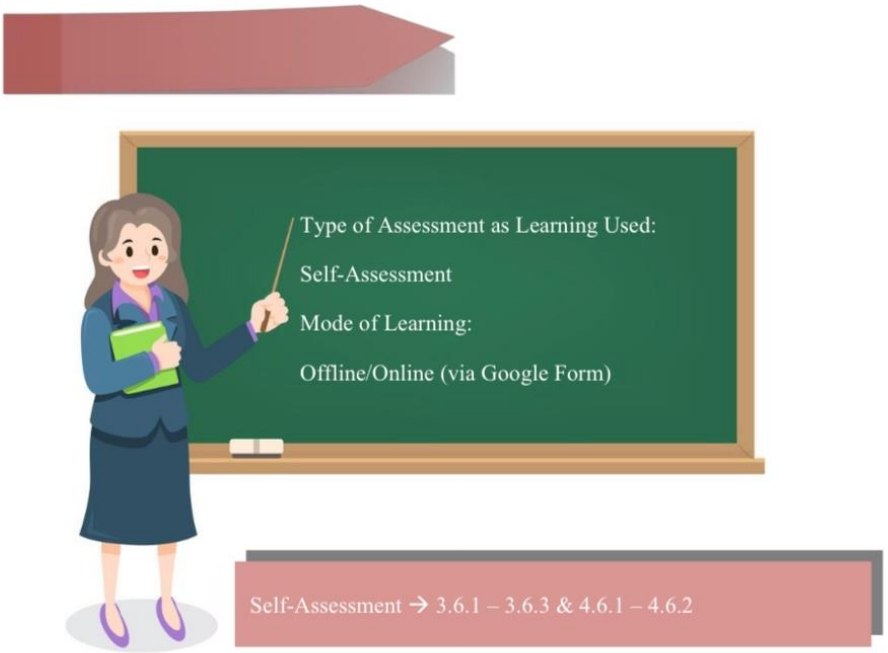
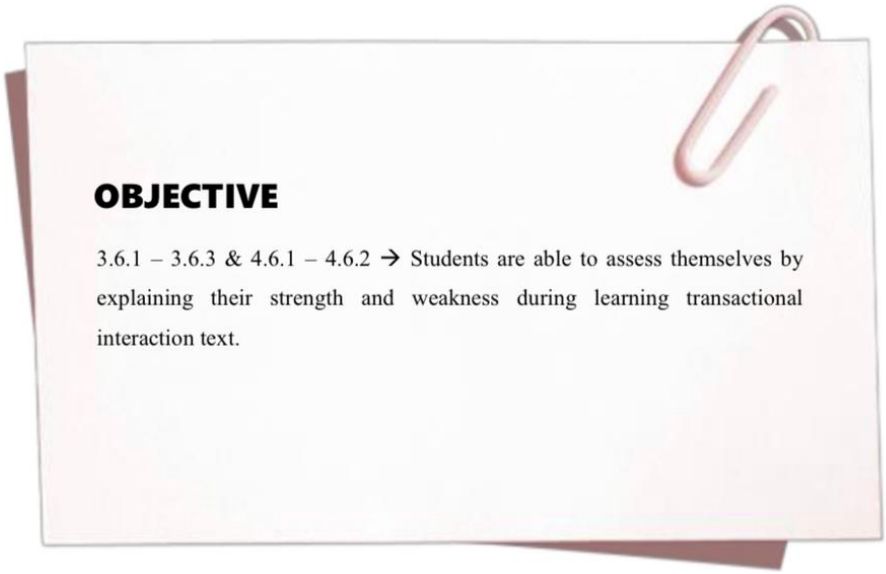
APPENDICES

Appendix 1. Blended English Literacy-based Assessment

1. Self-assessment





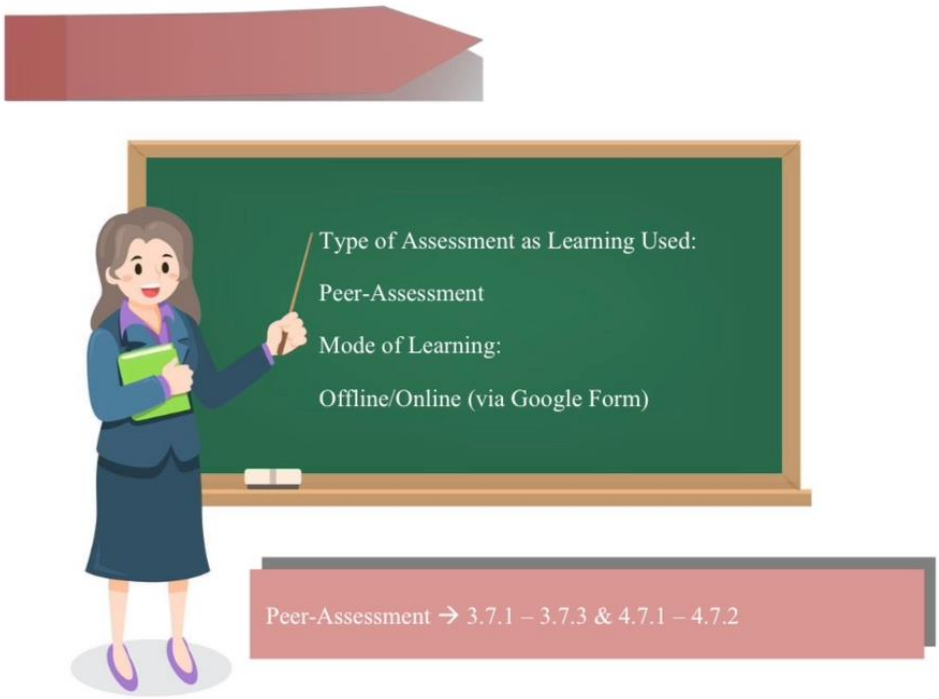
SELF-ASSESSMENT

What Could I Do?

Please give a tick (√) to the following statements which show your understanding of Transactional Interaction Text.

STATEMENTS	Poor	Fair	Moderate	Good	Very Good
I could identify the social function of transactional interaction text.					
I could analyze the generic structure of transactional interaction.					
I could analyze the language features of transactional interaction text (declarative and interrogative sentences; simple present tense).					
I could create transactional interaction text about behavior/actions/functions of people, animals, and things.					
I could modify transactional interaction text.					

2. Peer-assessment



OBJECTIVE

3.7.1 – 3.7.3 & 4.7.1 – 4.7.2 → Students are able to assess their friends during learning descriptive text.

PEER-ASSESSMENT

My Friend's Work

Please give a tick (√) to the following statements about your friend's work.

STATEMENTS	Poor	Fair	Moderate	Good	Very Good
My friend could interpret and compare social function of several descriptive texts.					
My friend could compare and analyze the generic structures of descriptive texts.					
My friend could classify the language features of descriptive texts.					
My friend could create descriptive text.					
My friend could modify certain descriptive texts.					

Appendix 2. Instrument Blueprints

1. English Language Competency Post-Test

A. Reading Skill

Basic Competency : Identifying social function, generic structures, and language features of spoken and written transactional interaction text that involves the act of giving and asking for information related to the behavior/actions/functions of people, animals, and things according to the context of its use (Pay attention to the language features of declarative, interrogative sentences, and simple present tense) (C3)

Topic : Behavior/actions/functions of people, animals, and things (transactional interaction text)

No.	Indicators	Level of Cognitive Domain				Number of Items
		C1	C2	C3	C4	
1.	Identifying social function of transactional interaction text related to the behavior/actions/functions of people, animals, and things			1		1
2.	Analyzing generic structure of transactional interaction text related to the behavior/actions/functions of people, animals, and things				2	1
3.	Analyzing language features of transactional interaction text in the context of declarative and interrogative sentences and simple present tense				3	1
Total Number of Items						3

B. Writing Skill

Basic Competency : Composing short and simple spoken and written transactional interaction text that involves the act of giving and asking for information related to the behavior/actions/functions of people, animals, and things by looking for the social function, generic structures, and language features correctly and contextually (C6)

Topic : Behavior/actions/functions of people, animals, and things (transactional interaction text)

No.	Indicators	Level of Cognitive Domain						Number of Items
		C1	C2	C3	C4	C5	C6	
1.	Composing spoken and written transactional interaction text about the behavior/actions/functions of people, animals, and things						1	1
Total Number of Items								1

C. Speaking Skill

Basic Competency : Composing short and simple spoken and written descriptive texts about people, animals, and things by looking for the social function, generic structures, and language features correctly and contextually (C6)

Topic : Descriptive text (people, animals, things)

No.	Indicators	Level of Cognitive Domain						Number of Items
		C1	C2	C3	C4	C5	C6	
1.	Creating spoken and written descriptive texts about people, animals, and things						1	1
Total Number of Items								1

D. Listening Skill

Basic Competency : Capturing the contextual meaning related to social function, generic structures, and language features of spoken and written descriptive texts about people, animals, and things (C3)

Topic : Descriptive text (people, animals, things)

No.	Indicators	Level of Cognitive Domain						Number of Items
		C1	C2	C3	C4	C5	C6	
1.	Completing missing parts (word and phrase) in a spoken descriptive text			1-10				10
Total Number of Items								10

Appendix 3. Research Instruments Before Validity Tests

1. English Language Competency Post-Test

Name/Class: _____

Post Test
(Reading Skill)

Read the conversation below to answer questions 1-3!

A Day with Gede and Komang

Gede: Hi, Komang. What are you doing?

Komang: Hi, Gede. I'm helping my father. He told me to feed the pig.

How about you? What are you doing here?

Gede: Oh, I'm going to find some food for my cow.

Komang: If you don't mind, let me help you after I feed the pig.

Gede: Is it okay? Thanks for your offer.

Komang: I'm done. Let's go!

Gede: By the way, have you done the task?

Komang: Which task?

Gede: English task.

Komang: Not yet. How about you?

Gede: Same with me. Do you mind completing the task with me?

Komang: Why not? Let's complete the task in my house.

Gede: Wow! Your house is super clean. Do you clean it every day?

Komang: Thanks! Yes, my family always cleans it every day.

Gede: Is it hard to clean your house? Because your house is so big!

Komang: Not really, because we clean it together.

Gede: I see. Now, let us do the task!

1) What is the text about?

Answer: _____

2) Complete the table with the activities done by Gede and Komang based on the conversation before.

QUESTION	ANSWER
Gede: What are you doing?	Komang: I'm helping my father. He told me to feed the pig.

3) Analyze the declarative and interrogative sentences and simple present tense in the conversation done by Gede and Komang.

LANGUAGE FEATURE	GEDE	KOMANG
Declarative Sentence	I'm going to find some food for my cow.	I'm helping my father.
Interrogative Sentence	What are you doing?	How about you?
Simple Present Tense	Thanks for your offer.	Let me help you after I feed the pig

Post Test
(Writing Skill)

Create Your Own Text

Hi students!

Please create a short and simple transactional interaction text by looking for its social function, generic structure, and language features! What you have to do:

1. Choose one picture and observe the picture.
2. Describe its behavior/actions/functions.
3. Create a short and simple conversation that include the behavior/actions/functions of the object (8-10 lines conversation)

Post Test
(Speaking Skill)

Hi students!

