

**THE IMPLEMENTATION OF SPENPATLY ENGLISH  
EXTRACURRICULAR ACTIVITY IN INCREASING STUDENTS'  
GRAMMAR ABILITY AT SMP NEGERI 4 LUYO**



**A Thesis**

Submitted in Partial of The Requirements for the Degree of Sarjana  
Pendidikan (S.Pd) in English Education Study Program  
Tarbiyah and Teaching Training Department  
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**2025**

## PENGESAHAN SKRIPSI

Skripsi yang berjudul, “The Implementation Of SPENPATLY English Extracurricular Activity In Increasing Students' Grammar Ability At SMP Negeri 4 Luyo”, yang disusun oleh saudari Selvi, NIM : 10256121033, Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Senin, 26 Agustus 2025, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, dengan beberapa perbaikan.

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Pembimbing penulisan skripsi saudara SELVI dengan NIM 10256121033, mahasiswi program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara saksama skripsi yang berjudul “The Implementation of SPENPATLY English Extracurricular Activity in Increasing Students' Grammar Ability At SMP Negeri 4 Luyo”, memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

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## ACKNOWLEDGMENTS

*Bismillahirrahmanirrahim*

*Alhamdulillah Rabbil 'Alamin.* First, the researcher would like to express sincere gratitude to Allah SWT for all His blessings, guidance, and assistance, which enabled the completion of this thesis entitled “**The Implementation of SPENPATLY English Extracurricular Activity in Increasing Students' Grammar Ability at SMP Negeri 4 Luyo**”. May peace and blessings be upon the Prophet Muhammad SAW, who guided humanity from darkness into light.

The researcher encountered numerous obstacles and challenges during the process of writing this thesis. Thanks to the support of many people, all these processes were successfully completed. The researcher is aware of the remaining shortcomings in this thesis, and without the guidance and assistance from many individuals, this work would not have been possible. "Therefore, with all their heart, the researcher expresses deepest gratitude to their beloved family, especially **Mr. Mukhsin Latief** and **Mrs. Marunnia**, whose blessings and prayers have been an invaluable source of strength. Thank you for everything you have given, for every effort, and for every sacrifice that has inspired and motivated the researcher. The researcher also sincerely thanks their two younger sisters, **Sahratunnisah** and **Uswatunhasanah**, for their efforts in comforting the researcher and ensuring that the researcher remained motivated and never lost enthusiasm throughout the process of writing this thesis.

The researcher also expresses the deepest gratitude and appreciation to:

1. **Prof. Dr. Wasilah Sahabuddin, ST., MT.,** as the Head of STAIN Majene.
2. **Dr. Ahmad Muaffaq N, S.Ag., M.Pd.,** as Head of the Department of Tarbiyah and Teacher Training at STAIN Majene.
3. **Syamsinar, S.Pd., M.Pd., and Nihla Afdaliah, S.Pd., M.Pd.,** as the first and second supervisors, for their extensive guidance, motivation, and valuable input in the writing of this thesis, which helped the researcher conduct the study in a more focused and effective manner.
4. **Uswatunnisa, S.Pd., M.Hum., and Achmad Taqlidul, C.F., S.Pd., M.Pd.,** as the first and second examiners, for not only examining the researcher during the thesis defense but also providing constructive feedback and guidance to improve this thesis.
5. **Muhiddin, S.Pd., M.Pd., and Nuraeni, S.Pd.,** as Headmaster of SMP Negeri 4 Luyo and tutors at SPENPATLY English Extracurricular, for their valuable assistance in providing information and guidance relevant to this research. Special thanks are also extended to the students who actively participated in SPENPATLY English Extracurricular activities, for their willingness to serve as data sources and share information supporting this study.
6. The researcher's friends, **Sabogar, Sariana, and Rahmi R.,** for the

advice, encouragement, and unwavering support, as well as the companionship that accompanied the researcher until this thesis was successfully completed."

7. Beloved friends in the **TI.1 Tadris Bahasa Inggris class of 2021 (SEDSQUAD21)**, for their help and support that motivated the researcher not to give up during this semester at STAIN Majene.
8. To the researcher herself, **Selvi**, for her perseverance and unwavering spirit in completing her studies despite a busy work schedule. Thank you for choosing to keep moving forward. May each of your steps have been filled with happiness. Congratulations this achievement is a testament that you have overcome challenges and become a person far stronger than you ever imagined.

The researcher is fully aware that this thesis is not perfect, and any remaining mistakes are entirely the researcher's responsibility. Constructive criticism and suggestions are highly appreciated. May all our efforts be blessed by Allah SWT. Aamiin.

Majene, 24 Agustus 2025

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## ABSTRACT

**Researcher : Selvi**

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**Title : The Implementation of Spenpatly English Extracurricular Activity in Increasing Students' Grammar Ability at SMP Negeri 4 Luyo**

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Grammar is an essential aspect of learning English because it forms the foundation for constructing correct sentences. However, grammar learning in formal classrooms is often limited by time constraints and a crowded curriculum. To address this issue, SMP Negeri 4 Luyo developed the SPENPATLY English extracurricular program as a flexible, interactive, and enjoyable non-formal learning platform. This study aims to describe the implementation of SPENPATLY extracurricular activities and to identify their advantages in improving students' grammar skills. Using a descriptive qualitative method, data were collected through observation, interviews, and documentation. The findings reveal that SPENPATLY is implemented consistently yet flexibly by applying the Communicative Language Teaching (CLT) and Project-Based Learning (PBL) approaches through discussions, educational games, role plays, and the use of visual media. These strategies not only increase students' grammar ability, particularly tenses, but also foster motivation and encourage active participation. The study further shows that SPENPATLY has six main advantages: improving students' grammar ability, providing a supportive environment, implementing interactive learning strategies, using individual approaches and continuous motivation, applying a peer teaching method, and integrating humor in educational games. Overall, SPENPATLY serves as a supportive activity that strengthens students' grammar competence while promoting meaningful, effective, and enjoyable English learning, both in formal classrooms and as preparation for further education.

*Keywords: English Extracurricular, SPENPATLY, Grammar Ability, Qualitative Method, SMP Negeri 4 Luyo*

# CHAPTER I

## INTRODUCTION

### A. Research Background

English language proficiency is an important aspect of education, not only in academic contexts but also in social and professional life. One of the fundamental elements in mastering English is students' grammar ability, which serves as the foundation for constructing correct and effective sentences, both orally and in writing. Sacal and Potane (2023) emphasize that students' grammar ability significantly improves their speaking and writing skills. This aligns with Tamam's (2025) view that grammar is the key to building effective communication structures.

However, teaching grammar in formal classrooms often faces various challenges. Demir and Erdogan (2017) state that effective grammar learning must be delivered in a relevant, enjoyable, and contextual manner so that it can be applied in real-life situations. Based on initial interviews at SMP Negeri 4 Luyo, it was found that English language learning focuses more on the four main skills—listening, speaking, reading, and writing—as outlined in the Merdeka Curriculum textbook. Unfortunately, due to time constraints and the broad scope of the material, grammar aspects often receive insufficient attention. As a result, many students struggle to understand and apply grammar in daily communication. Their limited grammar knowledge also affects certain

parts of the four skills material in English.

In response to these challenges, SMP Negeri 4 Luyo developed an English extracurricular activity called SPENPATLY (SMP Negeri 4 Luyo) English Extracurricular, an acronym of the school's name. This initiative aims to improve students' grammar skills through creative and communicative non-formal learning activities. SPENPATLY complements formal learning by providing students opportunities to practice grammar in real-life contexts through active and enjoyable interactions. Suherman et al. (2024) state that active extracurricular activities can enhance students' motivation, self-confidence, and English language skills. In this context, SPENPATLY provides a more flexible and practical learning environment for grammar instruction.

Unlike formal methods, which tend to be theoretical and time-limited, SPENPATLY adopts a contextual and communicative learning approach. Grammar is taught through role-playing, storytelling, group discussions, simulations, and educational games. Dung (2024) explains that learning strategies based on extracurricular activities can strengthen non-formal education, particularly in language, which requires direct practice. Hansopaheluwakan et al. (2024) emphasize that grammar can be learned naturally through communicative activities involving parts of speech, tenses, modal auxiliaries, conditional sentences, prepositions, and determiners. In SPENPATLY, grammar is not taught as an abstract theory but is directly practiced in interactive contexts. Students are also given

grammar exercises covering tenses, quantifiers, prepositions, and other materials to help teachers evaluate their understanding in a practice-based context.

Preliminary research indicates that students who actively participate in SPENPATLY experience significant improvement in their grammar skills, particularly in understanding tenses. This contrasts with formal classes, which only briefly explain grammar components. The relaxed environment of the extracurricular activity also encourages students' enthusiasm and motivation to learn (Muliastari, 2020). Although guided by the same teacher as the regular class, the methods and interactions in SPENPATLY are much more flexible and creative, providing a more meaningful grammar learning experience.

Learning grammar in extracurricular activities also has its challenges. Capili et al. (2019) note that new participants often struggle to understand grammar concepts, requiring teachers to actively design learning strategies tailored to students' comprehension levels. Despite this, SPENPATLY has demonstrated significant potential in enhancing students' English proficiency, particularly in grammar. Preliminary observations show that some SPENPATLY alumni have achieved English proficiency levels of B1 (Intermediate), B2 (Upper-Intermediate), and even C1 (Advanced), with their initial interest in English stemming from participation in the program. This indicates SPENPATLY's potential in fostering sustainable language proficiency.

Based on this explanation, researchers are interested in further investigating how SPENPATLY is implemented and what advantages significantly contribute to its effectiveness as an alternative grammar teaching method. This study aims to provide a comprehensive understanding of how extracurricular activities support students' English competencies outside formal learning. SMP Negeri 4 Luyo was selected as a case study because it has a consistently implemented SPENPATLY program, serving as a potential model for other schools to develop practical and effective English extracurricular activities.

#### **B. Research Questions**

Based on the background described above, the formulations of the research problem are:

1. How is the implementation of SPENPATLY English Extracurricular activities at SMP Negeri 4 Luyo in increasing students' grammar ability?
2. What are the advantages of SPENPATLY English Extracurricular activities in increasing students' grammar ability?

#### **C. Research Objectives**

The objective of this research are to find out:

1. Describe the Implementation of SPENPATLY English Extracurricular activities at SMP Negeri 4 Luyo in increasing students' grammar ability.
2. Explore the advantages of the SPENPATLY English xtracurricular

activities on students' grammar ability.

#### **D. Research Significances**

In this study, the researcher provided theoretical and practical significance.

##### **1. Theoretical Benefit**

This study is expected to contribute to developing theories in English language education, particularly regarding the effectiveness of implementing extracurricular activities in improving students' grammar ability. The findings of this research can serve as a reference for future researchers in exploring contextual and communicative learning approaches applied outside the formal classroom environment.

##### **2. Practical Significance**

###### **a. For Students**

This study offers insights into how active involvement in English extracurricular activities like SPENPATLY can help improve grammar skills practically and enjoyably. Activities designed with communicative and creative elements increase students' motivation and confidence in using English daily.

###### **b. For Teachers**

This research provides teachers with new perspectives on grammar teaching methods and strategies that can be implemented flexibly in extracurricular activities. A more relaxed and interactive approach allows teachers to adapt the material to

students' needs and characteristics, resulting in more effective and meaningful learning experiences.

c. For Schools

The results of this study may serve as a foundation for evaluating and increasing existing extracurricular activities, especially in English language learning. Schools can assess the extent to which programs like SPENPATLY support students' language competence and act as alternative solutions to limitations in time and space within formal classroom settings.

d. For Other Researchers

This research may be a starting point for other researchers interested in conducting similar studies, whether in terms of approach, context or the types of activities employed. It also opens opportunities for further exploration of the relationship between informal learning and increasing students' language skills at junior high school.

**E. Scope of Research**

This study focuses on implementing the SPENPATLY English extracurricular activities to increase students' grammar ability. The subjects of this research include the English teacher responsible for leading the SPENPATLY activities and the students of SMP Negeri 4 Luyo who actively participate in the activity. Specifically, the study explores how

these activities contribute to students' grammar ability and identifies the advantages and supporting factors behind the activities' success.

## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. Previous Related Studies

The researcher has identified several studies related to English extracurricular activities based on the literature review. However, none of these studies specifically examine the relationship between implementing extracurricular activities and students' grammar ability at the junior high school level. Below is a comparison with several previous studies:

The first research is "Analysis of the Effect of English Club Activities on Students' Grammar Ability," by Syahfutra et al (2025) It utilizes a quantitative approach by conducting surveys among university students to analyze the influence of English Club activities on overall grammar proficiency. In contrast, the current research employs a qualitative approach targeting junior high school students.

The second research is "Implementing Extracurricular Activities in English Teaching to Enhance Communication Skills for Students at Tan Trao University" by Dung (2024) used a qualitative approach aimed at exploring the effectiveness of extracurricular activities in improving English-speaking skills at Tan Trao University. The main difference between this study and the ongoing study lies in the focus of the research, which emphasizes extracurricular activities within the context of English teaching to enhance overall communication skills. Additionally, the research subjects in this study are students at Tan Trao University.

The third research, "Implementation of English Club Extracurricular Activities in Developing English Language Skills" by Suherman et al (2024) used a descriptive qualitative approach. This study aimed to understand the general implementation of English Club extracurricular activities in developing English language skills such as reading, writing, speaking, and listening. In contrast, the current research will be more specific, focusing on improving students' grammar ability through SPENPATLY extracurricular activities at the junior high school level and examining the implementation process and its impact on grammatical aspects.

The fourth research is "The Implementation of English Club as an Extracurricular Activity at SMA Negeri 8 Pekanbaru" by Fatimah Azzahra (2023) used a descriptive qualitative approach and explores how the English Club is implemented at the senior high school level. The main difference lies in the research setting and focus: while that study was conducted in a senior high school (SMA), the present study focuses on a junior high school (SMP). Furthermore, this study investigates how the SPENPATLY extracurricular program enhances students' grammar ability.

The fifth study, "Improving The Students' Grammatical Competence Through Cooperative Learning" by Sirod et al (2022) This study used a quantitative approach and aimed to answer whether cooperative learning could improve grammatical competence. The sample for this research was students from Pignatelli Triputra University Surakarta. In contrast, the

current study uses a qualitative approach, targeting junior high school students, and explores improving grammar ability using English extracurricular activities.

## **B. Some Pertinent Ideas**

### **1. Implementation**

Implementation is a form of public policy that does not only depend on the performance of institutions carrying out the program and ensuring public compliance, but is also influenced by political, economic, and social factors, both directly and indirectly. All of these factors affect the actors involved and ultimately determine the expected outcomes (Yuliah, 2020). In the context of education, implementation is understood as the process of carrying out planned activities to achieve learning objectives. According to Linton (2002), implementation is not merely about executing plans, but also about ensuring that educational goals are truly realized through real experiences. The success of implementation is influenced by various aspects, such as the characteristics of innovation, organizational conditions, the capacity of implementers, and social dynamics. Therefore, a model that can integrate these factors is needed to make implementation more practical and applicable.

In line with this, Van Meter and Van Horn (as cited in Hartawan, Kosasih, & Rochmani, 2023) propose a policy implementation model that highlights the role of implementers in achieving policy objectives through a top-down approach. They identify six main factors that influence the

success of implementation. First, standards and objectives serve as benchmarks for achievement, usually stated in official documents such as program regulations, guidelines, or technical instructions. Second, the availability of sufficient resources to ensure effective and efficient implementation. Third, communication and enforcement, which ensure that implementers understand the policy goals, receive guidance from superiors, and experience consistency in the application of sanctions and rewards. Fourth, the characteristics of implementing agencies, including staff competence and capacity, decision-making processes, political support, organizational health, openness in communication, and their relationship with policymakers. Fifth, economic, social, and political conditions, such as the availability of economic resources, public opinion, elite support or opposition, and the involvement of interest groups. Sixth, the attitudes of implementers, which include their understanding of the policy, their responses (accepting, rejecting, or remaining neutral), and the intensity of those responses.

## **2. English Extracurricular**

English extracurricular activities refer to the learning process conducted outside formal classes, and include non-formal activities that are not listed in the school curriculum (Manuas, 2022). Therefore, English extracurricular programs aim to improve students' English proficiency through enjoyable and communicative activities such as role plays, storytelling, group discussions, simulations, and educational games. At

SMP Negeri 4 Luyo, this program is known as the SPENPATLY English Extracurricular, which serves as a platform for students to develop their ability to use and understand grammar effectively.

Although it provides many benefits, extracurricular activities also have some challenges, such as time management issues where students must balance academic tasks and extracurricular activities, as well as the level of difficulty of materials that are sometimes hard to understand for new members, especially grammar (Capili et al., 2019). Thus, the role of the teacher as a mentor is crucial to help students adapt and maintain a balance between academic and extracurricular activities. Moreover, extracurricular activities play an important role in complementing formal learning by providing a flexible and enjoyable non-formal learning environment that supports students' competence development (Pamulaan, 2025). This environment allows students to use the language in practical situations without the pressure of the curriculum and fosters their intrinsic motivation. In SPENPATLY, extracurricular activities specifically emphasize grammar, which is often less focused on in regular classes. Therefore, this program serves as an essential complement to improve overall language proficiency.

### **3. Advantages of English Extracurricular Activities**

English extracurricular activities like SPENPATLY offer several significant advantages for the development of students' language skills. Rahmawati et al (2019) state that English extracurricular activities can [1]

increase students' confidence in speaking English, [2] improve listening, writing, reading, and speaking skills, and [3] boost teachers' enthusiasm and confidence in teaching. Furthermore, these activities allow students to practice speaking without fear of making grammatical errors, as learning grammar is part of their skill development.

According to (Park, 2015) the conducive learning environment in extracurricular activities allows for deeper interaction between students and teachers and among students, which helps effective language development through enjoyable activities such as role-playing, discussions, debates, and watching English-language films. These activities allow students to use grammatical structures in meaningful contexts, making understanding and applying grammar easier and more natural. Furthermore, extracurricular programs like SPENPATLY help students prepare for higher levels of education and support academic achievement and social interaction. Language proficiency, including grammar, becomes crucial so students can follow lessons and communicate in a broader context, even in an increasingly competitive global.

#### **4. Grammar Ability**

Grammar is a fundamental aspect of English learning because it serves as the foundation for forming correct sentences and supports other language skills such as reading, writing, speaking, and listening. Sacal and Potane (2023) emphasize that good grammar skills can significantly improve students' speaking and writing abilities. Similarly,

Tamam (2025) states that grammar is the key to building effective and meaningful communication structures, ensuring that messages are delivered clearly without causing confusion or misunderstanding between speakers and listeners.

Grammar skills include understanding and applying various elements such as tenses, parts of speech, modal auxiliaries, conditional sentences, articles, passive voice, phrases, clauses, and basic sentence structures. According to Myhill (2021), mastering grammar enables students to convey meaning accurately and effectively in English communication. In the learning context, this ability is an essential foundation for producing language that is aligned with linguistic rules.

