about their daily activities (two true, one lie) using English.
- Students can actively participate in the Two Truths and a Lie game.
- Students can orally guess a lying statement from a friend.

Main Concept

Daily Activitiy

Pancasila Profil

- Have faith, be devoted to God Almighty, and have noble character
- Global diversity
- Mutual cooperation
- Independent
- Critical Reasoning
- Creative

Pertanyaan Pemantik

- 1. Imagine a typical day from waking up to going to bed. What is your favorite activity of the day? Why?
- 2. Name three activities that you do every day.

Number Of Students

23 students

Assessment

The teacher assesses the achievement of learning objectives

Individual assessment

Type of Assessment

- Presentation
- Product

Learning Mode

Face to face

Ketersediaan Materi

Pengayaan untuk peserta didik berpencapain tinggi :

YA/TIDAK

• Alternatif penjelasan,metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:

YA/TIDAK

Main Learning Activities / Student settings

Individual

Learning Methods

• Game-based learning

Learning Technique

• Attractive Teaching: Game Two Truths and A Lie

Infrastructure

- Whiteboard
- Boardmarker and eraser
- English textbook grade 7
- LCD-Projector (Optional)
- Speaker (Optional)

C. Learning Steps

- Initial Activities
- The teacher opens the lesson with greetings and prayer, paying attention to the students' readiness.
- The teacher introduces herself and the learning objectives.
- Prepare students' seats and condition the class so that the learning process is enjoyable.
- Check the presence, neatness, position and seating of students.
- Teachers motivate students to remain enthusiastic in the learning process.
- The teacher conveys the form of assessment that will be carried out.

- The teacher prepares all the equipment that will be used in the learning process.
- Teacher apperception can start learning by asking about students' experiences when learning English in elementary school first.
- The teacher introduces today's topic, namely daily activity in English.
- Ask Sparking Questions regarding greeting others in English.
 - When you wake up what do you do?
- The teacher explains the learning objectives, namely so that students can understand and speaking English related to explain daily activity.
- The teacher explains the learning objectives so that students can understand and try to speak related to explain daily activity.

Core Activities

- The teacher opens the lesson by greeting the students' and explaining today's learning objectives.
- The teacher gives example sentences about daily activities and writes some examples on the board.
- The teacher explains important vocabulary and how to make simple sentences. Vocabulary and sentences about daily activities, for example: Wake up, brush teeth, have breakfast, go to school, do homework, play football, watch TV, sleep, etc.
- Each student makes three sentences about their daily activities.
- Two sentences must be truths, one sentence must be a lie.

Example:

- I go to shower at 1 a.m. every night. \times (*lie*)
- I do my homework after dinner.

 ✓
- Each student takes turns delivering three sentences about their daily activities then the other group members guess which sentence is a lie.

Final Activities

- The teacher gives feedback to the students about today's material.
- The teacher presents the agenda for the next meeting.
- The teacher asks the students' opinions about the game-based learning method.

BAHAN AJAR

Materi Ajar

1. Morning Activities

Activity	English
Bangun tidur	Wake up
Merapikan tempat tidur	Make the bed
Mandi	Take a shower / Take a bath
Gosok gigi	Brush my teeth
Berpakaian/Memakai Seragam	Get dressed / Put on my uniform
Sarapan	Have breakfast
Menyisir Rambut	Comb my hair
Pergi Ke Sekolah	Go to school

Example Sentence:

- I wake up at 6 o'clock every morning.
- After waking up, I make my bed.
- I always **have breakfast** before I **go to school**.

2. School Activities

Activity	English
Belajar	Study / Learn
Menulis	Write
Mendengarkan Guru	Listen to the teacher
Berdiskusi	Discuss
Istirhat	Have a break
Makan Siang di Kantin	Have lunch in the canteen
Bermain dengan Teman	Play with friends

Example Sentence:

- I **study** English and Math at school.
- During break time, I usually **play** with my friends.
- We have lunch in the canteen at 12 o'clock.

3. Afternoon and Evening Activities

Activity	English
Pulang	Go home
Mengganti Baju	Change clothes
Beristirahat	Take a rest
Mengerjakan Pekerjaan Rumah (PR)	Do my homework
Bermain	Play (games, sports, etc.)
Membantu Orangtua	Help my parents
Makan Malam	Have dinner
Menonton Teleisi	Watch television
Belajat (Malam)	Study (at night)
Gosok Gigi (Malam)	Brush my teeth (at night)
Tidur	Go to bed / Sleep

Example Sentence:

- After school, I go home and change clothes.
- I always do my homework before having dinner.
- I watch television with my family in the evening.
- I go to bed at around 10 o'clock.

EXERCISE

Activity 1: Prepare Your Statements

Activity 2: "What Do You Usually Do?" Interview!

- 1. Students work in pairs.
- 2. Each student will interview each other about their daily activities.
- 1. "What time do you usually wake up?"
- 2. "What do you do before school?"
- 3. "What are your favorite subjects at school?"
- 4. "What do you usually do after school?"
- 5. "What time do you usually have dinner?"
- 6. "What do you do before you go to bed?"
- **7.** After completing the interview, each student will tell the class about their partner's routine using the prepared statement.

Scoring System

NO	Scoring Aspects		Scoring Aspects
	Aspect	Score	Description
1	Pronunciation	5	Easy to understand and has a native speaker
			accent.
		4	Easy to understand even with a certain accent.
		3	There are pronunciation problems that require the
			listener to concentrate fully and sometimes there
			are misunderstandings.
		2	Difficult to understand due to pronunciation
			problems, often asked to repeat.
		1	Serious pronunciation problems so that it is not
			understandable.
2	Grammar	5	None or few grammatical errors.
		4	Occasionally makes grammatical errors but they
			do not affect the meaning.
		3	Often makes grammatical errors that affect the
			meaning.
		2	Many grammatical errors that hinder meaning and
			often rearrange sentences.
		1	The grammatical errors are so severe that they are
			difficult to understand.
3	Fluency	5	Fluent like a native speaker.
		4	Fluency seems slightly compromised by language
			issues.
		3	Fluency is quite a lot disrupted by language
			problems.
		2	Often hesitate and stop due to language
			limitations.
		1	Speech is choppy and stops so that conversation is

			impossible.
4	Speaking	5	Understand everything without experiencing
	Comprehension		difficulties.
		4	Understand almost everything, although there is
			repetition in certain parts.
		3	Understands some words or sentences that have
			been said, if speech they slowed down even
			though there is repetition.
		2	Hard to follow what is being said.
		1	Can't understand even simple conversation.

