

**The Use of *Mobile Legends* to Teach Speaking Skill
to Junior High School Student**

FINAL ASSIGNMENT



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WIJAYA KUSUMA SURABAYA UNIVERSITY

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APPROVAL SHEET I

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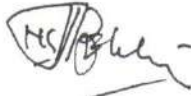
Title : The Use of Mobile Legends to Teach Speaking Skills to Junior High School Students

Has been accepted and approved by the advisor.

Surabaya, 22 July 2021

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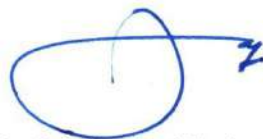
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CERTIFICATE OF ORIGINALITY

I hereby did sign and submitted the form below:

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To declare the certificate of originality that:

1. I am very responsible for the final assignment that was submitted is an outcome of my original work own except as specified in acknowledgment.
2. If there is found unoriginal work contained in has been submitted to the English Education Department, Wijaya Kusuma Surabaya University.

Thereby I truly certified this certificate of originality.

Surabaya, 22 July 2021



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Assalamu'alaikum Wr.Wb, Praise to Allah, Sustainer in the World, the Beneficent and Merciful. Peace and blessings to our Beloved and our Dear Holy Prophet Muhammad (S.A.W). Writing this final assignment was not easy. It needed much time, energy, and money. Without help and encouragement from many people, this has not been completed. This final assignment was written to fulfill one of the requirements to get the Bachelor (S1). I realized that this study could not have been finished without the kind assistance, support, and guidance of others. I would also like to express my deepest appreciation and gratitude to:

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2. Dr. Fransisca Dwi Harjanti, M. Pd., as the Dean of the Language and Science Faculty of Wijaya Kusuma Surabaya University.
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5. All of my classmates who have given me an uncountable number and support.

Finally, I hope this study will be useful for readers. I realized that due to my limited ability, this thesis still has shortcomings.

Surabaya, 22 July 2021

A handwritten signature in black ink, consisting of several loops and a trailing flourish, positioned above the printed name.

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ABSTRACT

Bagas Prayogo. 2021. *The Use Of Mobile Legends To Teach Speaking Skill To Junior High School Student*. Final assignment, English Department of and Science Faculty. Wijaya Kusuma Surabaya.

This paper discusses the application of *Mobile Legends* game as one of the techniques in the teaching aspect of speaking English which focused on Junior High School Students. *Mobile Legends* game makes students enjoy the learning to talk, and it can be a way to motivate students in teaching and learning English. Therefore it is expected that the teachers can implement a variety of techniques such as *Mobile Legends* game in the teaching speaking to make the learning process more interested and enjoyable. The students are expected to be active in practicing speaking English without fear of making mistakes because the teachers will improve and help them better in speaking English.

Key Words : Teaching Speaking, Game, Mobile Legends

1. Introduction

Nowadays, language is very important for our life, especially English. It is an International language which is used for communication. The important skill which has to be had by many people is speaking. Here, the role of speaking skill is very important because it can be supporting someone to make a communication to each other. This kind of student is the one that is being benefited most from the visual aids integrated into the lesson plan (Boucheix, 2011), for example: most of students in the world have known and used it for making conversation or sharing using English in online game especially *Mobile Legends*, even they are from different country and language. It is not only used by the native speakers, but non-native ones can use it too. Furthermore,

English is a foreign language for Indonesian people or EFL. Because of it, it is very important for us to learn and master it well. In addition, speaking skill is one of the materials in the English curriculum of Junior High School.

Students can learn speaking while playing online games, one of which is *Mobile Legends* (Holmes, 2016). *Mobile Legends* is a very complex team-based game of action and strategy. The youth of today no longer seem to spend their leisure activities like in the olden days, outdoor games or playing with toys, instead, they spend their homes or internet cafes simply to satisfy their hunger and that hunger is *Mobile Legends*. So far, virtually anyone is able to go on computer and punch through the keys and mouse in order to get a high score and chat with player. Yes, there seems to be no restriction as to whom, how or what online gaming can extend to.

