APPENDIX

Appendix 1. Letters Related to the Research

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
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Nomor : 93/UN48.7.1/DT/2022   11 Januari 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 2 Sukasada
    di Pancasari, Sukasada, Buleleng, Bali.

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat
kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Kadek Agus Prayoga
NIM	: 1812021068
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: Implementing Hyperlink PowerPoint Media for Teaching English as Foreign Language at Junior High School

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian
dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

PEMERINTAH KABUPATEN BULELENG

DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA

SMP NEGERI 2 SUKASADA

Alamat: Desa Pancasari,Kec. Sukasada,Kab Buleleng Tlph.0819361266571
email: smpn2 _sukasada@yahoo.co.id

S U R A T K E T E R A N G A N
No : 234/026/SMP.2/II/2022

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Sukasada dengan ini menerangkan bahwa :

Nama	:	**Kadek Agus Prayoga.**
NIM	:	1812021068.
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris.
Fakultas	:	Bahasa dan Seni.

Memang benar mahasiswa tersebut di atas melakukan penelitian dalam rangka penyusunan Skripsi / Tugas Akhir di kelas VII SMP Negeri 2 sukasada dari tanggal 12 Januari s/d 02 Februari 2022.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Pancasari, 09 Februari 2022.

Kepala SMP Negeri 2 Sukasada,

I Wayan Gunada,S.Pd.

NIP. 19690509 199702 1 004.

Appendix 2. Blue Print Test

Material   : Procedure Text

Number of question   : 20

Basic Competence	Class/ semester	Material	Indicator of Question	Level of cognitive				Number of item
				C1	C2	C3	C4	
3.7 Applying text structure and linguistic elements to carry out the social functions of the procedural text by stating and asking about recipes and manuals, short and simple, in accordance with the context of their use.	VII/2	Procedure Text	3.7.1 Identifying the structure of the procedural text by stating and asking about the recipe and manual, short and simple.	1, 4, 5	6. 11	8, 13	10, 14, 18	10
			3.7.2 Analyzing the language features of oral and written procedure text by providing and requesting information regarding food / beverage recipes and manuals, short	2, 3	7, 12	9, 15	16, 17, 19, 20	10

			and simple, in accordance with the context of their use.					
Total number of item								20

Appendix 3. Instrument Test

Test !

Please choose the best answer based on the text above!

- -

1. One type of text in English that is give instructions how to do or operating something is….
   a. Narrative text
   b. Descriptive text
   c. Procedure text
   d. Explanation text

2. When we buy an electronic device we will get a book that contains a guide, namely..
   a. warranty book
   b. Manual book
   c. service book
   d. notepad

3. Which one which of the following is the language feature of procedure text *except?*
   a. Using compliments
   b. Use adverbial of sequence
   c. Use imperative sentences
   d. Use action verbs

4. List of materials needed in procedure text, is an understanding of....
   a. Result
   b. Ingredients
   c. Goals
   d. Steps

5. List of instructions or correct sequence of steps to do something in procedure text, is the definition of....
   a. Goals
   b. Materials
   c. Result
   d. Step

How to make Balado Cassava Chips

Ingredient:

- 500 gr peeled cassava

- 1/2 tsp salt

- 3 tbsp cooking oil

- 5 red chilies that have been mashed

- 4 tbsp sugar

- 2 tbsp sour water

Instruction:

o   First, slice the cassava.

o   Second, boil 3 cups of salt water.

o   Third, put the cassava into boiling water.

o   Then wait until the cassava floats. If so, remove and drain the cassava.

o   Heat the cooking oil and fry the cassava until it is quite crispy according to taste. after that, set aside.

o   Reheat the cooking oil and stir-fry the salt, sugar, chili and tamarind water while stirring.

o   Next, add the cassava that has been set aside and mix well.

o   Remove and place the cassava chips in an airtight container.

o   Balado cassava chips are ready to be served.

6.   What the goal of the text?

    a.   To entertain reader how to make balado cassava chips

    b.   To tell reader about instruction or step how to make balado cassava chips

    c.   To describe how to make balado cassava chips

    d.   To retell reader about balado cassava chips.

7. How many step that include in making balado cassava chips?

    a. Nine

    b. One

    c. Three

    d. Seven

8. Fourth step that must to do in making balado cassava chips is..

    a. 3 tbsp cooking oil

    b. Then wait until the cassava floats. If so, remove and drain the cassava.

    c. 5 red chilies that have been mashed

    d. Third, put the cassava into boiling water.

9. Material that not you need when making balado cassava chips is…

    a. Salt

    b. Onion

    c. Cooking oil

    d. Chilies

10. "First, Slice the cassava" The underlined word has the closest meaning to. . .

    a. Chop

    b. Grill

    c. Cut thinly

    d. Scar

How to cook instant noodles

Ingredients:

- instant fried noodles

- 200 ml of water

- 2 eggs

- vegetables

Instruction:

- Heat 200 ml of water to a boil.

- Put the noodles in it until fully submerged.
- Pour the spices in the instant noodle package into a bowl.
- Add egg and also vegetables
- If the noodles are cooked, drain.
- Pour the noodles into a bowl that has been filled with spices beforehand.
- Stir well until the spices are mixed.
- Instant noodles are ready to be served.

11. How many material that you need to make instant noodle..

    a. Two

    b. Four

    c. Six

    d. Eight

12. What we do after Put the noodles in it until fully submerged.

    a. Heat 200 ml of water to a boil.

    b. If the noodles are cooked, drain.

    c. Pour the spices in the instant noodle package into a bowl.

    d. Add egg and also vegetables

13. Which statement is *not true* about the instruction?

    a. We need add egg and also vegetables

    b. We need 200 ml of water to a boil the noodle.

    c. We need add some chili and onion

    d. Stir well until the spices are mixed.

14. If the noodles are cooked, drain. The underlined word has the antonym meaning to. . .

    a. Chill

    b. moisten

    c. heat

    d. freeze

15. The main ingredient in making install noodle is
    a. Egg
    b. Noodle
    c. Vegetable
    d. Water

Question 16-20 (Please fill in the blank following sentences into good steps on how to make sweet tea)

How to make sweet tea

1. First, put the water in the teapot, then ... (16)....... until it boils.
2. Second, while waiting for the water.....(17)....put the tea bag into the cup.
3. When the water is already boiling.....(18).... into a cup filled with tea bags.
4. After the water changes color remove the tea bag
5. Add 3 to 4 spoons....(19)....so it tastes sweet
6. The last step is to stir using .....(20).....until evenly distributed, and the coffee is ready to be enjoyed.