Adopted from Suhaimi (2021)

Mengetahui, Mahasiswa Praktikan

Guru Mata Pelajaran

Nama Guru Fauziah Rismauliani

NIP. NIM. A12121098

1. Informasi Umum Modul

Modul School: SMP Labschool Untad Palu

Subject : English

Class: VII / Fase D

Topic: My School Activities

Meeting: 5th

Time Alocation : 3×40 Minutes

1. Kompenen Inti

Fase: D

Pada akhir Fase D, peserta didik diharapkan dapat berbicara dengan baik dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis pembelajaran visual menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Metode pembelajaran berbasis game dan menjadi fokus pada modul ini. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan kata dalam Bahasa Inggris yang terstruktur dengan berbicara yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak - Berbicara	Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih

	beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.
Membaca - Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan berbicara dengan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis - Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam berbicara spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Learning Objective

After following the learning process, students are expected to be able to:

- 1. Students can name different activities commonly done at school clearly.
- 2. Students can make three statements about their school activities (two true, one lie) using English.
- 3. Students can actively participate in the Two Truths and a Lie game.
- 4. Students can guess a lying statement from a friend orally.

Main Concept

My School Activities

Pancasila Profil

- 1. Have faith, be devoted to God Almighty, and have noble character
- 2. Global diversity
- 3. Mutual cooperation
- 4. Independent
- 5. Critical Reasoning
- 6. Creative

Pertanyaan Pemantik

- 1. Tomorrow is your first day at your new school. What activities are you most curious about or would like to participate in at the school?
- 2. What do you think was the best part of your school day? Why was that moment so special or fun for you?

Number Of Students

23 students

Assessment

The teacher assesses the achievement of learning objectives

1. Individual assessment

Type of Assessment

- 2. Presentation
- 3. Product

Learning Mode

Face to face

Ketersediaan Materi

4. Pengayaan untuk peserta didik berpencapain tinggi:

YA/TIDAK

5. Alternatif penjelasan,metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:

YA/TIDAK

Main Learning Activities / Student settings

6. Individual

Learning Methods

7. Game-based learning

Learning Technique

8. Attractive Teaching: Game Two Truths and A Lie

Infrastructure

- 9. Whiteboard
- 10. Boardmarker and eraser
- 11. English textbook grade 7
- 12. LCD-Projector (Optional)
- 13. Speaker (Optional)

14. Learning Steps

Initial Activities

- 15. The teacher opens the lesson with greetings and prayer, paying attention to the students' readiness.
- 16. The teacher introduces herself and the learning objectives.
- 17. Prepare students' seats and condition the class so that the learning process is enjoyable.

- 18. Check the presence, neatness, position and seating of students.
- 19. Teachers motivate students to remain enthusiastic in the learning process.
- 20. The teacher conveys the form of assessment that will be carried out.
- 21. The teacher prepares all the equipment that will be used in the learning process.
- 22. Teacher apperception can start learning by asking about students' experiences when learning English in elementary school first.
- 23. The teacher introduces today's topic, namely My school activities in English.
- 24. Ask Sparking Questions regarding greeting others in English.
 - Besides learning in class, what other activities do you do most often at school?
- 25. The teacher explains the learning objectives, namely so that students can understand and speaking English related to explain about My school activities.
- 26. The teacher explains the learning objectives so that students can understand and try to speak related to explain about My school activities.

Core Activities

- 1. The teacher opens the lesson by greeting the students' and explaining today's learning objectives.
- 2. The teacher writes some example sentences about school activities on the board then explains the important vocabulary related to school activities.
- 3. Vocabulary and simple sentences about school activities, for example:

"I attend English class every Monday."

"I play basketball after school."

"I join the school choir."

"I study science in the laboratory."

Simple sentence structures to express routine activities.

- 4. Each student makes three sentences about school activities they do.
- 5. Two sentences must be truths, one sentence must be a lie.

Example:

6. Each student makes three sentences about their school activities.

7. Two sentences must be true (truths), one sentence must be a lie.

Example:

- I ride a horse to school every day. **X**(*lie*)
- I study math in the morning.
- 8. The teacher invites the students' to discuss about their experience during the game, then the students' mention interesting sentences and mistakes found.

Final Activities

- 1. The teacher gives feedback to the students about today's material.
- 2. The teacher presents the agenda for the next meeting.
- 3. The teacher asks the students' opinions about the game-based learning method.

BAHAN AJAR

Materi Ajar

1. 1. School Subjects

Subjects	English
Matematika	Math (Mathematics)
Bahasa Inggris	English
Ilmu Pengetahuan Alam	Science
Ilmu Pengetahuan Sosial	Social Studies
Pendidikan Agama	Religious Education
Pendidikan Jasmani & Olahraga	Physical Education (PE)
Seni Budaya	Arts and Culture
Bahasa Indonesia	Indonesian Language

Example Sentence:

- 1. My favorite subject is **English**.
- 2. We study **Math** every Monday.
- 3. I have **PE** twice a week.

4. Out-of-Class Activities

Places/Activities	English
Istirahat	Have a break / Have a recess
Makan di Kantin	Eat at the canteen / Have lunch in the canteen
Bermain di Lapangan	Play at the field
Meminjam Buku di Perpustakaan	Borrow books from the library

Membaca di Perpustakaan	Read at the library
Menggunakan Komputer di Lab	Use computers in the computer lab
Ekstakulikuler	Extracurricular activities (Extracurriculars)
Latiihan Sepak Bola	Practice football
Latihan Menari	Practice dancing
Latihan Paduan Suara	Practice choir
Rapat OSIS	OSIS meeting

Example Sentence:

- 1. During **break time**, I **play** with my friends at the field.
- 2. I **borrow books** from the library every Friday.
- 3. I join the **football extracurricular**.