However, in formal learning, grammar is often taught in an abstract way and separated from its real communicative use, which makes it difficult for students to apply in authentic situations. Therefore, non-formal activities such as English extracurricular programs can be an effective solution to bridge this gap. Through more flexible and interactive approaches, extracurricular activities allow students to practice grammar directly in a relaxed but meaningful learning environment. Practical activities such as language games, discussions, simulations, or role plays help students apply grammatical structures in real communication contexts, which are often not experienced in conventional classrooms. Thus, extracurricular activities complement formal learning and serve as a strategic platform to improve students' grammar skills functionally and

sustainably.

Furthermore, mastering English grammar plays an important role in developing all language skills, including speaking, reading, listening, and especially effective writing (Andleeb, 2025). However, students often face difficulties because they tend to memorize formulas without understanding their communicative functions, which limits their use in real contexts. Therefore, grammar understanding should not only be theoretical but must also be trained through practice integrated with communicative activities. In this way, grammar functions not merely as linguistic rules but as a tool to create clear and effective communication.

One relevant method for teaching grammar in English extracurricular activities is Communicative Language Teaching (CLT). CLT emphasizes students' involvement in real interaction, where the success of learning is measured not only by structural accuracy but also by the ability to express meaning effectively. According to Loumbourdi (2018), Communicative Language Teaching (CLT) is a modern approach that emphasizes teaching language holistically, based on meaningful communication and interaction. In CLT, language is learned not only as a skill but also as a social practice, using tasks that students are likely to perform in real-life situations. In grammar learning, CLT helps students internalize grammar rules through communicative practices such as role plays, storytelling, and group discussions, rather than relying only on theoretical explanations.

In addition to CLT, Project-Based Learning (PBL) is also highly relevant for English extracurricular activities. PBL focuses on student-centered learning by involving them in contextual and challenging projects or tasks. Almulla (2020) emphasizes that PBL has proven effective in increasing student engagement through collaboration, material exploration, knowledge sharing, and discussion. This mechanism makes students more active, responsible, and creative in finding solutions. In grammar learning, PBL can be implemented through small projects such as sentence construction, grammar games, or group presentations that directly apply grammatical rules in real contexts.

The following are some basic grammar components that SMP students need to understand, especially in the SPENPATLY extracurricular activities, the book of complete english grammar, by Dr.H. Pauzan, S.Pd, S,IPI, M.Hum, M.Pd:

#### 1. Parts of Speech

- a) Noun (kata benda): names of people, places, things.
- b) Pronoun (kata ganti): I, you, he, she, it, we, they.
- c) Verb (kata kerja): main action or state.
- d) Adjective (kata sifat): describes nouns.
- e) Adverb (kata keterangan): describes verbs, adjectives, other adverbs.
- f) Preposition (kata depan): in, on, at, by, etc.
- g) Conjunction (kata hubung): and, but, or.

h) Interjection (kata seru): oh!, wow!

## 2. Tenses

### a) Simple present tense

Simple present tense to express facts, customs, and events that happen in the present moment.

S + verb-1/be (am/is/are)

Example: I like banana

### b) Present continuous tense

Present Continuous tense is a verb form used to express actions that are taking place now or plans in the future.

S + be (am/is/are) + (-Ing)

Example: I am writing a letter.

### c) Present perfect tense

Present Perfect Tense is used to show actions that happened in the past, but are directly related to the present.

S + have/has + V3

Example: *She has worked in the hospital for six years*

### d) Simple Future Tense

Simple future tense to express that an action occurs in the future, spontaneously or planned.

S + will + bare infinitive

Example: We will bring the book

### e) Simple past tense

Simple past tense to show that an event happened in the past.

S + verb 2 /be (was/were)

Example: I saw him yesterday

### 3. Subject-Verb Agreement

- a) He goes, they go.
- b) She is, we are.

### 4. Pronoun Usage

- a) Subject pronoun: I, you, he
- b) Object pronoun: me, you, him
- c) Possessive pronoun: my, your, his

### 5. Degrees of Comparison

- a) Positive: tall
- b) Comparative: taller
- c) Superlative: tallest

### 6. Modals

- a) Can, could, may, might, must, should.

### 7. Question Forms

- a) Yes/No Questions:
- b) Are you happy?
- c) WH-Questions:
- d) What do you like?

## 5. Learning Method

Learning methods refer to a series of systematic steps practically

applied to make the learning process more effective. Rahmawati et al (2019) state that a learning method is a structured working method designed to facilitate various teaching and learning activities to achieve predetermined learning objectives. Thus, a learning method can be understood as a procedure formulated to promote and ensure the success of student learning. When selecting a method, teachers must consider several aspects, such as student characteristics and needs, school facilities, and the teacher's ability to implement the method. There is no ideal method, as each method has strengths and weaknesses.

#### a. Types of Learning Method

Types of learning method according to Rahmawati et al (2019):

##### 1. Lecture Method

This method is a teaching approach that emphasizes providing explanations or descriptions to students at specific times. It uses spoken language to convey an understanding of a particular issue

##### 2. Demonstration Method

This method aims to clarify abstract concepts through practical display or direct practice. Ideally, the instructor first

demonstrates the process or concept to give students a clear visual understanding. Afterward, students can attempt to demonstrate the material themselves to reinforce their comprehension.

### 3. Assignment Method

This approach involves providing students with a series of structured tasks that they must complete and for which they are held accountable. It serves a dual purpose: fostering independent learning and cultivating a sense of responsibility. Through assignments, students are expected to develop critical and systematic thinking skills in problem-solving.

### 4. Drill Method

Although seemingly similar to testing, the drill method's essence differs as it does not aim to measure comprehension. This method is specifically designed to reinforce and internalize particular knowledge or skills. Through repetition and intensive practice, students are expected to achieve a deep mastery of the material.

### 5. Question and Answer Method

This method is often used to supplement the limitations of the lecture method, where the instructor asks questions to monitor student understanding. This interaction allows the instructor to gauge how well the material has been absorbed. However, it is important to note that this method may not always accurately

reflect the overall understanding of all students.

## **6. Factors for Successful English Learning**

Learning a language, especially English, involves many elements. Teachers, students, teaching methods, learning materials, and technology all play a direct role in the classroom (Nurlaila, 2020). However, success in language learning is not fixed; many factors influence it. What works for one student might not work for another. Still, teachers can use successful strategies from others as a guide. Most importantly, teachers must understand their students well to choose the proper methods to help them succeed in English learning.

Rahmawati et al. (2019) identify key factors contributing to student success:

### **a. Factors Affecting Learning Achievement**

Successful learning comes from both inside and outside the student. Internal factors are things like maturity, intelligence, personal drive, and individual traits. External or social factors include influences from family, teachers, teaching methods, and learning tools, the environment, opportunities, and social motivation.

### **b. Key Factors for Learning Success**

According to Muhibbin Syah (2010) and Drs. Slameto (2010), factors that influence successful learning are explained in Rahmawati's research (2019).

#### **1. Motivation in Learning**

Motivation is essential for students to achieve good learning results and reach their learning goals. Students learn best when they are highly motivated. Motivation's role in learning is vital, so teachers should always try to keep students motivated. Therefore, motivation is a key factor in reaching learning objectives.

## 2. Effective Learning Methods

Good teaching methods, especially in primary education, are crucial for helping students reach their full potential and learn deeply. Interactive methods, like group discussions, simulations, or project-based learning, have made students more engaged and understand the material better. Using interactive methods allows for various activities where teachers and students work together. So, teachers should plan methods that let students explore, share ideas, and cooperate. Also, using technology wisely can make learning richer and more effective.

## 3. Conducive Learning Environment

The physical and social aspects of the learning space significantly affect how comfortable and focused students are. A well-organized physical space, like a clean classroom with good lighting and complete facilities, can help students concentrate. A supportive social environment where students feel accepted and

valued can boost their confidence and participation. The learning environment impacts a student's overall growth. A positive atmosphere encourages creativity and motivation, while a negative one can hold students back. Thus, schools must focus on creating a positive and inclusive learning culture. This means understanding individual learning needs, helping students develop their identity, promoting social interactions, and using effective teaching strategies.

All these factors contribute to students' success in school. Students are more likely to learn well when these factors support each other. Students may not reach their full learning potential if these factors do not align or lack support.

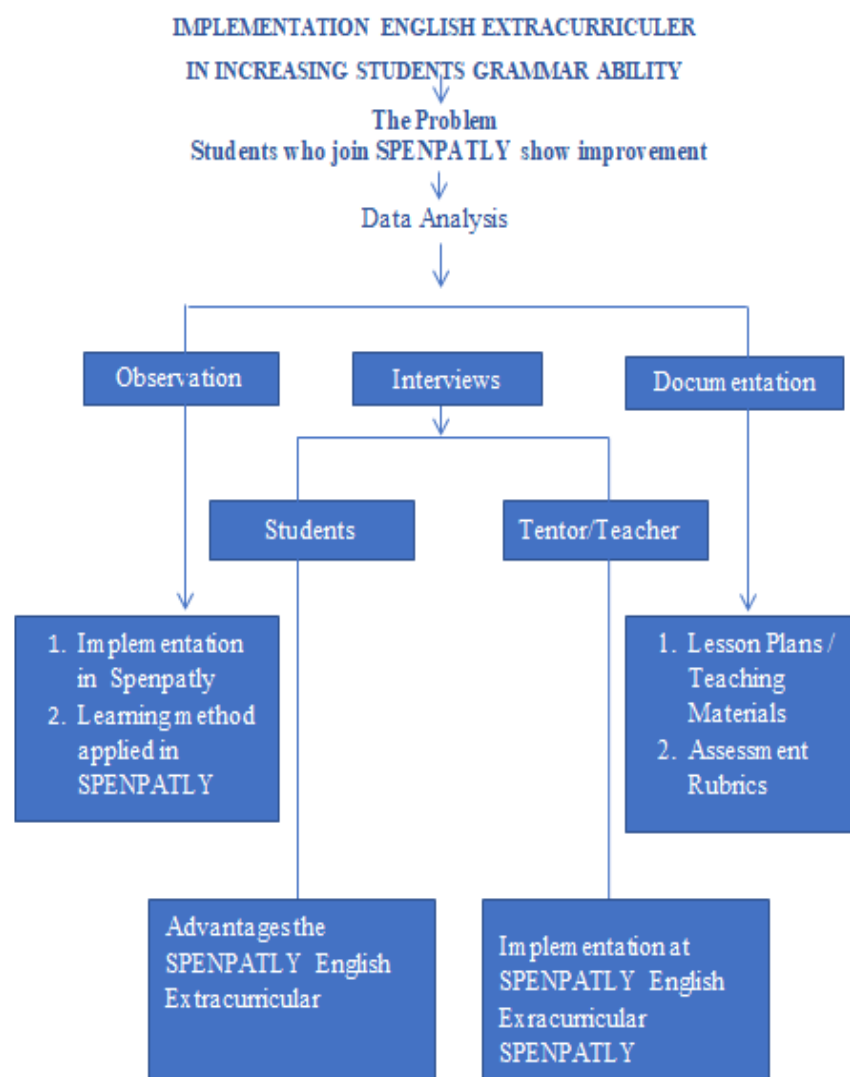
### **C. Conceptual Framework**

In every research study, a framework is needed as a foundation or guideline to determine the direction of the research. In this study, the implementation of English extracurricular activities at SMP Negeri 4 Luyo is a series of structured activities designed to increasing students' grammar ability. The implementation of these activities includes program planning, teaching strategies, student involvement, interactions between teachers and participants, and the learning media used.

This study focuses on the positive aspects of the implementation, specifically how the applied strategies create an enjoyable and contextual learning atmosphere while also providing students with opportunities to

engage in English language practices actively. Using a qualitative approach, the researcher explores how these activities are conducted in the field and their contributions to students' grammar ability. Therefore, the conceptual framework of this study positions the implementation of extracurricular activities as the primary variable, consisting of several components (strategies, interactions, student participation), and examines how these components contribute positively to students' cognitive improvement in grammar ability.

The following is the table:



*Figure 2.1. Conceptual Framework*

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the research design, research subjects, research instruments, data collection procedures, data analysis techniques, and validity testing.

#### **A. Research Design**

This research employed a descriptive qualitative approach using a case study method. According to Sugiyono (2021), the qualitative method was a research approach grounded in post-positivist philosophy that was used to investigate the natural conditions of an object. The primary goal of this study was to explore how English extracurricular activities were implemented and what advantages SPENPATLY offered in improving students' grammar ability. This approach was chosen because it aligned with the researcher's objective to obtain natural data based on real conditions observed in the field.

Ardyan et al. (2023) stated that qualitative methodology allowed researchers to capture intricacies, affective conditions, and interpersonal interactions that might present specific challenges. The case study method was used explicitly because this research focused on a single location, SMP Negeri 4 Luyo, to explore SPENPATLY English extracurricular activities at that school.

#### **B. Research Subject**

This research was conducted at SMP Negeri 4 Luyo, where the

English extracurricular activity SPENPATLY was regularly held. The subjects of the study consisted of: First, is the principal, as the supporting subject who determined policies and provided approval for the implementation of SPENPATLY. Second, is the English extracurricular teacher, who supervised and carried out the teaching-learning process during the activities. Third, is the students, who actively participated in the SPENPATLY extracurricular activities as the main participants.

The selection of participants used purposive sampling, a technique applied to choose samples based on specific criteria considered relevant to the focus of the research (Sulistiyo, 2019). This technique ensured that each participant had direct experience or involvement in the activity being studied, since the aim of this research was to explore the implementation and advantages of SPENPATLY from both teachers' and students' perspectives. This approach allowed the collection of rich data that aligned with the objectives of the study.

### **C. Research Instruments**

In qualitative research, the researcher served as the main instrument (Ulfatin, 2015). Therefore, the researcher had to ensure their ability to manage and process data in the field directly. The primary data collection methods in qualitative research included direct participation, observation, interviews, and documentation as the main techniques.

In qualitative research, the researcher served as the main instrument (Ulfatin, 2015). Therefore, the researcher had to ensure their

ability to manage and process data in the field directly. The primary data collection methods in qualitative research included direct participation, observation, interviews, and documentation as the main techniques.

### 1. Observation

Observation was a data collection technique by systematically observing ongoing activities within a specific period. According to Adhandayani et al. (2020), observation was a continuous process that began at the outset of the research, continued throughout the research process, and concluded when the study was finished.

In this study, the researcher conducted participant observation by directly attending and observing the SPENPATLY English extracurricular activities at SMP Negeri 4 Luyo and actively participating in the learning process. This observation aimed to explore how these SPENPATLY English extracurricular activities were implemented, particularly regarding the teaching methods used by the instructors, student participation, and how grammar content was delivered through these activities.

### 2. Interviews

Interviews were a direct interactive process between the researcher and the respondent or research subject, involving questions and answers between both parties (Iba, 2024). This study conducted interviews with relevant parties, specifically the school principal, the English extracurricular teacher, and students who actively participated in the activity.

The researcher prepared a list of questions beforehand and used tools such as a notebook and a mobile phone to record the interview process, ensuring the accuracy of the collected data.

### 3. Documentation

Qualitative research also utilized written or printed documents to better understand the phenomenon under investigation (Nilamsari, 2014). In this case study, the researcher gathered documentation from the implementation of the English extracurricular activities at SPENPATLY. This documentation process was carried out to ensure data stability and contextual relevance, given that this method was relatively cost-effective and easy to apply. The documentary data collected included photographs, video recordings, Lesson Plans (RPP), Teaching materials, and other supporting files related to the implementation of the activity.

#### **D. The Procedure for Collecting Data**

##### 1. Observation

The researcher initially sought permission from the Headmaster of SMP Negeri 4 Luyo to observe the SPENPATLY English extracurricular activities. Upon receiving approval, the researcher prepared the required instruments, including observation sheets consisting of checklists and field notes.

The observation was carried out directly on-site at the activity location and progressed continuously from the commencement to the

conclusion of the extracurricular program, which consisted of three meetings. The researcher maintained a non-interventive role during the observations, gathering data organically and consistent with a qualitative methodology. The findings from these observations were subsequently utilized to delineate the implementation of the SPENPATLY activities and their impact on students' grammar ability.

## 2. Interview

Interviews were carried out by the researcher with informants comprising the headmaster, supervising teachers, and students actively engaged in the SPENPATLY English extracurricular program. Pre-formulated interview questions were used to direct the course of the interviews.

Throughout the interview sessions, the researcher meticulously documented significant points using written notes and recorded the proceedings via a mobile phone to guarantee the precision and comprehensiveness of the data acquired. A semi-structured interview approach was employed in this research, enabling both flexibility and depth in data gathering, especially for exploring the implementation of SPENPATLY extracurricular activities and their impact on students' grammar ability.

## 3. Documentation

According to Sugiyono (2021), documents could include writings,

images, or someone's monumental works, encompassing various forms such as daily reports, learning modules, Lesson Plans (RPP), and assessment rubrics used in the SPENPATLY English extracurricular activities.

In this study, the researcher employed documentation techniques to collect data, including activity photos, video recordings, and various supporting files such as grammar materials, student attendance lists, and RPP used during the implementation of the activities.

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

Data analysis was the process of searching and organizing data systematically, including interview transcripts, observation notes, and other data. This process was conducted to help the researcher gain a deeper understanding of the case being studied and organize the findings to communicate them to others.

The data analysis technique in qualitative research by Miles and Huberman consisted of three stages: Data Reduction, Data Display, and Conclusion Drawing (Sugiyono, 2021).

##### **1. Data Reduction**

Data reduction was the process of summarizing, selecting, focusing, simplifying, abstracting, and transforming data. The researcher selected relevant data and disregarded irrelevant data. The

data was categorized based on participants' responses to understand why students' English proficiency improved after participating in the English extracurricular activity. This process was carried out through coding or labeling the units of information from the collected data.

The coding process includes:

- a. The researcher carefully read the data.
- b. Data related to the research objectives were identified and selected.
- c. Each piece of data was coded

The researcher used manual coding through Microsoft Word by highlighting and labeling the quotations from interview data and then organizing the results into a thematic categorization table

## 2. Data Display

The second stage was to organize the data to make it easy to understand. The data from interviews, observations, and documentation were presented in narrative form to illustrate the implementation and advantages of SPENPATLY. This narrative presentation aimed to describe patterns, themes, and categories that emerged from the data, making it easier to interpret how the implementation of the SPENPATLY English extracurricular activity contributed to students' grammar ability.

## 3. Conclusion Drawing

The final stage was concluding the research findings. The researcher described conclusions based on the data that had been

analyzed and presented. The conclusions were based on observations, field notes, and the results of interviews with teachers and students.

#### **F. Data Validity Testing**

To prove the research results, it was necessary to test the validity of the data. In this study, the validity of the data was tested using triangulation. Triangulation was a way of collecting data while checking its trustworthiness, namely by checking the truth of the data using various data collection techniques and different data sources (Sugiyono, 2021).

There were two types of triangulation, namely source triangulation and technique triangulation.

##### **1. Triangulation Source**

To test data credibility, source triangulation was performed by comparing data obtained from various sources (Sugiyono, 2021). It was crucial to use one data collection technique but from diverse sources. This study gathered information from three sources: the headmaster of SMP Negeri 4 Luyo, teachers as SPENPATLY mentors, and students actively participating in the SPENPATLY English extracurricular activity.

##### **2. Triangulation Technique**

The triangulation technique was used to validate data by examining the same data through various data collection techniques (Sugiyono, 2021). Unlike source triangulation, technique triangulation

involved different data collection methods using the same data source.