---

16. a. freeze
    b. chill
    c. heat
    d. dry

17. a. boiling
    b. freeze
    c. chill
    d. dry

18. a. throw
    b. pour
    c. kick
    d. drain

19. a. Sugar
    b. Salt
    c. coffee powder
    d. milk

20. a. teapot
    b. cup
    c. spoon
    d. sugar

Appendix 4. Test Result

No	Sample	Experiment group	Control Group
1	Student 1	45	25
2	Student 2	40	55
3	Student 3	60	25
4	Student 4	65	20
5	Student 5	50	30
6	Student 6	45	55
7	Student 7	40	50
8	Student 8	55	45
9	Student 9	45	45
10	Student 10	45	35
11	Student 11	40	60
12	Student 12	60	50
13	Student 13	50	65
14	Student 14	35	40
15	Student 15	65	30
16	Student 16	60	50
17	Student 17	50	15
18	Student 18	65	40
19	Student 19	35	25
20	Student 20	25	25
21	Student 21	45	50
22	Student 22	35	60
23	Student 23	65	65
24	Student 24	55	55
25	Student 25	35	35
26	Student 26	50	60
27	Student 27	45	55
28	Student 28	70	60
29	Student 29	25	55
30	Student 30	35	70
31	Student 31	40	60
32	Student 32	30	50
33	Student 33	30	
34	Student 34	40	
35	Student 35	50	
	Mean	*46.42857*	*45.625*

Appendix 5. Normality and Homogeneous Test Results

A. Normality

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result Post-Test	Experiment Group	.118	35	.200[*]	.960	35	.229
	Control Group	.177	32	.012	.937	32	.060

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

B. Homogenity

Test of Homogeneity of Variances			
Result Post-Test			
Levene Statistic	df1	df2	Sig.
2.546	1	65	.115

Appendix 6. Lesson Plan Experiment Group

LESSON PLAN
(Experiment group)

School   : SMP Negeri 2 Sukasada

Subject   : English language

Class/Semester   : VII

Topic   : Procedure Text

Time Allotment   : 2 x 45 Minutes

A. MAIN COMPETENCE

K1	Living and practicing the teachings of the religion they adhere to
K2	Appreciating and living with honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, self-confidence, in interacting effectively with the social and natural environment within reach of association and existence.
K3	Understanding knowledge (factual, conceptual, and procedural) based on students curiosity about science, technology, art, culture related to visible phenomena and events.
K4	Trying, processing, and presenting in the realm of the concrete (using, unraveling, arranging, modifying, and making) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned in schools and other sources that are the same in perspective /theory.

B. BASIC COMPETENCE AND INDICATOR OF COMPETENCE ACHIEVEMENT

Basic Competence	Indicator
3.7 Applying text structure and linguistic elements to carry out the social functions of the procedural text by stating and asking about recipes and manuals, short and simple, in accordance with the context of their use.	3.7.1 Identifying the structure of the procedural text by stating and asking about the recipe and manual, short and simple.
4.7. Capturing the meaning of procedural texts, spoken and written, in the form of recipes and manuals, short and simple.	3.7.2 Analyzing the language features of oral and written procedure text by providing and requesting information regarding food / beverage recipes and manuals, short and simple, in accordance with the context of their use.
4.8 Compiling procedural texts, oral and written, short and simple, in the form of recipes and manuals, taking into account social functions, text structure, and linguistic elements that are correct and in context.	4.8.1 Creating a procedural text in the form of an essay by providing and requesting information regarding food / beverage recipes and manuals, short and simple, in accordance with the context of its use.

C. **LEARNING OBJECTIVES**

After participating in a series of learning activities, students are able to:

   a. Identifying the structure of procedural texts.

   b. Identifying the function of procedure text.

   c. Analyzing the purpose of procedure text.

   d. Identifying the types of procedure text.

D. **LEARNING MATERIAL**

   a. Oral text and written of procedure text (recipe and manual)

   b. Social Function of Procedure text.

   c. Structure of procedure text.

   d. Purpose of procedure text.

   e. Types of procedure text.

E. **LEARNING MEDIA**

   - Slide Hyperlink PowerPoint

   - Laptop/Smartphone

F. **STEP OF TEACHING**

Introduction
• Greeting the students and asking a student to pray. • Asking the students to fill attendant list • Explaining the objectives learning. • Delivering material coverage activities in teaching learning process.
Core Activities
• Teacher show/give Hyperlink PowerPoint to students by using slide or sent to student's phone. • Ask general questions related to procedure text to stimulate students' curiosity

about the pictures that they have seen on the Hyperlink PowerPoint.

- Do you know what food in this picture on the slide?

- Have you ever eaten that food?

- What should we prepare before making Banana Fried?

- What should we do after that?

- Giving explanation to the students about procedure text (using slide on Hyperlink PowerPoint).

- Asking the students to read and to observe texts about procedural texts (recipe or manual on the slide).

- Asking the students to find out:

  - The structure of the text.

  - The purpose of the text.

  - The function of the text.

  - The language feature of the text.

- Discussing the answers with the students.

- Dividing students into 4 groups.

- Giving group games Hyperlink PowerPoint provide cooking game "How to make fried rice".

- Asking students to discuss on their group.

- Post-test preparation discussion session

- Give post-test to students

Closing

- Students and teachers make conclusions important points about material "Procedure Text".

- Teachers and students reflect, students can convey the difficulties and challenges they face when learning in the classroom.

- The teacher informs the activities that will be carried out at the next meeting and ends with a closing prayer.

Note: 1 Lesson plan is used for four meetings (4 Treatments)

Appendix 7. Lesson Plan Control Group

LESSON PLAN
(Control group)

School   : SMP Negeri 2 Sukasada

Subject   : English language

Class/Semester : VII

Topic   : Procedure Text

Time Allotment : 2 x 45 Minutes

A. MAIN COMPETENCE

K1	Living and practicing the teachings of the religion they adhere to
K2	Appreciating and living with honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, self-confidence, in interacting effectively with the social and natural environment within reach of association and existence.
K3	Understanding knowledge (factual, conceptual, and procedural) based on students curiosity about science, technology, art, culture related to visible phenomena and events.
K4	Trying, processing, and presenting in the realm of the concrete (using, unraveling, arranging, modifying, and making) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned in schools and other sources that are the same in perspective /theory.

B. BASIC COMPETENCE AND INDICATOR OF COMPETENCE ACHIEVEMENT

Basic Competence	Indicator
3.7 Applying text structure and linguistic elements to carry out the social functions of the procedural text by stating and asking about recipes and manuals, short and simple, in accordance with the context of their use.	3.7.1 Identifying the structure of the procedural text by stating and asking about the recipe and manual, short and simple.
4.7. Capturing the meaning of procedural texts, spoken and written, in the form of recipes and manuals, short and simple.	3.7.2 Analyzing the language features of oral and written procedure text by providing and requesting information regarding food / beverage recipes and manuals, short and simple, in accordance with the context of their use.
4.8 Compiling procedural texts, oral and written, short and simple, in the form of recipes and manuals, taking into account social functions, text structure, and linguistic elements that are correct and in context.	4.8.1 Creating a procedural text in the form of an essay by providing and requesting information regarding food / beverage recipes and manuals, short and simple, in accordance with the context of its use.