4. Expressing Likes/Dislikes

Expressions of Likes	Expressions of Dislikes
I like	I don't like
I love	I dislike
I enjoy	I hate
My favorite subject is	My least favorite subject is
I'm good at	I'm not good at

Example Sentence:

- 1. **I like** learning **English**.
- 2. My favorite subject is Math.
- 3. **I don't like** doing homework.
- 4. **I'm good at** playing basketball.

EXERCISE

Activity 1: Prepare Your Statements

Activity 2: "My Dream School" Presentation

- 1. Students were asked to imagine their dream school.
- They will list 3-5 interesting activities or unique subjects that will be in that dream school.
- 3. Each student will briefly present their "My Dream School" in front of the class, explaining what the activities are and why they are fun.

Example: "In my dream school, we have a 'Cooking Class' where we learn to make delicious food. We also have a 'Robot Club' to build robots. I think these activities are fun because..."

4. After that, students mention the statements that have been prepared then they guess which statements are false and true.

Scoring System

NO	Scoring Aspects		
	Aspect	Score	Description
1	Pronunciation	5	Easy to understand and has a native speaker accent.
		4	Easy to understand even with a certain accent.
		3	There are pronunciation problems that require the
			listener to concentrate fully and sometimes there are
			misunderstandings.
		2	Difficult to understand due to pronunciation
			problems, often asked to repeat.
		1	Serious pronunciation problems so that it is not
			understandable.
2	Grammar	5	None or few grammatical errors.
		4	Occasionally makes grammatical errors but they do
			not affect the meaning.
		3	Often makes grammatical errors that affect the
			meaning.
		2	Many grammatical errors that hinder meaning and
			often rearrange sentences.
		1	The grammatical errors are so severe that they are
			difficult to understand.
3	Fluency	5	Fluent like a native speaker.
		4	Fluency seems slightly compromised by language
			issues.
		3	Fluency is quite a lot disrupted by language
			problems.
		2	Often hesitate and stop due to language limitations.
		1	Speech is choppy and stops so that conversation is
			impossible.

Adopted from Suhaimi (2021)

Mengetahui, Mahasiswa Praktikan

Guru Mata Pelajaran

Nama Guru Fauziah Rismauliani

NIP. NIM. A12121098

1. Informasi Umum Modul

Modul School: SMP Labschool Untad Palu

Subject : English

Class: VII / Fase D

Topic: Culinary and Me

Meeting: 6th

Time Alocation: 3×40 Minutes

2. Kompenen Inti

Fase: D

Pada akhir Fase D, peserta didik diharapkan dapat berbicara dengan baik dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis pembelajaran visual menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Metode pembelajaran berbasis game dan menjadi fokus pada modul ini. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan kata dalam Bahasa Inggris yang terstruktur dengan berbicara yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak - Berbicara	Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih

	beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.
Membaca - Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan berbicara dengan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis - Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam berbicara spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Learning Objective

After following the learning process, students are expected to be able to:

- 1. Students are asked to describe their favorite foods and culinary experiences orally.
- 2. Students are asked to express preferences and opinions about food.
- 3. Students are trained to Interact in conversations about culinary.

Main Concept

Culinary and Me

Pancasila Profil

- 4. Have faith, be devoted to God Almighty, and have noble character
- 5. Global diversity
- 6. Mutual cooperation
- 7. Independent
- 8. Critical Reasoning
- 9. Creative

Pertanyaan Pemantik

- 1. If you could choose one food or drink that you should eat or drink every day for a whole week, what would it be?
- 2. What is the weirdest or most unusual food you have tried? How did it taste, and would you try it again?

Number Of Students

23 students

Assessment

The teacher assesses the achievement of learning objectives

- 3. Individual assessment
- 4. Group assessment

Type of Assessment

- 5. Presentation
- 6. Product

Learning Mode

Face to face

Ketersediaan Materi

7. Pengayaan untuk peserta didik berpencapain tinggi:

YA/TIDAK

8. Alternatif penjelasan,metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:

YA/TIDAK

Main Learning Activities / Student settings

9. Individual

Learning Methods

10. Game-based learning

Learning Technique

11. Attractive Teaching: Game Two Truths and A Lie

Infrastructure

- 12. Whiteboard
- 13. Boardmarker and eraser
- 14. English textbook grade 7
- 15. LCD-Projector (Optional)
- 16. Speaker (Optional)

17. Learning Steps

Initial Activities

- 18. The teacher opens the lesson with greetings and prayer, paying attention to the students' readiness.
- 19. The teacher introduces herself and the learning objectives.
- 20. Prepare students' seats and condition the class so that the learning process is enjoyable.

- 21. Check the presence, neatness, position and seating of students.
- 22. Teachers motivate students to remain enthusiastic in the learning process.
- 23. The teacher conveys the form of assessment that will be carried out.
- 24. The teacher prepares all the equipment that will be used in the learning process.
- 25. Teacher apperception can start learning by asking about students' experiences when learning English in elementary school first.
- 26. The teacher introduces today's topic, namely Culinary and Me in English.
- 27. Ask Sparking Questions regarding greeting others in English.
 - If you have friends from other countries visiting Palu, what Palu specialties would you recommend to them?
- 28. The teacher explains the learning objectives, namely so that students can understand and speaking English related to explain about Culinary and Me.
- 29. The teacher explains the learning objectives so that students can understand and try to speak related to explain about Culinary and Me.

Core Activities

- 1. The teacher opens the lesson by greeting the students' and explaining today's learning objectives.
- 2. The teacher introduces new vocabulary about food and drinks with pictures and example sentences then the teacher writes some example sentences on the board.
- 3. Vocabulary about food and drinks (e.g., pizza, noodles, salad, juice, spicy, sweet).

Sentence structures for stating facts and lies.

4. Each student makes three sentences about their favorite food or culinary experience.

Two sentences must be truths, one sentence must be a lie.

Example:

"My favorite food is pizza." (truth)

"Pizza from Palu"(lie)

"I have tried sushi once." (truth)

5. Students' are divided into small groups (4-5 people) then each student takes turns to say three sentences about their food and culinary experience.

