

ATTACHMENT 1. Instruments of Try-Out

1. English Language Competency Test

Listening Test

A. Listen to the dialogue carefully for questions number 1 to 5!



1. What competition is discussed in the dialogue?
 - a. Public speaking
 - b. Debate
 - c. Story telling
 - d. Singing
 2. Who will take part in the competition?
 - a. Faisal
 - b. Dirga
 - c. Faisal's friend
 - d. Dirga's friend
 3. Where the competition will be held based on dialogue?
 - a. Jakarta
 - b. Surabaya
 - c. Yogyakarta
 - d. Bali
 4. What is the expression of hope mentioned in the dialogue?
 - a. That's why I am so nervous.
 - b. Really?
 - c. I hope you will be the winner of the competition.
 - d. Thank you.
 5. "When will you participate in the competition?"
The underlined word has the same meaning with
- a. win
 - b. perform
 - c. join
 - d. make

Listen to the dialogue carefully for questions number 6 to 10!



6. How many people are there in the dialogue?
 - a. 2 people
 - b. 3 people
 - c. 4 people
 - d. 5 people
7. Based on the dialogue, where do they plan the company outing?
 - a. In the beach
 - b. In the museum
 - c. In the mountains
 - d. In the waterfall
8. "I agree, I think that would be perfect!"
What kind of expression is it?
 - a. Asking agreement
 - b. Stating agreement
 - c. Asking opinion
 - d. Stating disagreement
9. "That might be a little too cold for some people."
Anonymous from the underlined word is
 - a. icy
 - b. hot
 - c. cool
 - d. dry
10. Based on the dialogue, what will they do next?
 - a. They will go on a company outing
 - b. They will go on a champing
 - c. They plan to work together
 - d. They will do a survey

B. Listen to the dialogue carefully for questions number 11 to 13!



11. How many people are there in the dialogue?
Answer:
12. What is the expression of congratulation mentioned in the dialogue?
Answer:
13. How is to be a good football player according to dialogue?
Answer:

Listen to the monologue carefully for questions number 14 to 15!



14. Based on statement 1, does the speaker agree that the t-shirt worn is suitable?
Answer:
15. Based on statement 2, what musical instruments do the speakers think that are easy to play?
Answer:

Listen to the monologue carefully for questions number 16 to 20!



16. What is the name of the product?
Answer:
17. How many times is the recommended use per day?
Answer:
18. What advice is recommended if irritation occurs?
Answer:
19. What is the net weight of the product?
Answer:
20. Can the product be used until February 2023?
Answer:

Speaking Test

Choose of the tasks you want to do:

1. Tell me about your hope in the future and things you will do if you got the second chance to fix the past. Use the expression of hope and wish. Tell me about it in 5-10 sentences.
2. Tell me about your agreement or disagreement if we should take some vitamins every day to keep our body healthy. Tell me about it in 5-10 sentences.

Scoring Rubric For Speaking Test

ASPECT	SCORE	DESCRIPTION
Pronunciation	5	<input type="checkbox"/> Easy to understand and has a native speaker's accent.
	4	<input type="checkbox"/> Easy to understand with a certain accent and pronunciation errors are quite rare.
	3	<input type="checkbox"/> There are some problems in pronunciation but still understandable.
	2	<input type="checkbox"/> Mispronunciation is common, but understandable.
	1	<input type="checkbox"/> Mispronunciations are common and difficult to understand.
Grammar	5	<input type="checkbox"/> There are no or little mistakes in grammar.
	4	<input type="checkbox"/> Able to use the language accurately and sometimes makes mistakes in grammar, but it doesn't influence the meaning.
	3	<input type="checkbox"/> Often makes mistake in grammar and it influences the meaning
	2	<input type="checkbox"/> There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence, but they are still understandable.
	1	<input type="checkbox"/> Errors in grammar are frequent, so it is difficult to understand.
Vocabulary	5	<input type="checkbox"/> Using vocabulary and expression like native speaker
	4	<input type="checkbox"/> Sometimes using vocabulary which is not appropriate
	3	<input type="checkbox"/> Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	<input type="checkbox"/> Using wrong vocabulary and it is limited so it is difficult to understand

	1	<input type="checkbox"/>	Vocabulary is so limited so conversation impossible to occur
Fluency	5	<input type="checkbox"/>	Speech is smooth as a native speaker's
	4	<input type="checkbox"/>	Can understand and participate in any conversation, but their fluency is disturbed by language problem.
	3	<input type="checkbox"/>	Fluency is disturbed more by language problems. Vocabulary is broad enough that he or she rarely has to grope for a word.
	2	<input type="checkbox"/>	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	1	<input type="checkbox"/>	Speech is so halting and fragmentary that conversation is virtually impossible.
	Comprehend	5	<input type="checkbox"/>
4		<input type="checkbox"/>	Understand almost all, although there is repetition in certain part
3		<input type="checkbox"/>	Understand most of what she/he talks in slow speaking
2		<input type="checkbox"/>	Difficult to understand what she/he talks
1		<input type="checkbox"/>	Can not understand although in simple conversation

Adapted from Brown and Abeywickrama (2018, pp. 184-185)

Reading Test

A. Choose the correct answer by crossing (X) a, b, c, or d!

Dialogue for questions number 1 to 5

Bunga : Hi, Sarah. You look so happy, is there anything special?

Sarah : I get a message from my sister that I got a motorcycle from my father's office.

Bunga : Wow. That's really great. How can you get it?

Sarah : Yeah. My father's office will give some prizes to the staff's children if they have a good skill in music or sport.

Bunga : That's great. I know that you're an athlete so you have good skill in sport. Congratulations, girl!

Sarah : I am happy about it. Thank you, but I'm still learning to be a good athlete.

1. How many people are there in the dialogue?
 - a. 2 people
 - b. 3 people
 - c. 4 people
 - d. 5 people
2. Who got the prize?
 - a. Sarah
 - b. Sarah's father
 - c. Staff
 - d. Bunga
3. How the girl could get the prize? It is because
 - a. She got the first rank in her class
 - b. She is a good girl
 - c. She buys a lottery
 - d. She has a good skill in sports
4. What is the expression of congratulation mentioned in the dialogue?
 - a. Congratulation, girl!
 - b. Hi, Sarah.
 - c. Thank you, but I'm still learning to be a good athlete
 - d. How can you get it?
5. Who will give the prize for the girl?
 - a. Her father
 - b. Her friends
 - c. Her father office
 - d. Her friends' father

Dialogue for questions number 6 to 10

Adi : Dara, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.

Dara : Thanks, Adi.

Adi : I heard that you will be a representative of our school in the story telling competition of our regency. Is it true?

Dara : Yes, you're right.

Adi : I hope you will win as well as in the this competition.

Dara : I hope so. But I'm nervous.

Adi : Don't worry, you're a very good story teller. Good luck.

Dara : Thanks. I'll do my best. Wish me luck.