Being among the youngest in the high school, their level of English is quite low. As scholars have always argued, in order to make the acquisition of the language more meaningful for the students, teachers must bring the real world into the classroom. Visual materials work as a powerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication. As it will be explained in the next part, the visual impact of images has been proved to be superior to the one of texts (Clark and Lyons, 2010), and that is why visual aids result

to be very effective to help students in memorizing new vocabulary and structures. There are several memory-strategies that can be put into practice when using visual materials.

It is important to mention that visual materials can create a harmony between the students and the instructional methodology and materials used. In our classrooms we will have to face a wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations. But they are not the only kind of learners helped by visual aids, speaking required students' participation in discussing spoken texts, the consistency between class and course goals obstruct their opportunities for real practice (Derakhshan, Tahery, & Mirarab, 2015). If the students feel comfortable with the materials and the methodology, they are expected to perform well, feel confident and experience low anxiety. Games, for example, help students in gaining confidence as they repeat and imitate real models using the target language. Therefore, students are expected to be more participative and feel more motivated. It can be seen, when the writer did real teaching program at SMP NEGERI 43 SURABAYA, student needed more motivation to speak because the media of teaching speaking was not interesting for them. The students were more likely to be passive to speak with other students in the class. To keep students interested in the speaking, the teacher taught speaking skill with media game online. So, the students got more motivated to learning speaking.

Because of this reason, the teacher need to use media game online to make the leaners enjoy their class.

In the term that the students are in need to develop in their vocabulary and pronunciation mastery to speak something, the purpose of this writing is to describe how to use online games to teach English especially the use of *Mobile Legends* to teach speaking skill to Junior High School students.

2. The Teaching of Speaking

Speaking is one of the language skills as a tool of communication that is used by people in a social environment. Speaking is a communication directly with other people. The success in learning a language is measured in terms of the ability to carry out a conversation in the target language. Speaking is one of the most important language skills to be mastered by students. It is a spoken expression of an interactive process of rising meaning including phonological and grammatical system and needs the skill to work together in the arrangement of speaking turn in order to convey information and ideas (Argawati, N. O., & Syahrizal, 2016). Speaking must be mastered by students when they are learning a second language or foreign language.

Speaking requires students' participation in classrooms oral task, yet the inconsistency between class and course goals obstruct their opportunities for real practice (Derakhshan, Tahery, & Mirarab, 2015). Teachers and students tend to spend

class time on practicing tasks for form-based examinations instead of focusing on activities to improve students' communicative competence. It means that activity involves two or more people in the participants are both hearers and speakers having to react to whatever they hear and make their contribution. The English teacher should make students active in speaking by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

English is divided into four skills which are as follows: listening, speaking, reading, and writing; therefore, speaking is the second skills and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language. One of the most important factors about language is that deals with social contexts and culture (Schmitt, 2010). Culture is massive which covers all the institutions, the attitudes, and the human made features of a huge group non-homogenous people. Teachers cannot teach everything about culture, but they are able to increase intercultural awareness through parameters. That is why the learners should take care about speaking skill in learning any target languages, while the teacher is required to provide appropriate and effective methods and ways to improve students' skill, because students speaking skill become the teachers duty in the speaking class to help the student in practicing foreign languages quickly and precisely.

While young language learners acquire foreign language easier and faster, adults are eager in achieving new language and developing language abilities. Opportunities for speaking require much structure and planning. Learners often think that the ability to communicate is to know about grammar, but it is also not at the beginning of nineteenth century that the systematic role of teaching was about grammar and then the first method appeared which was called Grammar Translation Method. It was based on grammar and did not help students speaking ability. After a long time, the evidence showed that listening and reading can improve speaking skills because reading can affect both fluency and accuracy of expression in their speaking. Learning to speak needs a lot of practice; besides learners should use short dialogue and questions and answers. If the learners are children, it is better because they are the most holistic learners for communication. One of the most significant current discussion in speaking is developing speaking proficiency and researchers have investigated problems in all aspects of speaking process (Derakhshan & Shirmohamahli, 2015). A lot of attention has been paid to speaking skill; however, there are some problems in communicative competences and oral tasks' goals. The primary goal of the present review was to provide readers with the interesting materials, impressive activities and procedures to improve their speaking ability.