- 6. Other group members guess which sentences are lies and the teacher supervises and helps if there are difficulties in the use of language.
- 7. The teacher invites the students' to discuss about their experience during the game, then the students' mention interesting sentences and mistakes found.

☐ Final Activities

- 8. The teacher gives feedback to the students about today's material.
- 9. The teacher presents the agenda for the next meeting.
- 10. The teacher asks the students' opinions about the game-based learning method.

BAHAN AJAR

Materi Ajar

1. Types of Food

General Food	Indonesian Food
Rice	Nasi Goreng
Noodles	Bakso
Bread	Sate
Soup	Rendang
Meat	Gado-gado
Fish	Soto
Vegetables	Tempe/Tahu
Fruits	Martabak
Dessert	Es Campur

2. Tastes

Taste	Example
Delicious / Tasty	This cake is delicious !
Spicy	I love spicy food like <i>sambal</i> .
Sweet	Donuts are very sweet .
Salty	Be careful, the soup might be too salty .
Sour	Lemon juice is sour .
Bitter	Coffee can be bitter without sugar.
Savory	Fried chicken is savory .

3. Cooking Methods

Cooking Methods	English
Menggoreng	Fry (fried chicken, fried rice)
Merebus	Boil (boiled egg, boiled noodles)
Memanggang (oven)	Bake (baked cake, baked bread)
Membakar (di api)	Grill / Roast (grilled fish, roasted
	chicken)
Mengukus	Steam (steamed rice, steamed
	vegetables)

4. Places to Eat

Places to Eat	English
Rumah	At Home
Kantin Sekolah	School Canteen
Warung Makan	Food Stall/ Local Eatery
Restoran	Restaurant
Kafe	Cafe

EXERCISE

Activity 1: Guess the Food!

- 1. The teacher prepares pictures of popular foods (without names) or names of foods on cards.
- 2. students are asked to pair up and pick a card (or look at a picture) and describe the food without saying its name. then one of them has to describe the food.
- 3. Other students will guess the name of the food.

Example: "It is usually yellow and crispy. It tastes salty. Usually eaten with rice or as a snack." (Answer: Chips/Crackers).

Activity 2: Prepare Your Statements

- 1. Students are asked to create groups.
- 2. Then they choose the flavor that they will describe based on the statement.
- 3. Then other students from other groups guess the statement.

Scoring System

NO	Scoring Aspects			
	Aspect	Score	ore Description	
1	Pronunciation	5	Easy to understand and has a native speaker	
			accent.	
		4	Easy to understand even with a certain accent.	
		3	There are pronunciation problems that require the	
			listener to concentrate fully and sometimes there	
			are misunderstandings.	
		2	Difficult to understand due to pronunciation	
			problems, often asked to repeat.	
		1	Serious pronunciation problems so that it is not	
			understandable.	
2	Grammar	5	None or few grammatical errors.	
		4	Occasionally makes grammatical errors but they	
			do not affect the meaning.	
		3	Often makes grammatical errors that affect the	
		2	meaning.	
		2	Many grammatical errors that hinder meaning and	
		1	often rearrange sentences.	
		1	The grammatical errors are so severe that they are difficult to understand.	
3	Vocabulary	5	Using vocabulary and expressions like a native	
3	v ocabulal y]	speaker.	
		4	Sometimes uses inappropriate vocabulary.	
		3	Often using inappropriate vocabulary,	
			conversation becomes limited due to limited	
			vocabulary	
		2	Using vocabulary incorrectly and limited	
			vocabulary making it difficult to understand.	
		1	Does not have vocabulary.	
4	Fluency	5	Fluent like a native speaker.	
		4	Fluency seems slightly compromised by language	
			issues.	
		3	Fluency is quite a lot disrupted by language	
			problems.	
		2	Often hesitate and stop due to language	
			limitations.	
		1	Speech is choppy and stops so that conversation is	

			impossible.
5	Speaking	5	Understand everything without experiencing
	Comprehension		difficulties.
		4	Understand almost everything, although there is
			repetition in certain parts.
		3	Understands some words or sentences that have
			been said, if speech they slowed down even
			though there is repetition.
		2	Hard to follow what is being said.
		1	Can't understand even simple conversation.

Adopted from Suhaimi (2021)

Mengetahui, Mahasiswa Praktikan

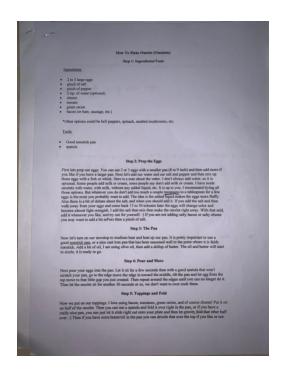
Guru Mata Pelajaran

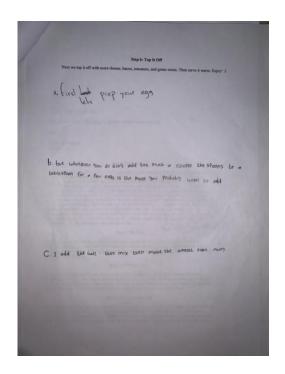
Nama Guru Fauziah Rismauliani

NIP. NIM. A12121098

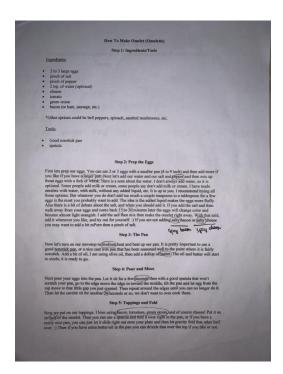
Appendix 3: Students' Work

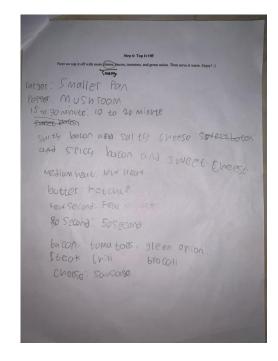
Students' Work 1





Students' Work 2





Appendix 4: Students' Speaking Transcriptions (Pre-test)