C. LEARNING OBJECTIVES

After participating in a series of learning activities, students are able to:

    a.   Identifying the structure of procedural texts.

    b.   Identifying the function of procedure text.

    c.   Analyzing the purpose of procedure text.

    d.   Identifying the types of procedure text.

D. LEARNING MATERIAL

    a. Oral text and written of procedure text (recipe and manual)

    b. Social Function of Procedure text.

    c. Structure of procedure text.

    d. Purpose of procedure text.

    e. Types of procedure text.

E. LEARNING MEDIA

- Students Worksheet (Lembar Kerja Siswa)
- Notebook

F. STEP OF TEACHING

Introduction
• Greeting the students and asking a student to pray.
• Asking the students to fill attendant list
• Explaining the objectives learning.
• Delivering material coverage activities in teaching learning process.
Core Activities
• Teacher instruct students to open student worksheets and find material related to Procedure text
• Ask general questions related to procedure text to stimulate students' curiosity
- Do you know banana fried?
- Have you ever eaten that food?
- What should we prepare before making Banana Fried?
- What should we do after that?
• Giving explanation to the students about procedure text (using student worksheet).
• Asking the students to read and to observe texts about procedural texts (example on the student worksheet).
• Asking the students to find out:

- The structure of the text.

- The purpose of the text.

- The function of the text.

- The type of the texts.

- Discussing the answers with the students.

- Dividing students into 4 groups.

- Giving each group texts example about procedure text on the student worksheet.

- Asking students to discuss on their group.

- Post-test preparation discussion session

- Give post-test to students

Closing

- Students and teachers make conclusions important points about material "Procedure Text".

- Teachers and students reflect, students can convey the difficulties and challenges they face when learning in the classroom.

- The teacher informs the activities that will be carried out at the next meeting and ends with a closing prayer.

Note: 1 Lesson plan is used for four meetings (4 Treatments)

Appendix 8. Blueprint Post-test

Material   : Procedure Text

Number of question   : 20

Basic Competence	Class/ semester	Material	Indicator of Question	Level of cognitive				No of item
				C1	C2	C3	C4	
3.7 Applying text structure and linguistic elements to carry out the social functions of the procedural text by stating and asking about recipes and manuals, short and simple, in accordance with the context of their use.	VII/2	Procedure Text	3.7.1 Identifying the structure of the procedural text by stating and asking about the recipe and manual, short and simple.	1, 4, 5	6. 11	8, 13	10, 15, 16, 18	10
			3.7.2 Analyzing the language features of oral and written procedure text by providing and	2, 3	7, 12	9, 14	17, 19, 20	10

			requesting information regarding food / beverage recipes and manuals, short and simple, in accordance with the context of their use.					
Total number of item								20

Appendix 9. Instrument Post-test

Post-test

Please choose the best answer based on the text above!

- -

1. Base on meaning, what is the procedure text?
   a. Procedure text that is text that is give instructions how to do or operating something
   b. Procedure Text that is text that give notice about how to do something
   c. Procedure Text that is text have purpose to entertain reader
   d. Procedure Text that is text is a text that aims or describes something.

2. The tenses used in procedure text are:
   a. Future Tense
   b. Past Tense
   c. Simple Present Tense
   d. Past Continuous Tense

3. Which of the following is a generic structure procedure text?
   a. Resolution
   b. Goals
   c. Command
   d. Complication

4. List of instructions or correct sequence of steps to do something in procedure text, is the definition of....
   e. Goals
   f. Result
   g. Materials
   h. Step

5. Which of the following includes imperative sentences (command form) in the procedure text ?
   a. first, second,third
   b. don't mix , turn on , cut into slices
   c. always , sometime , not ever
   d. get up , wake up , something

Please read the following text for answer question 6-10!

How to Make Potato Bregedel

Ingredients:

- 150 g potato
- 1 tablespoon flour
- 1 egg
- 1 spoon chicken flavoring
- 1 cup vegetable oil for frying

Steps:

- Boiled potatoes about 15 minutes
- Mash the potato with a fork.
- Put the mashed potato in a bowl and mix with the flour and chicken flavoring, followed by an egg.
- Shape the potato into the size of a golf ball and flatten a little with a fork.
- Heat the vegetable oil in a medium flame. When the oil is hot, drop the potato dough into the oil, five or six at a time.
- Fry until golden brown on both sides, drain on absorbent paper and serve hot with chili or sauce.

6. Which statement is *true* about the instruction?
   a. We need the big fire to make oil become hot.
   b. We drop the potato dough into the oil, five or six at a time when the oil is hot.
   c. We fork to flatten the shape of potato.
   d. We fry the potato before golden brown.

7. What is the main ingredient of the potato bregedel?
   a. Potato
   b. flour
   c. chicken flavoring
   d. Oil

8. When we add the egg in making potato bregedel?
    a. After we shape the potato and before we mask the potato.
    b. After we drop the potato into the oil.
    c. Between we masked the potato and shape the potato.
    d. While we shape the potato.

9. What is the social function of this text?
    a. To entertain the readers about potato Bregedel.
    b. To retell about potato Bregedel.
    c. To describe about potato Bregedel
    d. To information about how to make patato Bregedel

10. Mash the Potato with a fork. The underlined word has the closest meaning to. .
    a. Crush
    b. cut
    c. Slice
    d. Mix

Please read the following text for answer question 10-15!

How to Make Flannel Rose Ring

Material

1. Red Flannel around 10×10 cm
2. Scissors
3. Glue

Instruction:

1. Cut round the flannel about 5×3 cm and make spiral in it.
2. Glue each side of spiral flannel.
3. *Twist* it from central until the end (look like a rose).
4. Cut the flannel in a rectangle (the size depend on your finger).
5. Put the rose in a rectangle and glue it.
6. Flannel rose ring is ready to wear.

---

11. We need flannel . . . to make rose ring.
    a. Less than 10x10cm
    b. About 10x10cm
    c. Twice 10x10cm
    d. More than 10x10cm

12. What should we do after we cut round the flannel?
    a. Glue each side of the flannel
    b. Twist from the central until the end
    c. Cut it in spiral form
    d. Put the rose in a rectangle and glue it.

13. Material that we need when make flannel rose ring, *except*?

    a. Knife
    b. Scissors
    c. Red Flannel
    d. Glue

14. Which statement is <u>not true</u> about the instruction?
    a. We need glue each side of spiral flannel.
    b. We need cut the flannel in a rectangle
    c. We need to wash the ring after it's done
    d. We need put the rose in a rectangle.

15. <u>Cut</u> round the flannel about 5×3 cm and make spiral in it. The underlined word has the closest meaning to. . .
    a. Paste
    b. Chop
    c. Mix
    d. Roll

Question 16-20 (Please fill in the blank following sentences into good steps on how to make coffee)

How to make coffee

- First, put ....*(16)*....in a teapot, then heat it until it boils.

- Second, while waiting for the water to .....*(17)*....add 2 spoons of coffee powder and 1 half spoon of sugar into the cup.