This approach aimed to minimize bias and unbalanced perspectives that might arise when relying on a single data collection method. In this study, data were collected through in-depth interviews, participatory observation, and document analysis to ensure the consistency and validity of the findings from the same informants.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Overview of The SPENPATLY English Extracurricular

SMP Negeri 4 Luyo, located in Tenggelang Village, Polewali Mandar, has a flagship extracurricular program to improve students' English proficiency, namely the SPENPATLY English Extracurricular. This program was first initiated in 2017 by the English teacher with the support of the school principal. At the beginning, SPENPATLY was only a voluntary additional activity, but because of its consistent implementation and proven positive impact, it gradually developed into one of the school's flagship activities. After running for seven years, in 2024 the program was officially recognized as a school activity through the Principal's Decree, giving it a clear legal foundation, structured management, and a more organized schedule.

Unlike Scout and Sports, which are compulsory, SPENPATLY is an optional extracurricular. This means that not all students are required to join; it is open to those who are interested in developing their English skills. The activity is held every Saturday afternoon with around 15 participants from grades VII, VIII, and IX. The schedule is arranged together so that it does not interfere with regular lessons or other extracurricular activities. The teacher explained that only students who are genuinely interested are encouraged to join, to ensure a more conducive learning environment. If

students are forced to join without interest, they are usually less motivated and may disrupt the learning environment.

In addition, some students choose SPENPATLY because they enjoy the teaching style of the same teacher who also teaches in formal classes, making them feel more comfortable in a familiar learning environment. However, some students prefer not to join because they are more interested in other fields. SMPN 4 Luyo offers various extracurricular activities such as sports, *palang merah remaja* (PMR), Scouts, and other mandatory programs, so students are free to choose according to their talents and interests. This condition makes SPENPATLY attended by students who truly want to improve their English skills, making the program more focused and effective.

The main focus of SPENPATLY is to strengthen grammar foundations, especially the use of tenses, the verb *to be*, and simple sentence structures. This is important because students' greatest weakness in English usually lies in grammar. By mastering grammar, other skills such as reading, writing, listening, and speaking can develop more effectively. Therefore, SPENPATLY is not just an additional activity but a strategic program that supports students' academic success.

SPENPATLY activities are carried out interactively using various methods, such as theoretical explanations, writing exercises, educational games (puzzle, secret message), group discussions, speaking practice, and peer teaching. Learning media such as worksheets, pictures, and

grammar tables are also used to facilitate understanding, particularly for students with visual learning styles. The learning environment is designed to be relaxed yet structured, so students feel more confident and less afraid of making mistakes.

In addition to improving grammar comprehension, SPENPATLY also fosters positive student character, such as discipline, self-confidence, responsibility, cooperation, and active participation. The principal emphasized that SPENPATLY was designed to complement formal classroom learning. While regular classes are bound by the curriculum, SPENPATLY provides freer space for students to develop creativity and motivation. The teacher also added that students are more enthusiastic about joining this activity because it is held outside class hours, in a relaxed environment but still with clear learning objectives.

## **2. Implementation of SPENPATLY English Extracurricular Activities in Increasing Students' Grammar Ability at SMP Negeri 4 Luyo**

This study collected data on the implementation of English extracurricular activities at SMP Negeri 4 Luyo (SPENPATLY). The data collection techniques used included observation, interviews, and documentation (files, photos, videos, transcripts). The data were analyzed using the interactive model of Miles, Huberman, and manual coding through Microsoft Word. The results of the analysis show that the implementation of the activity is divided into three stages: opening, main, and closing. The next section will focus on the three meetings that

discussed increasing grammar ability

#### **a. Opening Activity**

Based on the results of observations and interviews conducted during the first, second, and third meetings (June 24–26, 2025), the opening activities of the SPENPATLY English Extracurricular showed a consistent pattern, although adapted to the focus of each session. At the beginning of every meeting, the teacher always greeted the students warmly and asked simple questions such as *“Good afternoon, how are you today?”* This greeting was often accompanied by situational humor, which made students feel closer to the teacher. According to the researcher’s observation, this approach encouraged students to speak more confidently, even if they still made mistakes. These findings indicate that the opening strategy not only helped create a relaxed environment but also served as a bridge to reduce students’ hesitation in using English from the start. The relatively small number of participants, with only 15 active students, also supported more intensive interaction, allowing the teacher to give individual attention.

In addition, each meeting also began with an ice-breaking activity. Based on the observation, ice-breaking was carried out either at the beginning or in the middle of the lesson, with different variations in each meeting. The ice-breaking activity most

frequently used by the teacher was clapping hands with a greeting theme, which was intended to train students' focus before the lesson began. This activity was carried out in every meeting, although not always at the beginning; sometimes it was placed at the end to make the learning more memorable, as students considered it enjoyable. Observation notes showed that all students participated enthusiastically, with some smiling while imitating the clapping patterns. This activity proved effective in helping students regain focus, respond better to instructions, and increase their learning motivation. The teacher's statement also supported this finding.

The teacher also provides more interactive games to keep the students engaged. These activities help train their focus and expand their vocabulary. The games include puzzles, where students arrange letters to form words, and a secret message activity, in which students are invited to find hidden words within a secret code.

*Teacher:* " There is usually an ice-breaking activity at the beginning or in the middle of the lesson. Since this extracurricular is more structured, with a schedule and teaching modules as part of the school program, each session typically starts with ice-breaking, followed by the lesson. After that, I give an interactive game related to the

*material. This makes the learning more interesting and not boring, because the games are familiar to the students, such as puzzles and a secret message activity, which help train their focus and indirectly increase their vocabulary.*

One of the students supported this Teacher's statement:

***NF:** The part I liked the most was the games, such as the puzzle game and the secret message activity. I also enjoyed it when the teacher gave motivation.*

In the first meeting, the opening activity focused on motivating students about the importance of learning grammar, especially tenses, as preparation for higher education. The teacher explained:

***Teacher:** "I often motivate them by explaining that English is important for the future, and I give examples of alumni who have benefited from it."*

This statement was supported by one student who felt more comfortable joining the extracurricular class compared to the regular class:

***KS:** "It was easier in the extracurricular class because the regular class was noisy, so it was harder for me to focus."*

In the second meeting, the opening activity focused on reviewing the previous material, namely the Present Continuous Tense, through a question-and-answer session. The teacher gave

praise for correct answers and immediately corrected mistakes, so students could understand their errors directly. Meanwhile, in the third meeting, the teacher began the lesson by asking about students' weekend activities. Afterward, the teacher explained the learning objectives and introduced the Present Continuous Tense and Past Continuous Tense using motivational strategies that suited the students' needs.

From the three SPENPATLY English Extracurricular meetings, it can be concluded that the opening activities consistently included three main components: greetings, ice-breaking, and motivation. The emphasis varied in each session: the first meeting focused more on general motivation, the second on reviewing previous material, and the third on connecting new material with students' personal experiences. Academically, this simple strategy was highly effective because the teacher did not merely open the lesson formally but intentionally used it to build a positive atmosphere, increase focus, and facilitate the transition to the main material. The use of situational humor, light storytelling, and enjoyable ice-breaking activities were important factors that encouraged students to confidently use English from the beginning. Therefore, the opening activities in the SPENPATLY English Extracurricular were not just routine but a strategic part of creating a supportive learning environment that enhanced students' grammar

competence. The headmaster's statement further supported this finding:

*Headmaster: "Students who actively participated in the SPENPATLY English extracurricular activity showed significant differences in both their grammar and speaking."*

#### **b. Main Activity**

Based on observations, interviews, and documentation during the first, second, and third meetings (June 24–26, 2025), the main activities in SPENPATLY focused on grammar learning, particularly tenses, by combining the Communicative Language Teaching (CLT) method and Project-Based Learning (PBL).

This was confirmed by the teacher's statement:

*Teacher: "I used the Communicative Language Teaching (CLT) method and I combine it with Project-Based Learning (PBL)."*

The main activities involved 15 active SPENPATLY students, allowing the teacher to provide more intensive guidance for each student. According to the observations, each meeting began with the delivery of material using Student Worksheets (LKPD) that had been prepared in advance. The material was explained step by step, supported with sentence examples, and then students were asked to respond or create new sentences. Observation notes showed that the teacher combined lecturing, question-and-answer, and

practice to ensure that students understood the material. From the three meetings observed, the main activities demonstrated a continuous and varied approach. This means that the material taught was always connected from one meeting to the next but was delivered with different techniques to avoid boredom. Each meeting used the LKPD as the main medium, enriched with interactive activities in the form of games.

In the first meeting, the focus was on introducing the Present Continuous Tense through the worksheets (LKPD). To support this, the teacher added a puzzle game designed to train students' concentration in constructing words and to create a more active and enjoyable classroom atmosphere. In Second meeting The teacher reviewed the Present Continuous Tense material using LKPD worksheets, while asking questions related to the previous lesson to each of the 10 students who were present, as some students were excused to join the Scout competition. Next, the students practiced constructing sentences according to the tenses rules taught in the first meeting. Then, all students read their sentences aloud in turns to practice pronunciation. Based on observations, through this repetition of material and activities, the students appeared more confident because they had become more familiar and comfortable with the material taught by the teacher as a tutor in the SPENPATLY English Extracurricular.

In the third meeting, the focus of learning shifted to the *Past Continuous Tense*, with the teacher reviewing the differences between the *Present Continuous Tense* and the *Past Continuous Tense*. The teacher used a personal approach by approaching each student individually and connecting the tenses to their personal experiences or stories. For example, for the *Present Continuous Tense*: “They are running,” “She is singing a song,” and for the *Past Continuous Tense*: “She was washing her uniform last night,” “We were not doing our homework yesterday.”

The worksheets (LKPD) used featured attractive visuals and an easy-to-follow layout, helping students understand the material more clearly. During the activity, students completed exercises in their own books based on the LKPD, while the teacher provided guidance to individuals who encountered difficulties. Observations indicated that this approach effectively fostered students’ interest and motivation, as they found the material relevant and easy to understand, even though their answers were not always correct.

This was in line with the teacher’s statement:

**Teacher:** *“The strategy I used was a persuasive approach on an individual basis, both in extracurricular and regular*

*classes. I try to cultivate students' interest in learning by first providing basic material, making it easier for them to understand. This ease demonstrates their interest in English. Furthermore, I provide engaging teaching materials, such as LKPD, pictures, or videos, which are integrated into English lessons. This is adapted to students' characteristics, as they tend to be more interested in visual media. In addition, I also motivate students by explaining that English is an important subject for the future, as it is part of daily life and will be needed in various fields."*

Overall, the three meetings showed consistency in learning strategies. The use of LKPD served as a structured guide, ensuring that each learning session had a clear and directed flow. The methods applied effectively combined CLT and PBL. In practice, CLT was reflected in the way the teacher provided sentence examples, asked students to practice through question-and-answer and drills, and gave them opportunities to practice sentences more freely. Meanwhile, PBL was evident in the group activities such as puzzles and *secret message*, which students had to solve collaboratively before presenting their results in front of their peers. In this way, students not only understood grammar patterns theoretically but also applied them in enjoyable real-life activities.

The results of the observations indicated that this approach

was highly successful. LKPD with various visual contents proved helpful in making abstract tense concepts easier to understand. Furthermore, the regular opportunities for both oral and written practice strengthened their comprehension more deeply. The teacher's consistency in applying this strategy not only ensured students' understanding of the material but also maintained their engagement and interest throughout the learning process.

### **c. Closing Activity**

Based on the results of observations, interviews, and documentation from the three meetings (June 24–26, 2025), the closing activities in SPENPATLY were consistently carried out with a similar pattern in each meeting. The teacher closed the lesson by conducting a short review of the material that had been studied, giving students the opportunity to ask questions, and providing motivation so that they remained enthusiastic about learning grammar.

Across the three meetings, the teacher applied different closing strategies according to the needs and focus of the lesson. In the first meeting, the teacher ended the activity by emphasizing once again the importance of understanding tenses to support English language skills. The teacher also reminded students to review the material at home. Observation notes showed that several students nodded as a sign that they understood the instruction. In

the second meeting, the closing focused on correcting students' mistakes during practice. The teacher immediately corrected wrong answers and praised correct ones. This was consistent with the observation notes, which indicated that students were more attentive when the teacher explained common errors, as they felt they received direct feedback on their learning process. In the third meeting, the teacher closed the lesson by giving motivational messages related to the students' future. The teacher explained the importance of English as preparation for continuing education and for the workplace. Observations showed that this motivational message made students listen more seriously, and some even responded with questions about the benefits of English in certain fields.

The closing activity did not only serve as a summary but also functioned as adaptive evaluation, allowing students to correct mistakes without pressure. This shows that the teacher's strategy was not merely about ending the meeting but also about reinforcing students' motivation and learning outcomes.

The teacher emphasized this in the interview:

*Teacher: "At the end of the lesson, I usually provide evaluation and additional motivation. The evaluation is done adaptively, according to the students' level, so they can correct mistakes without feeling pressured. After that, I*

*always give a motivational message, for example that English is an important asset for continuing education or for future employment.”*

Overall, the closing activities in SPENPATLY were not only a summary but also functioned as adaptive evaluation and motivational reinforcement. Adaptive evaluation helped students correct mistakes in a way that did not make them feel stressed, while the motivational message at the end of the meeting played an important role in maintaining their enthusiasm for learning. Thus, the closing activities in SPENPATLY had an essential role in ensuring that students not only understood the material but also felt supported to continue improving their grammar skills in the future.

### **3. Advantages of SPENPATLY in Increasing Students' Grammar Ability**

Based on the findings obtained from observations, interviews, and documentation, SPENPATLY English extracurricular activities offer several advantages that significantly contribute to improving students' grammar ability. These advantages are described as follows:

#### **a. Improving Students' Grammar Ability**

SPENPATLY provides teachers with the opportunity to teach grammar more intensively and in greater depth compared to regular classes. In this program, teachers can deliver material step by step, starting from basic concepts to more complex levels, without being

restricted by the tight pressure of the formal curriculum. This strategy helps students understand sentence patterns and the correct use of tenses more effectively.

Observation results showed that teachers repeated explanations until all students fully understood the material. This differs from regular classes, where limited time often prevents teachers from providing sufficient repetition. Several students confirmed these benefits through their statements:

*UW: "It is easier in extracurricular activities because the learning focuses on grammar, and there is no time pressure like in regular classes."*

One of student added:

*ZA: "It is easier in extracurricular activities because it is explained repeatedly from start to finish."*

In addition, one student, ML, stated that SPENPATLY not only improved grammar understanding but also had a positive impact on other English skills in regular classes, particularly reading:

*ML: "After participating in the SPENPATLY English Extracurricular program, I better understand when learning reading skills in regular classes."*

These student statements were reinforced by the teacher's interview, which emphasized that SPENPATLY was specifically designed to complement formal classroom learning:

*Teacher: "That is absolutely correct. The reason is that extracurricular activities such as the SPENPATLY English Extracurricular are designed to complement, enrich, and extend the students' learning experiences gained in formal classes. In formal classes, learning is more structured according to the curriculum, while SPENPATLY provides room for students to develop creativity, social skills, leadership, cooperation, and responsibility. All of these support their success in the classroom. Activities conducted outside school hours make students more enthusiastic because they can learn in a relaxed yet structured environment. The motivation that grows from SPENPATLY English Extracurricular activities can have a positive effect on their seriousness in learning during formal classes. Moreover, SPENPATLY fosters discipline, confidence, and active participation. These characteristics are highly beneficial for their daily formal learning."*

Based on these findings, it can be concluded that SPENPATLY not only strengthens students' grammar mastery but also contributes to the development of positive character traits, which directly support their success in formal learning. Thus, SPENPATLY functions not merely as an additional activity but as an integrative support program to enhance students' competence and

motivation.

b. Providing supportive environment

The learning environment in SPENPATLY is more conducive and comfortable compared to regular classes. The limited number of students allows the teacher to give more intensive attention to each individual. This encourages students to ask questions, try, and experiment with the material without fear or embarrassment. Observation results showed that students became more active, confident in asking questions, and fully engaged in the learning activities.

Several students confirmed this through interviews. One student stated:

*MS: "If we do not understand, the material will be explained repeatedly until all students comprehend it."*

This statement was reinforced by another student:

*AL: "It is more comfortable because I feel more attended to compared to regular classes."*

These statements show that a supportive learning atmosphere can increase students' motivation and make them more enthusiastic to participate. Observation also confirmed this, as students appeared enthusiastic, motivated, and actively involved in every given activity.

These findings highlight the important role of a conducive

learning environment in the learning process. First, a comfortable atmosphere helps reduce emotional barriers, such as fear of making mistakes or being mocked. Second, the teacher's intensive attention creates a sense of security for students, making them more confident to try. Third, a positive environment improves the quality of interaction, both between teacher and students and among students themselves, making the learning process more meaningful.

Thus, the learning environment in SPENPATLY not only supports learning comfort but also becomes a key factor that makes students more confident, motivated, and active in learning grammar

#### c. Implementing Interactive Learning Strategies

The SPENPATLY program applies various interactive learning strategies that actively engage students in the learning process. These strategies include educational games such as puzzles and secret messages, group discussions, and peer teaching. Visual media such as student worksheets (LKPD) and grammar formula tables were also used to support students, particularly those with visual learning styles, in better understanding the material.

Observation results showed that this variety of activities made the learning process more engaging and less monotonous. For example, in the puzzle game, students were challenged to

arrange sentence fragments into the correct form, allowing them to practice grammar patterns while enjoying the activity. In the secret message game, students were tasked with decoding hidden messages using the grammar rules they had learned. These activities not only strengthened grammar understanding but also improved concentration, cooperation, and active participation.

With the variety of activities and learning media, students felt more supported and motivated in following the lessons. This was also reflected in student statements about their experiences during the SPENPATLY English Extracurricular:

*ML: "The teacher had prepared many games, such as puzzles, worksheets, and exercises, so I didn't have to write anything down. We just stuck them in our course books."*

*ZA: "The teacher used worksheets and tenses formulas, making it easier to understand without having to write too much."*

*AL: "The teacher always hands out pictures and worksheets with learning materials at every meeting."*

Based on these data, it can be concluded that the interactive learning strategies applied in SPENPATLY successfully increased student engagement and encouraged active participation. Through games, discussions, and visual media, grammar learning became easier to understand and less boring. These interactive strategies

were effective because they made learning more student-centered. Students were not only listening to the teacher but also participating, discussing, and practicing grammar directly. Moreover, interactive activities reduced the boredom that often occurs in grammar learning, thereby motivating students to engage more. In this way, the interactive strategies in SPENPATLY strengthened grammar understanding while fostering a positive attitude toward learning English.

#### d. Using Individual Approach and Continuous Motivation

The teacher applies an individual approach, adjusting methods and evaluation according to each student's ability. Continuous motivation is also provided to enhance students' interest in learning, emphasizing the importance of mastering English and providing real-life examples from alumni.