Experimental Class

Transkrip Interview 1



- (0:00) Q: Hello Evely.
- (0:03) A: Hello ma'am.
- (0:05) Q: Okay, good morning.
- (0:06) A: Morning ma'am.
- (0:10) Q: Okay, relax Evely, relax. (0:15) Okay, Evely, (0:16) can you introduce yourself?
- (0:18) A: Yes, ma'am. (0:20) My name is (0:23) Shalomita (0:24) Fevely S. (0:26) My age (0:32) is
- (0:33) 11 years old. (0:40) 11 years old, ma'am. (0:45) eleven years old, yeah.
- (0:48) O: And what else?
- (0:50) A: And I live in (0:53) Lagarutu. (0:55) My hobby (0:56) is (1:05) basketball.
- (1:07) Q: Okay.
- (1:09) A: And my favorite (1:11) food? (1:13) My favorite food is (1:16) banana.
- (1:18) Q: Okay, that's it?
- (1:20) A: Yes, ma'am.
- (1:22) Q: Can you choose one point (1:25) here? (1:26) Here.
- (1:28) A: This is, ma'am, (1:30) my school activity.
- (1:32) Q: Yes. (1:33) In the last meeting, (1:35) we have already played the game (1:38) two true and a lie.(1:40) Can you mention (1:45) two true (1:47) and one lie about (1:49) your school activity?
- (1:57) A: Wait, ma'am. (1:59) Let me think. (2:05) I (2:07) join (2:09) basketball. (2:13) I have
- (2:14) art class (2:17) every day. (2:21) I study (2:25) English (2:26) on Monday.
- (2:30) Q: Okay. (2:31) So, where is the (2:33) true and (2:35) lie?
- (2:37) A: The true is (2:40) I join (2:42) basketball. (2:44) I study English (2:46) on Monday.
- (2:51) And the lie is (2:53) I have (2:53) art class every day.
- (2:56) Q: Okay. (2:59) Thank you.
- (3:01) Thank you, ma'am.

Transkrip Interview 2



- (0:00) Q: Okay, hello.
- (0:02) A: Hello.
- (0:06) Q:Relax, relax. Don't be too tense. I just want to ask.
- (0:12) Q: Okay, can you introduce yourself?
- (0:20) A: Yes mam. My name is Joshua Franklin.
- (0:23) Q: And what else? (0:25) Your age?
- (0:27) A: My age is eleven.
- (0:31) Q: And where do you live?
- (0:34) A: I live in Palupi.
- (0:43) Q: Oh, Palupi. (0:46) That's all?
- (0:48) A: Yes, ma'am.
- (0:49) Q: Your hobby?
- (0:52) A: No, ma'am.
- (0:55) Q: What? (0:56) You don't have a hobby? (0:57) Your hobby is drawing, singing, dancing?
- (1:05) A: Sleeping, ma'am.
- (1:07) Q: Sleeping is not a hobby.
- (1:12) A: Playing games, ma'am.
- (1:14) Q: What do you like to play?
- (1:17) A: Playing games Mobile Lagends ma'am.
- (1:19) Q: Your favorite food or drink?
- (1:24) A: My favorite food... (1:32) Um... (1:33) Cheese squid.
- (1:34) Q: Cheese squid? (1:37) Okay. (1:42) Can you choose one point in here?
- (1:50) A: This, ma'am.
- (1:52) Q: Introduction? What kind of introduction?
- (1:56) A: Um... (1:57) Your... (1:58) Your... (2:01) Yourself.
- (2:03) Q: Introduction yourself. (2:05) So, in the last meeting, (2:07) you have already to talk or play the game Two Truths and A Lie,(2:17) Can you mention (2:19) two thrust and one lie about yourself?
- (2:30) A: My name is Joshua
- (2:35) Q: Okay.

- (2:37) A: I have a... (2:40) pet dog. (2:44) I... (2:46) I was... (2:48) I was... (2:50) I was
- born... (2:51) What is it in English, ma'am? (2:53) What is it in English, ma'am?
- (2:56) Q: What is it?
- (2:58) A: I was... (3:00) I was born... (3:01) I was born in... (3:05) I was born in China.
- (3:06) Q: Wow, that's far. (3:08) So, where is the truth and the lie?
- (3:12) A: The Chinese...
- (3:16) Q: Where is the lie?
- (3:17) A: Here, ma'am.
- (3:20) Q: Alright. Thank you.
- (3:23) A: Okay, ma'am.

Transkrip Interview 3



- 0:00) Q: Hello, Melody. Good morning.
- (0:03) A: Morning, ma'am.
- (0:05) Q: Hey, Melody. (0:07) Relax, Melody. How was your day?
- (0:10) A: Good, ma'am.
- (0:14)Q: Melody, can you introduce yourself?
- (0:18) A: Yes, ma'am. I can ma'am.
- (0:25) Q: Go ahead.
- (0:28) A: My name is Akila Kinara Melodiza. (0:36) My age?
- (0:46) Q: Your age?
- (0:54) A: Wait a minute.(0:57) Twelve? (0:58) Twelve. (1:04) Yes, that's right. (1:07) Twelve years old? (1:10) What else, ma'am?
- (1:11) Q: Where do you live?
- (1:14) A: I live in... (1:20) I Gusti Ngurah Rai, ma'am.
- (1:21) Q: Oh, okay.
- (1:23) A: Wait a minute. I forgot.(1:25) You can call me Melody.
- (1:28) Q: Okay, okay. (1:30) We're neighbors, right? We live in Palu Barat.(1:32): What's your hobby?