Please create your own descriptive text!

What you have to do:

1. Prepare the topic and the object of your descriptive text. It could be a person, animal, or thing.
2. Tell me about the person, animal, or thing you would like to describe in 10-15 sentences

Post Test
(Listening Skill)

Hi students!

Please listen to the audio given and fill in the missing parts of the descriptive text below

Audio:

https://drive.google.com/file/d/1lZciw_6FYuKlgDimItVNR2ZSsMMJSOog/view?usp=drivesdk

My Brother, Sam

My brother's name is Sam and he is only 1) _____. He is an elementary school student 2) _____. He is younger and shorter than I am but he says that he is the tallest person 3) _____. Sam has 4) _____ hair, freckles, 5) _____ and a small 6) _____. He doesn't wear 7) _____. Unfortunately, he doesn't like to study very much. He thinks it is much better to watch TV and play video games. 8) _____ is called Monster Shark Attack. He says that he wants to be an airline pilot when he grows up. Sometimes on weekends, 9) _____ come over to our home to play. Sam is my brother and 10) _____ but sometimes he's a little lazy and a little noisy.

2. Blueprint of Attitudes Questionnaires Towards Language Learning Post-Test

Questionnaire Items
Adapted from Gardner 1982

Aspect	Items	Original	Adaptation	Translation (Indonesia)
Behavioural	1	I plan to learn as much French as possible.	I plan to learn as much English as possible.	Saya ingin belajar bahasa Inggris sebanyak mungkin.
	2	Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups.	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.	Mempelajari bahasa Inggris penting bagi saya karena saya bisa bebas berpartisipasi dalam kegiatan komunitas budaya lain.
	3	Studying French can be important for me only because I'll need it for my future career.	Studying English can be important for me because I will need it for my future career.	Belajar bahasa Inggris penting bagi saya karena saya akan membutuhkannya untuk karir saya di masa depan.
	4	I would rather spend my time on subjects other than French.	I would rather spend my time on English subject.	Saya lebih suka menghabiskan waktu saya untuk belajar bahasa Inggris.
	5	I would study a foreign language in school even if it were not required.	I would study English in school even if it were not required.	Saya akan belajar bahasa Inggris di sekolah meskipun tidak diwajibkan.
Cognitive	1	French is an important part of the school programme.	English is an important part of the school programme.	Bahasa Inggris adalah bagian penting dari program sekolah.

	2	Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French.	Studying English can be important because it will allow me to be more at ease with other English speakers.	Mempelajari bahasa Inggris penting karena akan membuat saya lebih nyaman dengan penutur bahasa Inggris lainnya.
	3	Studying French can be important for me because it will allow me to meet and converse with more and varied people.	Studying English can be important for me because it will allow me to meet and converse with more and varied people.	Mempelajari bahasa Inggris penting bagi saya karena memungkinkan saya untuk bertemu dan berkomunikasi dengan lebih banyak orang.
	4	Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature.	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	Mempelajari bahasa Inggris penting bagi saya karena memungkinkan saya untuk lebih memahami dan menghargai seni dan sastra Inggris.
	5	Studying French can be important for me because it will make me a more knowledgeable person.	Studying English can be important for me because it will make me a more knowledgeable person.	Mempelajari bahasa Inggris penting bagi saya karena akan membuat saya menjadi orang yang lebih berwawasan.
Emotional	1	Learning French is really great.	Learning English is really great.	Belajar bahasa Inggris itu luar biasa.
	2	I really enjoy learning French.	I really enjoy learning English.	Saya sangat senang belajar bahasa Inggris.
	3	I love learning French.	I love learning English.	Saya suka belajar bahasa Inggris.

	4	I enjoy meeting and listening to people who speak other languages.	I enjoy meeting and listening to people who speak English.	Saya senang bertemu dan mendengarkan orang-orang yang berbicara menggunakan bahasa Inggris.
	5	Studying a foreign language is an enjoyable experience.	Studying English is an enjoyable experience.	Belajar bahasa Inggris adalah pengalaman yang menyenangkan.

Appendix 4. Content Validity Results of the Research Instruments

1. English Language Competency Post-Test

Expert Judgement Form
Expert 1: Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Skill	Items Numbers	Decision		Suggestion
		Relevant	Irrelevant	
Reading	1	√		
	2	√		
	3	√		
Writing	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
Speaking	1	√		1. Sesuaikan instruksi dengan karakteristik speaking yang diharapkan 2. Ganti minimal … kalimat dengan waktu 3. Ubah beberapa redaksi sesuai catatan
	2	√		
	3	√		
	4	√		
	5	√		
Listening	1	√		
	2	√		
	3	√		
	4	√		

	5	√		
	6	√		
	7	√		
	8	√		
	9	√		
	10	√		

Singaraja, 24 November 2022

Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP 196407141988102001

Expert Judgement Form
Expert 2: Dr. I G A. Lokita Purnamika Utami, S Pd., M.Pd.

Skill	**Items Numbers**	**Decision**		**Suggestion**
		Relevant	**Irrelevant**	
Reading	1	√		
	2	√		
	3	√		
Writing	1	√		
	2	√		
	3	√		

	4	√		
	5	√		
Speaking	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
Listening	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
	6	√		
	7	√		
	8	√		
	9	√		
	10	√		

Singaraja, 25 November 2022

Dr. I G A Lokita Purnamika Utami, S Pd., M.Pd.
NIP 198304022006042001

		Expert I	
		Irrelevant	Relevant
Expert II	Irrelevant	A 0	B 0
	Relevant	C 0	D 23

Notes:

A : Expert 1 and Expert 2 do not agree

B : Expert 1 agrees and Expert 2 does not agree

C : Expert 1 does not agree and Expert 2 agrees

D : Expert 1 and Expert 2 agree

Criteria of content validity:

0,80 –1,00 : very high validity

0,60 –0,79 : high validity

0,40 –0,59 : immediate validity

0,20 –0,39 : low validity

0,00 –0,19 : very low validity

Content validity = $\frac{D}{A+B+C+D}$

Content validity = $\frac{23}{0+0+0+23}$

Content validity = $\frac{23}{23}$ = 1,00

Based on the results, it was found that the content validity value of the expert judgment was 1.00, stating that the criteria was very high.

2. Attitudes Questionnaires Towards Language Learning Post-Test

Expert Judgement Form
Expert 1: Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Aspect	Items Number	Decision		Suggestion
		Relevant	Irrelevant	
Behavioural	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
Cognitive	1	√		
	2	√		Lihat hasil review
	3	√		
	4	√		
	5	√		
Emotional	1	√		
	2	√		
	3	√		
	4	√		
	5	√		

Singaraja, 24 November 2022

Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP 196407141988102001

Expert Judgement Form
Expert 2: Dr. I G A. Lokita Purnamika Utami, S Pd., M.Pd.

Aspect	Items Number	Decision		Suggestion
		Relevant	Irrelevant	
Behavioural	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
Cognitive	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
Emotional	1	√		
	2	√		
	3	√		
	4	√		
	5	√		

Singaraja, 25 November 2022

Dr. I G A Lokita Purnamika Utami, S Pd., M.Pd.
NIP 198304022006042001

		Expert I	
		Irrelevant	Relevant
Expert II	Irrelevant	A 0	B 0
	Relevant	C 0	D 15

Notes:

A : Expert 1 and Expert 2 do not agree

B : Expert 1 agrees and Expert 2 does not agree

C : Expert 1 does not agree and Expert 2 agrees

D : Expert 1 and Expert 2 agree

Criteria of content validity:

0,80 –1,00 : very high validity

0,60 –0,79 : high validity

0,40 –0,59 : immediate validity

0,20 –0,39 : low validity

0,00 –0,19 : very low validity

Content validity = $\frac{D}{A+B+C+D}$

Content validity = $\frac{15}{0+0+0+15}$

Content validity = $\frac{23}{23}$ = 1,00

Based on the results, it was found that the content validity value of the expert judgment was 1.00, stating that the criteria was very high.

Appendix 5. Empirical Validity Results of the Research Instruments

1. Try Out Results of English Language Competency Post-Test

No.	Reading Skill			
	Item 1	Item 2	Item 3	Total Score
1	10	10	10	30
2	10	10	10	30
3	10	0	10	20
4	0	10	10	20
5	10	10	10	30
6	10	10	10	30
7	10	10	0	20
8	10	0	10	20
9	0	10	0	10
10	0	0	10	10
11	10	10	10	30
12	10	0	0	10
13	0	10	0	10
14	10	10	10	30
15	0	0	10	10
16	0	0	0	0
17	0	0	0	0
18	0	10	10	20
19	0	0	0	0
20	10	10	10	30
21	0	0	0	0
22	10	10	10	30
23	0	0	0	0
24	10	10	10	30
25	0	0	0	0

No.	Writing Skill					
	Item 1	Item 2	Item 3	Item 7	Item 8	Total Score
1	2	2	3	2	2	11
2	2	2	2	2	2	10
3	2	3	3	3	2	13
4	1	2	2	2	2	9
5	2	2	2	2	2	10

6	1	2	2	2	2	9
7	2	2	2	2	2	10
8	2	2	3	2	2	11
9	1	2	2	2	2	9
10	1	2	2	2	2	9
11	2	3	2	2	3	12
12	1	2	2	2	2	9
13	2	2	2	2	2	10
14	2	2	2	2	2	10
15	2	2	2	2	2	10
16	2	2	3	2	2	11
17	1	2	2	2	2	9
18	2	2	2	2	2	10
19	1	2	2	2	2	9
20	2	3	3	3	3	14
21	1	2	2	2	1	8
22	2	2	2	2	2	10
23	2	2	3	2	2	11
24	1	2	2	2	2	9
25	2	2	2	2	2	10

No.	Speaking Skill					
	Item 1	Item 2	Item 3	Item 4	Item 5	Total Score
1	2	2	3	2	2	55
2	2	2	2	1	1	40
3	2	2	1	1	2	40
4	2	2	2	2	2	50
5	3	3	3	3	3	75
6	2	2	2	2	2	50
7	2	2	1	2	1	40
8	2	2	2	2	1	45
9	3	2	3	2	2	60
10	2	2	1	2	1	40
11	2	2	2	2	1	45
12	2	2	1	2	1	40
13	2	2	2	2	1	45
14	2	2	2	2	1	45
15	2	3	3	2	2	60

16	2	2	2	1	2	45
17	2	2	2	2	1	45
18	2	2	2	1	2	45
19	2	2	2	1	1	40
20	2	2	2	2	2	50
21	2	2	2	2	2	50
22	2	2	1	1	2	40
23	3	3	2	2	2	60
24	2	1	2	1	1	35
25	2	2	1	1	1	35

No.	Listening Skill										
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Score
1	1	1	1	0	1	1	1	0	1	1	8
2	1	0	0	0	0	0	0	0	0	1	2
3	0	1	0	0	0	0	0	0	1	0	2
4	1	0	1	1	1	1	1	1	1	1	9
5	0	1	1	0	0	1	1	1	1	1	7
6	1	1	1	1	1	1	1	1	1	0	9
7	0	0	1	0	0	1	0	0	0	0	2
8	0	1	1	1	1	1	1	1	1	1	9
9	1	1	1	1	0	1	1	1	0	1	8
10	0	1	1	1	1	1	1	1	1	1	9
11	1	1	1	1	0	1	0	1	1	1	8
12	0	0	0	0	0	0	0	0	1	1	2
13	1	1	1	1	1	0	1	1	0	1	8
14	1	1	1	1	0	1	1	1	1	0	8
15	1	1	1	0	1	1	1	1	0	1	8
16	0	0	1	0	0	0	0	1	0	0	2
17	0	1	0	0	0	0	1	0	0	0	2
18	1	1	0	1	1	1	1	0	1	1	8
19	0	1	0	0	0	1	0	0	0	0	2
20	0	0	0	0	1	0	0	0	0	1	2
21	1	1	1	1	1	1	1	1	1	0	9
22	1	0	1	1	1	1	0	0	1	1	7
23	0	1	0	1	1	0	0	1	1	1	6
24	0	1	0	1	0	0	0	0	0	0	2
25	1	0	1	0	0	0	0	1	0	0	3

The try out results of the reading skill, writing skill, and speaking skill tests were analyzed for the validity of the items by using Pearson Product Moment assisted by SPSS 24. The SPSS output was as follows.