- Then stir until the coffee powder and sugar are .....*(18)*......

- Fourth, when the water is boiling.....*(19)*.... it into a cup containing a mixture of coffee and sugar.

- Make sure that the water is not too much, because if there is too much water will make taste not good.

- The last step stir using .....*(20)*.....until evenly distributed, and the coffee is ready to be enjoyed.

---

16. a. sugar
    b. coffee powder
    c. water
    d. oil

17. a. freeze
    b. boiling
    c. chill
    d. drain

18. a. mixed
    b. separated
    c. changed
    d. moist

19. a. throw
    b. slice
    c. kick
    d. pour

20. a. spoon
    b. Cup
    c. Teapot
    d. sugar

Appendix 10. Post-Test Result

No	Sample	Experiment group	Control Group
1	Student 1	75	55
2	Student 2	85	70
3	Student 3	80	70
4	Student 4	75	65
5	Student 5	80	45
6	Student 6	60	70
7	Student 7	60	65
8	Student 8	70	75
9	Student 9	60	75
10	Student 10	75	50
11	Student 11	65	55
12	Student 12	70	60
13	Student 13	80	75
14	Student 14	65	75
15	Student 15	65	60
16	Student 16	80	65
17	Student 17	70	45
18	Student 18	70	55
19	Student 19	50	35
20	Student 20	65	45
21	Student 21	50	65
22	Student 22	75	55
23	Student 23	65	75
24	Student 24	65	60
25	Student 25	60	45
26	Student 26	60	75
27	Student 27	70	85
28	Student 28	95	65
29	Student 29	40	60
30	Student 30	55	85
31	Student 31	50	60
32	Student 32	70	70
33	Student 33	70	
34	Student 34	80	
35	Student 35	75	
	Mean	*68.00*	*62.8125*

Appendix 11. Content Validity

Expert Judge Sheet

Instrument: Blueprint Try-Out Post Test

Expert Judge 1: Prof. Dr. Nyoman Padmadewi. M.A.

Number of Item	Responses		Suggestions
	Relevant	Irrelevant	
1	✓	-	-
2	✓	-	-
3	✓	-	-
4	✓	-	-
5	✓	-	-
6	✓	-	-
7	✓	-	-
8	✓	-	-
9	✓	-	-
10	✓	-	-
11	✓	-	-
12	✓	-	-
13	✓	-	-
14	✓	-	-
15	✓	-	-
16	✓	-	-
17	✓	-	-
18	✓	-	-
19	✓	-	-
20	✓	-	-

Expert Judge Sheet

Instrument: Blueprint Try-Out Post Test

Expert Judge 2: Ni Putu Astiti Pratiwi. S.Pd,.M.Pd

Number of Item	Responses		Suggestions
	Relevant	Irrelevant	
1	✓	-	-
2	✓	-	-
3	✓	-	-
4	✓	-	-
5	✓	-	-
6	✓	-	-
7	✓	-	-
8	✓	-	-
9	✓	-	-
10	✓	-	-
11	✓	-	-
12	✓	-	-
13	✓	-	-
14	✓	-	-
15	✓	-	-
16	✓	-	-
17	✓	-	-
18	✓	-	-
19	✓	-	-
20	✓	-	-

Gregory content validity category.

Content Validity	Qualification
0.80 – 1.00	Very high
0.60 – 0.79	High
0.40 – 0.59	Moderate
0.20 – 0.39	Low
0.00 – 0.19	Very Low

$$\text{Content Validity} = \frac{D}{(A+B+C+D)}$$

$$= \frac{20}{0+0+0+20}$$

$$= 1$$

Base on the result, score of the instrument is 1. It can be conclude the qualification category content validity is very high.

Appendix 12. Instrument Validity Post-test

Respondent	Number of Item																				Total
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	
R1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	15
R2	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	17
R3	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	16
R4	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	15
R5	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	16
R6	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	1	12
R7	0	1	1	1	0	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	12
R8	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	14
R9	1	1	0	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	12
R10	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	15
R11	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	0	13
R12	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0	1	1	1	1	14
R13	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	16
R14	1	1	1	0	0	1	0	1	0	0	1	0	1	1	1	1	1	0	0	1	13
R15	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	1	0	1	13

R16	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	16
R17	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	1	0	1	1	14
R18	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	14
R19	0	1	1	0	1	1	0	0	1	0	1	0	0	1	1	0	1	0	0	1	10
R20	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	0	1	1	0	13
R21	1	1	1	1	0	0	1	1	0	0	0	1	1	0	1	1	0	0	0	0	10
R22	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	15
R23	1	1	1	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	1	1	13
R24	0	0	1	0	1	1	1	0	1	0	0	1	0	1	1	1	1	1	0	1	13
R25	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	0	1	0	0	12
R26	1	1	0	0	1	1	1	0	1	1	0	1	0	1	0	0	1	0	1	1	12
R27	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	0	0	14
R28	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
R29	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	1	1	8
R30	1	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	0	0	0	11
R31	0	1	1	0	1	0	1	0	1	1	0	1	0	0	1	0	0	0	1	1	10
R32	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	0	0	14
R33	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	1	0	14
R34	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	16
R35	1	1	0	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	15
R36	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	1	0	0	0	1	11

R37	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	1	1	14
R38	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	14
R39	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	0	13
R40	0	0	0	1	0	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0	9
R41	1	1	0	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	14
R42	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	13
R43	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	15
R44	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	15
R45	1	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	1	0	1	1	10
R46	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	1	0	0	11
R47	1	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	0	1	12
R48	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	15
R49	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	15
R50	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	0	12
R51	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	13
R52	1	1	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	9
R53	1	0	0	1	0	1	0	1	0	1	0	1	1	0	0	1	0	1	1	1	11
R54	0	1	1	1	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	7
R55	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	1	1	0	0	0	9
R56	1	1	0	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	13
R57	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	11

R58	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	15
R59	1	1	0	0	0	1	0	1	0	0	0	1	1	1	1	1	1	1	1	0	12
R60	1	1	1	0	1	0	1	0	1	1	0	1	0	0	0	0	0	1	0	0	9
R61	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	15
R62	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	17
R63	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	1	13
R64	1	1	0	1	0	1	1	1	0	1	0	1	1	0	0	1	0	1	1	0	12
R65	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	17
R66	1	1	0	1	0	1	1	1	0	0	0	1	1	0	0	1	0	1	1	0	12
R67	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	14
Total	61	61	58	55	50	53	51	44	45	33	37	36	40	36	31	40	36	38	34	39	