Based on the teacher's statement:

*Teacher: "My strategy is a persuasive and individual approach. In addition to teaching wholeheartedly, I often motivate students to believe that English is important for their future, giving real examples from alumni who have benefited from this knowledge."*

One student added:

*NJ: "The reason I join SPENPATLY is to improve my English knowledge. My motivation is that I want to become a*

*translator.”*

The individual approach and continuous motivation increase self-efficacy, active engagement, and learning interest, making the learning process more effective. Based on the interview with NJ, intrinsic motivation drives active participation in extracurricular activities. This strategy also customizes learning according to each student’s ability, making the learning process more personal, effective, and relevant to students’ long-term goals.

e. Implementing a Peer Teaching Method

SPENPATLY also implemented the peer teaching method, in which students who understood the material more quickly were asked to help classmates who faced difficulties. This approach was not only beneficial for the students who needed assistance but also reinforced the understanding of those who acted as peer tutors.

This was confirmed by NJ’s statement:

*NJ: “If there are friends who do not understand, the teacher always asks us to teach the material to those who have slower comprehension.”*

The peer teaching method created a more collaborative and supportive learning atmosphere. Students who helped their peers had the opportunity to review and deepen their understanding, while those who received support could learn more comfortably through

peer explanations. Based on observation results, peer teaching was proven to reduce learning gaps among students and encourage positive cooperation in the classroom.

Furthermore, peer teaching can be considered one of the main strengths of SPENPATLY, as its application is relatively difficult in formal classes. In regular classrooms with larger numbers of students, the learning environment is often less conducive. Instead of helping each other, some students may even disturb their peers. In some cases, there is still a tendency to mock classmates who make mistakes or try to speak English, for instance by calling them “pretending to be English.” Such situations become obstacles to implementing peer teaching.

In contrast, the learning environment in SPENPATLY was more supportive. The limited number of students, around 15, and the mixed composition of grades VII, VIII, and IX allowed the teacher to create a more inclusive learning condition. In a smaller and more diverse setting, students were easier to guide toward mutual respect and cooperation. For this reason, the teacher considered peer teaching to be effective in SPENPATLY, while its implementation in formal classes was less feasible.

Thus, the peer teaching method in SPENPATLY not only enhanced grammar understanding but also fostered collaborative attitudes, self-confidence, and solidarity among students. This

made peer teaching an important characteristic of SPENPATLY that is difficult to find in regular or formal classroom learning.

f. Application of Humor in Educational Games

In the implementation of SPENPATLY, teachers do not only deliver the material formally but also use humor to create a more relaxed atmosphere. Humor in this context is not limited to jokes but also appears in the form of short quips, light stories, and, most importantly, enjoyable game-based activities. Observations showed that when teachers inserted humor at the beginning or during the activities, students became more relaxed, less hesitant, and more willing to try speaking even when making mistakes. The classroom atmosphere felt more comfortable and enjoyable, yet remained focused on achieving grammar learning objectives.

Students' statements also reinforced this finding. One student, ML, stated:

*ML: "My favorite part of the activities is the game sessions because they are always fun, such as puzzles and secret messages. I really enjoy that part."*

Similarly, NJ expressed:

*NJ: "My favorite part is also the games because they are*

*always fun, such as puzzles and secret messages. I also really like the way the teacher explains because it is easy to understand."*

Based on observations and student interviews, the use of humor in educational games within the SPENPATLY method has proven highly effective in improving the quality of grammar learning. Observational data revealed that incorporating humor through light jokes, stories, and especially well-designed games successfully created a conducive learning atmosphere. Students became more confident in participating actively without fear of making mistakes, which is a crucial aspect of language learning.

## **B. Discussions**

### **1. The Implementation of SPENPATLY English Extracurricular**

Based on the research findings, the implementation of SPENPATLY is carried out consistently yet flexibly, adapting to students' needs in each meeting. Every activity begins with a warm greeting, light humor, and a simple ice-breaking activity. This strategy has proven effective in creating a more relaxed classroom atmosphere while encouraging students to use English from the very beginning. This aligns with Linton (2002), who emphasizes that implementation is not merely about executing a plan but also about ensuring that learning objectives are achieved through real-life experiences. By fostering a friendly atmosphere, the teacher successfully facilitated meaningful

interaction, enabling students to better absorb the material and participate actively.

One of the most prominent strategies in the implementation of SPENPATLY is the use of humor. Observations revealed that situational humor, such as short stories or light jokes etc, helped students feel calmer, more focused, and motivated. Huda (2025) asserts that humor plays a vital role in creating a positive learning environment, enhancing memory, and strengthening student engagement. In the context of SPENPATLY, humor becomes an effective pedagogical strategy to reduce the tension of learning grammar, which is often perceived as difficult and abstract.

During the core activities, the teacher combines Communicative Language Teaching (CLT) and Project-Based Learning (PBL). CLT is applied through discussions, role plays, and sentence practice that emphasize meaningful communication. This is consistent with Loumbourdi (2018), who highlights that CLT enables students to understand language through real interaction rather than memorizing rules. In SPENPATLY, the application of CLT is evident when students practice tenses by constructing sentences, engaging in dialogues, or presenting the results of group discussions.

In addition, the teacher applies PBL by engaging students in small projects such as creating puzzles, designing secret messages, and playing grammar-based games. This strategy aligns with Almulla

(2020), who explains that PBL enhances collaboration, engagement, and problem-solving skills. In SPENPATLY, project-based activities not only strengthen grammar comprehension but also train concentration, creativity, and group cooperation.

The teacher also integrates lectures method, question-and-answer sessions, drills method, and the use of visual media such as worksheets (LKPD), grammar tables, and pictures. This reinforces the perspective of Rahmawati et al. (2019), who argue that varied teaching methods are essential for improving active student engagement. Visual media, in particular, are highly beneficial for students with visual learning styles, helping them grasp grammar patterns more effectively.

However, the findings also indicate that not all strategies can be implemented in formal classrooms. For instance, peer teaching, which works effectively in SPENPATLY, is difficult to apply in regular classes. This limitation arises because formal classes have larger numbers of students with diverse interests, and some even tend to disturb or mock their peers when they attempt to speak English. The teacher emphasized that students cannot be forced, as each individual has the right to choose activities based on their interests and talents. Therefore, peer teaching can only be optimally implemented in SPENPATLY, which is voluntary and attended by students genuinely interested in improving their English skills.

In conclusion, the implementation of SPENPATLY can be

understood as a combination of adaptive learning strategies tailored to students' needs, including a relaxed yet structured atmosphere, the use of humor, the application of CLT and PBL, and the management of small interest-based classes. This shows that SPENPATLY is not merely an additional activity but rather an effective model of implementation that addresses the limitations of grammar learning in formal classrooms.

## 2. The Advantages of SPENPATLY English Extracurricular

Based on the results of observations, interviews, and documentation, the SPENPATLY English Extracurricular program has several key advantages that significantly support the improvement of students' grammar skills. These advantages can be analyzed as follows:

No.	Advantage	Explanation
1	Improving Students' Grammar ability	Students learn grammar step by step with repeated practice.
2	Providing a Supportive Learning Environment	Small class size makes students feel comfortable and confident to participate.
3	Implementing Interactive Learning Strategies	Games, discussions, and visual aids help students understand and enjoy learning.
4	Using an Individual Approach and Continuous Motivation	Teacher adjusts teaching to each student and motivates them regularly.
5	Applying the Peer Teaching Method	Students who understand the material help their friends, reinforcing learning for both.
6	Application of Humor in Educational Games	Humor in games and activities makes learning more enjoyable, reduces anxiety, and encourages students to participate actively.

*Table 4.1 advantages of SPENPATLY English Extracurricular*

The findings of the study indicate that the SPENPATLY English Extracurricular possesses several strengths that significantly support the improvement of students' grammar competence. First, in terms of grammar mastery, SPENPATLY enables teachers to deliver materials gradually, starting from basic concepts to more complex applications, with intensive repetition until all students fully understand. This strategy makes it easier for students to master sentence patterns and the use of tenses compared to formal classes, which are often limited by time. This finding is consistent with Rahmawati et al. (2019), who emphasize the importance of effective teaching methods to increase student engagement, as well as Sacal and Potane (2023), who argue that grammar mastery is the foundation of other language skills such as reading, writing, and speaking. Thus, SPENPATLY does not merely serve as an additional activity but also complements the limitations of regular classroom learning.

In addition, SPENPATLY creates a more conducive learning environment because the number of students is limited to around 15. This condition allows teachers to provide more personal attention, while students feel safer to ask questions, practice, and even make mistakes without fear of being mocked. Observations revealed that students became more active and confident in participating. This situation aligns with Park (2015), who asserts that a supportive learning environment

strengthens meaningful interaction between teachers and students while also enhancing learning motivation. Therefore, the learning environment in SPENPATLY proves to be an essential factor in fostering students' confidence, motivation, and active participation.

Furthermore, the learning strategies used in SPENPATLY are varied and interactive, ranging from educational games such as puzzles and secret messages to group discussions, role play, and the use of visual media such as worksheets and grammar tables. These variations make grammar learning more enjoyable and less monotonous. This supports the principle of Communicative Language Teaching (CLT) as stated by Loumbourdi (2018) and Debriyanti (2023), who emphasize that language should be learned through meaningful interaction rather than rote memorization of rules. In this way, grammar, which is usually abstract, can be practiced directly and becomes easier for students to understand.

SPENPATLY teachers also apply an individual approach by adjusting strategies according to students' abilities and providing continuous motivation, for example, by highlighting the importance of English for the future and sharing the success stories of alumni. This strategy is in line with Nurlaila (2020) and Rahmawati et al. (2019), who argue that motivation and understanding students' characteristics are key to learning success. Motivation functions not only as an internal driving force but also as a reinforcement of the teacher-student

relationship, making the learning process more effective.

Another strength of SPENPATLY is the application of peer teaching, in which students who grasp the material more quickly help their peers who face difficulties. This strategy has proven effective in reducing learning gaps while fostering mutual respect. Students who act as peer tutors also strengthen their own understanding through teaching. This finding supports the Project-Based Learning (PBL) theory proposed by Almulla (2020), which highlights collaboration and knowledge exchange as ways to enhance engagement. However, the teacher noted that this strategy is difficult to apply in formal classes due to the large number of students and the tendency of some students to mock their peers when they make mistakes in English. Thus, peer teaching becomes a distinctive feature of SPENPATLY that is rarely found in regular classrooms.

In addition, one of the most distinctive strategies implemented in SPENPATLY is the use of humor by the teacher, especially when starting the lesson or explaining difficult topics. Observations showed that situational humor, such as light stories or short jokes, helped students feel more relaxed, focused, and willing to try speaking English. This finding is consistent with Huda (2025), who states that humor can create a positive learning atmosphere, enhance memory, increase engagement, and reduce tension when dealing with abstract materials such as grammar. Therefore, humor in SPENPATLY is not merely an

entertainment break but an effective pedagogical strategy to improve students' motivation and involvement.

Overall, the strengths of SPENPATLY lie in six interrelated aspects: stronger grammar mastery, a supportive learning environment, varied and interactive strategies, a personalized approach with continuous motivation, the application of peer teaching, and the use of humor. These six aspects form a synergy that makes SPENPATLY not only an extracurricular activity but also a strategic program capable of enhancing grammar competence while fostering students' motivation and positive character development.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

##### 1. The Implementation of SPENPATLY English Extracurricular

The implementation of SPENPATLY at SMP Negeri 4 Luyo was carried out consistently but still with flexibility, so it could adjust to the needs and focus of each meeting. Each meeting started with a warm greeting, ice-breaking activity, and motivation from the teacher. This opening step was very effective in creating emotional closeness with students and building a comfortable, interactive, and supportive learning atmosphere. This was important because, as stated in the background, many students often felt nervous or lacked confidence when learning English, especially grammar, in formal classes.

By combining Communicative Language Teaching (CLT) and Project-Based Learning (PBL), grammar learning in SPENPATLY was implemented more effectively and in line with students' needs. CLT focused on the communicative use of grammar in real situations, while PBL encouraged students to join in meaningful projects such as puzzle games and secret messages. As a result, grammar that was usually seen as abstract and difficult could be learned in a more practical and enjoyable way. Other strategies such as group discussion, role play, grammar-based practice, creative projects, and educational games also made the learning process more effective.

In addition, the teacher also used complementary strategies such as short lectures, question-and-answer sessions, drills, and visual media like worksheets and grammar tables. At the end of the meeting, material review and adaptive evaluation helped ensure that students' understanding was not temporary but more permanent. Therefore, the implementation of SPENPATLY was able to answer the main problem from the background, which was the limited time in formal classes and the lack of focus on grammar.

## **2. The Advantages of SPENPATLY English Extracurricular**

The study identified six main advantages of SPENPATLY:

Based on the findings, it can be concluded that the SPENPATLY English Extracurricular program has six main advantages that complement each other and significantly contribute to improving students' grammar skills. These advantages include: first improving students' grammar ability through gradual material delivery and intensive repetition, second providing a supportive learning environment with a small number of students that allows for more personal attention from the teacher, third implementing interactive learning strategies such as educational games, discussions, role play, and visual media, fourth using an individual approach and continuous motivation, by continuous motivation, including explanations of the importance of English and sharing alumni success stories, fifth applying the peer teaching method to reduce learning gaps while

fostering mutual respect and cooperation, and sixth Application of Humor in Educational Games in learning, which has proven effective in creating a positive atmosphere, reducing anxiety, and increasing student engagement.

These six aspects form a synergy that makes SPENPATLY not merely an extracurricular activity but a strategic program that strengthens grammar competence, builds learning motivation, and develops students' positive character. Thus, SPENPATLY plays an important role in complementing the limitations of formal classroom learning and provides a meaningful contribution to students' success in learning English.

## **B. Suggestions**

Based on the conclusions of the study, the author offers several suggestions, including:

### **1. For the Schools**

The school is advised to continue supporting and strengthening the SPENPATLY extracurricular activities. This support can be realized through the provision of adequate facilities, optimal time allocation, and formal recognition of teachers' roles as tutors. This is important to maintain the effectiveness of the activities and their impact on students' language competence development.

### **2. For Teachers as Tutors**

Other tutors in English extracurricular programs are expected to

continuously develop varied teaching methods and media, tailored to students' characteristics. A combination of *Communicative Language Teaching* (CLT) and *Project-Based Learning* (PBL), along with the use of visual media, has proven effective in enhancing students' understanding of grammar. Teachers are encouraged to maintain an individualized approach, provide continuous motivation, and integrate interactive strategies to sustain active student participation. In addition, peer teaching methods can be explored for implementation in regular classes to strengthen collaborative learning, while also developing well-prepared modules to make the learning process more structured and focused, yet still relaxed and enjoyable, similar to the practices applied by the tutor in the SPENPATLY English Extracurricular program.

### 3. For Students

Students participating in SPENPATLY are expected to maintain active participation in every activity. Repeated practice, active engagement, and collaborative learning have been shown to significantly improve students' grammar understanding and support formal learning. Students are advised to take advantage of this opportunity to strengthen their English skills, particularly in applying grammar in real-life contexts. Self-discipline and consistent practice outside extracurricular activities are also recommended to enhance long-term language proficiency.

#### 4. For other Researchers

This study focused on grammar skills within a qualitative case study framework. Therefore, future researchers are advised to broaden the scope of investigation by exploring other language skills, such as speaking, writing, or listening. In addition, employing a quantitative approach or a mixed-methods design may provide more measurable and generalizable data. Further research can also examine the long-term impact of extracurricular activities on students' academic achievement and motivation.

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# A P P E N D I C E S

Appendix 1. Research

Permit



PEMERINTAH KABUPATEN POLEWALI MANDAR  
**DINAS PENANAMAN MODAL DAN  
 PELAYANAN TERPADU SATU PINTU**

Jln. Manunggal No.11 Pekkabata Polewali, Kode Pos 91315  
 Website: [dpmpstsp.polmankab.go.id](http://dpmpstsp.polmankab.go.id) Email: [dpmpstsp@polmankab.go.id](mailto:dpmpstsp@polmankab.go.id)

**IZIN PENELITIAN**

NOMOR: 500.16.7.2 /0497/IPL/DPMPSTSP/VI/2025

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan:
    - a. Surat permohonan sdr. SELVI
    - b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: B0497/Kesbangpol/B.1/410.7/VI/2025, Tgl. 11-06-2025

**MEMBERIKAN IZIN**

Kepada :

<b>Nama</b>	: SELVI
<b>NIM/NIDN/NIP/NPn</b>	: 10256121033
<b>Asal Perguruan Tinggi</b>	: STAIN MAJENE
<b>Fakultas</b>	: -
<b>Jurusan</b>	: <b>TARBIYAH DAN KEGURUAN</b>
<b>Alamat</b>	: <b>TENGELANG KEC. LUYO KAB. POLEWALI MANDAR</b>

Untuk melakukan penelitian di Lembang Kec. Luyo Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Juni s/d Juli 2025 sampai selesai dengan Proposal berjudul "THE IMPLEMENTATION OF SPENPATLY ENGLISH EXTRACURRICULAR ACTIVITY IN INCREASING STUDENTS GRAMMAR ABILITY AT SMPN 4 LUYO"

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut:

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar,  
 Pada tanggal 16 Juni 2025  
 Kepala Dinas Penanaman Modal Dan Pelayanan  
 Terpadu Satu Pintu,



**I NENGAH TRI SUMADANA, AP, M.Si**

Pangkat : Pembina Utama Muda

NIP : 197605221994121001

Tembusan :

1. Unsur forkopin di tempat

## Appendix 2. checklist observation, Field Notes

No	Indikator Observasi	Pertemuan 1	Pertemuan 2	Pertemuan 3	Field notes
1	Guru memberi salam pembuka dalam bahasa Inggris	✓	✓	✓	Guru selalu membuka kelas dengan sapaan sederhana seperti <i>"Good afternoon, how are you today?"</i> . Respon siswa sangat positif, sebagian besar menjawab dengan senyum. Hal ini membuat suasana awal kelas lebih akrab dan cair.
2	Ice breaking dilakukan	✓	✓	✓	Ice breaking menjadi bagian rutin di tiap pertemuan. Pertemuan 1 menggunakan tepuk tangan berirama yang membuat siswa langsung fokus. Pertemuan 2 lebih interaktif dengan tepukan <i>"Greetings"</i> yang disertai hukuman mendidik (misalnya siswa diminta memperkenalkan diri dengan bahasa Inggris). Pertemuan 3 juga masih menggunakan tepukan <i>"Greetings"</i> , namun dengan variasi irama yang berbeda sehingga tidak terasa monoton. Variasi ini membuat siswa tetap antusias, bahkan tampak tertawa kecil sambil menirukan irama baru.
3	Guru menggunakan humor	✓	✓	✓	Humor muncul secara alami, terutama ketika siswa salah menjawab. Guru memberikan candaan ringan sehingga siswa tertawa tetapi tidak merasa tertekan. Humor ini membuat siswa lebih rileks, berani mencoba, dan tidak takut salah dalam berbicara bahasa Inggris.
4	Siswa berpartisipasi aktif menjawab pertanyaan	✓ (13siswa)	✓ (10siswa)	✓ (10siswa)	Tingkat partisipasi berbeda tiap pertemuan. Pada pertemuan 1, hampir semua siswa antusias menjawab. Pertemuan 2 jumlahnya sedikit berkurang karena ada yang ikut lomba pramuka, tetapi tetap aktif. Pertemuan 3 hanya beberapa siswa yang menjawab, namun guru mengaitkannya dengan materi baru sehingga siswa lain ikut terlibat dalam diskusi.
5	Guru menggunakan media LKPD/visual	✓	✓	✓	Media LKPD selalu digunakan di setiap pertemuan. LKPD berisi pola kalimat, gambar, dan tabel perbandingan. Media ini sangat membantu siswa memahami tense secara lebih konkret. Beberapa siswa juga menempelkan lembar tersebut ke buku mereka sehingga bisa dipelajari kembali di rumah.
6	Permainan edukatif digunakan	✓ (Puzzle kata kerja)	✓ (Secret Message)	✓ (Role Play mini-dialog)	Setiap pertemuan dilengkapi dengan permainan berbeda. Pertemuan 1 menggunakan puzzle verb, noun and etc yang membuat siswa serius namun tetap senang. Pertemuan 2 memakai Secret Message yang menantang konsentrasi, membuat siswa tertawa sambil belajar.