6. What competition did Dara join in ?
- | | |
|------------------|--------------------|
| a. Debate | c. Public speaking |
| b. Story telling | d. Singing |
7. Who congratulates Dara?
- | | |
|---------|-------------------|
| a. Adi | c. The teacher |
| b. Dara | d. Cita's brother |
8. What is the next competition level will Dara join?
- | | |
|-------------|------------------|
| a. Province | c. Regency |
| b. National | d. International |
9. What is Adi's hope for Dara?
- | | |
|---------------------------------|---------------------------|
| a. That she will find new style | c. To find new friend |
| b. That she will be brave | d. To win the competition |
10. "I heard that you will be the representative"
- The underlined word has the same meaning with
- | | |
|-----------------|---------------|
| a. champion | c. delegation |
| b. participants | d. member |
11. Which one is the expression of congratulations others?
- | |
|-------------------------------------------------|
| a. I'm so proud of you |
| b. Do you agree with me? |
| c. I think you can win the beauty contest. |
| d. I'd like to congratulate you on your success |
12. Dian : Have you heard if I won the bike race this morning?
Leo : Really?
- | |
|----------------------------------|
| a. I hope you don't lie to me |
| b. I must congratulate you |
| c. You must win the race |
| d. Are you parents proud of you? |
13. Brian : Congratulations on winning the marathon!
Willy : Thanks. I didn't think I could win.
Brian : ...
Willy : It's nice of you to say so.
- | |
|-------------------------------------------|
| a. I hope you will win the marathon again |
| b. I wish I could join the marathon too |
| c. You ran like a jaguar |
| d. Don't you want to congratulate me? |
14. What do you hope if your classmate will join a speech competition?
- | |
|--------------------|
| a. Congratulation! |
|--------------------|

- b. We are so proud of you
 - c. I hope you'll do the best at the competition
 - d. Wish me luck!
15. Rio : Is it true that you get the first rank?
 Elsa : Yes
 Rio : Congratulations!
 Elsa :
- a. No need
 - b. You must be kidding
 - c. Thanks a lot
 - d. I hope you'll get the first rank.

Dialogue for questions number 16 to 20

Billy : Did you read that the letter in the paper about smoking? The person who wrote that must be out of mind.
 Sam : I don't think so. I think the government should do everything they can to discourage people from smoking.
 Billy : Maybe so. But, a law which bans cigarettes would do not good.
 Sam : No. You can't suddenly make smoking illegal. But the government could prohibit smoking in public areas.
 Billy : Yes, that's true. Anyway, in most places you can't smoke in cinemas. But, I think people should be allowed to smoke on trains and buses. Don't you?
 Sam : Not at all. It's awful sitting next to someone blowing smoke all over you, if you don't smoke yourself.

16. What are they talking about?
- a. The government who prohibit people to smoke on buses
 - b. Cigarettes which is banned
 - c. The rule of smoking
 - d. Public place
17. The expression "I don't think so" in the dialogue shows
- a. disagreement
 - b. agreement
 - c. possibility
 - d. instruction
18. According to the dialogue, what should the government do to avoid smoking?
- a. Bans the cigarette
 - b. Punish the smoker
 - c. Prohibit smoking in public areas
 - d. Bans the import of cigarettes
19. According to Sam's opinion, what does it feel to the next of smoker?
- a. happy
 - b. so so
 - c. tired
 - d. awful
20. "It's awful sitting next to someone blowing smoke"
 The underline word has the same meaning with
- a. proud
 - b. happy
 - c. unpleasant
 - d. comfort

Diana : I haven't known about the result
 Nadia : Don't worry if you have done the best, I expect you'll a good news soon
 Diana : I hope so, thanks a lot, my best friend.
 Nadia : Okay, girl.

No	Statements	True	False
1	There are two boys in the dialogue.		
2	Nadia is busy when Diana sees her.		
3	Nadia prepares herself for the storytelling contest.		
4	Diana won a storytelling contest.		
5	Nadia hopes that Diana will get the announcement.		



Writing Test

Please create your dialogue using your own topic in 5-10 sentences. Choose of the tasks you want to do:

1. Write the dialogue using the expressions of congratulation.
2. Write the dialogue sentences using “in order to” and “so that”.

Scoring Rubric

Aspect	Score	Description	Weight
Content (a) 30% - Topic - Detail	4	The topic is complete, clear, and the details are relating to the topic.	3x
	3	The topic is complete and clear, but the details are almost relating to the topic.	
	2	The topic is complete and clear, but the details are not relating to the topic.	
	1	The topic is not clear, but the details are not relating to the topic.	
Organization (b) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with the proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost the proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (c) 20% - Use Present Tense	4	Very few grammatical inaccuracies.	2x
	3	Few grammatical inaccuracies but not affect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (d)	4	Effective choice of words and	1.5x

15%		word forms.	
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (e) 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 has dominated by errors of spelling, punctuation, and capitalization.	

Adapted from Brown (2007)

Scale: 1-4 (for point a,b,c,d,e)

$$\text{Score: } \frac{3(\text{score } a)+2(\text{score } b)+2(\text{score } c)+1,5(\text{score } d)+1,5(\text{score } e)}{40} \times 100$$

2. Attitude Questionnaire

Aspect	Statements	Items
Behavioral	I plan to learn as much English as possible.	1
	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.	2
	Studying English can be important for me because I will need it for my future career.	3
	I would rather spend my time on English subject.	4
	I would study English in school even if it were not required.	5
Cognitive	English is an important part of the school program.	1
	Studying English can be important because it will allow me to be more at ease to with other English speaker.	2
	Studying English can be important for me because it will allow me to meet and converse with more and varied people.	3
	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	4
	Studying English can be important for me because it will make me a more knowledgeable person.	5
Emotional	Learning English is really great.	1
	I really enjoy learning English.	2
	I love learning English.	3
	I enjoy meeting and listening to people who speak English.	4
	Studying English is an enjoyable experience.	5
Total Number of Items : 15		

ATTACHMENT 2. Content Validity of Try-Out Instruments

1. English Language Competency Test

Expert Judgment Form
Expert 1 : Prof. Dr. Ni Made Ratminingsih, M. A.

Language Competency	Items Numbers	Decision		Suggestion
		Relevant	Irrelevant	
Listening	A	1	√	
		2	√	
		3	√	
		4	√	
		5	√	
		6	√	
		7	√	
		8	√	
		9	√	
		10	√	
	B	11	√	
		12	√	
		13	√	Perhatikan grammar
		14	√	
		15	√	Perhatikan grammar
		16	√	
		17	√	Perhatikan grammar
		18	√	
		19	√	
		20	√	
Speaking	1	√		
	2	√		
Reading	A	1	√	
		2	√	
		3	√	
		4	√	
		5	√	
		6	√	
		7	√	
		8	√	
		9	√	
		10	√	
		11	√	
		12	√	
		13	√	
		14	√	
		15	√	

		16	√		
		17	√		
		18	√		
		19	√		
		20	√		
		21	√		
		22	√		
		23	√		
		24	√		
		25	√		
	B	1	√		
		2	√		
		3	√		
		4	√		
		5	√		
Writing		1	√		
		2	√		