Result Analysis validity SPSS

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	Total
X1	Pearson Correlation	1	.334**	.075	.095	.004	.205	.130	.196	-.039	-.036	-.156	.033	.189	-.200	.074	.135	-.200	.074	-.075	-.130	.258*
	Sig. (2-tailed)		.006	.548	.445	.974	.097	.295	.111	.755	.775	.207	.791	.126	.105	.554	.277	.105	.554	.546	.293	.035
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X2	Pearson Correlation	.334**	1	.001	.192	.296*	.103	.118	-.032	.247*	.073	-.054	.155	-.072	-.209	.028	-.150	-.209	.120	-.054	-.032	.269*
	Sig. (2-tailed)	.006		.991	.119	.015	.409	.343	.797	.044	.558	.665	.212	.561	.090	.825	.227	.090	.334	.665	.797	.027
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X3	Pearson Correlation	.075	.001	1	-.050	.089	-.166	-.070	-.091	.011	-.256*	.112	-.466**	-.103	-.319**	.151	-.056	-.319**	.468**	.446**	-.153	-.305*
	Sig. (2-tailed)	.548	.991		.689	.472	.179	.572	.466	.930	.036	.367	.000	.408	.008	.224	.655	.008	.000	.000	.216	.012
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X4	Pearson Correlation	.095	.192	-.050	1	-.063	.111	.292*	.169	-.119	.051	.131	.033	.200	-.223	.045	.244*	-.223	.113	-.072	-.036	.312*
	Sig. (2-tailed)	.445	.119	.689		.610	.372	.016	.171	.337	.681	.289	.793	.105	.069	.716	.047	.069	.363	.564	.774	.010
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X5	Pearson Correlation	.004	.296*	.089	-.063	1	.033	.134	-.240*	.824**	.120	.131	.101	-.225	-.155	.113	-.337**	-.155	.045	-.207	.033	.269*
	Sig. (2-tailed)	.974	.015	.472	.610		.788	.278	.050	.000	.334	.289	.417	.067	.211	.363	.005	.211	.716	.093	.793	.028
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

X6	Pearson Correlation	.205	.103	-.166	.111	.033	1	-.005	.132	-.024	.080	.096	.132	.229	.080	.078	.198	.080	.078	.096	-.007	.476**
	Sig. (2-tailed)	.097	.409	.179	.372	.788		.969	.288	.845	.518	.441	.288	.063	.518	.530	.109	.518	.530	.441	.953	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X7	Pearson Correlation	.130	.118	-.070	.292*	.134	-.005	1	-.333**	.225	.182	-.152	.164	-.331**	.039	.182	-.228	.039	.112	.059	.022	.277*
	Sig. (2-tailed)	.295	.343	.572	.016	.278	.969		.006	.067	.140	.218	.184	.006	.751	.140	.064	.751	.366	.636	.858	.023
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X8	Pearson Correlation	.196	-.032	-.091	.169	-.240*	.132	-.333**	1	-.377**	-.141	.211	-.043	.662**	-.079	.063	.732**	-.079	.003	-.094	-.104	.294*
	Sig. (2-tailed)	.111	.797	.466	.171	.050	.288	.006		.002	.255	.087	.729	.000	.524	.610	.000	.524	.983	.451	.400	.016
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X9	Pearson Correlation	-.039	.247*	.011	-.119	.824**	-.024	.225	-.377**	1	.035	.039	.145	-.285*	.035	.147	-.387**	.035	.083	-.091	.145	.302*
	Sig. (2-tailed)	.755	.044	.930	.337	.000	.845	.067	.002		.777	.756	.241	.019	.777	.234	.001	.777	.505	.465	.241	.013
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X10	Pearson Correlation	-.036	.073	-.256*	.051	.120	.080	.182	-.141	.035	1	-.128	.229	-.145	-.179	-.213	-.227	-.179	.214	.668**	.168	.255*
	Sig. (2-tailed)	.775	.558	.036	.681	.334	.518	.140	.255	.777		.302	.062	.240	.148	.083	.065	.148	.082	.000	.175	.037
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X11	Pearson Correlation	-.156	-.054	.112	.131	.131	.096	-.152	.211	.039	-.128	1	-.398**	.171	.239	.128	.103	.239	-.354**	-.207	.028	.243*
	Sig. (2-tailed)	.207	.665	.367	.289	.289	.441	.218	.087	.756	.302		.001	.167	.051	.304	.405	.051	.003	.092	.821	.048
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

120

X12	Pearson Correlation	.033	.155	-.466**	.033	.101	.132	.164	-.043	.145	.229	-.398**	1	.025	-.203	-.119	.080	-.203	.792**	.272*	-.104	.306*
	Sig. (2-tailed)	.791	.212	.000	.793	.417	.288	.184	.729	.241	.062	.001		.843	.100	.339	.521	.100	.000	.026	.400	.012
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X13	Pearson Correlation	.189	-.072	-.103	.200	-.225	.229	-.331**	.662**	-.285*	-.145	.171	.025	1	-.145	.023	.596**	-.145	.023	-.082	-.166	.258*
	Sig. (2-tailed)	.126	.561	.408	.105	.067	.063	.006	.000	.019	.240	.167	.843		.240	.856	.000	.240	.856	.509	.178	.035
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X14	Pearson Correlation	-.200	-.209	-.319**	-.223	-.155	.080	.039	-.079	.035	-.179	.239	-.203	-.145	1	.153	-.030	1.000**	-.091	.117	.229	.242*
	Sig. (2-tailed)	.105	.090	.008	.069	.211	.518	.751	.524	.777	.148	.051	.100	.240		.216	.807	0.000	.464	.346	.062	.048
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X15	Pearson Correlation	.074	.028	.151	.045	.113	.078	.182	.063	.147	-.213	.128	-.119	.023	.153	1	.083	.153	-.201	-.354**	.063	.294*
	Sig. (2-tailed)	.554	.825	.224	.716	.363	.530	.140	.610	.234	.083	.304	.339	.856	.216		.505	.216	.103	.003	.610	.016
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X16	Pearson Correlation	.135	-.150	-.056	.244*	-.337**	.198	-.228	.732**	-.387**	-.227	.103	.080	.596**	-.030	.083	1	-.030	.083	-.091	-.116	.302*
	Sig. (2-tailed)	.277	.227	.655	.047	.005	.109	.064	.000	.001	.065	.405	.521	.000	.807	.505		.807	.505	.465	.350	.013
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X17	Pearson Correlation	-.200	-.209	-.319**	-.223	-.155	.080	.039	-.079	.035	-.179	.239	-.203	-.145	1.000**	.153	-.030	1	-.091	.117	.229	.242*
	Sig. (2-tailed)	.105	.090	.008	.069	.211	.518	.751	.524	.777	.148	.051	.100	.240	0.000	.216	.807		.464	.346	.062	.048
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