Alternatively, Razmjoo & Ghasemi Ardekani (2011) tried to propose a model of speaking proficiency on the use of strategies. Therefore, their study was designed to

have two main breakdowns such as qualitative and quantitative. Regarding this, 30 EFL learners' perspectives were analyzed, and then according to the received replies, 21 items speaking strategy questionnaire was developed and given to 210 EFL learners. To choose a subset of common replies and put off the spare ones, factor analysis was used and then 7 elements were elicited. These elements, divided according to the offline/online concepts or the time of speaking, included a model representing speaking strategies. Consequently, their study manifested that EFL learners' gender and level of proficiency do not influence their speaking strategy use. Finally, the students at intermediate to advance levels or called on the give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here the register is more formal and deliberative. These monologues can be planned or impromptu. Stated that some of issues related to oral communication in pedagogical research as follows; conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, and the interaction effect. Therefore, those theories should be used in applying teaching speaking skill.

Fung (2016) conducted a research on board game, who gives an overview of materials that can be done as some activities in teaching speaking skill, including presentations and talks, stories, jokes, anecdotes, drama, role play, stimulation, discussion, debate, conversation, chat, and outside-speaking class. Those activities can be some inspirations for the teacher to teach speaking skills which is more fun, enjoy,

meaningful and improving. As quoted in Suryani, A. (2014) “speaking is the as oral interaction, which are conventional ways of speaking information, expressing our ide, and thought have in our mind”, there are some things should be done by the teacher in the teaching speaking skills, such as; the target language is always used, ask the students some questions to test their abilities, not interrupting the students, give the students tolerate silences time to try speaking, give them a long chance to speak, pay attention to the message than to the structure of language and give the comment at the end, it is better to give a lot of feedback more than only evaluating and judging on students conversation and do not overpraise them, the letter is an obvious compliment of their efforts as an example to others.

3. Mobile Legends

Mobile Legends is one of the addictive MMORPG these days. Mobile Legends is a multiplayer online battle arena (MOBA) video game. Mobile Legends is played in matches involving two teams of five players, each of which occupies a stronghold at corner of the map. Each stronghold contains a building called the “ancient”, which the opposite team must destroy to win the match. Each player controls a “Hero” character and focusses on leveling up, collecting gold, acquiring items and fighting against the other team to achieve victory. This game features a five-to-five battle mode, a classic 3-lane battle, and a country-to-country match. in the game Mobile Legends: Bang Bang there are verbal communication channels in the form of discords, microphones and

voice chat, non-verbal communication in the form of stickers, emojis. While forms of verbal communication in the form of *mabar* (playing together), squads (teams or groups playing in games), non-verbal forms of communication in the form of special terms such as noob, AFK, GG, GGWP, savage, buff, and so on (Elvi Valentine and Wulan Purnama Sari, 2018).

In 2017 mobile legend was downloaded 20 million times with 8 million active users every day. In July 2018 this game has been downloaded 100 million times and has 43 million monthly active users in Southeast Asia, 50 percent of which are from Indonesia. According to Venkateswaran (2014) mentioned that there are eleven advantages of “Game” means an activity which is entertaining and engaging, often challenging and an activity in which learners play and usually interact with others. Effect of video games towards the students, excessive amount of time spent on playing online video games can be severely disruptive to school, it also effects the overall “Academic Performance” of a student. It seems that online, especially multiplayer online role playing game such as Mobile Legends, are more often associated with video game addiction.

As we know that the characteristic of the mage is fun. One of the alternative approaches to implement the strategies of learning language is by using games. Language learning is tough work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over

a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful (Aryad :2014).

That game should be more than just for fun. Although playing game is fun, teacher should always focus on the language objective. Games are highly motivating and entertaining, and they can give shy student more opportunity to express their opinion and feelings. They also enable learners to acquire new experience within a foreigner language which is not always possible during a typical lesson.