Singaraja, 23 Januari 2023

Judge,



Prof. Dr. Ni Made Ratminingsih, M. A.
NIP. 196609081991022002



Expert Judgment Form

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

Language Competency	Items Numbers	Decision		Suggestion
		Relevant	Irrelevant	
Listening	A	1	√	
		2	√	
		3	√	
		4	√	
		5	√	
		6	√	
		7	√	
		8	√	
		9	√	
		10	√	
	B	11	√	
		12	√	
		13	√	
		14	√	
		15	√	
		16	√	
		17	√	
		18	√	
		19	√	
		20	√	
Speaking	1	√		
	2	√		
Reading	A	1	√	
		2	√	
		3	√	
		4	√	
		5	√	
		6	√	
		7	√	
		8	√	
		9	√	
		10	√	
		11	√	
		12	√	
		13	√	
		14	√	
		15	√	
		16	√	
		17	√	
		18	√	
		19	√	

		20	√		
		21	√		
		22	√		
		23	√		
		24	√		
	25	√			
	B	1	√		
		2	√		
		3	√		
		4	√		
5		√			
Writing	1	√			
	2	√			

Singaraja, 23 Januari 2023

Judge,



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



Content Validity :

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

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

Listening Test

		Judge I	
		Irrelevant	Relevant
Judge II	Irrelevant	A= 0 items	C= 0 items
	Relevant	B= 0 items	D= 20 items

$$C = \frac{20}{0+0+0+20} = 1$$

The formula above shows that the listening test used qualifies as 'Very High Validity' by both judges with a score of 1.00 for content.

Speaking Test

		Judge I	
		Irrelevant	Relevant
Judge II	Irrelevant	A= 0 items	C= 0 items
	Relevant	B= 0 items	D= 2 items

$$C = \frac{2}{0+0+0+2} = 1$$

The formula above shows that the speaking test used qualifies as 'Very High Validity' by both judges with a score of 1.00 for content.

Reading Test

		Judge I	
		Irrelevant	Relevant
Judge II	Irrelevant	A= 0 items	C= 0 items
	Relevant	B= 0 items	D= 30 items

$$C = \frac{30}{0+0+0+30} = 1$$

The formula above shows that the reading test used qualifies as 'Very High Validity' by both judges with a score of 1.00 for content.

Writing Test

		Judge I	
		Irrelevant	Relevant
Judge II	Irrelevant	A= 0 items	C= 0 items
	Relevant	B= 0 items	D= 2 items

$$C = \frac{2}{0+0+0+2} = 1$$

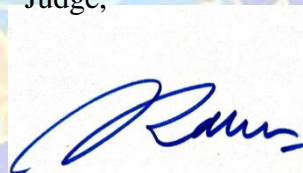
The formula above shows that the writing test used qualifies as 'Very High Validity' by both judges with a score of 1.00 for content.

2. Attitude Questionnaire Toward English Language Learning

Expert Judgment Form
Expert 1 : Prof. Dr. Ni Made Ratminingsih, M. A.

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
Judge,



Prof. Dr. Ni Made Ratminingsih, M. A.
NIP. 196609081991022002

Expert Judgment 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	√		Lihat hasil review
	3	√		
	4	√		
	5	√		
Emotional	1	√		
	2	√		
	3	√		
	4	√		
	5	√		

Singaraja, 24 November 2022
 Judge,



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

Content Validity :

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

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

Attitudes Questionnaire

		Judge I	
		Irrelevant	Relevant
Judge II	Irrelevant	A= 0 items	C= 0 items
	Relevant	B= 0 items	D= 15 items

$$C = \frac{15}{0+0+0+15} = 1$$

The formula above shows that the listening test used qualifies as 'Very High Validity' by both judges with a score of 1.00 for content.

ATTACHMENT 3. Empirical Validity of Try-Out Instruments

1. Try-Out Results of English Language Competency

No	Listening Competency																				Total score
	Items																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	0	0	0	1	12
2	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	0	0	0	1	12
3	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	0	0	1	14
4	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	18
5	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	13
6	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	18
7	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	16
8	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	18
9	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	12
10	1	1	1	0	0	1	1	0	1	0	1	0	0	1	1	0	0	0	1	1	11
11	1	1	1	0	1	1	0	1	1	1	0	0	0	1	1	1	0	1	0	1	13
12	1	1	1	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	1	1	14
13	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	15
14	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19
15	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	0	1	1	14
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
17	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	15
18	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	17
19	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	18
20	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	0	1	1	14
21	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	17
22	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	15
23	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16
24	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	0	1	1	13
25	1	1	1	0	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	1	13
26	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	10
27	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	17
28	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	3
29	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	13
30	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	18

No	Speaking Competency		Total Score	No	Writing Competency		Total Score
	Items				Items		
	1	2			1	2	
1	72	70	142	1	78	80	158
2	84	88	172	2	98	92	190
3	70	72	142	3	74	72	146
4	78	72	150	4	80	78	158
5	92	90	182	5	98	90	188
6	76	80	156	6	70	74	144
7	74	68	142	7	80	78	158
8	80	76	156	8	68	72	140
9	72	70	142	9	74	70	144
10	70	72	142	10	78	74	152
11	64	68	132	11	78	72	150
12	72	70	142	12	70	68	138
13	72	70	142	13	80	78	158
14	72	74	146	14	68	74	142
15	74	68	142	15	78	80	158
16	72	68	140	16	72	64	136
17	68	70	138	17	82	72	154
18	72	68	140	18	80	82	162
19	74	68	142	19	60	62	122
20	68	64	132	20	72	68	140
21	76	80	156	21	88	84	172
22	80	78	158	22	84	80	164
23	72	64	136	23	78	74	152
24	72	70	142	24	70	64	134
25	84	88	172	25	84	80	164
26	72	64	136	26	78	82	160
27	88	72	160	27	84	80	164
28	60	60	120	28	68	64	132
29	76	72	148	29	74	72	146
30	80	72	152	30	68	70	138

No	Reading Competency																														Total score	
	Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28	
2	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
3	1	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	1	0	1	0	0	0	1	1	12	
4	1	0	1	0	1	1	0	1	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	1	1	0	1	13	
5	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	
6	1	1	1	0	1	1	1	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	0	1	0	1	0	0	0	1	15	
7	0	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	1	16
8	1	0	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	0	1	1	0	11	
9	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	26	
10	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	28	
11	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	21	
12	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	21	
13	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	24	
14	1	1	1	0	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	20	
15	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
16	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	23	
17	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	1	0	1	19	
18	1	1	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	12	
19	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	1	0	1	1	1	1	1	22	
20	1	1	0	0	1	0	1	0	0	0	0	1	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	0	0	1	16	
21	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	24	
22	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	25	
23	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	24	
24	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	21	
25	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	20	
26	0	1	0	1	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	1	1	0	1	0	0	1	1	0	1	0	13	
27	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	26	
28	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	1	0	0	9	

29	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	26
30	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	0	1	1	22



The try-out results of the listening and reading competency tests were analyzed for the validity of the items by using Point Biserial assisted by SPSS 26. The SPSS output as follows.