X18	Pearson Correlation	.074	.120	-.468**	.113	.045	.078	.112	.003	.083	.214	-.354**	.792**	.023	-.091	-.201	.083	-.091	1	.248*	-.058	.332**
	Sig. (2-tailed)	.554	.334	.000	.363	.716	.530	.366	.983	.505	.082	.003	.000	.856	.464	.103	.505	.464		.043	.641	.006
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X19	Pearson Correlation	-.075	-.054	-.446**	-.072	-.207	.096	.059	-.094	-.091	.668**	-.207	.272*	-.082	.117	-.354**	-.091	.117	.248*	1	.332**	.256*
	Sig. (2-tailed)	.546	.665	.000	.564	.093	.441	.636	.451	.465	.000	.092	.026	.509	.346	.003	.465	.346	.043		.006	.037
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
X20	Pearson Correlation	-.130	-.032	-.153	-.036	.033	-.007	.022	-.104	.145	.168	.028	-.104	-.166	.229	.063	-.116	.229	-.058	.332**	1	.294*
	Sig. (2-tailed)	.293	.797	.216	.774	.793	.953	.858	.400	.241	.175	.821	.400	.178	.062	.610	.350	.062	.641	.006		.016
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67
Total	Pearson Correlation	.258*	.269*	-.305*	.312*	.269*	.476**	.277*	.294*	.302*	.255*	.243*	.306*	.258*	.242*	.294*	.302*	.242*	.332**	.256*	.294*	1
	Sig. (2-tailed)	.035	.027	.012	.010	.028	.000	.023	.016	.013	.037	.048	.012	.035	.048	.016	.013	.048	.006	.037	.016	
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Conclusion Validity Post-test

If Sig 2-tailed is less than 0.05 (p < 0.05) the instrument is valid, but if Sig 2-tailed is higher than 0.05 (p > 0.05) the instrument can be said invalid.

Item	Pearson Correlation	Sig. (2-tailed)	Criteria
X1	.258[*]	.035	Valid
X2	.269[*]	.027	Valid
X3	-.305[*]	.012	Valid
X4	.312[*]	.010	Valid
X5	.269[*]	.028	Valid
X6	.476[**]	.000	Valid
X7	.277[*]	.023	Valid
X8	.294[*]	.016	Valid
X9	.302[*]	.013	Valid
X10	.255[*]	.037	Valid
X11	.243[*]	.048	Valid
X12	.306[*]	.012	Valid
X13	.258[*]	.035	Valid
X14	.242[*]	.048	Valid
X15	.294[*]	.016	Valid
X16	.302[*]	.013	Valid
X17	.242[*]	.048	Valid
X18	.332[**]	.006	Valid
X19	.256[*]	.037	Valid
X20	.294[*]	.016	Valid

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 13. Reliability Analysis

Cronbach's Alpha Reliability Category

Cronbach's Alpha score	Level of Reliability
0.0 - 0.20	Less Reliable
>0.20 – 0.40	Rather Reliable
>0.40 – 0.60	Quite Reliable
>0.60 – 0.80	Reliable
>0.80 – 1.00	Very Reliable

Output Cronbach's Alpha Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.591	21

Based on the category table, the value is .591 >0.40-0.60. It means that the

reliability of the instrument is quite reliable.
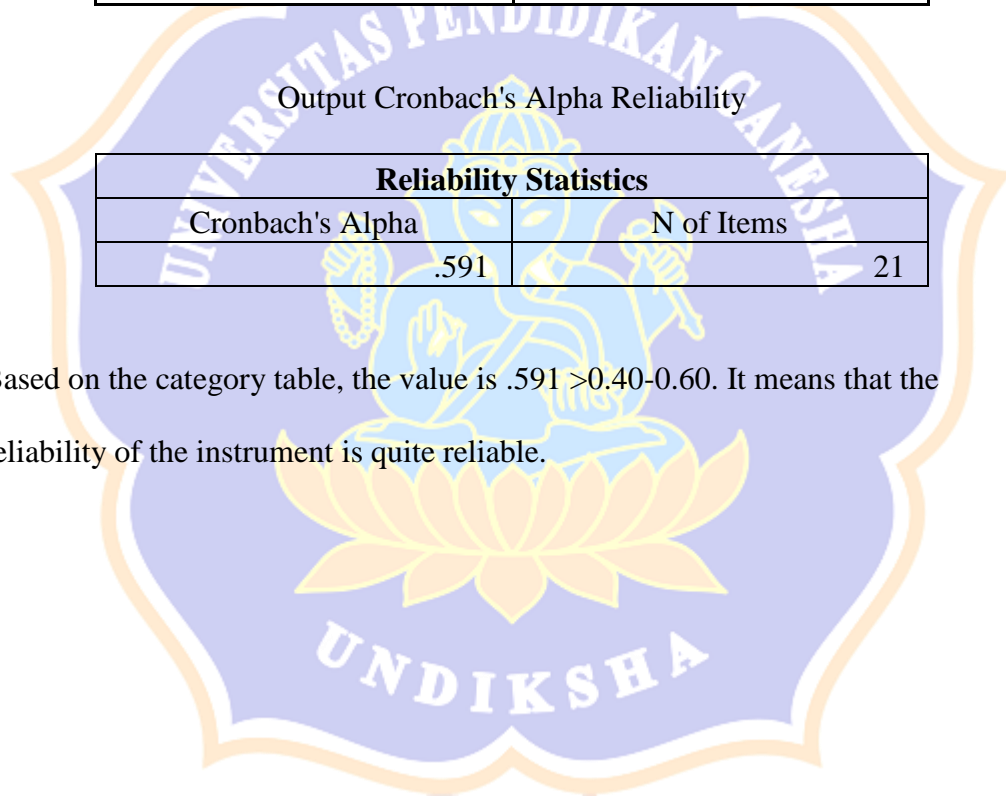
Appendix 14. Data Description of Post-test Experiment Group

Statistics		
Experiment		
N	Valid	35
	Missing	0
Mean		68.71
Median		70.00
Mode		65
Std. Deviation		10.734
Variance		115.210
Range		55

Histogram

Mean = 68.71
Std. Dev. = 10.734
N = 35
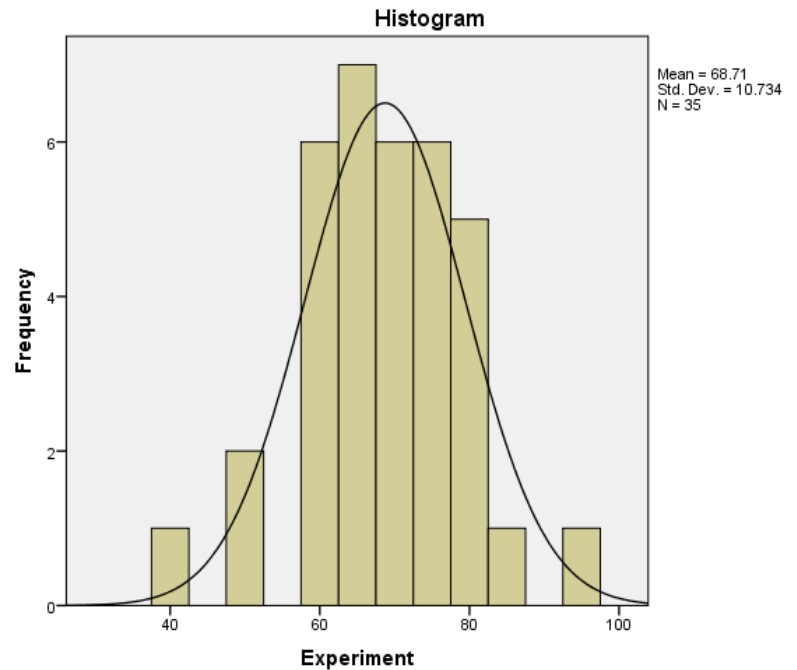
Experiment				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	2.9	2.9	2.9
	50	2	5.7	5.7	8.6
	60	6	17.1	17.1	25.7
	65	7	20.0	20.0	45.7
	70	6	17.1	17.1	62.9
	75	6	17.1	17.1	80.0
	80	5	14.3	14.3	94.3
	85	1	2.9	2.9	97.1
	95	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Appendix 15. Data Description Post-test of Control Group