Correlations

		Item_1	Item_2	Item_3	Total Score
Item_1	Pearson Correlation	1	.439*	.523**	.818**
	Sig. (2-tailed)		.028	.007	.000
	N	25	25	25	25
Item_2	Pearson Correlation	.439*	1	.428*	.777**
	Sig. (2-tailed)	.028		.033	.000
	N	25	25	25	25
Item_3	Pearson Correlation	.523**	.428*	1	.809**
	Sig. (2-tailed)	.007	.033		.000
	N	25	25	25	25
Total Score	Pearson Correlation	.818**	.777**	.809**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	25	25	25	25

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

Correlations

		Item_1	Item_2	Item_3	Item_4	Item_5	Total Score
Item_4	Pearson Correlation	1	.277	.421*	.221	.329	.691**
	Sig. (2-tailed)		.180	.036	.288	.108	.000
	N	25	25	25	25	25	25
Item_5	Pearson Correlation	.277	1	.369	.799**	.673**	.796**
	Sig. (2-tailed)	.180		.070	.000	.000	.000
	N	25	25	25	25	25	25
Item_6	Pearson Correlation	.421*	.369	1	.525**	.207	.721**
	Sig. (2-tailed)	.036	.070		.007	.321	.000
	N	25	25	25	25	25	25
Item_7	Pearson Correlation	.221	.799**	.525**	1	.394	.746**

	Sig. (2-tailed)	.288	.000	.007		.051	.000
	N	25	25	25	25	25	25
Item_8	Pearson Correlation	.329	.673**	.207	.394	1	.686**
	Sig. (2-tailed)	.108	.000	.321	.051		.000
	N	25	25	25	25	25	25
Total_Score	Pearson Correlation	.691**	.796**	.721**	.746**	.686**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	25	25	25	25	25	25

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

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

Correlations

		Item_1	Item_2	Item_3	Item_4	Item_5	Total Score
Item_1	Pearson Correlation	1	.553**	.439*	.427*	.500*	.734**
	Sig. (2-tailed)		.004	.028	.033	.011	.000
	N	25	25	25	25	25	25
Item_2	Pearson Correlation	.553**	1	.351	.492*	.514*	.744**
	Sig. (2-tailed)	.004		.085	.012	.009	.000
	N	25	25	25	25	25	25
Item_3	Pearson Correlation	.439*	.351	1	.413*	.460*	.767**
	Sig. (2-tailed)	.028	.085		.040	.021	.000
	N	25	25	25	25	25	25
Item_4	Pearson Correlation	.427*	.492*	.413*	1	.253	.699**
	Sig. (2-tailed)	.033	.012	.040		.222	.000
	N	25	25	25	25	25	25
Item_5	Pearson Correlation	.500*	.514**	.460*	.253	1	.750**
	Sig. (2-tailed)	.011	.009	.021	.222		.000
	N	25	25	25	25	25	25
Total_Score	Pearson Correlation	.734**	.744**	.767**	.699**	.750**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	25	25	25	25	25	25

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

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

The try out results of the listening skill test were analyzed for the validity of the items by using biserial point correlation (r_{pbi}) assisted by Microsoft Office Excel program as follows.

No.	Listening Skill										
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Score
1	1	1	1	0	1	1	1	0	1	1	8
2	1	0	0	0	0	0	0	0	0	1	2
3	0	1	0	0	0	0	0	0	1	0	2
4	1	0	1	1	1	1	1	1	1	1	9
5	0	1	1	0	0	1	1	1	1	1	7
6	1	1	1	1	1	1	1	1	1	0	9
7	0	0	1	0	0	1	0	0	0	0	2
8	0	1	1	1	1	1	1	1	1	1	9
9	1	1	1	1	0	1	1	1	0	1	8
10	0	1	1	1	1	1	1	1	1	1	9
11	1	1	1	1	0	1	0	1	1	1	8
12	0	0	0	0	0	0	0	0	1	1	2
13	1	1	1	1	1	0	1	1	0	1	8
14	1	1	1	1	0	1	1	1	1	0	8
15	1	1	1	0	1	1	1	1	0	1	8
16	0	0	1	0	0	0	0	1	0	0	2
17	0	1	0	0	0	0	1	0	0	0	2
18	1	1	0	1	1	1	1	0	1	1	8
19	0	1	0	0	0	1	0	0	0	0	2
20	0	0	0	0	1	0	0	0	0	1	2
21	1	1	1	1	1	1	1	1	1	0	9
22	1	0	1	1	1	1	0	0	1	1	7
23	0	1	0	1	1	0	0	1	1	1	6
24	0	1	0	1	0	0	0	0	0	0	2
25	1	0	1	0	0	0	0	1	0	0	3

p	0.520	0.680	0.640	0.520	0.480	0.600	0.520	0.560	0.560	0.600
q	0.480	0.320	0.360	0.480	0.520	0.400	0.480	0.440	0.440	0.400

Mp	7.308	6.647	7.125	7.692	7.667	7.400	7.846	7.357	7.214	6.733
Mt	5.680	5.680	5.680	5.680	5.680	5.680	5.680	5.680	5.680	5.680
St	3.065	3.065	3.065	3.065	3.065	3.065	3.065	3.065	3.065	3.065
rpbi	0.553	0.460	0.629	0.683	0.623	0.687	0.736	0.617	0.565	0.421

The results of the validity test of items number 1 to number 23 on the total score are displayed as follows.

No.	r_{xy}	r_{tabel}	Criteria
1	0.818	0,396	Valid
2	0.777	0,396	Valid
3	0.809	0,396	Valid
4	0.691	0,396	Valid
5	0.796	0,396	Valid
6	0.721	0,396	Valid
7	0.746	0,396	Valid
8	0.686	0,396	Valid
9	0.734	0,396	Valid
10	0.744	0,396	Valid
11	0.767	0,396	Valid
12	0.699	0,396	Valid
13	0.750	0,396	Valid
14	0.553	0,396	Valid
15	0.460	0,396	Valid
16	0.629	0,396	Valid
17	0.683	0,396	Valid
18	0.623	0,396	Valid
19	0.687	0,396	Valid
20	0.736	0,396	Valid
21	0.617	0,396	Valid
22	0.565	0,396	Valid
23	0.421	0,396	Valid

To know the reliability coefficient of the reading skill, writing skill, and speaking skill tests, the Cronbach Alpha formula was used assisted by SPSS 24. The SPSS output was as follows.

Reading Skill

Reliability Statistics

Cronbach's Alpha	N of Items
.721	3

Writing skill

Reliability Statistics

Cronbach's Alpha	N of Items
.753	5

Speaking skill

Reliability Statistics

Cronbach's Alpha	N of Items
.770	5

To determine the reliability coefficient of the listening skill test, the Kuder-Richardson formula (KR-20) was used assisted by Microsoft Excel as follows.

No.	Listening Skill										
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Score
1	1	1	1	0	1	1	1	0	1	1	8
2	1	0	0	0	0	0	0	0	0	1	2
3	0	1	0	0	0	0	0	0	1	0	2
4	1	0	1	1	1	1	1	1	1	1	9
5	0	1	1	0	0	1	1	1	1	1	7
6	1	1	1	1	1	1	1	1	1	0	9

7	0	0	1	0	0	1	0	0	0	0	2
8	0	1	1	1	1	1	1	1	1	1	9
9	1	1	1	1	0	1	1	1	0	1	8
10	0	1	1	1	1	1	1	1	1	1	9
11	1	1	1	1	0	1	0	1	1	1	8
12	0	0	0	0	0	0	0	0	1	1	2
13	1	1	1	1	1	0	1	1	0	1	8
14	1	1	1	1	0	1	1	1	1	0	8
15	1	1	1	0	1	1	1	1	0	1	8
16	0	0	1	0	0	0	0	1	0	0	2
17	0	1	0	0	0	0	1	0	0	0	2
18	1	1	0	1	1	1	1	0	1	1	8
19	0	1	0	0	0	1	0	0	0	0	2
20	0	0	0	0	1	0	0	0	0	1	2
21	1	1	1	1	1	1	1	1	1	0	9
22	1	0	1	1	1	1	0	0	1	1	7
23	0	1	0	1	1	0	0	1	1	1	6
24	0	1	0	1	0	0	0	0	0	0	2
25	1	0	1	0	0	0	0	1	0	0	3

p	0.520	0.680	0.640	0.520	0.480	0.600	0.520	0.560	0.560	0.600
q	0.480	0.320	0.360	0.480	0.520	0.400	0.480	0.440	0.440	0.400
p.q	0.250	0.218	0.230	0.250	0.250	0.240	0.250	0.246	0.246	0.240	2.419

St	3.065
St2	9.393
r11	0.773

The results of the reliability test are displayed as follows.

Test	r_{11}	r_{kritis}	Criteria
Reading skill	0,721	0,60	Reliable
Writing skill	0,753	0,60	Reliable
Speaking skill	0,770	0,60	Reliable
Listening skill	0,773	0,60	Reliable

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2. Try Out Results of Attitudes Towards Language Learning Post-Test

No.	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Total Score
1	4	4	4	3	4	4	4	3	4	4	4	4	3	3	3	55
2	4	4	4	4	4	4	4	3	4	4	4	4	3	3	3	56
3	3	4	3	3	3	4	3	3	4	3	4	4	3	4	3	51
4	2	2	2	3	2	2	2	2	2	2	3	3	2	3	3	35
5	3	3	3	3	3	3	4	3	4	3	3	4	3	4	3	49
6	3	3	3	4	3	2	3	2	2	2	2	3	2	4	2	40
7	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	57
8	3	3	4	3	3	3	3	4	3	3	3	3	4	3	3	48
9	3	3	3	3	3	3	3	4	3	2	3	3	4	4	2	46
10	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	42
11	2	2	2	3	2	3	2	2	3	2	2	3	2	3	3	36
12	4	4	4	3	4	4	4	4	4	3	4	4	4	4	3	57
13	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	46
14	3	2	3	4	3	2	2	2	3	2	2	2	2	3	4	39
15	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	43
16	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	42
17	3	3	3	2	3	2	3	3	3	3	2	3	3	3	3	42
18	2	2	2	3	3	2	3	2	2	2	2	3	2	3	3	36
19	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	57
20	2	3	3	3	2	3	2	3	3	3	3	2	3	3	3	41
21	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	43

22	3	3	3	3	3	2	3	2	3	2	2	3	2	3	2	39
23	3	3	2	4	2	2	2	3	2	2	3	2	3	4	4	41
24	3	2	2	3	3	3	2	3	2	3	3	2	3	4	3	41
25	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	57

The test results of the attitude questionnaires were analyzed for the validity of the items by using Pearson Product Moment assisted by SPSS 24. The SPSS output was as follows.