No	Indikator Observasi	Pertemuan 1	Pertemuan 2	Pertemuan 3	Field notes
					Pertemuan 3 menggunakan role play, siswa berperan sebagai reporter dan narasumber, suasana menjadi riuh dengan tawa namun tetap terarah pada penggunaan tense.
7	Peer teaching muncul	✓	✓	✓	Peer teaching terjadi secara alami. Siswa yang lebih cepat paham, misalnya dalam menggunakan <i>to be</i> atau membuat kalimat, langsung membantu temannya. Guru memberi ruang untuk hal ini tanpa harus menunjuk. Cara ini membuat kelas lebih kolaboratif.
8	Guru memberikan motivasi	✓	✓	✓	Motivasi diberikan dalam berbagai bentuk, mulai dari penjelasan manfaat belajar grammar untuk masa depan hingga cerita tentang alumni. Di pertemuan terakhir, guru menekankan bahwa " <i>English is important for your future</i> ". Siswa terlihat mendengarkan dengan serius dan beberapa mengangguk.
9	Suasana kelas kondusif	✓	✓	✓	Jumlah siswa yang hanya 15 orang membuat kelas lebih tenang dan fokus. Tidak ada gangguan berarti seperti di kelas reguler. Siswa terlihat nyaman dan lebih percaya diri untuk mencoba.
10	Siswa menunjukkan antusiasme	✓	✓	✓	Antusiasme siswa terlihat jelas dari ekspresi wajah dan keterlibatan mereka. Hampir semua siswa ikut tertawa ketika ada humor, bersemangat saat permainan berlangsung, dan serius ketika diminta membuat kalimat atau dialog.

### Appendix 3 SK of SPENPATLY English Extracurricular



**PEMERINTAH KABUPATEN POLEWALI MANDAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 4 LUYO**

*Alamat : Jl. Rondongan Desa Tenggelang Kec.Luyo Kab.Polewali Mandar  
KP.91353*

**KEPUTUSAN  
KEPALA SMP NEGERI 4 LUYO  
Nomor : 420/10/SMPN.4.LY/I/2025**

**TENTANG  
PEMBAGIAN TUGAS EKSTRAKURIKULER  
SEMESTER II  
TAHUN PELAJARAN 2024/2025**

Kepala SMP Negeri 4 Luyo

Berdasarkan : 1. Kalender Pendidikan SMP Negeri 4 Luyo  
2. Kurikulum Merdeka SMP Negeri 4 Luyo Tahun Pelajaran  
2024/2025  
3. Keputusan Rapat Dewan Guru SMP Negeri 4 Luyo, Tanggal 21  
Desember 2024

Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun  
2023 tentang Sistem

Pendidikan Nasional

2. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 62  
Tahun 2014 tentang

Kegiatan Ekstrakurikuler pada Pendidikan Dasar dan  
Menengah

3. Peraturan Pemerintah Republik Indonesia Nomor 4  
Tahun 2022 tentang

Standar Nasional Pendidikan

4. Peraturan Menteri Pendidikan, Kebudayaan, Riset dan  
Teknologi Nomor 5

Tahun 2022 tentang Standar Kelulusan

5. Peraturan Menteri Pendidikan, Kebudayaan, Riset dan  
Teknologi Nomor 7

Tahun 2022 tentang Standar Isi

6. Peraturan Menteri Pendidikan, Kebudayaan, Riset dan  
Teknologi Nomor 16

Tahun 2022 tentang Standar Proses

7. Peraturan Menteri Pendidikan, Kebudayaan, Riset dan

Teknologi Nomor 21  
Tahun 2022 tentang Standar Penilaian

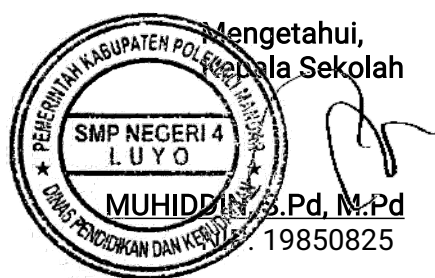
Menimbang : Dalam rangka memperlancar kegiatan Ekstrakurikuler dan Pengembangan Diri pada di SMP Negeri 4 Luyo untuk Tahun Pelajaran 2024/2025 pada Semester Genap perlu adanya pembagian tugas kegiatan.

### MEMUTUSKAN

- PERTAMA : Pembagian tugas Ekstrakurikuler seperti tersebut pada lampiran satu surat Keputusan ini.
- KEDUA : Pembagian tugas Pengembangan Diri seperti tersebut pada lampiran dua surat keputusan ini.
- KETIGA : Masing-masing guru Ekstrakurikuler dan pengembangan diri melaporkan pelaksanaan tugasnya secara tertulis dan berkala kepada Kepala Sekolah.
- KEEMPAT : Segala biaya yang timbul sebagai akibat pelaksanaan tugas ini dibebankan kepada anggaran yang sesuai.
- KELIMA : Apabila terdapat kesalahan dalam keputusan ini, akan dibetulkan sebagaimana Mestinya.

Ditetapkan di : Luyo  
Pada Tanggal : 02

Januari 2025



200903 1 008

#### Tembusan :

1. Bupati Polewali Mandar di Polewali sebagai Laporan
2. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Polewali Mandar
3. Masing-masing yang bersangkutan untuk dipedomani dan dilaksanakan
4. Pertinggal.-

**Lampiran I Surat Keputusan Kepala SMP Negeri 4 Luyo**

Nomor : 420/10/SMPN.4.LY/I/2025

Tanggal : 02 Januari 2025

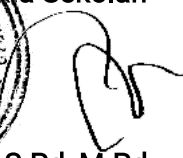
**PEMBAGIAN TUGAS GURU EKSTRAKURIKULER  
PADA SMP NEGERI 4 LUYO  
SEMESTER GENAP  
TAHUN PELAJARAN 2024/2025**

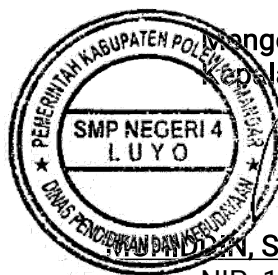
No	Nama Guru	Jenis Ekstrakurikuler	Waktu Pelaksanaan
1	Mariadi, S.Pd.I	Pramuka PA	Sabtu dan Minggu
2	Hajrah, S.Pd	Pramuka PI	Sabtu dan Minggu
3	Mardawati, S.Pd	PMR	Senin dan Jumat
		UKS	Kamis
4	Suhartana, S.Pd	Olahraga	Selasa dan Rabu
5	Nuraeni, S.Pd.I	Bahasa Inggris	Sabtu

Ditetapkan di : Luyo

Pada Tanggal : 02

Januari 2025

Mengetahui,  
Kepala Sekolah  
  
N. S.Pd, M.Pd  
NIP. 19850825



200903 1 008

**Lampiran II Surat Keputusan Kepala SMP Negeri 4 Luyo**

Nomor : 420/10/SMPN.4.LY/I/2025

Tanggal : 02 Januari 2025

**TUGAS DAN TANGGUNG JAWAB GURU  
DALAM PENGEMBANGAN DIRI PESERTA DIDIK  
PADA SMP NEGERI 4 LUYO  
SEMESTER II  
TAHUN PELAJARAN 2024/2025**

**A. Tugas Pokok Guru Pembimbing Ekstrakurikuler**

1. Menyusun program kegiatan ekstrakurikuler sesuai dengan visi, misi dan tujuan sekolah
2. Merencanakan materi, metode dan jadwal kegiatan ekstrakurikuler agar terarah dan berkesinambungan
3. Membimbing, melatih dan mendampingi peserta didik dalam setiap kegiatan ekstrakurikuler
4. Mengembangkan potensi, minat dan bakat peserta didik sesuai jenis kegiatan yang di ikuti
5. Menanamkan nilai-nilai karakter, kedisiplinan dan sportivitas melalui kegiatan ekstrakurikuler
6. Melaksanakan evaluasi terhadap proses dan hasil kegiatan ekstra kurikuler
7. Mentusun laporan pelaksanaan kegiatan kepada Kepala Sekolah atau Wakil Kepala sekolah bidang kesiswaan
8. Mengkoordinasikan kegiatan ekstrakurikuler dengan guru lain, Pembina OSIS maupun pihak luar sekolah bila diperlukan

**B. Fungsi Guru Pembimbing Ekstrakurikuler**


1. Sebagai motivator, memberikan dorongan semangat agar peserta didik aktif dan berprestasi dalam kegiatan
2. Sebagai fasilitator, menyediakan sarana, prasarana serta metode pembelajaran sesuai kebutuhan ekstrakurikuler
3. Sebagai pembimbing, mengarahkan, memberi nasihat, dan menuntun

peserta didik dalam mengembangkan diri

4. Sebagai pelatih, memberikan latihan teknis sesuai bidang ekstrakurikuler (olahraga, seni, Bahasa Inggris, pramuka dan sebagainya)
5. Sebagai organisator, mengatur, mengelola dan mengkoordinasikan kegiatan ekstrakurikuler agar berjalan tertib
6. Sebagai evaluator, menilai proses, kemajuan dan capaian peserta didik serta memberikan umpan balik untuk perbaikan
7. Sebagai teladan, menunjukkan sikap disiplin, kerja sama, tanggung jawab dan sportivitas

Ditetapkan di : Luyo  
Pada Tanggal : 02 Januari 2025

Mengetahui,  
Kepala Sekolah



MUHIYUDDIN, S.Pd, M.Pd  
NIP. 19630825 200903 1 008

## Appendix 4. Interview With Respondent

### Interview With Headmaster of SMPN 4 Luyo

**Nama** : Muhiddin, S.Pd.,M.Pd.  
**Tanggal** : 26 Juni 2025

Questions	Answer	Coding
Sejak kapan kegiatan SPENPATLY English Extracurricular?	Sejak tahun 2024, karna kami masuk itu awal januari, dan kami melihat bahwa banyak potensi yang dimiliki siswa SMPN 4 Luyo, namun mereka tidak mempunyai wadah untuk belajar lebih lagi, dan kami mengembangkan beberapa extracurricular ada IPA, Matematika, dan tentunya Bahasa Inggris yang saya lihat sangat aktif.	Sejarah/ Awal Kegiatan
Apakah ada anggaran khusus yang disediakan oleh sekolah untuk menunjang SPENPATLY?	Sebenarnya dana khusus kami tidak ada, tapi kami menggunakan Dana BOS sekolah, disesuaikan dengan kebutuhan semua extracurricular, kalau Bahasa Inggris kami melengkapkan alat belajar mengajarnya seperti ATK.	Pendanaan/ Sumber Dana
Apa alasan sekolah menyelenggarakan kegiatan SPENPATLY English Extracurricular?	Tentu alasannya iyalah, supaya siswa tidak buta, khususnya di bahasa asing yakni Bahasa Inggris. Artinya dengan adanya extracurricular ini, siswa sudah tahu minimal basic dalam Bahasa Inggris dan vocabulary bertambah. Kami sangat bangga jika siswa kami bisa menggunakan Bahasa Inggris minimal satu atau dua kalimat yang bisa dia praktekan, karena kami tahu kapasitas anak-anak kami, mereka datang dari desa yang tergolong kurang pemahaman mengenai pentingnya intelektual, jadi kami sangat bahagia jika mereka termotivasi untuk belajar. Sehingga orang lain di luar sekolah ini menotice bahwa alumni di sekolah ini itu berkualitas.	Alasan/ Tujuan Penyelenggaraan
Apakah ada kebijakan dari sekolah dalam mengatur SPENPATLY English Extracurricular?	Tentu, karena seluruh extracurricular ini di-SK-kan karena tentunya harus ada penanggung jawab, dan jadwalnya pun diatur oleh sekolah sehingga jadwalnya tidak bertabrakan. Kenapa kami berlakukan pengaturan jadwal? Karena siswa kami sedikit jadi banyak dari mereka mengambil lebih dari satu extracurricular. Jadi kami harus mengatur jadwalnya sehingga tidak bertabrakan.	Kebijakan
Bagaimana pandangan bapak terhadap kontribusinya SPENPATLY dalam pengembangan siswa di bagian grammar?	Pandangan saya sejauh ini cukup signifikan, artinya saya merasa ada perbedaan dari siswa yang aktif mengikuti kegiatan SPENPATLY English Extracurricular dan siswa yang tidak mengikuti. Terdapat perbedaan yang signifikan baik dalam grammarnya maupun speaking-nya, pronunciation-nya, dll, dan sudah bisa menggunakan grammar dan bisa speaking	Dampak/ Kontribusi

Questions	Answer	Coding
	sedikit demi sedikit.	
Apa harapan bapak terhadap SPENPATLY English Extracurricular?	Harapan saya tentunya besar, pada saat ini pengembangannya berjalan dan insyaallah lulusan nantinya khususnya di Bahasa Inggris ini, dapat datang kembali mengadakan kegiatan seperti English Camp bersama adik-adiknya dan dapat memberikan gambaran kepada adik-adiknya bahwa siswa sudah berhasil.	Harapan

### Interview With Tentor English Extracurricular

**Nama** : Nuraeni S.Pd.  
**Tanggal** : 26 Juni 2025

Questions	Answer	Coding
Sejak kapan ekstrakurikuler bahasa Inggris SPENPATLY dilaksanakan di sekolah ini?	Untuk secara formal maksudnya menjadi bagian dari program sekolah itu satu tahun yang lalu yakni 2024, namun tidak secara formal itu beberapa tahun yang lalu yang dimana extracurricular bahasa Inggris ini inisiatif ibu guru untuk mengembangkan dan menambah pengetahuan siswa tentang bahasa Inggris sehingga di kelas formal pemahaman siswa mengenai basic bahasa Inggris yakni grammar dapat mempermudah lagi dalam memahami materi yang ada di buku kurikulum merdeka yang dimana main focusnya itu 4 skill dalam bahasa Inggris.	Sejarah/ Awal Kegiatan
Apa tujuan utama dari pelaksanaan kegiatan SPENPATLY?	Tujuan pertama untuk mengembangkan kemampuan siswa secara individu terhadap pemahaman dan penggunaan bahasa Inggris, dan di kegiatan ini siswa tidak diharuskan ikut serta karena siswa juga harus mengenali dirinya minat dan bakatnya. Karena kita sebagai guru tidak bisa memasukkan siswa di ekstra tertentu apabila siswa tersebut tidak punya minat atau motivasi terhadap pembelajaran tersebut. Namun alhamdulillah saya berusaha di sini memvariasikan model pembelajaran dalam bentuk extracurricular sehingga siswa tidak bosan dalam belajar bahasa Inggris. Tujuan keduanya adalah untuk meningkatkan pengembangan dirinya anak-anak dalam bahasa Inggris.	Tujuan
Apa saja kegiatan yang biasanya dilakukan dalam sesi ekstrakurikuler SPENPATLY?	Selama ini biasanya ada seperti ice breaking di awal maupun pertengahan pembelajaran. Dan karena di extracurricular ini lebih terstruktur, sudah memiliki jadwal dan modul ajar semenjak sudah menjadi bagian program sekolah. Untuk sesi kegiatan biasa dibuka dengan ice breaking dulu, lalu masuk materi setelah itu saya memberikan game interaktif yang masih berhubungan dengan materi. Sehingga lebih menarik dan tidak membosankan karena dalam bentuk game yang familiar dengan siswa seperti puzzle dan a secret message untuk melatih fokus dan	Aktivitas Kegiatan

Questions	Answer	Coding
	secara tidak langsung menambah vocabulary.	
Metode apa yang Bapak/Ibu gunakan dalam pembelajaran kelas extracurricular?	Saya menggunakan metode (CLT) Communicative Language Teaching dan saya combine dengan (PBL) Project-Based Learning.	<b>Metode Pembelajaran</b>
Strategi atau pendekatan pembelajaran apa yang sering digunakan untuk membantu siswa memahami grammar?	Pertama strategi saya itu pendekatan secara persuasif atau individu kalau di kelas extracurricular atau regular class saya berusaha menumbuhkan minatnya. Pendekatan secara materi dulu harus dasar-dasar dulu, kalau mereka gampang cerna gampang memahami dan itu menandakan bahwa mereka punya daya tarik tentang materi dalam bahasa Inggris tersebut. Kemudian saya juga memberikan bahan ajar seperti LKPD bahan ajar yang menarik untuk siswa-siswa saya karena anak-anak zaman sekarang ini ketertarikan mereka itu visual dimana bentuk kadang gambar atau video namun dikemas dalam materi bahasa Inggris. Dan pendekatan selanjutnya adalah saya sering memberikan motivasi kepada siswa-siswa saya bahwa bahasa Inggris zaman sekarang adalah pelajaran penting untuk ke depannya. Bahasa Inggris sudah menjadi bagian dari diri kita di kehidupan sehari-hari jadi bahasa Inggris itu ke depannya dimasuki di semua lini pekerjaan.	<b>Strategi/ Pendekatan</b>
Apakah Bapak/Ibu menggunakan media pembelajaran tertentu untuk mendukung pemahaman siswa terhadap grammar?	Iya, saya menggunakan media visual dia semacam LKPD. Di situ bervariasi bisa dalam konteks kalimat, bisa dalam bentuk gambar, dan bisa juga dalam bentuk puzzle yang tetap mengarah ke materi yang diberikan karena menurut saya anak zaman sekarang perlu hal tersebut.	<b>Media Pembelajaran</b>
Bagaimana tingkat partisipasi siswa dalam kegiatan SPENPATLY?	Partisipasi mereka aktif dan menunjukkan minat tinggi terhadap bahasa Inggris, sangat antusias, dan tidak menampik karena saya mengikuti kemauan siswa. Karena hari Senin jadwalnya padat jadi siswa dapat nego jam berapa dan saya selalu mengikuti jam yang dinego karena juga paham mereka lelah mengikuti pelajaran reguler mereka dari pagi sampai siang.	<b>Partisipasi Siswa</b>
Apakah semua siswa wajib ikut dalam kegiatan SPENPATLY? Jika tidak, mohon jelaskan alasannya. Apakah Program SPENPATLY memiliki SK?	Tidak semua siswa wajib ikut, alasannya karena kegiatan ekstra khas sekolah yang sifatnya pengembangan diri, bukan bagian dari mata pelajaran wajib yang ditetapkan pemerintah. Pada prinsipnya untuk memberikan ruang bagi siswa yang mau mengembangkan potensi sesuai minat dan bakat. Jadi siswa diberikan hak untuk memilih apakah ingin ikut English Ekstra Spen4Ly atau memilih kegiatan ekstra lain yang sesuai dengan dirinya. Adapun dalam aturan di Spen4Ly hanya Pramuka dan Olahraga yang ditetapkan sebagai ekstra wajib, dan English Ekstra Spen4Ly adalah ekstra pilihan, sehingga sifatnya	<b>Status Resmi &amp; Kewajiban</b>