Statistics		
Control		
N	Valid	32
	Missing	0
Mean		62.81
Median		65.00
Mode		75
Std. Deviation		12.177
Variance		148.286
Range		50

Histogram

Mean = 62.81
Std. Dev. = 12.177
N = 32
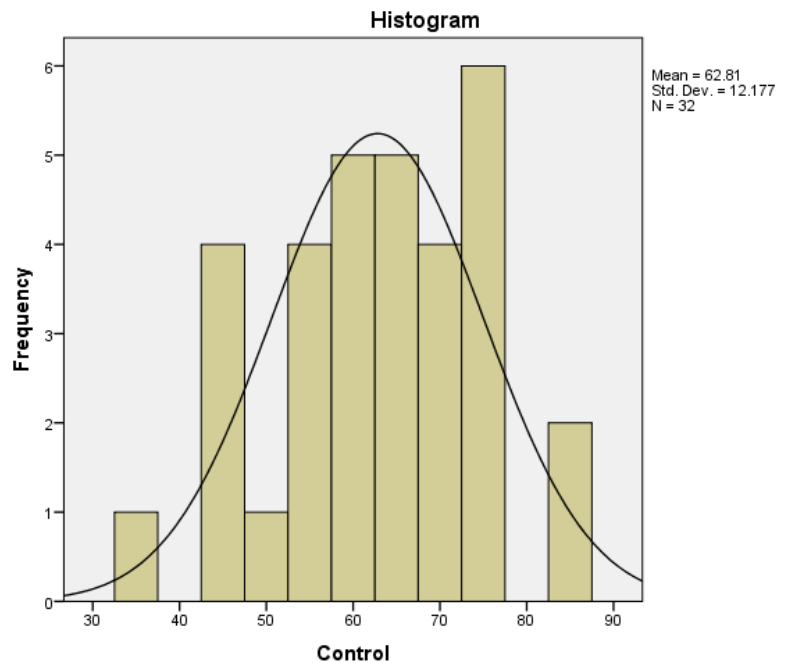
Control				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.1	3.1	3.1
	45	4	12.5	12.5	15.6
	50	1	3.1	3.1	18.8
	55	4	12.5	12.5	31.3
	60	5	15.6	15.6	46.9
	65	5	15.6	15.6	62.5
	70	4	12.5	12.5	75.0
	75	6	18.8	18.8	93.8
	85	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Appendix 16. Result Normality Post-test

Case Processing Summary

		Cases					
		\multicolumn{2}{c}{Valid}	\multicolumn{2}{c}{Missing}	\multicolumn{2}{c}{Total}
	Class	N	Percent	N	Percent	N	Percent
Result Post-Test	Experiment Group	35	100.0%	0	0.0%	35	100.0%
	Control Group	32	100.0%	0	0.0%	32	100.0%

Descriptive

		Class		Statistic	Std. Error
Result Post-Test	Experiment Group	\multicolumn{2}{c}{Mean}	68.71	1.814
		95% Confidence Interval for Mean	Lower Bound	65.03	
			Upper Bound	72.40	
		\multicolumn{2}{c}{5% Trimmed Mean}	68.85	
		\multicolumn{2}{c}{Median}	70.00	
		\multicolumn{2}{c}{Variance}	115.210	
		\multicolumn{2}{c}{Std. Deviation}	10.734	
		\multicolumn{2}{c}{Minimum}	40	

		Maximum		95	
		Range		55	
		Interquartile Range		15	
		Skewness		-.251	.398
		Kurtosis		.944	.778
	Control Group	Mean		62.81	2.153
		95% Confidence Interval for Mean	Lower Bound	58.42	
			Upper Bound	67.20	
		5% Trimmed Mean		62.92	
		Median		65.00	
		Variance		148.286	
		Std. Deviation		12.177	
		Minimum		35	
		Maximum		85	
		Range		50	
		Interquartile Range		19	
		Skewness		-.267	.414
		Kurtosis		-.338	.809

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result Post-Test	Experiment Group	.123	35	.200[*]	.964	35	.304
	Control Group	.103	32	.200[*]	.964	32	.354

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction
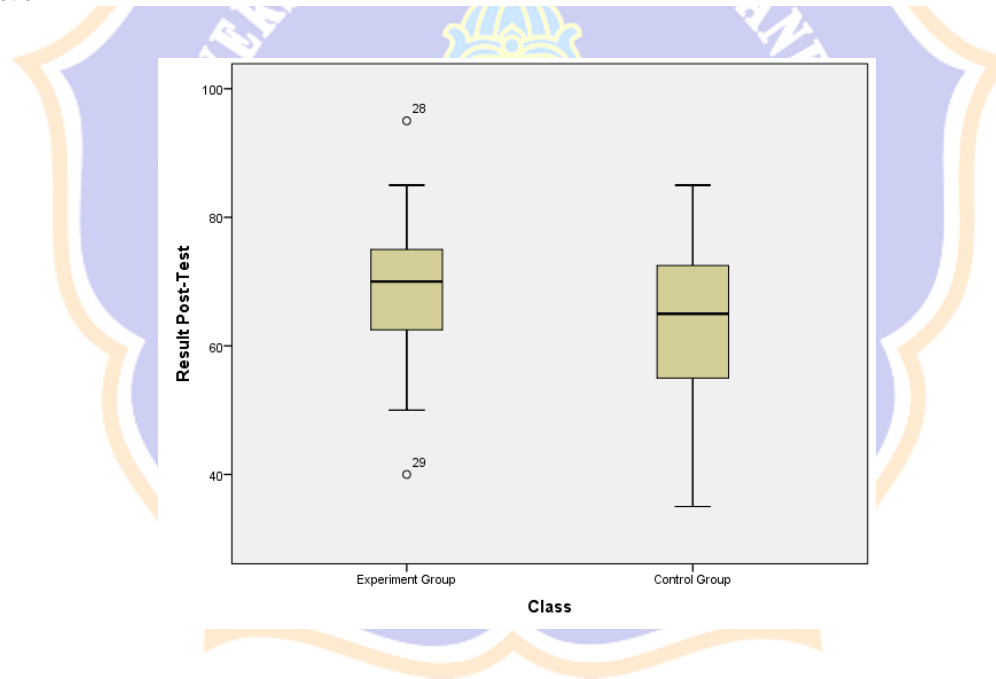
Appendix 17. Result Homogeneity Post-test