Listening Competency Validity



Inter-Item Correlation Matrix

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	Xtotal
X1	1.000	1.000	-.073	.212	.212	-.050	-.131	.371	.308	.186	.473	.186	.141	.337	.308	.284	.284	.174	.337	.695	.565
X2	1.000	1.000	-.073	.212	.212	-.050	-.131	.371	.308	.186	.473	.186	.141	.337	.308	.284	.284	.174	.337	.695	.565
X3	-.073	-.073	1.000	.053	.053	-.105	.139	.049	-.015	.000	.135	.392	.298	.015	.207	-.257	-.043	-.026	.015	-.105	.196
X4	.212	.212	.053	1.000	.050	.036	.238	.404	.385	.336	.053	-.067	.107	.472	.385	.015	.161	.413	.154	.036	.536
X5	.212	.212	.053	.050	1.000	-.234	-.048	.235	-.071	.336	-.145	-.202	.107	.154	.233	-.132	-.132	.144	-.323	.036	.176
X6	-.050	-.050	-.105	.036	-.234	1.000	.094	.200	.443	-.267	.288	-.267	.203	.169	.141	.117	-.175	-.018	-.147	-.071	.098
X7	-.131	-.131	.139	.238	-.048	.094	1.000	.354	.213	.000	.139	.141	.245	.111	.213	.154	.309	.378	.279	.094	.467
X8	.371	.371	.049	.404	.235	.200	.354	1.000	.075	.333	.049	.000	.035	.315	.452	.036	.036	.301	-.079	.200	.495
X9	.308	.308	-.015	.385	-.071	.443	.213	.075	1.000	.000	.429	-.151	.146	.202	.148	.263	.263	.111	.202	.141	.442
X10	.186	.186	.000	.336	.336	-.267	.000	.333	.000	1.000	-.196	-.067	.208	.079	.151	.364	.364	.535	.079	.000	.455
X11	.473	.473	.135	.053	-.145	.288	.139	.049	.429	-.196	1.000	.196	.095	.247	.207	.385	.385	-.026	.479	.681	.485
X12	.186	.186	.392	-.067	-.202	-.267	.141	.000	-.151	-.067	.196	1.000	.346	-.079	.000	.073	.218	.134	.394	.267	.294
X13	.141	.141	.298	.107	.107	.203	.245	.035	.146	.208	.095	.346	1.000	-.071	-.010	.196	.196	.259	.093	-.074	.425
X14	.337	.337	.015	.472	.154	.169	.111	.315	.202	.079	.247	-.079	-.071	1.000	.915	-.017	-.017	.516	.068	.484	.539
X15	.308	.308	.207	.385	.233	.141	.213	.452	.148	.151	.207	.000	-.010	.915	1.000	-.066	-.066	.564	.024	.443	.584
X16	.284	.284	-.257	.015	-.132	.117	.154	.036	.263	.364	.385	.073	.196	-.017	-.066	1.000	.841	.467	.499	.408	.531
X17	.284	.284	-.043	.161	-.132	-.175	.309	.036	.263	.364	.385	.218	.196	-.017	-.066	.841	1.000	.467	.671	.408	.609
X18	.174	.174	-.026	.413	.144	-.018	.378	.301	.111	.535	-.026	.134	.259	.516	.564	.467	.467	1.000	.358	.250	.731

X19	.337	.337	.015	.154	-.323	-.147	.279	-.079	.202	.079	.479	.394	.093	.068	.024	.499	.671	.358	1.000	.484	.518
X20	.695	.695	-.105	.036	.036	-.071	.094	.200	.141	.000	.681	.267	-.074	.484	.443	.408	.408	.250	.484	1.000	.563
Xtotal	.565	.565	.196	.536	.176	.098	.467	.495	.442	.455	.485	.294	.425	.539	.584	.531	.609	.731	.518	.563	1.000

For N = 30, the r_{table} is 0.361. The results of the validity test of items number 1 to number 20 on the total score are displayed as follows.

No.	r_{count}	r_{tabel}	Criteria
1	0.565	0.361	Valid
2	0.565	0.361	Valid
3	0.196	0.361	Invalid
4	0.536	0.361	Valid
5	0.176	0.361	Invalid
6	0.098	0.361	Invalid
7	0.467	0.361	Valid
8	0.495	0.361	Valid
9	0.442	0.361	Valid
10	0.455	0.361	Valid
11	0.485	0.361	Valid
12	0.294	0.361	Invalid
13	0.425	0.361	Valid
14	0.539	0.361	Valid
15	0.584	0.361	Valid
16	0.531	0.361	Valid
17	0.609	0.361	Valid
18	0.731	0.361	Valid
19	0.518	0.361	Valid
20	0.563	0.361	Valid

Reading Competency Validity

Inter-Item Correlation Matrix

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30	Xtotal
X1	1.00	.196	.745	-.218	.342	.196	.389	.181	-.089	.254	.181	.067	.333	.523	.356	.254	.111	.111	.381	-.259	.157	.000	.111	.302	.050	-.111	.111	.447	.630	.463	
X2	.196	1.00	.088	-.043	.015	.423	.294	.080	.223	.298	.280	.145	.196	.423	.288	.298	.294	.392	.053	.000	.523	.251	.347	.049	.429	.207	.000	.049	.351	.523	.523
X3	.745	.088	1.00	.098	.388	.351	.224	.365	.120	.340	.183	.030	.268	.351	.239	.340	.224	.268	.331	.089	.149	.331	.063	.224	.135	.135	.089	.447	.280	.447	.581
X4	-.218	-.043	.098	1.00	-.170	.011	-.145	.505	.117	.196	.208	.132	.073	-.117	.196	.218	.364	.161	.364	.267	.015	.154	.218	-.066	.428	.364	.218	.293	-.218	.396	
X5	.342	.015	.388	-.170	1.00	.015	.118	.196	.116	-.031	.034	.164	.236	.247	.484	.256	.315	.079	.319	.079	.342	.154	-.056	.709	.202	.202	.236	.118	-.035	.342	.450
X6	.196	.423	.351	.170	.015	1.00	-.196	.480	.026	.298	.080	.145	.000	.423	.288	.298	.049	.392	.251	.000	.196	.251	.347	-.196	.207	-.015	.392	.049	.088	.523	.455
X7	.389	.294	.224	-.145	.118	-.196	1.00	-.038	.035	.035	.442	-.235	.169	.049	-.208	.378	.000	.067	.167	.111	-.101	-.177	.167	.075	.075	-.033	.167	.224	.111	.152	
X8	.181	.088	.365	.505	.196	.480	-.238	1.00	.196	.196	.167	.302	.272	.280	.327	.332	.102	.272	.247	.136	.181	.247	.289	.102	.127	.277	.544	.272	.183	.408	.596