Correlations

		Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	Item_8	Item_9	Item_10	Item_11	Item_12	Item_13	Item_14	Item_15	Total_Score
Item_1	Pearson Correlation	1	.772**	.772**	.121	.807**	.608**	.739**	.561**	.621**	.654**	.625**	.579**	.561**	.091	.005	.821**
	Sig. (2-tailed)		.000	.000	.564	.000	.001	.000	.004	.001	.000	.001	.002	.004	.666	.981	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_2	Pearson Correlation	.772**	1	.750**	.000	.619**	.672**	.722**	.561**	.776**	.632**	.694**	.685**	.561**	.218	-.109	.835**
	Sig. (2-tailed)	.000		.000	1.000	.001	.000	.000	.004	.000	.001	.000	.000	.004	.296	.603	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_3	Pearson Correlation	.772**	.750**	1	.000	.708**	.597**	.722**	.561**	.698**	.711**	.540**	.600**	.561**	-.109	.000	.794**
	Sig. (2-tailed)	.000	.000		1.000	.000	.002	.000	.004	.000	.000	.005	.002	.004	.605	1.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_	Pearson Correlation	.121	.000	.000	1	.069	.018	-.019	-.101	-.037	-.043	.115	-.082	-.101	.306	.354	.105

4	Sig. (2-tailed)	.564	1.000	1.000		.744	.932	.927	.632	.860	.840	.583	.697	.632	.137	.083	.617
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_5	Pearson Correlation	.807**	.619**	.708**	.069	1	.644**	.841**	.521**	.639**	.711**	.574**	.684**	.521**	.018	.014	.812**
	Sig. (2-tailed)	.000	.001	.000	.744		.001	.000	.008	.001	.000	.003	.000	.008	.930	.947	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_6	Pearson Correlation	.608**	.672**	.597**	.018	.644**	1	.649**	.643**	.770**	.767**	.898**	.703**	.643**	.125	.094	.866**
	Sig. (2-tailed)	.001	.000	.002	.932	.001		.000	.001	.000	.000	.000	.000	.001	.552	.655	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_7	Pearson Correlation	.739**	.722**	.722**	-.019	.841**	.649**	1	.543**	.741**	.696**	.594**	.893**	.543**	.075	-.101	.845**
	Sig. (2-tailed)	.000	.000	.000	.927	.000	.000		.005	.000	.000	.002	.000	.005	.720	.631	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_8	Pearson Correlation	.561**	.561**	.561**	-.101	.521**	.643**	.543**	1	.529**	.596**	.668**	.425*	1.000**	.239	.101	.769**
	Sig. (2-tailed)	.004	.004	.004	.632	.008	.001	.005		.007	.002	.000	.034	.000	.251	.631	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_9	Pearson Correlation	.621**	.776**	.698**	-.037	.639**	.770**	.741**	.529**	1	.685**	.647**	.772**	.529**	.146	.110	.843**
	Sig. (2-tailed)	.001	.000	.000	.860	.001	.000	.000	.007		.000	.000	.000	.007	.487	.601	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_10	Pearson Correlation	.654**	.632**	.711**	-.043	.711**	.767**	.696**	.596**	.685**	1	.731**	.620**	.596**	-.091	.295	.838**
	Sig. (2-tailed)	.000	.001	.000	.840	.000	.000	.000	.002	.000		.000	.001	.002	.666	.153	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_	Pearson Correlation	.625**	.694**	.540**	.115	.574**	.898**	.594**	.668**	.647**	.731**	1	.634**	.668**	.201	.203	.854**

11	Sig. (2-tailed)	.001	.000	.005	.583	.003	.000	.002	.000	.000	.000		.001	.000	.334	.331	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_12	Pearson Correlation	.579**	.685**	.600**	-.082	.684**	.703**	.893**	.425*	.772**	.620**	.634**	1	.425*	.098	-.094	.782**
	Sig. (2-tailed)	.002	.000	.002	.697	.000	.000	.000	.034	.000	.001	.001		.034	.640	.653	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_13	Pearson Correlation	.561**	.561**	.561**	-.101	.521**	.643**	.543**	1.000**	.529**	.596**	.668**	.425*	1	.239	.101	.769**
	Sig. (2-tailed)	.004	.004	.004	.632	.008	.001	.005	.000	.007	.002	.000	.034		.251	.631	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_14	Pearson Correlation	.091	.218	-.109	.306	.018	.125	.075	.239	.146	-.091	.201	.098	.239	1	.040	.221
	Sig. (2-tailed)	.666	.296	.605	.137	.930	.552	.720	.251	.487	.666	.334	.640	.251		.849	.289
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_15	Pearson Correlation	.005	-.109	.000	.354	.014	.094	-.101	.101	.110	.295	.203	-.094	.101	.040	1	.164
	Sig. (2-tailed)	.981	.603	1.000	.083	.947	.655	.631	.631	.601	.153	.331	.653	.631	.849		.434
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Total_Score	Pearson Correlation	.821**	.835**	.794**	.105	.812**	.866**	.845**	.769**	.843**	.838**	.854**	.782**	.769**	.221	.164	1
	Sig. (2-tailed)	.000	.000	.000	.617	.000	.000	.000	.000	.000	.000	.000	.000	.000	.289	.434	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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

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

The results of the validity test of items number 1 to number 15 on the total score are displayed as follows.

Item Number	r_{xy}	r_{tabel}	Criteria
1	0.821	0,396	Valid
2	0.835	0,396	Valid
3	0.794	0,396	Valid
4	0.105	0,396	Invalid
5	0.812	0,396	Valid
6	0.866	0,396	Valid
7	0.845	0,396	Valid
8	0.769	0,396	Valid
9	0.843	0,396	Valid
10	0.838	0,396	Valid
11	0.854	0,396	Valid
12	0.782	0,396	Valid
13	0.769	0,396	Valid
14	0.221	0,396	Invalid
15	0.164	0,396	Invalid

To know the reliability coefficient of the attitude questionnaires, the Cronbach Alpha formula was used assisted by SPSS 24. The SPSS output was as follows.

Reliability Statistics

Cronbach's Alpha	N of Items
.931	15

Criteria of Cronbach Alpha reliability

$a \geq 0.9$ = Very good
$0.8 \leq a < 0.9$ = Good
$0.7 \leq a < 0.8$ = Be accepted
$0.6 \leq a < 0.7$ = Doubtful
$0.5 \leq a < 0.6$ = Bad
$a < 0.5$ = Not acceptable

Therefore, the reliability of the attitude questionnaires developed was 0.931 in the very good category.

Appendix 6. Research Instruments

1. English Language Competency Post-Test

Name/Class: _____

Post Test
(Reading Skill)

Read the conversation below to answer questions 1-3!

A Day with Gede and Komang

Gede: Hi, Komang. What are you doing?

Komang: Hi, Gede. I'm helping my father. He told me to feed the pig. How about you? What are you doing here?

Gede: Oh, I'm going to find some food for my cow.

Komang: If you don't mind, let me help you after I feed the pig.

Gede: Is it okay? Thanks for your offer.

Komang: I'm done. Let's go!

Gede: By the way, have you done the task?

Komang: Which task?

Gede: English task.

Komang: Not yet. How about you?

Gede: Same with me. Do you mind completing the task with me?

Komang: Why not? Let's complete the task in my house.

Gede: Wow! Your house is super clean. Do you clean it every day?

Komang: Thanks! Yes, my family always cleans it every day.

Gede: Is it hard to clean your house? Because your house is so big!

Komang: Not really, because we clean it together.

Gede: I see. Now, let us do the task!

1) What is the text about?

Answer: _____

2) Complete the table with the activities done by Gede and Komang based on the conversation before.

QUESTION	ANSWER
Gede: What are you doing?	Komang: I'm helping my father. He told me to feed the pig.

3) Analyze the declarative and interrogative sentences and simple present tense in the conversation done by Gede and Komang.

LANGUAGE FEATURE	GEDE	KOMANG
Declarative Sentence	I'm going to find some food for my cow.	I'm helping my father.
Interrogative Sentence	What are you doing?	How about you?
Simple Present Tense	Thanks for your offer.	Let me help you after I feed the pig

Post Test
(Writing Skill)

Create Your Own Text

Hi students!

Please create a short and simple transactional interaction text by looking for its social function, generic structure, and language features! What you have to do:

1. Choose one picture and observe the picture.
2. Describe its behavior/actions/functions.
3. Create a short and simple conversation that include the behavior/actions/functions of the object (8-10 lines conversation)

Post Test
(Speaking Skill)

Hi students!

In this part, you are required to show your speaking ability.

What you have to do:

1. Think about or decide on the topic and the object that you want to describe. It could be a person, animal, or thing.
2. Tell me orally about the person, animal, or thing you would like to describe in 3 minutes.

Post Test
(Listening Skill)

Hi students!

Please listen to the audio given and fill in the missing parts of the descriptive text below

Audio:

https://drive.google.com/file/d/1lZciw_6FYuKlgDimItVNR2ZSsMMJSOog/view?usp=drivesdk

My Brother, Sam

My brother's name is Sam and he is only 1) _____. He is an elementary school student 2) _____. He is younger and shorter than I am but he says that he is the tallest person 3) _____. Sam has 4) _____ hair, freckles, 5) _____ and a small 6) _____. He doesn't wear 7) _____. Unfortunately, he doesn't like to study very much. He thinks it is much better to watch TV and play video games. 8) _____ is called Monster Shark Attack. He says that he wants to be an airline pilot when he grows up. Sometimes on weekends, 9) _____ come over to our home to play. Sam is my brother and 10) _____ but sometimes he's a little lazy and a little noisy.

Answer Key
(Reading Skill)

1) What is the text about?

Answer: The text is about the activities done by Gede and Komang in a day.

2) Complete the table with the activities done by Gede and Komang based on the conversation before.

QUESTION	ANSWER
Gede: What are you doing?	Komang: I'm helping my father. He told me to feed the pig.
Komang: How about you? What are you doing here?	Gede: I'm going to find some food for my cow.
Gede: Have you done the task?	Komang: Not yet. Let's make the task in my house.
Gede: Do you clean it every day?	Komang: Yes, my family always cleans it every day.

3) Analyze the declarative and interrogative sentences and simple present tense in the conversation done by Gede and Komang.