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
.882	1	65	.351

ANOVA

Result

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	582.251	1	582.251	4.445	.039
Within Groups	8514.018	65	130.985		
Total	9096.269	66			

Means Plot
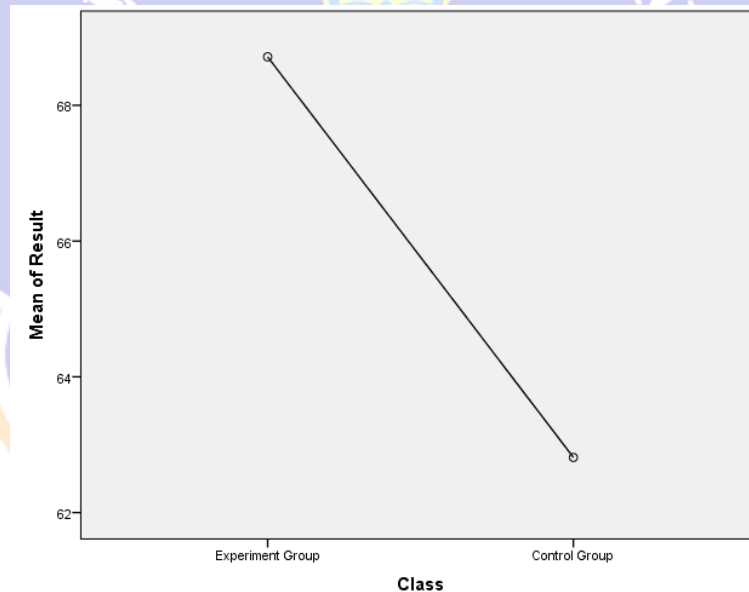
Appendix 18. Result T-test Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result Post-Test	Equal variances assumed	.882	.351	2.108	65	.039	5.902	2.799	.311	11.492
	Equal variances not assumed			2.096	62.109	.040	5.902	2.815	.274	11.529

Independent Samples Test

Appendix 19. Class Schedule *SMP Negeri 2 Sukasada*

JADWAL PELAJARAN SEMESTER GENAP
TAHUN PELAJARAN 2021/2022

Teaching schedule in the Experiment group and Control group

Appendix 20. Documentation

Meeting 1 (Test) - 13 /01/ 2022

Meeting 2 (Learning material) – 17 /01/ 2022

Meeting 3 (Exercise quiz) – 18 /01/2022

Meeting 4 (play cooking games) 25/01/2022

Meeting 5 (Present assignment) 26/01/2022

Meeting 6 (Post-Test) 03 /02/2022

Picture with English teacher   Picture with head master

Appendix 21. Name of Students Sample

No	VII A Students	VII D Students
1	Gd.Aby Nanda Pradipta	Gede Paundra Sastra Wiguna
2	Gede Agus Shivayana	Gede Predi Peratama
3	Gede Wenten Ariana	Gede Risky Merta Dinata
4	I Gusti Ngurah Nyoman Budiawan	Gusti Ayu Komang Suniantari
5	I Kadek Redita Yasa	I Gusti Ayu Kania Kusuma Dewi
6	I Komang Putra Triyasa	I Kadek Pande Sumerta Yasa
7	I Made Andi Saputra	I Ketut Rai Sujatiyasa
8	I Made Deni Juliastrawan	I Made Arya Axia Ariawan Putra
9	I Wayan Suta Arianta	Kadek Adi Suputra
10	Kadek Andika Prawinata	Kadek Agus Widiana
11	Kadek Apriliani	Kadek Dwi Wirya Wiranata
12	Kadek Ari Sinta Astuti	Kadek Elza Mertania
13	Kadek Arya Nugrahita Kumara	Kadek Vania Diandra Putri
14	Kadek Delia Sukma Cahyani	Kadek Yuda Indrawan
15	Kadek Dwi Septemberiani	Ketut Purnamayanti
16	Kadek Januarta	Komang Della Sri Rahayu
17	Kadek Widiana	Komang Nanda Puspita
18	Ketut Ari Dwipa Yana Suputra	Komang Ratna Suteni
19	Ketut Damayanti	Made Dwi Citrawan
20	Ketut Septiasari	Made Murni Sari
21	Ketut Sutari Verayani	Made Sudarma Yasa
22	Komang Adi Sastrawan	Md. Rastika Yasa
23	Komang Aldy Nugraha	Ni Komang Trisnawati
24	Komang Anik Artini	Ni Luh Emi Evayanti
25	Luh Devalia Sintia Dewi	Ni Luh Putu Arista Dewi
26	Luh Gede Shintya Natalia	Ni Putu Lidya Pebri Lestari
27	Ni Kadek Bela Agustin	Nyoman Trisna Melyani
28	Ni Ketut Ratna Widianti	Putu Danta Pranata Putra
29	Putu Bela Andani	Putu Dika Arta Wiguna
30	Putu Dama Yanti	Putu Dika Juliana
31	Putu Nanda Putra Darmawan	Putu Diva Dirliawan
32	Putu Sukreni Kertiani	Putu Juli Damayanti
33		Putu Yodi Pratama
34		Satyam Agung
35		Zildan Fahrija

RIWAYAT HIDUP PENULIS

Kadek Agus Prayoga atau akrab di panggil Agus/Yoga lahir di Singaraja pada tanggal 20 Desember 1999. Penulis merupakan anak ke-empat dari pasangan suami istri Bapak Made Sumayasa dan Ibu Ketut Kartini. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Jalan Pahlawan, Gang 16, RT 16, Kelurahan Banjar Tegal, Kecamatan Buleleng, Kota Singaraja, Provinsi Bali.

Terkait Riwayat Pendidikan, Penulis menyelesaikan pendidikan sekolah dasar di SD Nomor 2 Candikuning yang berlokasi di Kabupaten Tabanan dan lulus pada tahun 2012. Setelah tamat sekolah dasar penulis melanjutkan di jenjang Sekolah Menengah Pertama Negeri 2 Sukasada yang berlokasi di desa Pancasari dan lulus pada tahun 2015. Untuk jenjang SMA penulis melanjutkan pendidikan di Sekolah Mengah Atas Negeri 2 Singaraja yang berlokasi di desa Sambangan, dengan jurusan kelas Bahasa (IBB "Ilmu Bahasa dan Budaya") dan lulus pada tahun 2018. Setelah lulus SMA penulis melanjutkan pendidikan di Universitas Pendidikan Ganesha dengan progrom studi Pendidikan Bahasa Inggris. Mulai dari tahun 2018 sampai dengan penulisan Skripsi ini, penulis masih terdaftar sebagai mahasiswa program studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.