How to play Mobile legends according to website mobile legends guides, here are some ways how to play:

1. Finding your role

It is the first step to getting good at mobile legend. Learning what role suit you best will not only benefit your gameplay. However, it will also make the game more enjoyable Master your Hero. After picking your role and hero, the next step to increase is mastery your hero.

2. Battle spells

Battle spells are unique spells that you choose before the start of each game.

Using the right battle spells can tips a battle in your favor.

3. Picking the right gear

Gear can be purchased in game to make character stronger. These items it can be purchased anytime while in a match. However, each hero can only hold up to six items.

4. Map

The next step to increasing is understanding the map. Knowing the map give you an advantage in out playing your enemy and helps communication with the team.

5. Buffs

In the jungle, there are monster that grant different buffs. These strengthen your hero temporarily giving you an advantage.

6. Using the camera

The camera is one of the most underutilized functions in mobile legend. Using the in game camera gives information on what is happening around your hero.

7. Team fight

Victories in mobile legend are made from team fights. Every successful team fights is a step to winning the game. To increase your team fight you first need to increase your positioning.

8. Positioning

It is managing distance between your hero and other heroes in the match.

9. Outside the match

Researching the meta is a term that describes a certain strategy that has been proven to have greater success in the current state of the game.

10. Battle point

In mobile legend economizing your battle points is important to unlock heroes.

4. Mobile Legends as a Technique to Teach Speaking

Game is one the techniques learned while playing. As we know, there is a tendency that students always use Mother Tongue in the classroom, so that when students are learning English, a habit that still remains to be done. At school, English class are usually taught during the middle, or even taught in the last hour, which is usually the students begin to feel lazy and bored. Therefore, it needed the innovative teaching technique to make student more active in learning English. In speaking, the use of media will be very helpful and interesting, since it provides more image interpretation for students. Guessing game is Mobile Legends in which an individual or a team trying to guess or to answer a question that has been given the key words associated with the word. Games can be applied in teaching learning English. This idea is supported by Andrew Wright, Betteridge and Buckby (2006). "Games can be found to practice in all skills (reading, writing, listening, and speaking) in all stages on teaching learning sequences".

Beside on the statements above, it is clear that all skill can be implemented in teaching, one of them is speaking. According to the study conducted by Askari & Langroudi (2014), the effectiveness of Ur's model in developing Iranian EFL learners' fluency and accuracy in speaking was investigated. Mobile Legends distributed system of teaching and learning is but one example. Today you can hardly pick a topic that does not offer such a system. People engage in this sort of interest and passion fueled teaching and learning on topics like media production, woman's health, citizen science, political activism, game design, robotics and almost anything else you can imagine.

Azadi, Aliakbariad Azizifar (2015) posited that one of the most significant discussions on speaking is to transport the messages to the others, and it is necessary to have the ability to communicate adequately. Classroom interaction has a vital role in improving speaking ability. In time, children internalize the adult's judgment system and when they can eventually carry out the action on their own, they do so with the adult's judgment system in mind, usually unconsciously. This is also what is going on as newcomers enter distributed teaching and learning sites.

4. Teaching Procedures

In teaching English language skills in Indonesia, speaking is one of the skills that are considered difficult. This is because in teaching English in schools teachers tend to prioritize the teaching of speaking. In addition, this condition is exacerbated by the

assessment of the community who assume that if someone is able to speak well, then it is a reflection that the person is also able to communicate well. The ability to speak well is an important component in successful communication. In the community there is an assumption that a person's success in communication is determined by his ability to speak. They are focused on a belief that someone who learns a language especially a foreign language can be seen or measured by his ability to speak, in this way the teacher applied the Mobile Legend Media in the classroom. In curriculum english teaching for Junior High school it is stated that one of the goals is for students to develop communication competencies in oral and written forms to achieve information literacy levels. In teaching speaking a teacher asked to apply three stages of teaching, namely pre-teaching, while-teaching and post-teaching or other terms now better known as the preparation, implementation and assessment. In other word, there are steps in doing an action are explained as follows :