- (1:34) A: My hobby? (1:40) My hobby? (1:42) I'm a badminton player.
- (1:46) Q: Okay, and what else?
- (1:50) A: Nothing, ma'am.
- (1:51) Q: Your favorite food or favorite drink?
- (1:56) A: My favorite food is chocolate.
- (2:02) Q: Chocolate?
- (2:04) A: Yes.
- (2:07) Q: Melody, can you... (2:13) Can you choose one letter in here?
- (2:20) A: This one, ma'am. (2:21) Describing? (2:23) Yes, ma'am.
- (2:23) Q: Describing what?
- (2:30) A: Describing... (2:31) Other... (2:33) Others.
- (2:35) Q: Okay. (2:36) In the last meeting, you have already played the game to True and
- Lie.(2:43) Can you mention two true and one lie for me about describing your friend or others?
- (2:55) A: My friend is very... (3:05) My friend is very beautiful. (3:12) She has... (3:18) She has... (3:20) Grey eyes. (3:22) Grey eyes? (3:26) Grey eyes, ma'am.
- (3:28) Q: Oh, grey.
- (3:35) A: And... (3:36) She likes to play... (3:43) Wait, ma'am. (3:45) Let me think, ma'am.
- (3:48)Q: Okay.
- (3:51) A: She likes to play... (4:00) Basketball.
- (4:01) Q: Okay.(4:02) Can you talk about who? (4:05) Can you talk about who?
- (4:09) A: Evelyn. (4:11) Oh, Evelyn. (4:12) Okay, okay, okay.
- (4:12) Q: So, where is the true and lie?
- (4:19) A: The true is... (4:22) My friend is very beautiful. (4:26) And... (4:27) She likes to play basketball.
- (4:32) Q: Oh, okay, okay.
- (4:34) A: So, the lie is... (4:38) She has grey eyes.
- (4:40) Q: Oh, okay. (4:42) Thank you, Melody.
- (4:45) A:You're welcome, ma'am.

Appendix 5: Documentations









Appendix 6: SK Pembimbing



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI

UNIVERSITAS TADULAKO

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Soekarno – Hatta Km.9, Palu, Sulawesi Tengah, Kode Pos 94119, Telp: (0451) 429743

E-mail: fkip@untad.ac.id , Laman: fkip.untad.ac.id

KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS TADULAKO NOMOR:10860/UN28.1/KM/2025

TENTANG

PENGANGKATAN DOSEN PEMBIMBING DAN PENETAPAN JUDUL TUGAS AKHIR (Publikasi) MAHASISWA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang

- a. bahwa berdasarkan surat Koord. Prodi Pend. Bahasa Inggris Nomor : 1017/UN28.1.5/PS-PBSI/2025 tanggal 23 Juni 2025 tentang Usul Pengangkatan Dosen Pembimbing Tugas Akhir (Publikasi), maka usul tersebut disetujui;
- b. bahwa untuk kelancaran serta terarahnya penulisan/penyusunan Tugas Akhir (Publikasi) mahasiswa, dipandang perlu mengangkat dosen pembimbing dan menetapkan judul skripsi/karya tulis ilmiah mahasiswa;
- c. bahwa sdr/i Prof. Dr. Aminah, S.Pd., M.Pd.M.Ed, dan Mashuri, S.Pd., M.A dipandang memenuhi syarat untuk diangkat sebagai pembimbing penulisan/penyusunan Tugas Akhir (Publikasi) mahasiswa;
- d. bahwa untuk penulisan/penyusunan Tugas Akhir (Publikasi) mahasiswa, perlu menetapkan judul Tugas Akhir (Publikasi) mahasiswa;
- e. bahwa berdasarkan pertimbangan huruf a, b, c dan huruf d di atas, perlu ditetapkan dengan Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako sebagai pelaksanaannya.

Mengingat

- Undang-undang RI, Nomor 17 Tahun 2003, Tentang Keuangan Negara;
- Undang-undang RI, Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional;
- 3. Undang-undang RI, Nomor 12 Tahun 2012, Pendidikan Tinggi;
- 4. Undang-undang RI Nomor 5 Tahun 2014, Tentang Aparatur Sipil Negara;
- Peraturan Pemerintah Nomor 4 Tahun 2014, Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi RI, Nomor 8 Tahun 2015 Tentang Statuta Universitas Tadulako;
- Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 41 Tahun 2023, Tentang Organisasi dan Tata Kerja Universitas Tadulako;
- 8. Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 53 Tahun 2023, Tentang Penjaminan Mutu Pendidikan Tinggi;
- 9. Keputusan Presiden RI, Nomor 36 Tahun 1981, Tentang Pendirian Universitas Tadulako;
- Keputusan Menteri Keuangan RI, Nomor 97/KMk.05/2012, Tentang Penetapan Universitas Tadulako pada Kementerian Pendidikan dan Kebudayaan sebagai Instansi Pemerintah yang menerapkan Pengelolaan Keuangan Badan Layanan Umum;
- 11. Keputusan Menteri Keuangan Nomor: 193/PMK.05/2016, tentang penetapan Remunerasi bagi Pejabat Pengelola, Dewan Pengawas dan Pegawai Badan Layanan Umum Universitas Tadulako pada Kementerian Riset dan Pendidikan Tinggi;



023/FR-LA/FKIP/VIII/2021

- 12. Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi 14377/M/06/2023, tentang Pemberhentian dan Pengangkatan Rektor Universitas Tadulako Periode 2023-
- 13. Keputusan Rektor Universitas Tadulako Nomor 2686/UN28/KP/2024 tanggal 27 Mei 2024 tentang Pemberhentian dan Pengangkatan Dosen yang mendapat Tugas Tambahan Sebagai Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako masa jabatan tahun 2024-2027.

MEMUTUSKAN

KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Menetapkan UNIVERSITAS TADULAKO TENTANG PENGANGKATAN DOSEN PEMBIMBING DAN PENETAPAN JUDUL TUGAS AKHIR (Publikasi) MAHASISWA

> Mengangkat sdr/i sebagai Pembimbing I 1. Prof. Dr. Aminah, S.Pd., M.Pd.M.Ed sebagai Pembimbing II 2. Mashuri, S.Pd., M.A.

sebagai dosen pembimbing Tugas Akhir (Publikasi) mahasiswa.

Menetapkan judul skripsi/karya tulis ilmiah dengan judul : The Effectiveness of Using Games two Truths and a Lie in Improving Students' Speaking Ability at SMP Labschool **UNTAD Palu**

Yang namanya tersebut pada diktum KESATU pada keputusan ini untuk segera melaksanakan pembimbingan penulisan/penyusunan Tugas Akhir (Publikasi) kepada mahasiswa atas nama:

Nama : Fauziah Rismauliani : A 121 21 098 NIM : Pend. Bahasa Inggris Prodi

Jika mahasiswa belum dapat menyelesaikan Tugas Akhir (Publikasi) tersebut sampai berakhirnya Surat Keputusan tersebut, maka segera memperpanjang Surat Keputusan Dekan FKIP tentang pengangkatan dosen pembimbing dan penetapan judul Tugas Akhir

Konsekuensi biaya yang diperlukan atas diterbitkannya keputusan ini dibebankan pada Dana DIPA Universitas Tadulako yang dialokasikan pada Fakultas Keguruan dan Ilmu Pendidikan

Universitas Tadulako melalui sistem perhitungan pembayaran remunerasi.