Questions	Answer	Coding
	<p>sukarela namun terbuka bagi semua siswa yang berminat. Ya, setiap kegiatan ekstra resmi di sekolah, termasuk English Ekstra Spen4Ly memiliki Surat Keputusan (SK) Kepala Sekolah. SK ini menetapkan dasar hukum, struktur kepengurusan, pembina, jadwal serta peserta kegiatan. Dan boleh, SK English Ekstra Spen4Ly ditandatangani oleh Kepala Sekolah dan distempel resmi sekolah, maka itu sah dijadikan dokumen bukti otentik bahwa program English Ekstra Spen4Ly adalah kegiatan resmi sekolah. Dalam penelitian, SK tersebut bisa dicantumkan sebagai lampiran atau data pendukung untuk memperkuat validasi penelitian.</p>	
<p>Apakah kegiatan SPENPATLY berfungsi sebagai tambahan untuk mendukung pembelajaran di kelas formal?</p>	<p>Ya, betul sekali. Alasannya kegiatan ekstra seperti English Ekstra Spen4Ly memang dirancang untuk melengkapi, memperkaya, dan memperluas pengalaman belajar siswa yang diperoleh di kelas formal. Di kelas formal, pembelajaran lebih terstruktur sesuai kurikulum. Sementara English Ekstra Spen4Ly memberi ruang bagi siswa untuk mengembangkan kreativitas, keterampilan sosial, kepemimpinan, kerja sama, dan tanggung jawab. Semua itu akan kembali mendukung keberhasilan siswa di kelas. Kemudian kegiatan di luar jam pelajaran membuat siswa lebih semangat, karena mereka bisa belajar dalam suasana santai namun tetap terarah. Motivasi yang tumbuh dari kegiatan English Ekstra Spen4Ly bisa berdampak positif pada keseriusan mereka belajar di kelas. Selain itu, English Ekstra Spen4Ly membentuk disiplin, percaya diri, dan keaktifan siswa. Karakter inilah yang sangat membantu mereka dalam pembelajaran formal sehari-hari.</p>	<p><b>Pendukung Kelas Formal</b></p>
<p>Apakah Bapak/Ibu melihat adanya perbedaan pemahaman grammar antara siswa yang aktif mengikuti SPENPATLY dengan yang tidak?</p>	<p>Iya saya sangat melihat perbedaan tersebut. Untuk itu extracurricular ini bertujuan untuk meningkatkan pemahaman mengenai grammar karena hal itu akan menunjang pembelajaran di kelas formal atau regular yang dimana pembelajaran grammar di extracurricular dan pembelajaran regular yang fokus di 4 skill, keduanya sangat terhubung. Dan bukan hanya pemahaman grammar tapi secara menyeluruh karena mereka punya motivasi melalui extracurricular SPENPATLY ini. Ketika mereka aktif di ekstra, secara tidak langsung mereka akan paham pelajaran yang ada di kelas regular karena pembelajaran grammar di extracurricular dan di kelas regular kegiatannya itu terstruktur, ada buku, namun siswa cepat paham karena ditunjang dari extracurricular SPENPATLY.</p>	<p><b>Dampak/ Perbedaan</b></p>
<p>Bagaimana respon siswa terhadap materi grammar dalam kegiatan ekstrakurikuler?</p>	<p>Menunjukkan antusias yang sangat luar biasa dan dibuktikan dari hasil latihan dan tugas yang diberikan. Dan siswa itu kan pemahamannya berbeda-beda, jadi saya gunakan siswa yang paham menjadi tutor sebaya untuk teman-temannya yang masih kurang paham dengan materi yang sedang dipelajari. Dan yang saya lihat sebagai tentor di extracurricular ini</p>	<p><b>Respon Siswa</b></p>

Questions	Answer	Coding
	mereka sangat antusias membantu satu sama lain.	
Menurut Bapak/Ibu, sejauh mana kegiatan SPENPATLY memberikan dampak terhadap pemahaman siswa tentang grammar?	Dibuktikan dari alumni yang telah mengikuti English Extracurricular Spenpatly dari tahun 2017 sampai sekarang yang sudah menjadi program sekolah yang lebih terstruktur. Rata-rata dari mereka mempunyai motivasi yang tinggi dalam belajar bahasa Inggris dan pemahaman yang baik tentang grammar meskipun tidak berdampak kepada semua alumni yang dimana bidang studi lanjutan mereka berbeda. Namun kami sebagai guru sangat merasa bahagia karena beberapa dari mereka sudah menunjukkan hasil dari bimbingan kami yang menekankan pendekatan secara persuasif atau pendekatan individual sehingga motivasi yang diberikan tertanam di hati mereka.	<b>Dampak Jangka Panjang</b>
Apakah Bapak/Ibu pernah melakukan evaluasi terhadap hasil belajar siswa selama mengikuti SPENPATLY?	Iya, namun evaluasi saya berbeda karena saya memberikan evaluasi berdasarkan pemahaman siswa secara individu. Karena tidak mungkin saya memberikan soal evaluasi jika pemahaman siswa masih berada di tingkat B misalnya. Jadi saya menyesuaikan pemahaman siswa dengan soal evaluasi yang saya berikan.	<b>Evaluasi</b>
Bagaimana Bapak/Ibu mengatasi kendala seperti keterbatasan waktu, rendahnya motivasi siswa, atau kurangnya fasilitas?	Selama ini untuk saya sendiri sebagai tentor atau guru belum ada kendala karena materi yang saya ajarkan itu saya sendiri yang siapkan. Untuk waktu saya selalu menyesuaikan siswa dan selalu berpihak ke siswa karena banyak mata pelajaran dan extracurricular yang harus mereka selesaikan. Dan kita tidak melarang karena mungkin minat bakatnya di situ, namun beberapa siswa tersebut masih ingin belajar extracurricular karena motivasi dari dalam dirinya mungkin mendorong untuk tetap belajar dan aktif di English Extracurricular Spenpatly. Kemudian ketika saya ingin memberikan tugas, saya selalu tanya tugas lain-lainnya kalau ada dan harus diselesaikan dan berat menurut siswa. Saya berikan tugas yang ringan supaya tidak memberatkan dan bisa menyelesaikan tanggung jawabnya sebagai siswa. Di situ juga dapat tidak secara langsung anak-anak di sini belajar bertanggung jawab atas apa yang kita berikan kepada siswa tersebut. Saya selalu mengkondisikan keadaannya tanpa mengorbankan tanggung jawabnya di kelas formal, karena extracurricular ini juga tidak wajib, ibaratnya adalah sunnah, namun dampaknya itu untuk kelas reguler juga.	<b>Kendala &amp; Solusi</b>
Apa harapan Bapak/Ibu ke depannya untuk pengembangan kegiatan ekstrakurikuler SPENPATLY agar lebih efektif dalam membantu siswa	Harapan saya kepada siswa yang aktif mengikuti SPENPATLY English Extracurricular dan memiliki motivasi belajar bahasa Inggris. Semoga mereka mampu dan memiliki skill terhadap bahasa Inggris, walaupun prosesnya lambat tapi semoga mendapatkan hasil, meskipun sedikit mungkin 1 atau 2 orang yang bisa. Itu harapan besar untuk saya, itu suatu keberhasilan juga untuk saya dan juga terhadap kegiatan SPENPATLY English Extracurricular ini	<b>Harapan</b>

Questions	Answer	Coding
memahami grammar?	terlihat bahwa bahasa Inggris di sekolah ini hidup. Tidak muluk-muluk mereka bisa menggunakan bahasa Inggris dalam kehidupan sehari-harinya walaupun sepatah dua kata, itu adalah suatu kesuksesan untuk kami di sini. Karena kenapa? Karena anak-anak kami di sini mayoritas menggunakan bahasa ibu karena sekolah ini terletak di desa. Jadi jika mereka mampu sedikit demi sedikit, itu masyaallah untuk kami di sini.	

### Interview With Students Who Actively At English Extracurricular

Nama : MI  
 Tanggal : 26 Juni 2025

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Agar kedepannya bisa berbahasa Inggris dan paham dasar-dasar dari bahasa Inggris.	Motivasi Mengikuti kegiatan
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Kegiatan yang paling saya sukai adalah sesi gamenya karena gamenya selalu seru, contohnya itu puzzle dan menyusun kata namun memakai kode, saya suka sekali	Aktivitas kegemaran

Questions	Answer	Coding
	bagian itu. Di kelas regular pagi jarang sekali ada game ini yang diberikan karena waktu tidak cukup.	
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Iya belajar tapi lebih banyak belajar tentang tenses dan penggunaan TO BE dalam membuat kalimat sederhana.	<b>Materi Grammar yang Dipelajari</b>
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Iya mudah paham karena penjelasannya di ekstra lebih lengkap dan dimulai dari awal. Kalau di kelas regular pagi kita langsung masuk materi buku paket, dan langsung menjelaskan ini menggunakan tenses past atau present ini namun saya tidak tahu bentuknya seperti apa itu dan setelah ikut ekstra ini saya lebih paham ketika belajar skill reading di kelas regular.	<b>Pemahaman Grammar</b>
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Banyak game yang sudah disiapkan ibu guru seperti puzzle dan kertas materi dan latihan jadi saya tidak capek untuk menulis kita hanya menempel di buku khusus kursus.	<b>Media Pembelajaran</b>
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Mudah dipahami, saya juga suka penjelasannya karena kalau kita tidak paham pasti materi itu diulang-ulang sampai semuanya paham.	<b>Metode Penjelasan Guru</b>
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Iya saya merasa nyaman soalnya di kelas extra saya lebih fokus belajar karena tenang dan damai, siswa yang ikut juga sedikit dan mereka sama-sama ingin belajar jadi saya lebih bisa fokus untuk belajar kemudian bu Eni bisa memperhatikan saya lagi dan saya nyaman belajar di lingkungan seperti ini karena kalau di kelas regular tidak banyak peluang untuk bertanya.	<b>Kenyamanan Belajar</b>
Menurut kamu, lebih mudah belajar grammar di kelas atau saat ikut SPENPATLY? Kenapa?	Di extra SPENPATLY lebih mudah karena pelajarannya mulai dari awal kalau di kelas regular biasa kita langsung dikasih cerita dan langsung belajar tentang tenses yang digunakan dan kami tidak paham khususnya saya, tapi setelah ikut extra saya lebih paham materi di buku yang diajarkan di regular karena dasarnya sudah kami pelajari di extra.	<b>Perbandingan Kelas Formal &amp; Ekstrakurikuler</b>
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut ekstrakurikuler SPENPATLY?	Malu karena diejek-ejek dikatain sok Inggris sama teman sekolah tapi kalau teman sesama extra kita biasa praktek, tapi tidak sering.	<b>Hambatan dalam Penggunaan Bahasa Inggris</b>
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung ke	Iya bisa, ibu Eni selalu menjawab pertanyaan saya di WhatsApp atau bertemu langsung namun saya kebanyakan bertanya melalui WA.	<b>Interaksi &amp; Keterbukaan Guru</b>

Questions	Answer	Coding
guru? Melalui WhatsApp atau tatap muka?		

Nama : Nj  
Tanggal : 26 Juni 2025

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Alasan saya ikut SPENPATLY English extracurricular karena saya ingin menambah pengetahuan saya tentang bahasa Inggris, motivasi saya ikut ini karena punya cita-cita ingin menjadi penerjemah.	Motivasi Mengikuti
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Kegiatan yang paling saya suka gamenya karena gamenya selalu seru, contohnya itu puzzle dan menyusun kata rahasia. Saya juga suka sekali cara menjelaskan ibu Eni karena mudah dipahami.	Aktivitas Favorit/
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Iya belajar, tapi lebih banyak belajar tentang bagian-bagian tenses seperti <i>present</i> , <i>past</i> , <i>present continuous tense</i> , dan penggunaan <i>to be</i> dalam membuat kalimat sederhana.	Materi Grammar yang Dipelajari
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Iya mudah paham karena penjelasannya di ekstra lebih lengkap dan Bu Eni tidak lanjut ke pembelajaran selanjutnya kalau belum paham. Jika ada teman-teman yang belum paham penggunaannya, biasanya kami yang sudah paham menggantikan Bu Eni untuk menjelaskan ke teman-teman.	Pemahaman Grammar & Peer Teaching
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Media yang digunakan yaitu gambar atau teks materi dan juga game seperti puzzle. Ada juga kertas materi dan latihan, sehingga saya tidak capek menulis karena hanya ditempel di buku khusus kursus. Kalau menulis biasanya hanya bentuk PR saja.	Media Pembelajaran
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Mudah dipahami. Saya suka penjelasannya karena kalau tidak paham materi itu akan diulang-ulang sampai semua paham. Kalau masih ada yang belum paham, kami disuruh menjadi guru untuk menjelaskan ke teman yang pemahamannya lebih lambat.	Metode Penjelasan Guru
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Iya, saya merasa nyaman karena di kelas ekstra saya lebih fokus belajar. Suasannya tenang dan damai, siswa yang ikut juga sedikit serta sama-sama ingin belajar, sehingga saya lebih bisa fokus. Bu Eni juga bisa lebih memperhatikan saya. Berbeda dengan kelas reguler yang suasananya ribut, banyak yang cerita, dan guru sulit fokus.	Kenyamanan Belajar
Menurut kamu, lebih mudah belajar grammar di kelas reguler atau saat	Di ekstra SPENPATLY lebih mudah. Di kelas reguler tidak belajar grammar sepenuhnya, langsung diberi teks cerita dan tenses yang	Perbandingan Kelas Formal dan Ekstrakurikuler

Questions	Answer	Coding
ikut SPENPATLY? Kenapa?	digunakan sehingga kami bingung. Tetapi setelah ikut ekstra, saya lebih paham materi di buku reguler karena dasarnya sudah dipelajari di ekstra.	
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut ekstrakurikuler SPENPATLY?	Kalau dengan teman sesama ekstra biasanya praktek, tapi tidak sering. Saya pernah praktek <i>story telling</i> bersama teman di ekstrakurikuler.	<b>Penggunaan Grammar dan Hambatan Praktik</b>
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung ke guru? Melalui WhatsApp atau tatap muka?	Iya bisa. Ibu Eni selalu menjawab pertanyaan saya di WhatsApp atau langsung. Saya lebih sering bertanya via WA. Bu Eni selalu merespon dengan baik, itu juga alasan saya sangat suka dengan beliau karena baik dan terbuka dengan siswanya.	<b>Interaksi dan Keterbukaan Guru</b>

Nama : Za  
Tanggal : 26 Juni 2025

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Alasan saya ikut SPENPATLY English extracurricular karena saya ingin menambah pengetahuan saya tentang bahasa Inggris, motivasi saya ikut ini karena punya cita-cita ingin menjadi penerjemah.	Motivasi Mengikuti
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Kegiatan yang paling saya suka gamenya karena gamenya selalu seru, contohnya itu puzzle dan menyusun kata rahasia, saya juga suka sekali cara menjelaskan ibu Eni karena mudah dipahami.	Aktivitas Favorit
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Iya belajar tapi lebih banyak belajar tentang bagian-bagian tenses seperti present, past, present continuous tense dan penggunaan TO BE dalam membuat kalimat sederhana.	Materi Grammar yang Dipelajari
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Iya mudah paham karena penjelasannya di ekstra lebih lengkap dan bu Eni tidak lanjutkan pembelajaran selanjutnya kalau belum paham. Dan jika ada teman-teman yang belum paham penggunaannya biasanya kita duluan paham materi menggantikan maam untuk menjelaskan itu ke teman-teman saya.	Pemahaman Grammar dan Peer Teaching
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Medianya itu gambar atau teks materi dan ada juga game yang disiapkan ibu guru, seperti puzzle dan kertas materi ada juga kertas latihan jadi saya tidak capek untuk menulis, karena kita hanya menempel di buku khusus kursus. Kalau menulis pun biasanya itu bentuk PR saja.	Media Pembelajaran
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Mudah dipahami, saya juga suka penjelasannya karena kalau kita tidak paham pasti materi itu diulang-ulang sampai semuanya paham. Kalau masih belum paham kita disuruh menjadi guru untuk menjelaskan ke teman-teman kita yang pemahamannya lambat.	Metode Penjelasan Guru
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Iya saya merasa nyaman soalnya di kelas extra saya lebih fokus belajar karena tenang dan damai, siswa yang ikut juga sedikit dan mereka juga sama-sama ingin belajar jadi saya lebih bisa fokus untuk belajar kemudian bu Eni bisa memperhatikan saya lagi dan saya nyaman belajar di lingkungan seperti ini karena kalau di kelas reguler tidak banyak peluang untuk bertanya. Kadang ibu Eni juga fokusnya terpecah karena suasana kelas ribut banyak yang cerita juga.	Kenyamanan Belajar
Menurut kamu, lebih mudah belajar grammar di kelas reguler atau saat ikut SPENPATLY? Kenapa?	Di extra SPENPATLY lebih mudah, karena juga di kelas reguler tidak belajar grammar sepenuhnya kalau di extra pelajarannya mulai dari awal kalau di kelas reguler biasa kita langsung dikasih cerita dan langsung belajar	Perbandingan Kelas Formal dan Ekstrakurikuler

Questions	Answer	Coding
	tentang tenses yang digunakan dan kami tidak paham, tapi setelah ikut extra saya lebih paham materi di buku yang diajarkan di regular karena dasarnya sudah kami pelajari di extra.	
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut ekstrakurikuler SPENPATLY?	Kalau teman sesama extra kita biasa praktek, tapi tidak sering. Kalau saya praktek story telling sama teman extracurricular saya.	Penggunaan Grammar dan Hambatan Praktik
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung ke guru? Melalui WhatsApp atau tatap muka?	Iya bisa, ibu Eni selalu menjawab pertanyaan saya di WhatsApp atau bertemu langsung namun saya kebanyakan bertanya melalui WA. Dan bu Eni selalu merespon saya, itu juga alasan saya suka sekali sama bu Eni karena baik dan selalu terbuka sama kita siswanya.	Interaksi dan Keterbukaan Guru

Nama : Uw  
Tanggal : 26 Juni 2025

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Ingin menambah pengetahuan bahasa Inggris dan sebagai bekal di SMA.	Motivasi Mengikuti
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Penjelasan materi yang mudah dipahami dan sesi game puzzle yang paling disukai.	Aktivitas Favorit
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Ya, belajar grammar.	Materi Grammar yang Dipelajari
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Lebih paham karena penjelasannya jelas mulai dari pengenalan sampai cara penggunaan grammar yang diajarkan oleh bu Eni.	Pemahaman Grammar
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Print gambar materi grammar dan contoh penggunaannya.	Media Pembelajaran
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Sangat baik, guru paham keadaan siswa.	Metode Penjelasan Guru
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Sangat senang, walaupun capek tapi belajar terasa asik karena guru selalu memberi motivasi.	Kenyamanan Belajar
Menurut kamu, lebih mudah belajar grammar di kelas atau saat ikut SPENPATLY? Kenapa?	Lebih mudah di ekstrakurikuler karena belajarnya fokus pada grammar, tidak terburu-buru seperti di kelas regular.	Perbandingan Kelas Formal dan Ekstrakurikuler
Apakah kamu lebih berani menggunakan grammar atau	Berani tapi agak malu kalau ada orang lain mendengar; lebih	Penggunaan Grammar dan