a. Preparation

The pre-teaching phase aims to prepare students with material to be played. This stage also functions to explore as much knowledge or experience of students associated with the material to be studied. So that the knowledge and experience they already have can bridge them to master the new material to be taught. Students get ample opportunity to be able to do a variety of speaking exercises that will be given by the teacher at the while teaching stage well. This is because

in this pre-teaching stage the teacher usually activates the student schemata so that students can predict the speaking material. In this way students are expected to have expectations about the material to be spoke, both expectations in general and specifically. This stage is believed to be more helpful for students to understand the material Activities that the teacher can do in the pre-listening stage include asking students to tell experiences that are relevant to the topic to be taught, exploring ideas or vocabulary related to the material to be taught asking students to tell experiences that are relevant to the topic to be taught, exploring ideas or vocabulary related to the material to be taught. With this activity, the teacher has focused the attention of students on a particular topic, so students can connect their knowledge or experience with the material.

b. Implementation

The implementation stage that must be done by the teacher is stage where the teacher is currently delivering. The teacher explains the material about “Positive Mental Attitude” for students to open a legend mobile game application, then play for a while. The teacher or student drawing system, its like Team B will battle with Team D example of its application. To determine who starts the game first, the teacher provides three pieces of paper which have given number among 1, 2 and 3. Teacher asks the each leader of teams to choose one of the papers to determine the sequence of teams plays. In principle, in teaching

speaking, they do need to understand the meaning of each word with pairing group. They may be asked to understand the information they speak in game. Gaming activities that can be done by the teacher has rules to supervise, control, and asses the students in pronunciation and vocabulary of the sentence in accordance with proper structure. Teacher should repair students pronunciation directly if students pronounce wrong words. Teacher should control student not to make noise and give their attention to this game, which they will encounter in understanding verbal information in their daily activities.

c. Assessment

The final stage in teaching speaking is assessment. This stage aims to help students connect between what they speak their own ideas or experiences. At this stage the teacher can carry out several activities such as asking students to retell the information they have spoke, provide responses or opinions, play roles, write simple reports and discuss. Here it can be seen that the teacher can integrate speaking skills with other language skills such as listening, reading and writing. By carrying out these three stages of speaking teaching, what students expect from teaching speaking skills can be realized.

5. Closing

Based on the discussions of the previous chapter, it can be concluded that using Mobile Legends game in teaching speaking at Junior High School will make students

to have high motivation and be able to practice speaking English more effectively. There are some suggestions to the English teachers at Junior High School in order to improve the students' ability in speaking. The teacher to find many creative ways to make student interest in learning English especially in learning speaking skills. The teacher can help the students to practice English speaking skills by using various teaching techniques. One of them is using game such as Mobile Legends. It is suggested to the teachers to use this technique as their references in teaching speaking English to their students. Therefore, the teacher can focus on helping the students practicing, organizing, delivering and have a good attitude the ideas into the sentence in learning speaking English.

It is hoped that the students will more interested in learning English. It is expected that this paper can give information or references to increase the teacher knowledge about the using games in teaching speaking in Junior High School. Games can add diversity in classroom or environment activities. It induces lively discussions as well as encourages creative through to bounce.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 43
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/ Ganjil
Topik : Positive Mental Atitude
Skill : Speaking
Alokasi Waktu : 2x45 menit

Kompetensi Inti

KI3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar dan Indikator

Kompetensi Dasar

1. Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima, dan menolak ajakan, menyetujui/ tidak menyetujui memuji dan memberi selamat.

Indikator

1. Menangkap informasi spesifik yang ada pada percakapan.
2. Merespon kata-kata secara sederhana.
3. Mengidentifikasi ekspresi-ekspresi yang digunakan dalam bermain mobile legends.

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, pesertadidik diharapkan dapat:

- Siswa dapat mengidentifikasi ungkapan yang digunakan dengan baik.
- Siswa dapat merespon perkataan secara sederhana dan baik didengar.
- Siswa dapat melakukan percakapan secara sederhana dan baik didengar.
- Siswa dapat mengidentifikasi ekspresi-ekspresi yang digunakan dalam perilaku yang baik melalui mobile legends.