Keputusan ini mulai berlaku sejak tanggal ditetapkan dan berlaku selama 6 (enam) bulan, dengan ketentuan apabila terdapat kekeliruan dalam keputusan ini akan diperbaiki sebagaimana mestinya.

> · Palu Ditetapkan di : 24 Juni 2025 Pada tanggal

> > ludin, M.Si 19661213 199103 1 004

Tembusan:

KESATU

KEDUA

KETIGA

KEEMPAT

KELIMA

KEENAM

- 1. Rektor Universitas Tadulako (sebagai laporan);
- 2. Kepala BAKP Universitas Tadulako;
- 3. Ketua Jurusan dalan Lingkungan FKIP Universitas Tadulako;
- 4. Koordinator Progran Studi Pend. Bahasa Inggris;
- 5. Masing-masing yang bersangkutan untuk dilaksanakan.



023/FR-LA/FKIP/VIII/2021

Appendix 7: Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI UNIVERSITAS TADULAKO

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

JL. Soekarno Hatta Km. 9. Palu, Selawesi Tengah, Kode Pos 94119 Telp. (0451) 429743
Email: fkip@untad.ac.id, Laman: fkip.untad.ac.id

Nomor : 1314/UN28.1.5/PS-PBI /2025

Lampiran: -

Perihal : Usul Penerbitan Izin Penelitian/Observasi

Kepada Yth.

Wakil Dekan Bidang Akademik Cq. Kasubag Pendidikan

di

Tempat

Dengan hormat, membaca surat permohonan mahasiswa:

Nama

: Fauziah Rismauliani

Stambuk

: A12121098

Jurusan

: Pendidikan Bahasa dan Seni

Program Studi

: Pendidikan Bahasa Inggris

tentang Permohonan IZIN PENELITIAN/OBSERVASI untuk penelitian tugas akhir (SKRIPSI) dengan judul;

"The Effectiveness of Using Games Two Truths and A Lie in Increasing Students' Speaking Ability at SMP Lab School Untad Palu"

Sebagai bahan pertimbangan Bapak/Ibu kami lampirkan:

- 1. Foto kopi SK Penetapan Dosen Pembimbing
- 2. Kartu Tanda Mahasiswa (KTM) Aktif

Demikian usulan ini, atas perkenan Bapak/Ibu kami sampaikan terimakasih.

Palu, 22 Juli 2025 Koordinator Program Studi Pendidikan Bahasa Inggris

Dr. Darmawan, S.Pd., M.Phill NIP: 19810730 200501 1 001

Tembusan:

- 1. Ketua Jurusan Pendidikan Bahasa dan Seni
- 2. Pertinggal

Catatan:

Tempat penelitian SMP Lab School Untad Palu



Appendix 8: Surat Balasan Penelitian



PEMERINTAH KOTA PALU YAYASAN BUNGAMPUTI DWP UNTAD SMP LABSCHOOL PALU



Alamat : Jl. Setia Budi No. 14 Palu Email : smplabschooluntadpalu44@gmail.com

SURAT KETERANGAN

Nomor: 782/421.3-S.Ket/SMP-LAB/DIKBUD/VIII/2025

Yang bertanda tangan dibawah ini Kepala SMP Labschool Untad Palu, dengan ini menyatakan bahwa benar :

Nama Mahasiswa	No Stambuk	Jurusan	
Fauziah Rismauliani	A 121 21 098	Pend. Bahasa Inggris	

Telah Melaksanakan penelitian "The Effectiveness of Using Games two Truths and a Lie in increasing Students' Speaking Ability at SMP Labschool Untad Palu".

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

, 21 Agustus 2025 an SMP Labschool Palu

HIIII. S.Ag., W.Fu.I

NIP.19680317 200501 1 003

Appendix 9: SK Penguji



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI UNIVERSITAS TADULAKO

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Soekarno - Hatta Km.9, Palu, Sulawesi Tengah, Kode Pos 94119, Telp: (0451) 429743 E-mail; fkip@untad.ac.id, Laman: fkip.untad.ac.id

KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS TADULAKO Nomor: 21189/UN28.1/KM/2025

Tentang

PENGANGKATAN TIM PENYELENGGARA PENILAIAN SKRIPSI MAHASISWA PROGRAM STRATA SATU FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS TADULAKO

DEKAN FAKULTAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang

- bahwa berdasarkan surat Koordinator Program Studi Pend. Bahasa Inggris Nomor 1679/UN28.1.5/PS-PBI/2025 15 Oktober 2025 perihal Pengangkatan Tim Penyelenggara Penilaian Skripsi Mahasiswa, maka usul tersebut disetujui;
 - bahwa demi tertib, aman dan lancarnya pelaksanaan ujian skripsi mahasiswa, perlu mengangkat tim penyelenggara ujian skripsi mahasiswa;
- bahwa yang namanya tercantum pada lampiran surat keputusan ini, memenuhi syarat untuk diangkat sebagai Tim Penguji Penilaian Skripsi Mahasiswa Program Strata Satu;
- bahwa berdasarkan pertimbangan huruf a, b dan huruf c di atas, perlu ditetapkan dengan Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako sebagai pelaksanaannya.