Questions	Answer	Coding
berbicara bahasa Inggris setelah ikut SPENPATLY?	nyaman praktek di kelas extra.	Hambatan Praktik
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung ke guru? Melalui WhatsApp atau tatap muka?	Bisa, responnya selalu baik, chat dibalas, penjelasan mudah dipahami.	Interaksi dan Keterbukaan Guru

Nama : NF

Tanggal : 26 Juni 2025

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Ingin meningkatkan pemahaman bahasa Inggris dan sebagai bekal di SMA.	Motivasi Mengikuti
Apa kegiatan yang paling kamu sukai selama mengikuti SPENPATLY?	Game puzzle dan motivasi ibu Eni.	Aktivitas Favorit/
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Ya, belajar grammar.	Materi Grammar yang Dipelajari
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Lebih paham karena materi dijelaskan satu per satu, diberikan contoh sebelum latihan.	Pemahaman Grammar
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Print out gambar materi dan media puzzle.	Media Pembelajaran
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Sangat baik, materi diulangi sampai paham, ditanya satu per satu untuk memastikan pemahaman.	Metode Penjelasan Guru
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Nyaman karena guru selalu mendengarkan pertanyaan, berbeda dengan kelas reguler yang sering tidak memperhatikan.	Kenyamanan Belajar
Menurut kamu, lebih mudah belajar grammar di kelas atau saat ikut SPENPATLY? Kenapa?	Lebih mudah di ekstrakurikuler karena belajar grammar secara penuh dan detail, tidak terburu-buru seperti di kelas reguler.	Perbandingan Kelas Formal dan Ekstrakurikuler
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut SPENPATLY?	Tidak, malu dengan teman lain, tapi berani praktek dengan teman sesama ekstrakurikuler.	Penggunaan

Nama : AI

**Tanggal : 26 Juni 2025**

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Ingin meningkatkan pemahaman bahasa Inggris untuk masa depan.	Motivasi Mengikuti
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Bagian game.	Aktivitas Favorit
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Ya, belajar tenses dan <i>to be</i> , walau ada yang lupa namanya.	Materi Grammar yang Dipelajari
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Lebih paham karena dijelaskan cara penggunaan berbagai tenses dan dipraktikkan menulis kalimat sederhana.	Pemahaman Grammar
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Ibu guru selalu membagikan gambar dan lembar materi pembelajaran setiap pertemuan.	Media Pembelajaran
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Baik dan mudah dipahami.	Metode Penjelasan Guru
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Nyaman, lebih diperhatikan dibanding kelas reguler yang ramai.	Kenyamanan Belajar
Menurut kamu, lebih mudah belajar grammar di kelas atau saat ikut SPENPATLY? Kenapa?	Lebih mudah di ekstrakurikuler karena belajar tenses lebih lengkap sehingga materi kelas lebih mudah dipahami.	Perbandingan Kelas Formal dan Ekstrakurikuler
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut SPENPATLY?	Masih malu, tapi sering praktik di kelas dengan teman.	Penggunaan Grammar dan Hambatan Praktik
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung atau bisa online	Lebih sering bertanya di WhatsApp, selalu direspons.	Interaksi dan Keterbukaan Guru

**Nama : Ks**

**Tanggal : 26 Juni 2025**

Questions	Answer	Coding
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Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Mau belajar dan meningkatkan pemahaman bahasa Inggris.	Motivasi Mengikuti
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Bagian game karena seru.	Aktivitas Favorit
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Ya, belajar <i>present tense</i> , <i>past tense</i> , <i>pronoun</i> , dan <i>to be</i> .	Materi Grammar yang Dipelajari
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Iya, jika ada tugas sering dapat nilai 80–90.	Pemahaman Grammar
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Kertas print materi pembelajaran.	Media Pembelajaran
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Baik dan mudah dipahami.	Metode Penjelasan Guru
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Nyaman karena guru fokus perorangan dan cepat merespon pertanyaan.	Kenyamanan Belajar
Menurut kamu, lebih mudah belajar grammar di kelas atau saat ikut SPENPATLY? Kenapa?	Lebih mudah di ekstrakurikuler karena suasana kelas reguler ribut, jadi sulit fokus.	Perbandingan Kelas Formal dan Ekstrakurikuler
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut SPENPATLY?	Malu dan masih kurang kosakata, jadi belum lancar.	Penggunaan Grammar dan Hambatan Praktik
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung ke guru? Melalui WhatsApp atau tatap muka?	Bisa, guru selalu membalas chat di WhatsApp.	Interaksi dan Keterbukaan Guru

Nama : Ha  
Tanggal : 26 Juni 2025

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Ingin meningkatkan pengetahuan grammar.	Motivasi Mengikuti
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Game karena melatih fokus.	Aktivitas Favorit
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Ya, belajar <i>past tense</i> dan <i>present tense</i> .	Materi Grammar yang Dipelajari
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Lebih paham; sudah bisa membedakan penggunaan kata kerja di masing-	Pemahaman Grammar

Questions	Answer	Coding
	masing tense.	
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Lembar materi yang dibagikan sebelum belajar.	Media Pembelajaran
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Kadang paham, kadang tidak, tapi dibantu teman jika kesulitan.	Metode Penjelasan Guru
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Nyaman karena kelas tenang, tidak banyak orang, sehingga lebih fokus.	Kenyamanan Belajar
Menurut kamu, lebih mudah belajar grammar di kelas atau saat ikut SPENPATLY? Kenapa?	Mudah, tapi kadang tetap tidak paham karena materinya sulit.	Perbandingan Kelas Formal dan Ekstrakurikuler
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut SPENPATLY?	Kadang praktek di kelas dengan teman, tapi malu jika di luar.	Penggunaan Grammar dan Hambatan Praktik
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung ke guru? Melalui WhatsApp atau tatap muka?	Bisa kak.	Interaksi dan Keterbukaan Guru

Nama : Rn

Tanggal : 26 Juni 2025

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Ingin meningkatkan pemahaman agar tidak bingung belajar di kelas reguler.	Motivasi Mengikuti
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Bagian game karena seru.	Aktivitas Favorit
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Ya, belajar grammar tenses.	Materi Grammar yang Dipelajari
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Paham; Bu Eni menjelaskan ulang materi sampai paham.	Pemahaman Grammar
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Kertas materi dari guru.	Media Pembelajaran
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Baik, jadi lebih tidak bingung.	Metode Penjelasan Guru
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Nyaman karena teman-teman dan guru baik, kelas tidak ribut.	Kenyamanan Belajar
Menurut kamu, lebih mudah belajar grammar di kelas atau saat ikut SPENPATLY? Kenapa?	Lebih mudah di ekstrakurikuler karena dijelaskan berulang dari awal sampai akhir.	Perbandingan Kelas Formal Ekstrakurikuler
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut	Masih malu, tapi di kelas ekstrakurikuler lebih berani karena tidak diejek.	Penggunaan Grammar Hambatan Praktik

Questions	Answer	Coding
SPENPATLY?		
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung ke guru? Melalui WhatsApp atau tatap muka?	Bisa, tapi jarang bertanya karena lebih banyak bertanya langsung.	<b>Interaksi Keterbukaan Guru</b>

Nama : Ms  
Tanggal : 26 Juni 2025

Questions	Answer	Coding
Apa alasan kamu mengikuti ekstrakurikuler bahasa Inggris SPENPATLY?	Ingin belajar bahasa Inggris untuk persiapan SMA.	<b>Motivasi Mengikuti</b>
Apa kegiatan yang paling kamu suka selama mengikuti SPENPATLY?	Game karena seru dan mengasah otak.	<b>Aktivitas favorit</b>
Apakah dalam kegiatan SPENPATLY kamu pernah belajar tentang grammar?	Ya, belajar tenses, <i>to be</i> , dan <i>was/were</i> .	<b>Materi Grammar yang Dipelajari</b>
Apakah kamu merasa lebih paham tentang grammar setelah ikut SPENPATLY? Bisa dijelaskan?	Lebih paham karena guru selalu menjelaskan ulang sampai semua paham.	<b>Pemahaman Grammar</b>
Media seperti apa yang guru gunakan saat mengajar di kelas SPENPATLY?	Kertas gambar puzzle dan materi pembelajaran.	<b>Media Pembelajaran</b>
Bagaimana cara guru menjelaskan materi grammar di SPENPATLY?	Gampang dipahami.	<b>Metode Penjelasan Guru</b>
Apakah kamu merasa nyaman saat mengikuti kegiatan ini? Kenapa?	Nyaman karena teman-teman asik dan guru selalu membantu.	<b>Kenyamanan Belajar</b>
Menurut kamu, lebih mudah belajar grammar di kelas atau saat ikut SPENPATLY? Kenapa?	Lebih mudah di ekstrakurikuler karena materinya diulang dan banyak praktek menulis serta percakapan.	<b>Perbandingan Kelas Formal dan Ekstrakurikuler</b>
Apakah kamu lebih berani menggunakan grammar atau berbicara bahasa Inggris setelah ikut SPENPATLY?	Lebih berani, tapi hanya dengan teman ekstrakurikuler.	<b>Penggunaan Grammar dan Hambatan Praktik</b>
Kalau kamu merasa kesulitan memahami materi yang diajarkan, apakah kamu bisa bertanya langsung ke guru? Melalui WhatsApp atau tatap muka?	Bisa, tapi jarang bertanya karena lebih sering tanya ke teman.	<b>Interaksi dan Keterbukaan Guru</b>

#### Appendix 4. Modul SPENPATLY English Extracurricular and Rubric Penilaian SPENPATLY English Extracurricular

### MODUL AJAR EKSTRAKURIKULER

Nama Sekolah : SMP Negeri 4 Luyo  
 Nama Kegiatan : Ekstrakurikuler Bahasa Inggris  
 Nama Komunitas : English Community  
 Tahun Pelajaran : 2025/2026  
 Jenjang : SMP  
 Fokus Materi : Grammar (4 Tenses)  
 Alokasi Waktu : frekuensi 1 x perminggu (2 JP x @ 40 Menit),  
 1 semester (14 x pertemuan/28 JP)

#### A. TUJUAN PEMBELAJARAN

Peserta didi dapat :

1. Memahami pengertian dan fungsi dari masing-masing Tense
2. Menggunakan rumus dan pola kalimat dengan benar sesuai konteks
3. Mengidentifikasi keterangan waktu yang tepat
4. Menganalisis bentuk kalimat sesuai tense yang digunakan
5. Menyusun kalimat dan paragraf pendek menggunakan tense yang tepat dalam konteks komunikasi sehari-hari

**FOKUS : Peningkatan Pemahaman Grammar untuk komunikasi dasar**

#### B. MATERI AJAR

##### 1. Present Tense

###### a. Pengertian

- Simple present tense adalah bentuk waktu dalam Bahasa Inggris yang digunakan untuk menyatakan kegiatan sehari-hari, kebiasaan, kejadian yang berulang, fakta umum, atau kebenaran ilmiah yang berlaku saat ini atau terus menerus.

###### b. Fungsi

- Menyatakan kebiasaan atau rutinitas
- Menyatakan fakta atau kebenaran umum
- Memberi instruksi atau perintah (imperative)
- Menyampaikan perasaan, pikiran, atau keadaan sekarang
- Digunakan dalam kalimat berita atau laporan ilmiah

###### c. Penggunaan Rumus berdasarkan subject dan kata bantu

Bentuk kalimat	Rumus		Contoh
	Subject	Kata bantu + kata kerja	
+	She, he, it, Ahmad	+ V <sub>1</sub> + s/es	Ahmad goes to school every day
	I, You, we, they, Dinda and You	+ V <sub>1</sub>	We go to school every day
-	She, he, it, Ahmad	does not + V <sub>1</sub>	Ahmad does not go to school every day
	I, You, we, they,	do not +	We do not go to

	Dinda and You	V <sub>1</sub>	school every day
?	Does + She, he, it, Ahmad + V <sub>1</sub>		Does Ahmad go to school every day
	Do + I, You, we, they, Dinda and You + V <sub>1</sub>		Do We go to school every day

d. **Keterangan Waktu (Time expression)**

- Every day, every week, every month, every year, two times a week
- Usually, always, often, never, sometimes

2. **Simple Past Tense**

a. **Pengertian**

- Simple past tense adalah bentuk waktu dalam Bahasa Inggris yang digunakan untuk menyatakan kejadian atau aktivitas yang sudah terjadi di masa lampau dan telah selesai. Kejadian tersebut bisa terjadi kemarin, tadi malam, minggu lalu, atau beberapa tahun yang lalu.

b. **Fungsi**

- Menceritakan peristiwa atau aktivitas di masa lalu
- Menyampaikan pengalaman yang sudah berlalu
- Menggambarkan kebiasaan masa lalu yang sudah tidak dilakukan lagi
- Digunakan dalam cerita, dongeng dan narasi

c. **Penggunaan Rumus**

Bentuk kalimat	Rumus		Contoh
	Subject + Kata bantu + kata kerja		
+	I, She, he, it, Ahmad, You, we, they, Dinda and You	V <sub>2</sub>	He watched the movie
-	I, She, he, it, Ahmad, You, we, they, Dinda and You	Did not + V <sub>2</sub>	He did not watch the movie
?	Did + I, She, he, it, Ahmad, You, we, they, Dinda and You ?		Did he watch the movie?

d. **Keterangan Waktu (Time expression)**

- Yesterday, last night, last week, last month, last year, two days ago, in 2022

### 3. Present Continuous Tense

#### a. Pengertian

- Present Continuous Tense atau juga dikenal sebagai Present Progressive adalah bentuk tense yang digunakan untuk menyatakan suatu aksi atau kegiatan yang sedang berlangsung saat ini (now) atau sedang terjadi dalam waktu dekat (near future)

#### b. Fungsi

- Menyatakan kegiatan yang sedang terjadi saat berbicara
- Menyatakan rencana atau aktivitas yang akan dilakukan dalam waktu dekat
- Menyatakan perubahan yang sedang berlangsung

#### c. Penggunaan rumus berdasarkan subject dan kata bantu

Bentuk kalimat	Rumus		Contoh
	Subject	Kata bantu + kata kerja	
+	I	am + V <sub>1</sub> -Ing	I am studying English
	She, he, it, Ahmad	is + V <sub>1</sub> -Ing	She is studying English
	You, we, they, Dinda and You	are + V <sub>1</sub> -Ing	They are studying English
-	I	am not + V <sub>1</sub> -Ing	I am not studying English
	She, he, it, Ahmad	is not + V <sub>1</sub> -Ing	She is not studying English
	You, we, they, Dinda and You	are not + V <sub>1</sub> -Ing	They are not studying English
?	am I + V <sub>1</sub> -Ing		Are you studying English
	Is she + V <sub>1</sub> -Ing		Is she studying English
	Are they + V <sub>1</sub> -Ing		Are they studying English

#### d. Keterangan Waktu (Time expressions)

- Now, right now, at the moment, currently, look!, Listen!, Today, This week, soon, tomorrow (untuk rencana dekat)

### 4. Present Perfect Tense

#### a. Pengertian

- Present perfect tense digunakan untuk menyatakan kejadian yang telah terjadi di masa lalu tetapi masih relevan hingga sekarang atau baru saja selesai dilakukan. Tense ini menghubungkan masa lalu dengan masa sekarang.

### b. Fungsi

- Menyatakan peristiwa yang telah terjadi dan masih berdampak pada saat ini.
- Menyatakan pengalaman hidup tanpa menyebut waktu spesifik
- Menyatakan aksi yang baru saja selesai dilakukan (dengan kata "just")
- Menyatakan frekuensi kejadian yang telah terjadi.

### c. Penggunaan rumus berdasarkan subject dan kata bantu

Bentuk kalimat	Rumus		Contoh
	Subject	Kata bantu + kata kerja	
+	I, You, we, they, Dinda and You	Have + V <sub>3</sub>	You have written a letter
	She, he, it, Ahmad	Has + V <sub>3</sub>	He has written a letter
-	I, You, we, they, Dinda and You	Have not + V <sub>3</sub>	You have not written a letter
	She, he, it, Ahmad	Has not + V <sub>3</sub>	He has not written a letter
?	Have + I, You, we, they, Dinda and You + V <sub>3</sub>		Have you written a letter
	Has + She, he, it, Ahmad + V <sub>3</sub>		Has he written a letter

### d. Keterangan waktu (Time expression)

Present Perfect Tense umumnya menggunakan kata-kata berikut :

- Already (sudah)
- Yet (belum) – untuk kalimat tanya/negative
- Just (baru saja)
- Ever (pernah)
- Never (tidak pernah)
- So far, recently, lately
- For + durasi waktu (for 2 hours, for a week)
- Since + titik waktu (since Monday, since 2020)

## C. LANGKAH-LANGKAH PEMBELAJARAN

### Pertemuan Pertama

#### Pendahuluan :

- Guru memberi salam dan mengkondisikan kelas
- Menanyakan kegiatan sehari-hari siswa (mengaitkan dengan

<p>penggunaan present tense)</p> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran dan manfaat materi dalam kehidupan sehari-hari</li> <li>• Ice breaking : permainan kata (word chain dengan kata kerja)</li> </ul>
<p><b>Kegiatan Inti :</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan pengertian dan fungsi simple present tense</li> <li>• Menuliskan rumus dan memberikan contoh kalimat</li> <li>• Diskusi singkat tentang perbedaan Verb + s/es</li> <li>• Latihan mengidentifikasi keterangan waktu dan subjek kalimat</li> <li>• Siswa diminta membuat 3 kalimat positif, 2 negatif dan 1 interogatif</li> <li>• Bermain peran (role play) : “My Daily Activities”</li> <li>• Pemberian soal latihan (essay dan pilihan ganda)</li> </ul>
<p><b>Kegiatan Penutup :</b></p> <ul style="list-style-type: none"> <li>• Review singkat materii bersama siswa</li> <li>• Refleksi (siswa menyebutkan 1 hal baru yang mereka pelajari)</li> <li>• Memberikan umpan balik atas hasil latihan siswa</li> <li>• Menyampaikan informasi materi berikutnya dan penugasan</li> <li>• Doa penutup</li> </ul>

<p><b>Pertemuan Kedua</b></p>
<p><b>Pendahuluan :</b></p> <ul style="list-style-type: none"> <li>• Salam dan presensi siswa</li> <li>• Guru mengajak siswa mengingat pengalaman pribadi mereka dengan bertanya : <ul style="list-style-type: none"> <li>• “what did you do last weekend?”</li> <li>• Did you go anywhere yesterday?”</li> </ul> <p>Tujuan menghubungkan topik dengan pengalaman nyata siswa</p> </li> <li>• Guru menjelaskan bahwa dengan menguasai simple past tense, siswa dapat bercerita tentang pengalaman mereka, menulis diary dalam bahasa Inggris, atau menceritakan kejadian masa lalu dengan tepat</li> <li>• Siswa diharapkan memahami konsep simple past tense, menyusun kalimat bentuk lampau, dan mampu menggunakan dalam situasi nyata</li> </ul>
<p><b>Kegiatan Inti :</b></p> <ul style="list-style-type: none"> <li>• Menggunakan pendekatan deep learning (berpikir tingkat tinggi dan reflektif)</li> </ul>