X9	- .08 9	.22 3	.12 0	.11 7	.11 6	.02 6	.03 3	.19 1	1.0 00	.01 8	.32 7	.14 4	.00 0	.02 6	.01 8	.29 6	.20 0	.13 4	.12 6	.00 0	.13 4	.39 6	.33 1	.36 7	.19 1	.19 1	.26 7	.36 7	- .06 0	.13 4	.418
X10	.25 4	.29 8	.34 0	.19 6	- .07 1	.29 8	.03 5	.19 8	.01 8	1.0 00	.05 6	- .10 7	.06 9	.29 8	- .07 4	.13 9	.03 5	.34 6	.10 7	.20 8	.02 3	.24 7	.09 8	.03 5	- .01 0	.14 6	- .06 9	.38 0	.15 5	.25 4	.357
X11	.18 1	.28 0	.18 3	.20 8	.03 2	.08 0	.44 2	.16 7	.32 7	.05 6	1.0 00	.16 5	.13 6	.08 0	.05 5	.62 1	.44 2	.00 0	.11 0	.40 8	.18 1	.24 7	.43 3	.10 2	.12 3	.27 7	.27 2	.27 2	.36 5	.18 1	.561
X12	.06 7	.14 5	.03 0	.13 2	.16 4	.14 5	- .23 5	.30 2	.14 4	- .10 7	.16 5	1.0 00	.06 7	- .05 3	.23 4	.31 2	.26 9	.20 2	.08 6	.20 2	.29 1	.08 6	.19 0	.26 9	.37 5	.37 5	.33 6	- .23 5	.39 1	.06 7	.411
X13	.33 3	.19 6	.26 8	.07 3	.23 6	.00 0	.16 7	.27 2	.00 0	.06 9	.13 6	.06 7	1.0 00	.39 2	.26 7	.06 9	.50 0	.20 0	.47 1	.06 7	.33 3	- .06 7	.00 0	.16 7	.15 1	.45 2	.06 7	.00 0	.26 8	.33 3	.460
X14	.52 3	.42 3	.35 1	- .25 7	.24 7	.42 3	.04 9	.28 0	.02 6	.29 8	.08 0	- .05 3	.39 2	1.0 00	.28 8	.09 5	.04 9	.00 0	.44 9	- .19 6	.19 6	.25 1	.13 9	.04 9	.42 9	- .01 5	.00 0	.29 4	.08 8	.85 0	.438
X15	.35 6	.28 8	.23 9	.11 7	.48 4	.28 8	- .13 4	.32 7	.01 8	- .07 4	.05 5	.23 4	.26 7	.28 8	1.0 00	.20 3	.20 0	.26 7	.30 6	.00 0	.80 2	.03 6	.37 8	.20 0	.14 1	.14 1	.26 7	- .13 4	.23 9	.35 6	.471
X16	.25 4	.29 8	.34 0	.19 6	.25 6	.29 8	.20 8	.33 9	.29 6	.13 9	.62 1	.31 2	.06 9	.09 5	.20 3	1.0 00	.38 0	- .06 9	.10 7	.48 4	.25 4	.10 7	.24 5	.20 8	- .01 0	.30 2	.48 4	.20 8	.34 0	.25 4	.607
X17	.11 1	.29 4	.22 4	.21 8	.31 5	.04 9	.37 5	.10 2	.20 0	.03 5	.44 2	.26 9	.50 0	.04 9	.20 0	.38 0	1.0 00	.33 3	.40 4	.33 3	.38 9	- .10 1	.00 0	.37 5	.07 5	.64 1	.16 7	- .04 2	.22 4	.11 1	.566
X18	.11 1	.39 2	.26 8	.36 4	.07 9	.39 2	.00 0	.27 2	.13 4	.34 6	.00 0	.20 2	.20 0	.00 0	.26 7	- .06 9	.33 3	1.0 00	.20 2	.06 7	.33 3	.33 6	.28 3	.16 7	.15 1	.30 2	- .06 7	.00 0	.08 9	.11 1	.460

X19	.38 1	.05 3	.33 1	.16 1	.31 3	.25 1	.06 7	.24 7	.12 6	.10 7	.11 0	.08 6	.47 1	.44 9	.30 6	.10 7	.40 4	.20 2	1.0 00	.06 7	.15 7	.05 0	.09 5	.06 7	.23 3	.08 1	.20 2	.23 5	.15 0	.38 1	.493
X20	- .11 1	.00 0	.08 9	.36 4	.07 9	.00 0	.16 7	.13 6	.00 0	.20 8	.40 8	.20 2	.06 7	- .19 6	.00 0	.48 4	.33 3	.06 7	.06 7	1.0 00	.11 1	- .20 2	.00 0	.16 7	- .30 2	.20 0	.33 3	.26 8	- .33 3	.322	
X21	.25 9	.52 3	.14 9	.26 7	.34 2	.19 6	.11 1	.18 1	.13 4	.02 3	.18 1	.29 1	.33 3	.19 6	.80 2	.25 4	.38 9	.33 3	.15 7	.11 1	1.0 00	- .06 7	.23 6	.38 9	.30 2	.30 2	.11 1	- .16 7	.44 7	.25 9	.540
X22	.15 7	.25 1	.33 1	.01 5	.15 4	.25 1	- .10 1	.24 7	.39 6	.24 7	.24 7	.08 6	- .06 7	.25 1	.03 6	.10 7	- .10 1	.33 6	.05 0	- .20 2	- .06 7	1.0 00	.66 6	.06 7	.38 5	- .07 1	.20 2	.40 4	- .03 0	.38 1	.424
X23	.00 0	.34 7	.06 3	.15 4	- .05 6	.34 7	- .17 7	.28 9	.33 1	.09 8	.43 3	.19 0	.00 0	.13 9	.37 8	.24 5	.00 0	.28 3	.09 5	.00 0	.23 6	.66 6	1.0 00	- .17 7	.21 3	.05 3	.42 4	.17 7	.06 3	.23 6	.455
X24	.11 1	.04 9	.22 4	.21 8	.70 9	- .19 6	.16 7	.10 2	.36 7	.03 5	.10 2	.26 9	.16 7	.04 9	.20 0	.20 8	.37 5	.16 7	.06 7	.16 7	.38 9	.06 7	- .17 7	1.0 00	.26 4	.45 2	.00 0	.16 7	.00 0	.11 1	.422
X25	.30 2	.42 9	.13 5	- .06 6	.20 2	.20 7	.07 5	.12 3	.19 1	- .01 0	.12 3	.37 5	.15 1	.42 9	.14 1	- .01 0	.07 5	.15 1	.23 3	- .30 2	.30 2	.38 5	.21 3	.26 4	1.0 00	- .02 3	- .15 1	.07 5	.33 7	.55 3	.401
X26	.05 0	.20 7	.13 5	.42 8	.20 2	- .01 5	.07 5	.27 7	.19 1	.14 6	.27 7	.37 5	.45 2	- .01 5	.14 1	.30 2	.64 1	.30 2	.08 1	.30 2	.30 2	- .07 1	.05 3	.45 2	- .02 3	1.0 00	.30 2	- .11 3	.33 7	.05 0	.518
X27	- .11 1	.00 0	.08 9	.36 4	.23 6	.39 2	- .33 3	.54 4	.26 7	- .06 9	.27 2	.33 6	.06 7	.00 0	.26 7	.48 4	.16 7	- .06 7	.20 2	.20 0	.11 1	.20 2	.42 4	.00 0	- .15 1	.30 2	1.0 00	.00 0	.08 9	.11 1	.425

X28	.11 1	.04 9	.44 7	.21 8	.11 8	.04 9	.16 7	.27 2	.36 7	.38 0	.27 2	- 23	.00 0	.29 4	- 13	.20 8	- 04	.00 0	.23 5	.33 3	- 16	.40 4	.17 7	.16 7	.07 5	- 11	.00 0	1.0 00	.00 0	.11 1	.365		
X29	.44 7	.35 1	.28 0	.29 3	- 03	.08 8	.22 4	.18 3	- 06	.15 5	.36 5	.39 1	.26 8	.08 8	.23 9	.34 0	.22 4	.08 9	.15 0	.26 8	.44 7	- 03	.06 3	.00 0	.33 7	.33 7	.08 9	.00 0	1.0 00	.14 9	.473		
X30	.63 0	.52 3	.44 7	- 21	.34 2	.52 3	.11 1	.40 8	.13 4	.25 4	.18 1	.06 7	.33 3	.85 0	.35 6	.25 4	.11 1	.11 1	.38 1	- 33	.25 9	.38 1	.23 6	.11 1	.55 3	.05 0	.11 1	.11 1	.14 9	1.0 00	.559		
Xtotal	.46 3	.52 3	.58 1	.39 6	.45 0	.45 5	.19 2	.59 6	.41 8	.35 7	.56 1	.41 1	.46 0	.43 8	.47 1	.60 7	.56 6	.46 0	.49 3	.32 2	.54 0	.42 4	.45 5	.42 2	.40 1	.31 8	.51 5	.42 5	.36 5	.47 3	.55 9	.600	1.000

For N = 30, the r_{table} is 0.361. The results of the validity test of items number 1 to number 30 on the total score are displayed as follows.