LANGUAGE FEATURE	GEDE	KOMANG
Declarative Sentence	I'm going to find some food for my cow.	I'm helping my father.
	Let me help you after I feed the pig.	He told me to feed the pig.
	Your house is super clean.	My family always cleans it every day.
	Let us do the task	
Interrogative Sentence	What are you doing?	How about you?
	Is it okay?	Which task?
	Have you done the task?	
	Do you mind to completing the task with	

	me?	
	Do you clean it every day?	
	Is it hard to clean your house?	
Simple Present Tense	Thanks for your offer.	Let me help you after I feed the pig.
	Your house is super clean.	My family always cleans it every day.
	Let us do the task.	

Final Score $= \frac{\text{Total Score}}{30} \times 100$

Maximum Score = 100

Minimum Score = 0

Scoring Rubric
(Writing Skill)

Aspect	Score	Criteria	Weigthing
CONTENT (C) 30% Topic Detail	4	The topic is complete, clear and equipped with details related to the topic.	3x
	3	The topic is complete and clear but almost all the details are related to the topic.	
	2	The topic is complete and clear but the details are not related to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
ORGANIZATION (O) 20% Identification Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with	

		almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuses of connectives	
	1	Identification is not complete and descriptions are arranged with misuse connectives.	
GRAMMAR (G) 20% Present Tense Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
VOCABULARY (V) 15%	4	Effective choice of words and word forms	1.5x
	3	Few misuses of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
MECHANIC (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation and capitalization.	

Final Score $= \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$

Maximum Score =100

Minimum Score = 25

Scoring Rubric
(Speaking Skill)

Scoring Elements	Need Improvement 1	Satisfactory 2	Good 3	Excellent 4
Grammar	The student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	The student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	The student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however, is able to correct themselves.	The student was able to express their ideas and responses with ease in proper sentence structure and tenses.
Pronunciation	The student was difficult to understand, quiet in speaking, unclear in pronunciation.	The student was slightly unclear with pronunciation at times but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.
Vocabulary	The student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	The student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	The student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	The student had difficulty understanding the questions and topics that were being discussed.	The student fairly grasped some of the questions and topics that were being discussed.	The student was able to comprehend and respond to most of the questions and topics that were	The student was able to comprehend and respond to all of the questions and the topics that

			being discussed.	were being discussed with ease.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with a response, except for short or memorized expressions. Difficult for a listener to understand	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed that comes close to that of a native speaker.

Final Score = Total Score x 5

Maximum Score = 100

Minimum Score = 25

Answer Key
(Listening Skill)

1.	10 years old
2.	In grade four
3.	In his class
4.	Short and red
5.	Big ears
6.	Mouth
7.	Glasses
8.	His favorite game
9.	His friends
10.	I like him

Final Score = Total Score x 10

Maximum Score = 100

Minimum Score = 0

3. Attitudes Questionnaires Towards Language Learning Post-Test

No.	Adaptation	Translation (Indonesia)
1.	Learning English is really great.	Belajar bahasa Inggris itu luar biasa.
2.	I really enjoy learning English.	Saya sangat senang belajar bahasa Inggris.
3.	English is an important part of the school programme.	Bahasa Inggris adalah bagian penting dari program sekolah.
4.	I plan to learn as much English as possible.	Saya ingin belajar bahasa Inggris sebanyak mungkin.
5	I enjoy meeting and listening to people who speak English.	Saya senang bertemu dan mendengarkan orang-orang yang berbicara menggunakan bahasa Inggris.
6.	Studying English can be important because it will allow me to be more at ease with people who speak English.	Mempelajari bahasa Inggris penting karena akan membuat saya lebih nyaman dengan penutur bahasa Inggris lainnya.
7.	Studying English can be important for me because it will make me a more knowledgeable person.	Mempelajari bahasa Inggris penting bagi saya karena akan membuat saya menjadi orang yang lebih berwawasan.
8.	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	Mempelajari bahasa Inggris penting bagi saya karena memungkinkan saya untuk lebih memahami dan menghargai seni dan sastra Inggris.
9.	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.	Mempelajari bahasa Inggris penting bagi saya karena saya bisa bebas berpartisipasi dalam kegiatan komunitas budaya lain.

10.	Studying English can be important for me because I will need it for my future career.	Belajar bahasa Inggris penting bagi saya karena saya akan membutuhkannya untuk karir saya di masa depan.

Appendix 7. Teaching Scenario

1. Experimental Group

Topic

Behaviour/action/function of: people, animals, and things

Basic Competency

3.6 Identifying social function, generic structures, and language features of spoken and written transactional interaction text that involves the act of giving and asking for information related to the behavior/actions/functions of people, animals, and things according to the context of its use (pay attention to the language features of declarative, interrogative sentences, and simple present tense)

4.6 Composing short and simple spoken and written transactional interaction text that involves the act of giving and asking for information related to the behavior/actions/functions of people, animals, and things by looking for the social function, generic structures, and language features correctly and contextually

Indicator

3.6.1 Identifying social function of transactional interaction text related to the behavior/actions/functions of people, animals, and things

3.6.2 Analyzing generic structure of transactional interaction text related to the behavior/actions/functions of people, animals, and things

3.6.3 Analyzing language features of transactional interaction text in the context of declarative and interrogative sentences and simple present tense

4.6.1 Composing spoken and written transactional interaction text about the behavior/actions/functions of people, animals, and things

4.6.2 Modifying spoken and written transactional interaction text about the behavior/actions/functions of people, animals, and things

Teaching Scenario 1

Stages	Activities
Pre-Activity	a. Greeting b. Asking the students' condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking the students' readiness like dictionaries, books, gadget, etc. f. Brainstorming by showing some pictures g. Asking students to say something about the pictures h. Telling the learning objectives to the students
Whist Activity	a. Students are given an example of transactional interaction text. b. Students read the text given. c. Students and the teacher analyze the social function, generic structure, and language features (declarative and interrogative sentences and simple present tense) of transactional interaction text together. d. Students create a transactional interaction text.
Post Activity	a. Some of the students are asked to conclude the lesson. b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye.

Teaching Scenario 2

Stages	Activities
Pre-Activity	a. Greeting b. Asking the students' condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking the students' readiness like dictionaries, books, gadget, etc. f. Recalling what the students have learnt in the last meeting
Whist Activity	a. Students watch a video entitled "What does she/he do?" b. Students practice to ask someone's job. c. Students modify a transactional interaction text. d. Students fill in the self-assessment provided.
Post Activity	a. Some of the students are asked to conclude the lesson. b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson.

	d. Praying before the lesson ends. e. The class ends and the teacher says goodbye.

Teaching Scenario 3

Stages	Activities
Pre-Activity	a. Greeting b. Asking the students' condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking the students' readiness like dictionaries, books, gadget, etc. f. Recalling what the students have learnt in the last meeting
Whist Activity	a. Discussing about the self-assessment that was already filled out in the last meeting b. Reviewing the materials that students still do not understand about and are confused about based on the results of self-assessment
Post Activity	a. Some of the students are asked to conclude the lesson. b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye.

Topic

Descriptive text

Basic Competency

3.7 Comparing social function, generic structures, and language features of several spoken and written descriptive texts by giving and asking for information related to short and simple descriptions of people, animals, and things according to the context of its use

4.7.1 Capturing meaning contextually related to social function, generic structures, and language features of spoken and written descriptive texts about people, animals, and things

4.7.2 Composing short and simple spoken and written descriptive texts about people, animals, and things by looking for the social function, generic structures, and language features correctly and contextually

Indicator

3.7.1 Comparing social function of several spoken and written descriptive texts about people, animals, and things

3.7.2 Analyzing generic structures of several spoken and written descriptive texts about people, animals, and thing

3.7.3 Classifying language features of several spoken and written descriptive texts about people, animals, and things

4.7.1.1 Interpreting the contextual meaning related to social function of spoken and written descriptive texts about people, animals, and things

4.7.1.2 Comparing the contextual meaning related to generic structures of spoken and written descriptive texts about people, animals, and things

4.7.1.3 Classifying the contextual meaning related to language features of spoken and written descriptive texts about people, animals, and things

4.7.2.1 Creating spoken and written descriptive texts about people, animals, and things

4.7.2.2 Modifying spoken and written descriptive texts about people, animals, and things

Teaching Scenario 4

Stages	Activities
Pre-Activity	a. Greeting b. Asking the students' condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking the students' readiness like dictionaries, books, gadget, etc. f. Brainstorming by showing some pictures g. Asking students to say something about the pictures h. Telling the learning objectives to the students
Whist Activity	a. Students are given an example of descriptive text. b. Students read the text given.

	c. Students analyze the social function of a written descriptive text and compare it to the explanation from their friend. d. Students are given 2 descriptive texts e. Students compare the generic structure and language features from the texts. f. Students create a written descriptive text individually.
Post Activity	a. Teacher asks students to record themselves while describing a person/animal/thing as a homework b. Some of the students are asked to conclude the lesson. c. The conclusion is clarified by the teacher. d. The students tell their feelings about the lesson. e. Praying before the lesson ends. f. The class ends and the teacher says goodbye.

Teaching Scenario 5

Stages	Activities
Pre-Activity	a. Greeting b. Asking the students' condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking the students' readiness like dictionaries, books, gadget, etc. f. Recalling what the students have learnt in the last meeting
Whist Activity	a. Students find a partner to review their video of describing a person/animal/thing. b. Students modify a descriptive text and pay attention to its generic structure and language features. c. Students fill in the peer-assessment provided.
Post Activity	a. Some of the students are asked to conclude the lesson. b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye.

Teaching Scenario 6

Stages	Activities
Pre-Activity	a. Greeting b. Asking the students' condition c. Praying before the lesson begins d. Checking the students' attendance e. Asking the students' readiness like dictionaries, books, gadget, etc. f. Recalling what the students have learnt in the last meeting

Whist Activity	a. Discussing about the peer-assessment that was already filled out in the last meeting b. Reviewing the materials that students still do not understand about and are confused about based on the results of peer-assessment
Post Activity	a. Some of the students are asked to conclude the lesson. b. The conclusion is clarified by the teacher. c. The students tell their feelings about the lesson. d. Praying before the lesson ends. e. The class ends and the teacher says goodbye.