Mengingat

- Undang-undang RI, Nomor 17 Tahun 2003, Tentang Keuangan Negara; : 1.
 - Undang-undang RI, Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional;
 - Undang-undang RI, Nomor 12 Tahun 2012, Pendidikan Tinggi;

 - Undang-undang RI Nomor 5 Tahun 2014, Tentang Aparatur Sipil Negara;
 Peraturan Pemerintah Nomor 4 Tahun 2014, Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi RI, Nomor 8 Tahun 2015 Tentang Statuta Universitas Tadulako;
 - Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 41 Tahun 2023, Tentang Organisasi dan Tata Kerja Universitas Tadulako; Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 53 Tahun
 - 2023, Tentang Penjaminan Mutu Pendidikan Tinggi;
 - Keputusan Presiden RI, Nomor 36 Tahun 1981, Tentang Pendirian Universitas Tadulako;
 - Keputusan Menteri Keuangan RI, Nomor 97/KMk.05/2012, Tentang Penetapan Universitas Tadulako pada Kementerian Pendidikan dan Kebudayaan sebagai Instansi Pemerintah yang menerapkan Pengelolaan Keuangan Badan Layanan Umum;
 - Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi 14377/M/06/2023, tentang Pemberhentian dan Pengangkatan Rektor Universitas Tadulako Periode 2023-2027:



041/FK-LA/FKIP/VIII/2023

12. Keputusan Menteri Keuangan Nomor: 193/PMK.05/2016, tentang penetapan Remunerasi bagi Pejabat Pengelola, Dewan Pengawas dan Pegawai Badan Layanan Umum Universitas Tadulako pada Kementerian Riset dan Pendidikan Tinggi;

Keputusan Rektor Universitas Tadulako Nomor 2686/UN28/KP/2024 tanggal 27 Mei 2024 tentang Pemberhentian dan Pengangkatan Dosen yang mendapat Tugas Tambahan Sebagai Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako masa jabatan tahun 2024-2027.

MEMUTUSKAN

KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Menetapkan UNIVERSITAS TADULAKO TENTANG PENGANGKATAN TIM PENYELENGGARA UJIAN SKRIPSI MAHASISWA PROGRAM STRATA SATU FAKULTAS KEGURUAN

DAN ILMU PENDIDIKAN UNIVERSITAS TADULAKO

Mengangkat mereka yang namanya tercantum pada lampiran surat keputusan ini sebagai tim penyelenggara Penilaian skripsi mahasiswa Program Strata Satu Fakultas Keguruan dan **KESATU**

Ilmu Pendidikan Universitas Tadulako.

Mereka yang Namanya tercantum pada lampiran surat keputusan ini melaksakan pengujian,

memberikan saran dan bertanggungjawab pelaksanaan ujian kepada mahasiswa :
Nama : FAUZIAH RISMAULIANI

A 121 21 098

: Pend. Bahasa Inggris Program Studi

Konsekuensi biaya yang diperlukan atas diterbitkannya keputusan ini dibebankan pada

Dana DIPA Universitas Tadulako yang dialokasikan pada Fakultas Keguruan dan Ilmu Pendidikan Universita Tadulako melalui sistem perhitungan pembayaran remunerasi. Keputusan ini mulai berlaku sejak tanggal ditetapkan, dengan ketentuan apabila terdapat kekeliruan dalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di

: 20 Oktober 2025 Pada tanggal



TP. 19661213 199103 1 004

Tembusan:

KEDUA

KETIGA

KEEMPAT

- 1. Rektor Universitas Tadulako (sebagai laporan);
- Kepala BAKP Universitas Tadulako;
- Ketua Jurusan dalan Lingkungan FKIP Universitas Tadulako;
 Koordinator Progran Studi Pend. Bahasa Inggris;
- 5. Alumni yang bersangkutan.



Lampiran Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako
Nomor : 21189/UN28.1/KM/2025
Tanggal : 20 Oktober 2025
Tentang : Pengangkatan Tim Penyelenggara
Penilaian Skripsi Mahasiswa Program
Strata Satu Fakultas Keguruan dan Ilmu
Pendidikan Universitas Tadulako

No.	Nama	Diangkat dalam Jabatan sebagai	
1	Anjar Kusuma Dewi, S.Pd., M.Ed	Ketua	
2	Moh. Abraham Akbar Eisenring, M.Pd	Sekretaris	
3	Prof. Dr. Aminah, S.Pd., M.Pd., M.Ed	Penguji I / Pembimbing I	
4	Mashuri, S.Pd., M.A	Penguji II / Pembimbing II	
5	Abdul Kamaruddin, S.Pd., M.Ed., Ph.D	Penguji III /Pembahas	





Appendix 10: LoA



LETTER OF ACCEPTANCE

Dear Fauziah Rismauliani, Aminah Suriaman, Mashuri, Abd. Kamaruddin

It is my pleasure to inform you that, after the peer review of your paper entitled:

"The Effectiveness of Using Games Two Truths and a Lie In Increasing Students' Speaking Ability at SMP Labschool Untad Palu"

It has been ACCEPTED to be published regularly in the Journal of General Education and Humanities (GEHU) Vol. 4 No. 4, November 2025.

Thank you very much for submitting your article to GEHU. We look forward to submitting your other articles to our journal.

Best Regards, Bandung, October 7, 2025 Editor-in-chief





Appendix 11: Surat Keaslian Tulisan

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama

: Fauziah Rismauliani

Stambuk

: A12121098

Fakultas

: Keguruan dan Ilmu Pendidikan

Jurusan

: Pendidikan Bahasa dan Seni

Program Studi

: Pendidikan Bahasa Inggris

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benarbenar merupakan hasil karya saya sendiri, bukan pengambil alihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran saya. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian surat pernyataan ini dibuat untuk dipergunakan sebagai mana mestinya.

Palu, 26 Oktober 2025

yang membuat pernyataan,

Fauziah Rismauliani

Appendix 12: Curriculum Vitae



1. Personal Identity

Name : Fauziah Rismauliani

NIM : A 121 21 098

Place and Data of Birth : Palu, February 21st 2003

Gender : Female
Religion : Islam

Address : BTN Nabila Residence 2, Blok A

Contact Number : 0813-3799-9857

Email : fauziahrsmliani81@gmail.com

Parents' Name:

a. Father : Aris

b. Mother : Winarni

2. Formal Education Background

Elementary School Junior : SDN 1 TONGGOLOBIBI

High School Senior : SMPN 3 WATANSOPPENG

High School : SMAN 1 SOPPENG

University : UNIVERSITAS TADULAKO