No.	r_{count}	r_{tabel}	Criteria
1	0.463	0.361	Valid
2	0.523	0.361	Valid
3	0.581	0.361	Valid
4	0.396	0.361	Valid
5	0.450	0.361	Valid
6	0.455	0.361	Valid
7	0.192	0.361	Invalid
8	0.596	0.361	Valid
9	0.418	0.361	Valid
10	0.357	0.361	Invalid
11	0.561	0.361	Valid

No.	r_{count}	r_{tabel}	Criteria
12	0.411	0.361	Valid
13	0.460	0.361	Valid
14	0.438	0.361	Valid
15	0.471	0.361	Valid
16	0.607	0.361	Valid
17	0.566	0.361	Valid
18	0.460	0.361	Valid
19	0.493	0.361	Valid
20	0.322	0.361	Invalid
21	0.540	0.361	Valid
22	0.424	0.361	Valid
23	0.455	0.361	Valid
24	0.422	0.361	Valid
25	0.401	0.361	Valid
26	0.518	0.361	Valid
27	0.425	0.361	Valid
28	0.365	0.361	Valid
29	0.473	0.361	Valid
30	0.559	0.361	Valid



The try-out results of the speaking and writing competency tests were analyzed for the validity of the items by using Pearson Product Moment assisted by SPSS 26. The SPSS output as follows.

Speaking Competency Validity

Correlations

		X1	X2	Xtotal
X1	Pearson Correlation	1	.773**	.937**
	Sig. (2-tailed)		.000	.000
	N	30	30	30
X2	Pearson Correlation	.773**	1	.945**
	Sig. (2-tailed)	.000		.000
	N	30	30	30
Xtotal	Pearson Correlation	.937**	.945**	1
	Sig. (2-tailed)	.000	.000	
	N	30	30	30

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

For N = 30, the r_{table} is 0.361. The results of the validity test of items number 1 and 2 on the total score are displayed as follows.

No.	r_{count}	r_{tabel}	Criteria
1	0.937	0.361	Valid
2	0.945	0.361	Valid

Writing Competency Validity

Correlations

		X1	X2	Xtotal
X1	Pearson Correlation	1	.878**	.973**
	Sig. (2-tailed)		.000	.000
	N	30	30	30
X2	Pearson Correlation	.878**	1	.965**
	Sig. (2-tailed)	.000		.000
	N	30	30	30
Xtotal	Pearson Correlation	.973**	.965**	1
	Sig. (2-tailed)	.000	.000	
	N	30	30	30

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

For N = 30, the r_{table} is 0.361. The results of the validity test of items number 1 and 2 on the total score are displayed as follows.

No.	r_{count}	r_{tabel}	Criteria
1	0.973	0.361	Valid
2	0.965	0.361	Valid

2. Try-Out Results of Attitude Questionnaire

No	Items															Xtotal
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	
1	4	4	4	5	4	4	2	4	3	5	2	2	2	1	4	50
2	5	5	5	5	5	5	3	5	4	4	3	3	3	2	4	61
3	4	4	4	4	4	4	5	4	4	4	5	5	5	5	4	65
4	4	4	4	4	5	5	1	4	4	5	2	1	5	2	4	54
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
6	4	4	4	4	5	4	5	5	4	4	1	5	1	2	4	56
7	3	4	4	4	3	4	5	4	3	4	5	5	5	5	4	62
8	3	3	3	4	4	4	2	4	3	3	2	2	2	1	4	44
9	5	5	5	5	5	5	4	5	4	5	4	5	4	1	5	67
10	4	5	4	5	4	5	2	4	4	5	5	2	1	3	4	57
11	4	4	4	5	5	5	4	4	4	5	4	1	1	5	5	60
12	5	5	4	5	4	4	1	4	3	4	2	2	5	2	5	55
13	5	5	5	4	5	4	4	4	5	5	4	2	1	5	5	63
14	3	3	4	4	5	4	1	3	3	4	5	5	1	4	5	54
15	5	5	5	4	4	5	1	4	4	3	4	3	2	1	5	55
16	3	3	3	4	4	4	4	5	5	4	4	3	3	3	4	56
17	5	5	5	4	4	4	2	4	5	5	1	5	2	5	5	61
18	5	5	5	5	5	5	4	5	5	5	4	4	4	2	5	68
19	4	3	4	4	3	4	4	3	4	3	2	2	5	2	4	51
20	3	4	4	4	5	4	2	5	4	4	2	5	2	4	4	56
21	5	4	4	4	5	4	5	5	5	4	3	2	2	1	5	58
22	4	4	5	4	5	5	5	5	5	4	5	5	5	4	4	69
23	5	4	4	5	4	5	1	3	5	4	2	1	5	5	3	56

24	4	4	4	5	4	4	5	4	5	5	5	4	1	2	5	61
25	5	5	5	5	3	4	3	5	5	5	2	2	2	5	4	60
26	4	4	3	4	5	5	1	4	4	4	5	5	1	5	4	58
27	3	3	4	3	4	4	3	4	4	4	4	1	5	1	5	52
28	5	4	3	5	3	3	3	3	4	5	2	2	5	2	3	52
29	4	4	4	4	4	5	5	3	4	5	4	3	2	3	4	58
30	4	5	4	4	5	4	2	4	4	3	3	4	3	2	5	56

The try-out results of the listening and reading competency tests were analyzed for the validity of the items by using Pearson Product Moment assisted by SPSS 26. The SPSS output as follows.

Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	Xtotal
X1	Pearson Correlation	1	.748**	.560**	.554**	.064	.228	.006	.130	.454	.335	-.208	-.125	.110	.000	.133	.407
	Sig. (2-tailed)		.000	.001	.001	.738	.225	.975	.495	.012	.070	.270	.509	.561	1.000	.485	.025
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2	Pearson Correlation	.748**	1	.671**	.503**	.204	.330	-.057	.345	.276	.357	-.007	.153	-.059	.123	.298	.541
	Sig. (2-tailed)	.000		.000	.005	.280	.075	.765	.062	.139	.052	.970	.421	.757	.519	.109	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X3	Pearson Correlation	.560**	.671**	1	.207	.250	.399	.186	.394	.394	.265	.085	.210	.065	.135	.447	.650
	Sig. (2-tailed)	.001	.000		.271	.184	.029	.325	.031	.031	.156	.654	.264	.733	.476	.013	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X4	Pearson Correlation	.554**	.503**	.207	1	-.058	.219	-.019	.104	.104	.503**	-.047	-.131	.000	.039	-.104	.277
	Sig. (2-tailed)	.001	.005	.271		.760	.244	.921	.586	.586	.005	.804	.491	1.000	.836	.584	.138
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X5	Pearson Correlation	.064	.204	.250	-.058	1	.465	-.011	.439	.162	.069	.191	.288	-.266	.000	.421	.357

	Sig. (2-tailed)	.738	.280	.184	.760		.010	.956	.015	.393	.717	.311	.123	.155	1.000	.021	.053
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X6	Pearson Correlation	.228	.330	.399	.219	.465**	1	-.060	.192	.192	.150	.366	.033	.000	.118	.097	.434*
	Sig. (2-tailed)	.225	.075	.029	.244	.010		.754	.309	.309	.428	.047	.864	1.000	.534	.608	.017
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X7	Pearson Correlation	.006	-.057	.186	-.019	-.011	-.060	1	.334	.367	.219	.327	.271	.110	.086	.093	.541**
	Sig. (2-tailed)	.975	.765	.325	.921	.956	.754		.071	.046	.245	.078	.147	.562	.651	.624	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X8	Pearson Correlation	.130	.345	.394	.104	.439	.192	.334	1	.365	.105	.043	.325	-.060	-.063	.254	.493**
	Sig. (2-tailed)	.495	.062	.031	.586	.015	.309	.071		.048	.579	.823	.080	.752	.742	.175	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X9	Pearson Correlation	.454	.276	.394	.104	.162	.192	.367	.365	1	.316	.079	.033	.000	.282	.094	.548**
	Sig. (2-tailed)	.012	.139	.031	.586	.393	.309	.046	.048		.089	.678	.865	1.000	.131	.623	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X10	Pearson Correlation	.335	.357	.265	.503**	.069	.150	.219	.105	.316	1	.098	-.058	-.120	.249	.056	.426*
	Sig. (2-tailed)	.070	.052	.156	.005	.717	.428	.245	.579	.089		.606	.760	.528	.184	.769	.019
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X11	Pearson Correlation	-.208	-.007	.085	-.047	.191	.366	.327	.043	.079	.098	1	.333	-.031	.259	.289	.513**
	Sig. (2-tailed)	.270	.970	.654	.804	.311	.047	.078	.823	.678	.606		.072	.870	.167	.121	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X12	Pearson Correlation	-.125	.153	.210	-.131	.288	.033	.271	.325	.033	-.058	.333	1	-.069	.288	.177	.527**
	Sig. (2-tailed)	.509	.421	.264	.491	.123	.864	.147	.080	.865	.760	.072		.716	.122	.348	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X13	Pearson Correlation	.110	-.059	.065	.000	-.266	.000	.110	-.060	.000	-.120	-.031	-.069	1	-.053	-.239	.189
	Sig. (2-tailed)	.561	.757	.733	1.000	.155	1.000	.562	.752	1.000	.528	.870	.716		.779	.203	.317
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

X14	Pearson Correlation	.000	.123	.135	.039	.000	.118	.086	-.063	.282	.249	.259	.288	-.053	1	-.142	.459
	Sig. (2-tailed)	1.000	.519	.476	.836	1.000	.534	.651	.742	.131	.184	.167	.122	.779		.453	.011
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X15	Pearson Correlation	.133	.298	.447	-.104	.421	.097	.093	.254	.094	.056	.289	.177	-.239	-.142	1	.313
	Sig. (2-tailed)	.485	.109	.013	.584	.021	.608	.624	.175	.623	.769	.121	.348	.203	.453		.093
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Xtotal	Pearson Correlation	.407	.541	.650	.277	.357	.434	.541	.493	.548	.426	.513	.527	.189	.459	.313	1
	Sig. (2-tailed)	.025	.002	.000	.138	.053	.017	.002	.006	.002	.019	.004	.003	.317	.011	.093	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

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

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

For $N = 30$, the r_{table} is 0.361. The results of the validity test of items number 1 to number 15 on the total score are displayed as follows.

No.	r_{count}	r_{table}	Criteria
1	0.407	0.361	Valid
2	0.541	0.361	Valid
3	0.650	0.361	Valid
4	0.277	0.361	Invalid
5	0.357	0.361	Invalid
6	0.434	0.361	Valid
7	0.541	0.361	Valid
8	0.493	0.361	Valid
9	0.548	0.361	Valid
10	0.426	0.361	Valid
11	0.513	0.361	Valid
12	0.527	0.361	Valid

No.	r_{count}	r_{tabel}	Criteria
13	0.189	0.361	Invalid
14	0.459	0.361	Valid
15	0.313	0.361	Invalid



ATTACHMENT 4. Reliability Results of Try-Out Instruments

1. Reliability For English Language Competency Test

To know the reliability coefficient of the listening, speaking, reading and writing competency tests, the Alpha Cronbach formula was used assisted by SPSS 26. The SPSS output as follows.

Listening Competency Reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.823	.846	16

Speaking Competency Reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.871	.872	2

Reading Competency Reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.868	.876	27

Writing Competency Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.930	.935	2

According to Sujarweni (2014), the results are reliable if they have a Cronbach alpha value > 0.60 . The results of the reliability test are displayed as follows.

Test	r_{11}	r_{kritis}	Criteria
Listening	0.823	0.60	Reliable
Speaking	0.871	0.60	Reliable
Reading	0.868	0.60	Reliable
Writing	0.930	0.60	Reliable

2. Reliability For Attitude Questionnaire

To know the reliability coefficient of the attitude questionnaires, the Cronbach Alpha formula was used assisted by SPSS 26. The SPSS output as follows.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.675	.747	11

According to Sujarweni (2014), the results are reliable if they have a Cronbach alpha value > 0.6 . The results of the reliability attitude questionnaire was 0.675, it means it is reliable.

ATTACHMENT 5. Research Instrument

1. English Language Competency Test (Post-Test)

Listening Test

Listen to the dialogue carefully for questions number 1 to 3!



1. What competition is discussed in the dialogue?
 - a. Public speaking
 - b. Debate
 - c. Story telling
 - d. Singing
2. Who will take part in the competition?
 - a. Faisal
 - b. Dirga
 - c. Faisal's friend
 - d. Dirga's friend
3. What is the expression of hope mentioned in the dialogue?
 - a. That's why I am so nervous.
 - b. Really?
 - c. I hope you will be the winner of the competition.
 - d. Thank you.

Listen to the dialogue carefully for questions number 4 to 7!



4. How many people are there in the dialogue?
 - a. 2 people
 - b. 3 people
 - c. 4 people
 - d. 5 people
5. "I agree, I think that would be perfect!"
What kind of expression is it?
 - a. Asking agreement
 - b. Stating agreement
 - c. Asking opinion
 - d. Stating disagreement
6. "That might be a little too cold for some people."
Anonymous from the underlined word is
 - a. icy
 - b. hot
 - c. cool
 - d. dry
7. Based on the dialogue, what will they do next?
 - a. They will go on a company outing
 - b. They will go on a champing
 - c. They plan to work together
 - d. They will do a survey

Listen to the dialogue carefully for questions number 8 to 9!