2. Control Group

Topic

Behaviour/action/function of: people, animals, and things

Basic Competency

3.6 Identifying social function, generic structures, and language features of spoken and written transactional interaction text that involves the act of giving and asking for information related to the behavior/actions/functions of people, animals, and things according to the context of its use (pay attention to the language features of declarative, interrogative sentences, and simple present tense)

4.6 Composing short and simple spoken and written transactional interaction text that involves the act of giving and asking for information related to the behavior/actions/functions of people, animals, and things by looking for the social function, generic structures, and language features correctly and contextually

Indicator

3.6.1 Identifying the social functions, text structures, and language features from conversations related to someone's job or profession

3.6.2 Identifying social functions, text structures, and language features from

conversations related to related to someone's habit

3.6.3 Identifying social functions, text structures, and language features from conversations related to animal's behavior

3.6.4 Identifying social functions, text structures, and language features from conversations related to the functions of several objects

4.6.1 Presenting information about the professions of classmates' parents

4.6.2 Presenting the activities that actually became a habit of classmates

4.6.3 Writing the function of objects exist in the classroom and at home

Teaching Scenario 1

Stages	Activities
Pre-Activity	i. Greeting j. Asking the students' condition k. Praying before the lesson begins l. Checking the students' attendance m. Asking the students' readiness like dictionaries, books, etc. n. Brainstorming by showing some pictures o. Asking students to say something about the pictures p. Telling the learning objectives to the students
Whist Activity	a. Students play the roles of the speakers in the conversation in groups. b. Students complete the table related to asking for and giving information about jobs and professions based on the conversation. c. Students go around the classroom and ask 5 of their friends' information related to their parents' professions. d. Students present the information they got from their friends.
Post Activity	f. Some of the students are asked to conclude the lesson. g. The conclusion is clarified by the teacher. h. The students tell their feelings about the lesson. i. Praying before the lesson ends. j. The class ends and the teacher says goodbye.

Teaching Scenario 2

Stages	Activities
Pre-Activity	g. Greeting h. Asking the students' condition

	i. Praying before the lesson begins j. Checking the students' attendance k. Asking the students' readiness like dictionaries, books, gadget, etc. l. Recalling what the students have learnt in the last meeting
Whist Activity	a. Students play the roles of the speakers in the conversations in groups. b. Students make a list of the statements related to the habits of the people in the conversations. c. Students complete the table related to asking for and giving information of the habits of the people in the conversations. d. Students go around in the classroom and ask 5 of their friends related to their habits. e. Students present the information they got from their friends.
Post Activity	f. Some of the students are asked to conclude the lesson. g. The conclusion is clarified by the teacher. h. The students tell their feelings about the lesson. i. Praying before the lesson ends. j. The class ends and the teacher says goodbye.

Teaching Scenario 3

Stages	Activities
Pre-Activity	g. Greeting h. Asking the students' condition i. Praying before the lesson begins j. Checking the students' attendance k. Asking the students' readiness like dictionaries, books, etc. l. Recalling what the students have learnt in the last meeting
Whist Activity	a. Students say the statements from each speaker in groups. b. Students write the activities of the animals in the column provided. c. Students say the statements from each speaker in groups. d. Students write the names of the things in their classroom and what they use them for. e. Students write the names of the things in their house and what they use them for.
Post Activity	f. Some of the students are asked to conclude the lesson. g. The conclusion is clarified by the teacher. h. The students tell their feelings about the lesson. i. Praying before the lesson ends. j. The class ends and the teacher says goodbye.

Topic

Descriptive text

Basic Competency

3.7 Comparing social function, generic structures, and language features of several spoken and written descriptive texts by giving and asking for information related to short and simple descriptions of people, animals, and things according to the context of its use

4.7.1 Capturing meaning contextually related to social function, generic structures, and language features of spoken and written descriptive texts about people, animals, and things

4.7.2 Composing short and simple spoken and written descriptive texts about people, animals, and things by looking for the social function, generic structures, and language features correctly and contextually

Indicator

3.7.1 Identifying social functions, text structures, and language features of expressions stating and asking about descriptions of people, animals and objects, based on the contexts

3.7.2 Stating and asking about descriptions of people, animals and objects based on the contexts

4.7.1.1 Analyzing detailed information from conversations about the description of objects by completing the incomplete sentences in description text

4.7.2.1 Creating spoken and written descriptive texts about people, animals, and things

Teaching Scenario 4

Stages	Activities
Pre-Activity	i. Greeting j. Asking the students' condition k. Praying before the lesson begins l. Checking the students' attendance m. Asking the students' readiness like dictionaries, books, etc. n. Brainstorming by showing some pictures o. Asking students to say something about the pictures p. Telling the learning objectives to the students
Whist Activity	a. Students play the roles of the speakers in the conversations about Edo's notebook. b. Students play the roles of the speakers in the conversations about Lina's house. c. Students play the roles of the speakers in the conversations about a pair of shoes. d. Students play the roles of the speakers in the conversations about a T-Shirt. e. Students complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe shop, and the T-shirt Mr. Gani wants Mr. Hidayat to buy him (fill in the blank).
Post Activity	g. Some of the students are asked to conclude the lesson. h. The conclusion is clarified by the teacher. i. The students tell their feelings about the lesson. j. Praying before the lesson ends. k. The class ends and the teacher says goodbye.

Teaching Scenario 5

Stages	Activities
Pre-Activity	g. Greeting h. Asking the students' condition i. Praying before the lesson begins j. Checking the students' attendance k. Asking the students' readiness like dictionaries, books, etc. l. Recalling what the students have learnt in the last meeting
Whist Activity	a. Students play the roles of the speakers in the conversation about Simon to make him stand out. b. Students play the roles of the speakers in the conversation about Sofia to make her stand out. c. Students play the roles of the speakers in the conversation about Mrs. Herlina to make her stand out. d. Students put the right punctuation marks to the descriptions of Simon, Sofia and Mrs. Herlina to make the texts

	meaningful.
Post Activity	f. Some of the students are asked to conclude the lesson. g. The conclusion is clarified by the teacher. h. The students tell their feelings about the lesson. i. Praying before the lesson ends. j. The class ends and the teacher says goodbye.

Teaching Scenario 6

Stages	Activities
Pre-Activity	g. Greeting h. Asking the students' condition i. Praying before the lesson begins j. Checking the students' attendance k. Asking the students' readiness like dictionaries, books, etc. l. Recalling what the students have learnt in the last meeting
Whist Activity	a. Students play the roles of the speakers in the conversation in groups. b. Students list the states and activities of a person/thing stated by each speaker to make a good description about him/her/it. c. Students read to each of the description of a person/thing stated by each speaker. d. Students list the states and activities of a person/thing that each speaker likes or does not like in a table. e. Students read to each of the description of Indonesia stated by each speaker. f. Students copy each description to complete each task and handwrite it in their notebooks. g. Students work on a class project to write about their school entitled "This is our Lovely School". Each group contributes at least five sentences.
Post Activity	f. Some of the students are asked to conclude the lesson. g. The conclusion is clarified by the teacher. h. The students tell their feelings about the lesson. i. Praying before the lesson ends. j. The class ends and the teacher says goodbye.

Appendix 8. Prerequisite Testing Results

Seventh-grade Students' English Final Test Scores in SMP Negeri 4 Tabanan

No.	Class		
	7A	7B	7C
1	75	80	60
2	70	70	75
3	80	80	85
4	75	75	70
5	75	60	70
6	75	75	85
7	70	70	75
8	75	65	60
9	60	75	75
10	70	70	70
11	65	80	65
12	60	60	75
13	65	70	70
14	60	75	80
15	85	70	60
16	75	65	70
17	60	75	85
18	80	70	75
19	70	65	60
20	65	80	80
21	85	70	70
22	70	75	65
23	85	70	70
24	85	65	70
25	70	75	80

The prerequisite testing used the independent-samples t-test assisted by SPSS 24. The test criteria used was Ho is accepted if the probability value (p) > 0.05. It means that the English final test scores among groups was not significantly different.

Before the prerequisite testing was carried out, the assumption testing was carried out in the form normality test and homogeneity of variance test as follows.

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Value	7A	.126	25	.200*	.921	25	.054
	7B	.170	25	.060	.919	25	.048
	7C	.162	25	.091	.925	25	.066

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

a. Lilliefors Significance Correction

Based on the table above, it is shown that the Kolmogorov-Smirnov significance are greater than 0.05. Based on the normality test criteria, the data is normally distributed if the resulting significance value is greater than 0.05. This shows that the distribution of data in the classes was normally distributed.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	1.489	2	72	.233
	Based on Median	1.162	2	72	.319
	Based on Median and with adjusted df	1.162	2	67.520	.319
	Based on trimmed mean	1.454	2	72	.240

Based on the table above, the results of the Based on Mean homogeneity test of variance show that the Levene statistical significance value is greater than 0.05. This shows that the variance between classes in all units of analysis was homogeneous.

Since the assumption test was fulfilled, it was continued with the prerequisite testing between classes using independent-samples t-test assisted by SPSS 24 as follows.

7A and 7B

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Value	7A	25	72.00	8.165	1.633
	7B	25	71.40	5.867	1.173

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value	Equal variances assumed	2.783	.102	.298	48	.767	.600	2.011	-3.443	4.643
	Equal variances not assumed			.298	43.566	.767	.600	2.011	-3.454	4.654

7A and 7C

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Value	7A	25	72.00	8.165	1.633
	7C	25	71.80	7.757	1.551

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value	Equal variances assumed	.139	.711	.089	48	.930	.200	2.252	-4.329	4.729

	Equal variances not assumed			.089	47.874	.930	.200	2.252	-4.329	4.729

7B and 7C

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Value	7B	25	71.40	5.867	1.173
	7C	25	71.80	7.757	1.551

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value	Equal variances assumed	1.544	.220	-.206	48	.838	-.400	1.945	-4.311	3.511
	Equal variances not assumed			-.206	44.688	.838	-.400	1.945	-4.318	3.518

Based on the results of the independent-samples t-test above, the class equivalence test summary can be presented as follows.

Class Pairs	t-value	Sig	α	Decision
7A-7B	0,298	0,767	0,05	Not significantly different
7A-7C	0,089	0,930	0,05	Not significantly different
7B-7C	-0,206	0,838	0,05	Not significantly different

Based on the table above, it can be seen that all class pairs have a Sig value. higher than $\alpha = 0.05$. This means that the final test scores of all class pairs in Grade VII were not different. In other words, class pairs were said to be equivalent.