Materi Pembelajaran

Jenis teks yang di ajarkan: how to playing mobile legend with good attitude.

Contoh teks :

Now, look at the following conversation. Rama is calling Adi to invite him and friends to playing mobile legends. Listen and repeat.

Rama : Hello guys
All Friends: Hello Rama
Rama : Oke lets play mobile legends. Ok let me first pick
I will play Baxia (name hero in mobile legends)
Adi : Ok, Let me play Alice
Eko : I will play Granger
Bagus : I will play Chou
Dio : Ok guys, my last pick hero is Zilong
Rama : Ok, lets fight together and just playing safe

(a minute later)

Adi : Eko, can you help me at bottom
Eko : Oke wait, I will go to bottom
Bagus : I think I will help you Eko, because enemy so strong
Dio : Stay safe guys and don't die for the win this game
Rama : Oh guys sorry, I am die. After you go bottom, can you help me on
middle because enemy so strong
Eko : Wait rama, I will kill enemy first and help you at middle
Rama : Ok thank Eko

Write other pronunciation, vocabulary and sentence construction that you listen from the audio student.

NO	Name	Pronunciation	Vocabulary	Sentence Construction	Score
1					
2					
3					
4					
5					

Metode Pembelajaran

- 1) Pendekatan : Scientific Approach
- 2) Model Pembelajaran : Direct speaking

Media, Alat, dan Sumber Pembelajaran

- 1) Media
 - a. Worksheet atau lembar kerja siswa.
 - b. Lembar penilaian.
 - c. LKS/Buku Cetak.
- 2) Alat/bahan
 - a. Spidol, papantulis.
 - b. Laptop, power point, LCD
- 3) Sumber Belajar
 - a. Buku cetak Bahasa Inggris kelas IX.
 - b. Kamus Bahasa Inggris.

Langkah-langkah Kegiatan Pembelajaran

- 1) Kegiatan Pembuka (10 menit)
 1. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).
 2. Memeriksa kehadiran peserta didik.
 3. Apersepsi.
 4. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran.

5. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).
- 2) Kegiatan Inti (60 menit)
1. Mengamati
 - a. Dengan bimbingan guru, siswa mengamati unsur-unsur apa saja yang ada di dalam game mobile legends.
 - b. Siswa menangkap ekspresi-ekspresi ketika bermain mobile legends dengan perilaku dan pengucapan yang baik.
 2. Menanya
 - a. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang katakata yang sulit di game mobile legends.
 - b. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang makna dan fungsi sosial game mobile legends.
 3. Mengeksplorasi
 - a. Siswa berbicara / bercakap tentang materi mobile legends.
 - b. Siswa menemukan informasi rinci dari informasi tertentu di dalam mobile legends.
 4. Menalar/Mengasosiasi
 - a. Siswa menyiapkan apa saja yang dibutuhkan untuk bermain mobile legends.
 - b. Siswa menuliskan aspek-aspek dan ekspresi-ekspresi saat bermain mobile legends.
 - c. Siswa bertanya kepada salah satu teman tentang apa yang harus di lakukan saat bermain mobile legends.
 5. Mengomunikasikan
 - a. Siswa maju dan bermain sesuai peraturan yang ada di dalam mobile legends.
 - b. Siswa lain mengoreksi percakapan antara team A dan B.
 6. Mencipta
 - a. Siswa dibagi menjadi beberapa kelompok (in pairs), dan diberikan situasi percakapan saat bermain mobile legends.
 - b. Siswa menyusun percakapan berdasarkan situasi saat bermain mobile legends.
 - c. Masing-masing grup akan bermain dengan hasil pembagian kelompok yang sudah di bagikan kepada guru.
- 3) Kegiatan Penutup (10 menit)
1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini..
 2. Guru memberikan tugas kepada siswa untuk mencari contoh lain tentang cara bermain mobile legends.
 3. Pesertadidik melakukan refleksi manfaat dari kegiatan pembelajaran.
 4. Menutup pelajaran dengan berdoa.