- Simulasi  
Guru menampilkan video singkat atau gambar kegiatan masa lalu (misalnya piknik, ulang tahun, dan lain-lain) lalu bertanya "What happened in the video?"
- Identifikasi masalah  
Siswa diarahkan untuk menyadari bahwa mereka butuh struktur khusus untuk menceritakan masa lalu, diperkenalkan simple past tense
- Eksplorasi  
Guru menjelaskan pengertian, fungsi, rumus dan perbedaan regular/irregular verb. Siswa diberi daftar kata kerja dan diajak mengubah  $V_1$  dan  $V_2$
- Elaborasi  
Siswa bekerja dalam kelompok kecil untuk membuat cerita pendek berisi minimal 5 kalimat simple past tense
- Siswa berlatih membuat kalimat positif, negative dan tanya secara berpasangan
- Guru memfasilitasi diskusi dan koreksi bersama
- Presentasi hasil  
Siswa mempresentasikan cerita pendek mereka secara lisan atau tertulis
- Refleksi dan generalisasi  
Siswa menyimpulkan rumus dan fungsi simple past tense bersama guru

#### **Kegiatan Penutup :**

- Refleksi  
Guru memberi pertanyaan pemantik :  
"apa yang kamu pelajari hari ini?"  
Kalimat apa yang paling kamu ingat?"  
Apa tantangan yang kamu hadapi?"
- Umpan balik  
Guru memberi apresiasi terhadap partisipasi siswa, memperbaiki kesalahan umum yang ditemukan selama kegiatan, dan menguatkan konsep penting
- Menyampaikan informasi materi berikutnya dan penugasan
- Penutupan :  
Doa bersama, salam dan pengingat kegiatan pecan berikutnya

#### **Pertemuan Ketiga**

##### **Pendahuluan :**

- Salam dan doa pembuka  
Guru menyapa siswa dengan ramah dan mengajak berdoa

<p>bersama untuk memulai kegiatan</p> <ul style="list-style-type: none"> <li>• Presensi dan pengondisian kelas <ul style="list-style-type: none"> <li>• Mengondisikan siswa agar siap mengikuti kegiatan</li> </ul> </li> <li>• Apersepsi : <ul style="list-style-type: none"> <li>• Guru mengajukan pertanyaan pemantik :  “What are you doing right now?”  “Is someone here using their phone?”</li> </ul> </li> <li>• Guru mengarahkan siswa untuk menyadari bahwa kegiatan yang sedang berlangsung dapat di ekspresikan dalam Present Continuous Tense</li> <li>• Motivasi dan Tujuan Pembelajaran : <ul style="list-style-type: none"> <li>• Guru memberi semangat dan menjelaskan manfaat mempelajari Present Continuous Tense dalam kehidupan sehari-hari, misalnya :  “Dengan menguasai tenses ini, kalian bisa bercerita tentang aktivitas saat ini dengan lebih baik, baik lisan maupun tulisan”</li> </ul> </li> </ul>
<p><b>Kegiatan Inti :</b></p> <ul style="list-style-type: none"> <li>• Menggunakan pendekatan deep learning (memahami, menghubungkan, mengintegrasikan, mengaplikasikan, merefleksi) <ol style="list-style-type: none"> <li>1. Pemahaman Konsep <ul style="list-style-type: none"> <li>• Guru menjelaskan pengertian, fungsi, rumus dan contoh Present Continuous Tense</li> <li>• Diskusi Interaktif : siswa mengamati gambar aktivitas lalu menyebutkan apa yang terjadi (misalnya : “The boy is running”)</li> </ul> </li> <li>2. Menghubungkan dengan kehidupan siswa <ul style="list-style-type: none"> <li>• Guru memutar video pendek/animasi aktivitas sehari-hari</li> <li>• Siswa mengidentifikasi kalimat yang menggambarkan kejadian dalam video</li> <li>• Guru dan siswa mengaitkan kegiatan dalam video dengan aktivitas mereka sendiri saat ini</li> </ul> </li> <li>3. Mengintegrasikan dan mengolah informasi <ul style="list-style-type: none"> <li>• Siswa membuat kalimat sendiri berdasarkan kegiatan yang sedang dilakukan teman mereka saat itu (observasi langsung)</li> <li>• Siswa bekerja berpasangan untuk membuat percakapan pendek menggunakan Present Continuous Tense</li> </ul> </li> <li>4. Mengaplikasikan <ul style="list-style-type: none"> <li>• Siswa bermain peran (role play) : misalnya simulasi acara “Live News” atau Talk Show</li> <li>• Setiap kelompok menyampaikan laporan tentang “what is happening now” di lingkungan sekolah</li> </ul> </li> </ol> </li> </ul>
<p><b>Kegiatan Penutup :</b></p> <ul style="list-style-type: none"> <li>• Refleksi bersama</li> </ul>

Guru mengajak siswa menjawab pertanyaan reflektif :

“apa yang kamu pelajari hari ini?”

Kalimat apa yang paling kamu ingat?”

Apa kesulitan yang kamu hadapi saat membuat kalimat?”

- Umpan balik dan penguatan  
Guru memberikan pujian, klarifikasi kesalahan umum, serta penguatan pada struktur kalimat
- Penugasan ringan (opsional)
  - Buat 3 kalimat tentang apa yang sedang dilakukan keluargamu saat ini
  - Kirimkan lewat group English Community
- Informasi pertemuan selanjutnya
  - Guru menyampaikan bahwa minggu depan siswa akan belajar Present Perfect Tense dengan konsep pengalaman pribadi
- Doa dan salam penutup

#### Pertemuan keempat

##### Pendahuluan :

- Guru memberi salam dan presensi siswa
- Ice breaking ringan : guru bertanya, misalnya :  
“Who has ever visited a new place this year?”  
“Have you ever eaten something stranger?”
- Apersepsi dengan mengaitkan topik dengan pengalaman siswa
- Menyampaikan tujuan pembelajaran, seperti :  
“hari ini kita akan belajar bagaimana menceritakan pengalaman atau kejadian yang sudah terjadi dan masih berhubungan dengan sekarang”

##### Kegiatan Inti :

- Tahap 1 : *Pengenalan konsep*
  - Guru menjelaskan pengertian, fungsi, dan rumus present perfect tense
  - Perbedaan penggunaan have dan has
  - Penjelasan bentuk V<sub>3</sub> (past participle) dan contoh-contohnya
- Tahap 2 : *Praktik Pengalaman*
  - Menyusun kalimat positif, negative, dan interogatif
  - Contoh menggunakan keterangan waktu seperti : already, just, yet, ever, never, since, for
  - Latihan soal bersama guru
- Tahap 3 : *Aktivitas interaktif*

<ul style="list-style-type: none"> <li>• Speaking practice : berpasangan , saling bertanya dan menjawab menggunakan <i>have you ever.....?</i></li> <li>• Writing practice : menulis 5 kalimat pengalaman pribadi menggunakan Present Perfect Tense</li> <li>• Mini game/challenge : siapa cepat menyusun kalimat dengan kata kerja acak (V<sub>3</sub>)</li> </ul>
<p><b>Kegiatan Penutup :</b></p> <ul style="list-style-type: none"> <li>• Refleksi : tanya jawab ringan tentang apa yang dipelajari hari ini</li> <li>• Memberi umpan balik terhadap hasil kerja siswa</li> <li>• Guru memberi penguatan dan kesimpulan singkat</li> <li>• Menyampaikan kegiatan pertemuan berikutnya?</li> <li>• Doa penutup dan salam</li> </ul>

#### D. Format Penilaian :

##### 1. Simple Present Tense

Aspek Penilaian	Indikator	Skor maksimal
Pemahaman konsep tense	Siswa dapat menjelaskan pengertian dan fungsi simple present tense dengan tepat	25
Penggunaan rumus	Siswa dapat menerapkan rumus kalimat positif, negative dan interogatif (terutama perubahan pada subjek he/she/it)	25
Kemampuan membuat kalimat	Siswa mampu membuat kalimat sesuai konteks kehidupan sehari-hari (rutinitas, fakta dan lain-lain)	25
Ketepatan grammar	Siswa mampu menggunakan bentuk kata kerja dasar V <sub>1</sub> dengan benar serta menuliskan kalimat tanpa kesalahan ejaan	25
<b>Total skor</b>	<b>100</b>	<b>100</b>

#### Keterangan Penilaian :

- Nilai 85 - 100 = sangat baik (pemahaman sangat kuat, tanpa kesalahan penting)
- Nilai 70 - 84 = baik (Menguasai sebagian besar konsep dan penggunaan)
- Nilai 55 - 69 = cukup (Memerlukan latihan dan pendampingan lebih)

lanjut)

- Nilai < 55 = perlu bimbingan (Perlu bimbingan intensif, banyak kesalahan dasar)

## 2. Simple Past Tense

Tujuan penilaian yaitu menilaia pemahaman siswa dalam mengidentifikasi, menyusun dan menggunakan kalimat bentuk lampau (past tense) secara tepat.

Aspek Penilaian	Indikator	Skor maksimal
Pemahaman konsep tense	Siswa dapat menjelaskan pengertian dan fungsi simple past tense dengan tepat	25
Penggunaan rumus	Siswa dapat menyusun kalimat positif, negative, dan interogatif sesuai pola	25
Penggunaan Verb 2	Siswa dapat menggunakan Verb 2 (regular dan irregular verbs) secara tepat	25
Penerapan dalam kalimat/kontek	Siswa mampu membuat kalimat sesuai situasi atau menjawab soal kontekstual dengan benar	25
Total skor	100	100

- Contoh Penilaian Praktik (Opsional)

Nama siswa	Essay (25)	PG (25)	Buat Kalimat (25)	Observasi lisan (25)	Total	Predikat
Aisyah	20	20	23	25	88	Sangat baik
Yusuf	15	18	16	20	69	cukup

## 3. Present Continuous Tense

Aspek Penilaian	Indikator	Skor maksimal
Pemahaman konsep	Guru menjelaskan pengertian dan fungsi present continuous tense secara lisan/tulisan	25
Penggunaan rumus kalimat	Menggunakan struktur kalimat positif, negative dan interogatif dengan tepat	25
Ketepatan penggunaan To be dan	Mampu menggunakan am/is/are dan bentuk -ing	25

V-Ing	sesuai dengan subjek kalimat	
Pembuatan kalimat kontekstual	Membuat kalimat berdasarkan situasi nyata atau gambar aktivitas secara tepat	25
Total skor	100	100

- Keterangan Penilaian :
  - Nilai 85 - 100 = sangat baik (menguasai konsep dan struktur kalimat dengan benar, kreatif dan lancar)
  - Nilai 70 – 84 = baik (Menguasai sebagian besar konsep dan rumus beberapa kesalahan kecil)
  - Nilai 55 – 69 = cukup (Memahami konsep dasar namun kurang tepat dalam penerapan rumus dan bentuk kata)
  - Nilai < 55 = perlu bimbingan (kesulitan memahami konsep dan membuat kalimat dengan benar)
- Contoh penerapan penilaian
  - Jika siswa mengerjakan :
    - Essay :
      1. Jelaskan fungsi dan rumus (10 poin)
      2. Buat 3 kalimat dari gambar aktivitas (15 poin)
    - Pilihan ganda
      1. 5 soal x 5 poin = 25 poin
    - Praktik lisan (berpasangan/simulasi)
      1. Gunakan 2 kalimat Present Continuous Tense dengan benar (25 poin)

#### 4. Present Perfect Tense

Aspek Penilaian	Indikator	Skor maksimal
Pemahaman konsep tense	Siswa memahami fungsi dan penggunaan Present Perfect Tense	25
Penggunaan rumus	Siswa dapat membuat kalimat positif, negative dan interogatif dengan benar	25
Pembuatan kalimat	Kalimat relevan, menggunakan verb 3 dan keterangan waktu dengan tepat	25
Penggunaan To Be & V <sub>3</sub>	Tepat dalam penggunaan "hav/has" dan bentuk V <sub>3</sub>	25

Total skor	100	100
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- Keterangan Penilaian :
  - Nilai 85 - 100 = sangat baik
  - Nilai 70 – 84 = baik
  - Nilai 55 – 69 = cukup
  - Nilai < 55 = perlu bimbingan tambahan

Mengetahui,  
Kepala SMP Negeri 4 Luyo  
Bahasa Inggris



MUHIDDIN, S.Pd, M.Pd  
NIP. 19850825 200903 1 008  
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Luyo, Juli 20.....

Guru Pembina Ekstra

NURAENI, S.Pd.I

## LAMPIRAN

- **Soal Simple Present Tense**

- a. Essay :

1. Jelaskan fungsi dan simple past tense dalam kehidupan sehari-hari
2. Ubahlah kalimat ini ke bentuk negative : "she drinks milk every morning"
3. Buatlah 2 kalimat menggunakan kata kerja 'play' dalam simple present tense
4. Mengapa kata kerja bisa berubah menjadi 'goed' bukan 'go' dalam simple present tense?
5. Buat pertanyaan dengan kata kerja 'eat' untuk 'he'

- b. Soal Pilihan Ganda :

1. She \_\_\_\_\_ to school by bike
  - a. Go
  - b. Goes
  - c. Going
  - d. Gone
2. We \_\_\_\_\_ in the river every weekend
  - a. Swims
  - b. Swim
  - c. Swimming
  - d. Swam
3. Do they \_\_\_\_\_ breakfast at 7?
  - a. Eats
  - b. Eating
  - c. Eat
  - d. Ate
4. My father \_\_\_\_\_ like coffee
  - a. Doesn't
  - b. Don't
  - c. Didn't
  - d. Isn't
5. You \_\_\_\_\_ go to school on Sunday?
  - a. Does
  - b. Did
  - c. do
  - d. Are

- **Simple Past Tense**

- a. Essay

1. Jelaskan pengertian dan fungsi dari simple past tense
2. Ubah kalimat berikut menjadi negative "she cooked dinner last night"
3. Buat masing-masing satu kalimat positif, negative, dan interogatif menggunakan kata kerja 'visit!'
4. Tuliskan 5 kata kerja tak beraturan beserta bentuk lampau (V<sub>2</sub>)-nya!
5. Mengapa kata kerja "take" berubah menjadi "took" dalam simple past tense

- b. Pilihan Ganda

1. He \_\_\_\_\_ his home work
  - a. Does
  - b. Did
  - c. Do
  - d. Doing
  
2. I \_\_\_\_\_ a beautiful dress yesterday
  - a. Buys
  - b. Bought
  - c. Bought
  - d. Buying
  
3. \_\_\_\_\_ you see rainbow yesterday?
  - a. Do
  - b. Does
  - c. Did
  - d. Done
  
4. My father \_\_\_\_\_ to Jakarta last month
  - a. Go
  - b. Went
  - c. Gone
  - d. Going
  
5. We \_\_\_\_\_ a volley ball in the school yard last week
  - a. Playing
  - b. Play
  - c. Plays
  - d. Played

- **Present Continuous Tense**

- a. Essay

1. Jelaskan pengertian dan fungsi Present Continuous Tense dengan bahasamu sendiri!
2. Buatlah masing-masing satu contoh kalimat :
  - Positive
  - Negative
  - Interrogative
3. Ubah kalimat berikut ke bentuk negative dan bentuk tanya :
  - He is playing foot ball
4. Buatlah 3 kalimat tentang aktivitas yang sedang dilakukan temanmu saat ini, misalnya reading, writing, talking
5. Perhatikan gambar atau bayangkan situasi di sekolah, buatlah 2 kalimat tentang apa yang sedang terjadi sekarang!

- b. Pilihan Ganda

1. She \_\_\_\_\_ reading a book now
  - a. Are
  - b. Is
  - c. Am
  - d. Be
  
2. We \_\_\_\_\_ watching at the moment
  - a. Is
  - b. Are
  - c. Am
  - d. Was
  
3. I \_\_\_\_\_ not listening music right now
  - a. Am
  - b. Are
  - c. Is
  - d. Be
  
4. \_\_\_\_\_ you doing your homework?
  - a. Is
  - b. Are
  - c. Do
  - d. Am
  
5. My friends \_\_\_\_\_ football in the field

- |       |        |
|-------|--------|
| a. Is | c. Are |
| b. Am | d. Be  |

- **Present Perfect Tense**

- a. Essay

1. Jelas pengertian dan fungsi Present Perfect Tense secara singkat!
2. Buat masing-masing 2 contoh kalimat positif, negative dan interrogative menggunakan present perfect tense
3. Jelaskan perbedaan penggunaan 'since' dan 'for' dalam present perfect tense dan berikan contoh kalimat
4. Buat 2 kalimat yang menggunakan keterangan waktu just, already dan yet secara tepat!
5. Buatlah sebuah paragraph pendek (3-5 kalimat) menceritakan pengalamanmu menggunakan Present Perfect Tense!

- b. Pilihan Ganda

1. My mother \_\_\_\_\_ just finished cooking
 

a. Have	c. Is
b. Has	d. Was
2. We \_\_\_\_\_ never see a dolphin before
 

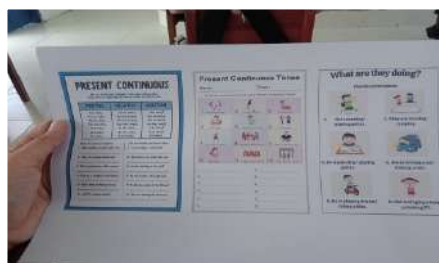
a. Have	c. Has
b. Are	d. Did
3. She \_\_\_\_\_ not do her homework yet
 

a. She	c. Is
b. Have	d. Had
4. \_\_\_\_\_ you ever visit another island?
 

a. Do	c. Did
b. Are	d. Have
5. I \_\_\_\_\_ lived in this town since 2015
 

a. Have	c. Had
b. Has	d. Am

## Appendix 5. Documented Observation





**Appendix 6 Dokumentation of Interview With Headmaster of SMP Negeri 4 Luyo and teacher as tutor SPENPATLY English Extracurricular**



**Appendix 7 Dokumentation of Interview With students who actively in SPENPATLY English Extracurricular.**







## CURRICULUM VITAE



The author, Selvi, was born in Leteang Tenggeling Village on September 09, 2003, the eldest of three siblings, the daughter of Mukhsin Latief and Marunnia. She first attended MI Al-Irsyad Leteang for six years, and then continued her education at SMP Negeri 4 Luyo for three years. In 2018, the author resumed her education at MAN 01 POLMAN, choosing the Language major, and graduated in 2021. The author enrolled at STAIN Majene and pursued the Tarbiyah and Teacher Training Department in the Tadris Bahasa Inggris the same year. Thanks to the guidance and assistance of Allah SWT, as well as efforts accompanied by prayers and blessings from both parents, the author was able to pursue academic activities at the State Islamic College (STAIN) Majene. Alhamdulillah, the author completed his studies by writing a thesis titled "The Implementation of SPENPATLY English Extracurricular Activity in Enhancing Students' Grammar Skills at SMP Negeri 4 Luyo".