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Appendix 9. Calculation of Score Categorization

Students' English Language Competency

Ideal Maximum Score= 100
Ideal Minimum Score = 12,5

Mi = 1/2 (Ideal Maximum Score + Ideal Minimum Score)
Mi = 1/2 × (100 + 12,5) = 56,25

SDi = 1/6 × (Ideal Maximum Score – Ideal Minimum Score)
SDi = 1/6 × (100 - 12,5) = 14,58

Mi + 1,5 SDi ≤ M ≤ Mi + 3,0 SDi = 56,25 + 1,5(14,58) ≤ M ≤ 56,25 + 3,0(14,58)
= 56,25 + 21,88 ≤ M ≤ 56,25 + 43,75
= 78 ≤ M ≤ 100

Mi + 0,5 SDi ≤ M < Mi + 1,5 SDi = 56,25 + 0,5(14,58) ≤ M ≤ 56,25 + 1,5(14,58)
= 56,25 + 7,29 ≤ M ≤ 56,25 + 21,88
= 64 ≤ M < 78

Mi - 0,5 SDi ≤ M < Mi + 0,5 SDi = 56,25 - 0,5(14,58) ≤ M ≤ 56,25 + 0,5(14,58)
= 56,25 – 7,29 ≤ M ≤ 56,25 + 7,29
= 49 ≤ M < 64

Mi - 1,5 SDi ≤ M < Mi - 0,5 SDi = 56,25 - 1,5(14,58) ≤ M ≤ 56,25 - 0,5(14,58)
= 56,25 - 21,88 ≤ M ≤ 56,25 – 7,29
= 34 ≤ M < 49

Mi - 3,0 SDi ≤ M < Mi - 1,5 SDi = 56,25 - 3,0(14,58) ≤ M ≤ 56,25 - 1,5(14,58)
= 56,25 – 43,75 ≤ M ≤ 56,25 - 21,88
= 12,5 ≤ M < 34

Interval	Classification
78 ≤ M ≤ 100	Very high
64 ≤ M < 78	High
49 ≤ M < 64	Medium
34 ≤ M < 49	Low
12,5 ≤ M < 34	Very low

Students' Attitudes

Ideal Maximum Score= 5 × 10 = 50
Ideal Minimum Score = 1 × 10 = 10

Mi = 1/2 (Ideal Maximum Score + Ideal Minimum Score)
Mi = 1/2 × (50 + 10) = 30

SDi = 1/6 × (Ideal Maximum Score – Ideal Minimum Score)
SDi = 1/6 × (50 - 10) = 6,67

$Mi + 1{,}5\ SDi \leq M \leq Mi + 3{,}0\ SDi = 30 + 1{,}5(6{,}67) \leq M \leq 30 + 3{,}0(6{,}67)$
$= 30 + 10 \leq M \leq 30 + 20$
$= 40 \leq M \leq 50$

$Mi + 0{,}5\ SDi \leq M < Mi + 1{,}5\ SDi = 30 + 0{,}5(6{,}67) \leq M \leq 30 + 1{,}5(6{,}67)$
$= 30 + 3{,}33 \leq M \leq 30 + 10$
$= 33 \leq M < 40$

$Mi - 0{,}5\ SDi \leq M < Mi + 0{,}5\ SDi = 30 - 0{,}5(6{,}67) \leq M \leq 30 + 0{,}5(6{,}67)$
$= 30 - 3{,}33 \leq M \leq 30 + 3{,}33$
$= 27 \leq M < 33$

$Mi - 1{,}5\ SDi \leq M < Mi - 0{,}5\ SDi = 30 - 1{,}5(6{,}67) \leq M \leq 30 - 0{,}5(6{,}67)$
$= 30 - 10 \leq M \leq 30 - 3{,}33$
$= 20 \leq M < 27$

$Mi - 3{,}0\ SDi \leq M < Mi - 1{,}5\ SDi = 30 - 3{,}0(6{,}67) \leq M \leq 30 - 1{,}5(6{,}67)$
$= 30 - 20 \leq M \leq 30 - 10$
$= 10 \leq M < 20$

Interval	Classification
$40 \leq M \leq 50$	Very high
$33 \leq M < 40$	High
$27 \leq M < 33$	Medium
$20 \leq M < 27$	Low
$10 \leq M < 20$	Very low

Appendix 10. Research Data

English Language Competency of Experimental Group

No.	Reading Skill			
	Item 1	Item 2	Item 3	Total Score
1	10	10	0	67
2	10	0	10	67
3	10	10	10	100
4	10	10	10	100
5	10	10	10	100
6	10	10	10	100
7	10	10	10	100
8	10	10	0	67
9	10	10	10	100
10	10	10	10	100
11	10	10	10	100
12	10	0	10	67
13	10	10	0	67
14	0	10	10	67
15	10	0	0	33
16	10	10	10	100
17	10	10	10	100
18	10	10	10	100
19	10	10	0	67
20	10	10	10	100
21	10	10	10	100
22	10	0	0	33
23	10	0	10	67
24	10	0	10	67
25	10	10	0	67

No.	Writing Skill					
	Item 1	Item 2	Item 3	Item 4	Item 5	Total Score
1	3	3	3	3	4	79
2	3	3	3	3	3	75
3	4	4	3	4	3	91
4	3	3	3	3	3	75
5	3	3	3	3	3	75
6	3	3	3	3	3	75

7	3	4	3	3	3	80
8	3	3	3	4	3	79
9	3	3	3	3	3	75
10	3	3	3	3	3	75
11	4	3	4	3	3	88
12	3	3	3	3	3	75
13	3	4	3	3	4	84
14	3	4	3	4	3	84
15	3	4	3	3	3	80
16	3	3	3	4	3	79
17	3	4	3	4	4	88
18	3	3	3	3	3	75
19	3	4	3	3	4	84
20	3	3	3	3	3	75
21	4	3	4	3	4	91
22	3	3	4	3	3	80
23	3	3	3	3	4	79
24	3	3	3	3	3	75
25	3	3	4	4	3	84

No.	Speaking Skill					
	Item 1	Item 2	Item 3	Item 4	Item 5	Total Score
1	3	3	3	3	3	75
2	3	3	3	3	3	75
3	4	4	3	4	3	90
4	3	3	3	3	3	75
5	3	3	3	3	3	75
6	3	3	3	4	3	80
7	4	3	4	3	4	90
8	3	3	3	3	3	75
9	3	3	3	3	3	75
10	3	3	3	3	3	75
11	4	3	3	4	4	90
12	3	3	3	3	3	75
13	3	4	3	4	3	85
14	3	3	4	3	4	85
15	3	3	3	3	3	75
16	3	3	3	3	3	75
17	3	3	4	4	4	90
18	3	3	3	3	3	75

19	4	3	4	3	3	85
20	3	3	3	3	3	75
21	4	3	4	3	4	90
22	3	3	3	3	3	75
23	3	3	3	3	3	75
24	3	4	3	4	3	85
25	3	4	3	4	3	85

No.	Listening Skill										
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Score
1	0	1	0	1	1	1	1	0	0	0	50
2	0	1	0	1	1	1	1	0	0	0	50
3	1	1	1	1	0	1	0	1	1	1	80
4	0	1	0	1	0	1	1	1	1	1	70
5	0	1	0	1	1	1	1	1	1	0	70
6	0	1	0	1	1	1	1	0	1	0	60
7	1	1	1	1	0	1	1	0	1	0	70
8	0	1	0	1	0	0	0	1	1	1	50
9	1	1	1	1	1	0	1	0	1	0	70
10	0	1	0	1	1	1	0	1	1	1	70
11	1	1	0	1	1	0	1	1	0	1	70
12	1	0	1	0	1	0	1	0	1	0	50
13	0	1	0	1	0	1	0	1	1	1	60
14	0	1	0	1	1	1	1	0	1	0	60
15	0	1	0	0	1	1	1	0	1	0	50
16	1	1	1	0	1	0	1	0	1	0	60
17	1	1	1	0	1	1	0	1	0	1	70
18	1	1	0	1	1	1	1	0	1	0	70
19	0	1	0	1	0	1	0	1	1	1	60
20	0	1	0	1	0	1	1	1	1	1	70
21	1	1	1	0	1	1	1	1	1	1	90
22	0	1	1	1	0	1	0	1	0	1	60
23	1	1	1	0	1	1	1	0	1	0	70
24	0	1	0	1	0	1	0	1	1	1	60
25	0	1	0	1	1	1	1	0	1	0	60

No.	Average of Students' English Language Competency
1	68
2	67

3	90
4	80
5	80
6	79
7	85
8	68
9	80
10	80
11	87
12	67
13	74
14	74
15	60
16	78
17	87
18	80
19	74
20	80
21	93
22	62
23	73
24	72
25	74

English Language Competency of Control Group

No.	Reading Skill			
	Item 1	Item 2	Item 3	Total Score
1	10	0	0	33
2	10	0	0	33
3	10	0	10	67
4	10	10	10	100
5	10	0	0	33
6	10	10	0	67
7	10	0	0	33
8	10	0	0	33
9	10	0	0	33
10	10	0	10	67
11	10	10	10	100
12	10	0	0	33
13	10	0	0	33

14	0	10	10	67
15	10	0	0	33
16	10	0	10	67
17	10	10	0	67
18	10	10	10	100
19	10	0	0	33
20	10	10	0	67
21	10	0	0	33
22	10	10	0	67
23	10	10	0	67
24	10	0	10	67
25	10	0	0	33

No.	Writing Skill					
	Item 1	Item 2	Item 3	Item 4	Item 5	Total Score
1	2	3	3	3	3	68
2	3	3	4	3	3	80
3	2	3	3	3	3	68
4	3	3	3	3	3	75
5	2	3	3	3	3	68
6	3	4	3	3	4	84
7	2	3	3	3	2	64
8	2	3	3	3	3	68
9	2	3	3	3	3	68
10	2	3	3	3	3	68
11	3	3	3	3	3	75
12	3	3	4	3	3	80
13	2	3	3	3	3	68
14	3	4	3	4	3	84
15	2	3	3	3	3	68
16	2	3	3	3	3	68
17	2	3	3	3	3	68
18	3	3	3	3	3	75
19	3	3	4	3	3	80
20	2	3	3	3	3	68
21	2	3	3	3	3	68
22	3	4	3	3	4	84
23	2	3	3	3	3	68
24	3	3	3	3	3	75
25	3	3	3	3	3	75

No.	Speaking Skill					
	Item 1	Item 2	Item 3	Item 4	Item 5	Total Score
1	3	3	3	2	3	70
2	3	3	3	2	2	65
3	3	3	2	2	3	65
4	3	3	3	3	3	75
5	4	4	3	3	3	85
6	3	3	3	3	3	75
7	3	3	2	3	2	65
8	3	3	3	3	2	70
9	4	3	3	3	3	80
10	3	3	3	3	2	70
11	3	3	3	3	2	70
12	3	3	2	3	2	65
13	3	3	3	3	2	70
14	3	3	3	3	2	70
15	3	4	3	3	3	80
16	3	3	3	2	3	70
17	3	3	3	3	2	70
18	3	3	3	2	3	70
19	3	3	3	2	2	65
20	3	3	2	3	3	70
21	3	3	2	3	3	70
22	3	3	2	2	3	65
23	3	4	3	3	3	80
24	3	2	3	2	2	60
25	3	3	2	2	2	60

No.	Listening Skill										
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Score
1	0	1	0	1	0	1	0	1	1	1	60
2	0	0	0	1	0	1	0	1	1	1	50
3	1	0	1	0	1	0	1	0	1	0	50
4	0	1	0	1	0	1	1	1	1	1	70
5	0	1	1	1	0	1	0	1	0	1	60
6	0	1	0	1	0	1	0	1	1	1	60
7	0	1	1	1	0	1	0	0	0	1	50
8	1	1	1	0	1	1	1	0	1	0	70

9	0	1	0	1	0	1	0	1	1	1	60
10	1	0	1	0	1	1	1	0	1	0	60
11	0	1	0	1	1	1	1	0	1	0	60
12	0	1	0	1	1	1	1	0	0	0	50
13	1	1	0	1	1	1	1	0	0	0	60
14	0	1	0	1	1	1	1	0	1	0	60
15	0	1	0	1	1	1	1	0	1	0	60
16	0	1	0	1	0	0	0	1	1	1	50
17	0	1	0	1	1	1	1	0	0	0	50
18	1	1	1	0	1	0	1	0	1	0	60
19	1	0	1	0	1	0	1	0	1	0	50
20	0	1	0	1	0	0	0	1	1	1	50
21	1	1	1	0	1	1	1	0	1	0	70
22	0	1	0	1	0	1	0	1	1	1	60
23	0	1	0	1	1	1	1	0	1	0	60
24	0	1	0	1	1	1	1	0	0	0	50
25	0	1	0	0	0	1	1	0	1	0	40