PENILAIAN

1. Jenis penilaian:

Tes Lisan / Praktik Berbicara

2. Materi Pokok: Good attitude with playing mobile legends

3. Pedoman Penilaian:

No	Sikap yang dinilai	Skor	Keterangan
1.	Religius		
2.	Komunikasi		
3.	Tanggung jawab		
4	Kerja Sama		
5	Aktif		

Keterangan :

Kriteria Penilaian : Jumlah Score	Predikat
17-20	A
13-16	B
9-12	C
1-8	D

1. Skor 4 apabila 4 unsur predikat terpenuhi.
2. Skor 3 apabila 3 unsur predikat terpenuhi.
3. Skor 2 apabila 2 unsur predikat terpenuhi.
4. Skor 1 apabila 1 unsur predikat terpenuhi.

Unsur- unsur dalam karakter :

1. Jujur

- a. Mengakui hal apa adanya.
- b. Bekerja mandiri.
- c. Tidak menyontek
- d. Menyelesaikan tugas tepat waktu

2. Komunikasi

- a. Aktif bertanya kepada guru.
- b. Aktif menjawab pertanyaan guru.
- c. Berkomunikasi dengan ramah dan sopan
- d. Bertindak dengan demokratis

3. Rasa ingin tahu

- a. Memperhatikan penjelasan guru
- b. Aktif bertanya
- c. Aktif mencatat dan menulis
- d. Aktif mengerjakan tugas

4. Kreatif

- a. Mengerjakan tugas berbeda dari umumnya
- b. Selalu bertanya jawab
- c. Sering mengajukan usulan/ masukan
- d. Inovatif

5. Tanggung jawab

- a. Menyelesaikan tugas secara mandiri
- b. Melaksanakan kewajiban sesuai perannya
- c. Menjaga kelas kondusif dalam proses belajar mengajar
- d. Melaksanakan piket kelas

Catatan : Predikat ditulis dengan jumlah skor perolehan, misalnya A (19) agar mudah direkap oleh guru.

Instrumen soal: Practice the dialogue with your partner

Adam : Hello Dio! Long time no see

Dio : Hi Adam! How are you doing?

Adam : Well, I'm playing Mobile Legends

Dio : Oh, can I join ?

Adam : Good idea. Lets play together

Dio : Sounds like fun.! Which Hero would you like to play?

Adam : My favorite hero is Chou. And what your favorite hero ?

Dio : My favorite hero is granger

Adam : Ok lets play and win this game

RUBRIK PENILAIAN

1. Kosa kata (vocabulary)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

2. Kelancaran (fluency)

5 = Sangat lancar

4 = Lancar

3 = Cukup lancar

2 = Kurang lancar

- 1 = Tidak lancar
- 3. Ketelitian (accuracy)**
5 = Sangat teliti
4 = Teliti
3 = Cukup teliti
2 = Kurang teliti
1 = Tidak teliti
- 4. Pengucapan (pronunciation)**
5 = Hampir sempurna
4 = Ada kesalahan tapi tidak mengganggu makna
3 = Ada beberapa kesalahan dan mengganggu makna
2 = Banyak kesalahan dan mengganggu makna
1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami
- 5. Intonasi (intonation)**
5 = Hampir sempurna
4 = Ada beberapa kesalahan tapi tidak mengganggu makna
3 = Ada beberapa kesalahan dan mengganggu makna
2 = Banyak kesalahan dan mengganggu makna
1 = Terlalu banyak kesalahan sehingga sulit dipahami
- 6. Pemahaman (understanding)**
5 = Sangat memahami
4 = Memahami
3 = Cukup memahami
2 = Kurang memahami
1 = Tidak memahami
- 7. Pilihan kata (diction)**
5 = Sangat variatif dan tepat
4 = Variatif dan tepat
3 = Cukup variatif dan tepat
2 = Kurang variatif dan tepa
1 = Tidak variatif dan tepat

Pedoman penilaian

$(5 \times 6) / 3 =$

Skor maksimal 10

Surabaya, 22 July 2021

Guru Mata Pelajaran

Bagas Prayogo