No.	Average of Students' English Language Competency
1	58
2	57
3	62
4	80
5	61
6	71
7	53
8	60
9	60
10	66
11	76
12	57
13	58
14	70
15	60
16	64
17	64
18	76
19	57
20	64

21	60
22	69
23	69
24	63
25	52

Attitudes of Experimental Group

No.	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Score
1	5	4	5	4	5	4	5	4	5	4	45
2	3	2	3	2	3	2	3	2	3	3	26
3	4	5	4	5	4	5	4	5	4	5	45
4	5	4	4	4	4	4	4	4	3	4	40
5	4	4	4	4	3	4	3	4	3	4	37
6	4	4	4	4	4	4	4	4	4	4	40
7	5	4	5	4	5	4	5	4	5	4	45
8	3	2	3	2	3	3	3	3	3	3	28
9	4	3	3	3	4	3	3	3	4	3	33
10	3	4	3	4	3	3	4	3	3	3	33
11	2	2	2	2	2	2	2	2	2	2	20
12	4	5	4	4	4	4	4	4	4	4	41
13	5	4	4	3	4	4	4	4	4	4	40
14	4	4	4	4	4	4	4	4	4	4	40
15	5	5	5	5	5	5	5	5	5	5	50
16	3	3	4	3	3	3	4	4	3	3	33
17	3	3	3	3	2	3	2	3	2	3	27
18	4	3	3	3	3	3	3	3	4	3	32
19	5	4	4	3	4	4	4	4	4	4	40
20	4	4	3	3	3	3	3	3	3	3	32
21	2	1	2	2	1	2	2	1	2	2	17
22	5	5	5	5	5	5	5	5	5	5	50
23	5	4	4	4	4	3	4	4	4	4	40
24	4	4	4	3	4	4	4	4	4	4	39
25	3	3	3	3	3	3	3	4	3	3	31

Attitude of Control Group

No.	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Score
1	5	5	4	5	5	4	4	3	4	4	43

2	4	4	4	4	4	5	4	3	4	4	40
3	3	4	3	3	3	4	4	3	4	3	34
4	2	2	2	2	2	2	2	2	2	2	20
5	3	3	3	3	3	3	4	3	4	3	32
6	3	3	3	2	3	2	3	2	2	2	25
7	5	4	5	5	4	5	4	5	4	5	46
8	3	3	4	3	3	3	3	4	3	3	32
9	3	3	3	3	3	3	3	4	4	2	31
10	3	2	3	3	3	3	3	3	2	3	28
11	2	2	2	2	2	2	2	2	2	2	20
12	4	4	4	3	4	4	4	4	4	3	38
13	3	3	3	3	4	3	3	3	3	3	31
14	3	2	3	2	3	2	2	2	3	2	24
15	3	3	3	3	3	3	3	2	3	3	29
16	3	3	2	3	3	3	3	3	3	2	28
17	3	3	3	2	3	2	3	3	3	3	28
18	2	2	2	2	2	2	1	2	2	2	19
19	3	3	3	4	4	4	4	4	4	4	37
20	2	3	3	3	2	3	2	3	3	3	27
21	3	3	3	3	3	2	3	3	3	3	29
22	3	3	3	3	3	2	3	2	3	2	27
23	3	3	2	3	2	2	2	3	2	2	24
24	3	2	2	3	3	3	2	3	2	3	26
25	4	5	4	4	5	4	5	4	5	4	44

Appendix 11. Descriptive Statistical Analysis

Statistics

		English Language Competency of Experimental Group	English Language Competency of Control Group	Attitudes of Experimental Group	Attitudes of Control Group
N	Valid	25	25	25	25
	Missing	25	25	25	25
Mean		76.48	63.48	36.16	30.48
Median		78.00	62.00	39.00	29.00
Mode		80	60	40	28
Std. Deviation		8.402	7.183	8.444	7.417
Variance		70.593	51.593	71.307	55.010
Range		33	28	33	27
Minimum		60	52	17	19
Maximum		93	80	50	46

English Language Competency of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	2.0	4.0	4.0
	62	1	2.0	4.0	8.0
	67	2	4.0	8.0	16.0
	68	2	4.0	8.0	24.0
	72	1	2.0	4.0	28.0
	73	1	2.0	4.0	32.0
	74	4	8.0	16.0	48.0
	78	1	2.0	4.0	52.0
	79	1	2.0	4.0	56.0
	80	6	12.0	24.0	80.0
	85	1	2.0	4.0	84.0
	87	2	4.0	8.0	92.0
	90	1	2.0	4.0	96.0
	93	1	2.0	4.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

English Language Competency of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	2.0	4.0	4.0
	53	1	2.0	4.0	8.0
	57	3	6.0	12.0	20.0
	58	2	4.0	8.0	28.0
	60	4	8.0	16.0	44.0
	61	1	2.0	4.0	48.0
	62	1	2.0	4.0	52.0
	63	1	2.0	4.0	56.0
	64	3	6.0	12.0	68.0
	66	1	2.0	4.0	72.0
	69	2	4.0	8.0	80.0
	70	1	2.0	4.0	84.0
	71	1	2.0	4.0	88.0
	76	2	4.0	8.0	96.0
	80	1	2.0	4.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

Attitudes of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	2.0	4.0	4.0
	20	1	2.0	4.0	8.0
	26	1	2.0	4.0	12.0
	27	1	2.0	4.0	16.0
	28	1	2.0	4.0	20.0
	31	1	2.0	4.0	24.0
	32	2	4.0	8.0	32.0
	33	3	6.0	12.0	44.0
	37	1	2.0	4.0	48.0
	39	1	2.0	4.0	52.0
	40	6	12.0	24.0	76.0
	41	1	2.0	4.0	80.0

	45	3	6.0	12.0	92.0
	50	2	4.0	8.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

Attitudes of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	1	2.0	4.0	4.0
	20	2	4.0	8.0	12.0
	24	2	4.0	8.0	20.0
	25	1	2.0	4.0	24.0
	26	1	2.0	4.0	28.0
	27	2	4.0	8.0	36.0
	28	3	6.0	12.0	48.0
	29	2	4.0	8.0	56.0
	31	2	4.0	8.0	64.0
	32	2	4.0	8.0	72.0
	34	1	2.0	4.0	76.0
	37	1	2.0	4.0	80.0
	38	1	2.0	4.0	84.0
	40	1	2.0	4.0	88.0
	43	1	2.0	4.0	92.0
	44	1	2.0	4.0	96.0
	46	1	2.0	4.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

Appendix 12. Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
English Language Competency	Experimental Group	.138	25	.200*	.973	25	.712
	Control Grouljkkjljkjjkp	.151	25	.144	.948	25	.221
Attitude	Experimental Group	.155	25	.122	.957	25	.359
	Control Group	.139	25	.200*	.948	25	.226

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

a. Lilliefors Significance Correction

Appendix 13. Homogeneity of Variance Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
English Language Competency	Based on Mean	.770	1	48	.385
	Based on Median	.706	1	48	.405
	Based on Median and with adjusted df	.706	1	47.614	.405
	Based on trimmed mean	.803	1	48	.375
Attitude	Based on Mean	.647	1	48	.425
	Based on Median	.471	1	48	.496
	Based on Median and with adjusted df	.471	1	46.830	.496
	Based on trimmed mean	.627	1	48	.432

Appendix 14. Multicollinearity Test

Correlations

		English Language Competency	Attitude
English Language Competency	Pearson Correlation	1	-.208
	Sig. (2-tailed)		.147
	N	50	50
Attitude	Pearson Correlation	-.208	1
	Sig. (2-tailed)	.147	
	N	50	50

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Appendix 15. Hypothesis Testing

Hypothesis 1

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
English Language Competency	Experimental Group	25	76.48	8.402	1.680
	Control Group	25	63.48	7.183	1.437

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
English Language Competency	Equal variances assumed	.770	.385	5.880	48	.000	13.000	2.211	8.555	17.445
	Equal variances not assumed			5.880	46.867	.000	13.000	2.211	8.552	17.448

The calculation of Cohen's D effect size is presented as follows.

$$\text{Cohen's D} = \frac{\overline{X}_1 - \overline{X}_2}{s}$$

$$s = \sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2}}$$

$$s = \sqrt{\frac{(25-1)8.40^2+(25-1)7.18^2}{25+25}}$$

$$s = \sqrt{\frac{(24)70.59+(24)51.59}{50}}$$

$$s = \sqrt{\frac{1694.24+1238.24}{50}}$$

$$s = \sqrt{\frac{2932.48}{50}}$$

$$s = \sqrt{58.65}$$

$$s = 7{,}66$$

Thus, the Cohen's D effect size value is:

$$\text{Cohen's } D = \frac{76.48-63.48}{7{,}66}$$

$$\text{Cohen's } D = \frac{13{,}00}{7{,}66}$$

$$\text{Cohen's } D = 1{,}70$$

Hypothesis 2

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Attitudes	Experimental Group	25	36.16	8.444	1.689
	Control Group	25	30.48	7.417	1.483

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Attitudes	Equal variances assumed	.647	.425	2.527	48	.015	5.680	2.248	1.160	10.200
	Equal variances not assumed			2.527	47.214	.015	5.680	2.248	1.159	10.201

The calculation of Cohen's D effect size is presented as follows.

$$\text{Cohen's D} = \frac{\overline{X}_1 - \overline{X}_2}{s}$$

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2}}$$

$$s = \sqrt{\frac{(25-1)8.44^2 + (25-1)7.42^2}{25+25}}$$

$$s = \sqrt{\frac{(24)71.31 + (24)55.01}{50}}$$

$$s = \sqrt{\frac{1711.36+1320.24}{50}}$$

$$s = \sqrt{\frac{3031.6}{50}}$$

$$s = \sqrt{60.63}$$

$$s = 7.79$$

Thus, the Cohen's D effect size value is:

$$\text{Cohen's D} = \frac{36.16 - 30.48}{7.79}$$

$$\text{Cohen's D} = \frac{5.68}{7.79}$$

$$\text{Cohen's D} = 0.73$$

Hypothesis 3

Between-Subjects Factors

		Value Label	N
Group	1	Experimental Group	25
	2	Control Group	25

Multivariate Test[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.996	5459.953[b]	2.000	47.000	.000
	Wilks' Lambda	.004	5459.953[b]	2.000	47.000	.000
	Hotelling's Trace	232.338	5459.953[b]	2.000	47.000	.000
	Roy's Largest Root	232.338	5459.953[b]	2.000	47.000	.000
Group	Pillai's Trace	.657	44.965[b]	2.000	47.000	.000
	Wilks' Lambda	.343	44.965[b]	2.000	47.000	.000

	Hotelling's Trace	1.913	44.965[b]	2.000	47.000	.000
	Roy's Largest Root	1.913	44.965[b]	2.000	47.000	.000

a. Design: Intercept + Group

b. Exact statistic

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Appendix 16. Documentation

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