8. How many people are there in the dialogue?
Answer:
9. How is to be a good football player according to dialogue?
Answer:

Listen to the monologue carefully for questions number 10 to 11!



10. Based on statement 1, does the speaker agree that the t-shirt worn is suitable?

Answer:

11. Based on statement 2, what musical instruments do the speakers think that are easy to play?

Answer:

Listen to the monologue carefully for questions number 12 to 15!



12. What is the name of the product?

Answer:

13. How many times is the recommended use per day?

Answer:

14. What advice is recommended if irritation occurs?

Answer:

15. Can the product be used until February 2023?

Answer:

Speaking Test

Choose of the tasks you want to do:

1. Tell me about your hope in the future and things you will do if you got the second chance to fix the past. Use the expression of hoping and wishing. Tell me about it in 5-10 sentences.
2. Tell me about your agreement or disagreement if we should take some vitamins every day to keep our body healthy. Tell me about it in 5-10 sentences.

Reading Test

A. Choose the correct answer by crossing (X) a, b, c, or d!

Dialogue for questions number 1 to 5

Bunga : Hi, Sarah. You look so happy, is there anything special?

Sarah : I get a message from my sister that I got a motorcycle from my father's office.

Bunga : Wow. That's really great. How can you get it?

Sarah : Yeah. My father's office will give some prizes to the staff's children if they have a good skill in music or sport.

Bunga : That's great. I know that you're an athlete so you have good skill in sport. Congratulations, girl!

Sarah : I am happy about it. Thank you, but I'm still learning to be a good athlete.

1. How many people are there in the dialogue?
 - a. 2 people
 - b. 3 people
 - c. 4 people
 - d. 5 people
2. Who got the prize?
 - a. Sarah
 - b. Sarah's father
 - c. Staff
 - d. Bunga
3. How the girl could get the prize? It is because
 - a. She got the first rank in her class
 - b. She is a good girl
 - c. She buys a lottery
 - d. She has a good skill in sports
4. What is the expression of congratulation mentioned in the dialogue?
 - a. Congratulation, girl!
 - b. Hi, Sarah.

- c. Thank you, but I'm still learning to be a good athlete
 - d. How can you get it?
5. Who will give the prize for the girl?
- a. Her father
 - b. Her friends
 - c. Her father office
 - d. Her friends' father

Dialogue for questions number 6 to 10

Adi : Dara, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.

Dara : Thanks, Adi.

Adi : I heard that you will be a representative of our school in the story telling competition of our regency. Is it true?

Dara : Yes, you're right.

Adi : I hope you will win as well as in the this competition.

Dara : I hope so. But I'm nervous.

Adi : Don't worry, you're a very good story teller. Good luck.

Dara : Thanks. I'll do my best. Wish me luck.

6. What competition did Dara join in ?
- a. Debate
 - b. Public speaking
 - c. Story telling
 - d. Singing
7. What is the next competition level will Dara join?
- a. Province
 - b. Regency
 - c. National
 - d. International
8. What is Adi's hope for Dara?
- a. That she will find new style
 - b. To find new friend
 - c. That she will be brave
 - d. To win the competition
9. Which one is the expression of congratulations others?
- a. I'm so proud of you
 - b. Do you agree with me?
 - c. I think you can win the beauty contest.
 - d. I'd like to congratulate you on your success
10. Dian : Have you heard if I won the bike race this morning?
Leo : Really?
- a. I hope you don't lie to me
 - b. I must congratulate you
 - c. You must win the race

- d. Are you parents proud of you?
11. What do you hope if your classmate will join a speech competition?
- Congratulation!
 - We are so proud of you
 - I hope you'll do the best at the competition
 - Wish me luck!
12. Rio : Is it true that you get the first rank?
 Elsa : Yes
 Rio : Congratulations!
 Elsa :
- No need
 - You must be kidding
 - Thanks a lot
 - I hope you'll get the first rank.

Dialogue for questions number 13 to 16

- Billy : Did you read that the letter in the paper about smoking? The person who wrote that must be out of mind.
- Sam : I don't think so. I think the government should do everything they can to discourage people from smoking.
- Billy : Maybe so. But, a law which bans cigarettes would do not good.
- Sam : No. You can't suddenly make smoking illegal. But the government could prohibit smoking in public areas.
- Billy : Yes, that's true. Anyway, in most places you can't smoke in cinemas. But, I think people should be allowed to smoke on trains and buses. Don't you?
- Sam : Not at all. It's awful sitting next to someone blowing smoke all over you, if you don't smoke yourself.

13. What are they talking about?
- The government who prohibit people to smoke on buses
 - Cigarettes which is banned
 - The rule of smoking
 - Public place
14. The expression "I don't think so" in the dialogue shows
- disagreement
 - agreement
 - possibility
 - instruction
15. According to the dialogue, what should the government do to avoid smoking?
- Bans the cigarette
 - Punish the smoker
 - Prohibit smoking in public areas
 - Bans the import of cigarettes
16. According to Sam's opinion, what does it feel to the next of smoker?
- happy
 - tired

b. so so

d. awful

Text for question number 17 to 20

Full Citrus	
Refreshing Water	
Extract Lemon	
Healthy and Fresh	
Under license by Rock Meal Indonesia	
In a bottle (140 ml) contains:	
Vitamin C	100 mg
Energy	65 cal
Protein	0 g
Fat	0 g
Carbohydrate	16 g
Sugar	6 g
Natrium	99 g
Vitamin B 1	1.0 g
Vitamin E	2.3 g
Niacin	2.3 g

17. How much liquid does the Full Citrus contain?
 - a. 100 mg
 - b. 99 g
 - c. 140 ml
 - d. 65 cal
18. The following are the vitamin in Full Citrus, **except**

 - a. vitamin A
 - b. vitamin B1
 - c. vitamin C
 - d. vitamin E

19. From the label we know that Full Citrus does not contain

 - a. carbohydrate
 - b. vitamin
 - c. protein
 - d. energy

20. What kind of medicine Full Citrus is?
 - a. Liquid
 - b. Tablet
 - c. Capsules
 - d. Cream

B. Read the dialogue below then state true or false on the following table. Make a correction for the false based on the statements you find!

Diana : Hi, Nadia. You look so busy today.

Nadia : Yeah, I must study hard to prepare myself for the English speech contest.

Diana : That's great. I hope you get the best of it
 Nadia : I hope so. By the way, what about your story telling contest?
 Diana : I haven't known about the result
 Nadia : Don't worry if you have done the best, I expect you'll a good news soon
 Diana : I hope so, thanks a lot, my best friend.
 Nadia : Okay, girl.

No	Statements	True	False
1	There are two boys in the dialogue.		
2	Nadia is busy when Diana sees her.		
3	Nadia prepares herself for the storytelling contest.		
4	Diana won a storytelling contest.		
5	Nadia hopes that Diana will get the announcement.		

Writing Test

Please create your dialogue using your own topic in 5-10 sentences. Choose of the tasks you want to do:

1. Write the dialogue using the expressions of congratulation.
2. Write the dialogue sentences using “in order to” and “so that”.

2.Students' Attitude Questionnaire

(Google Form)

Petunjuk:

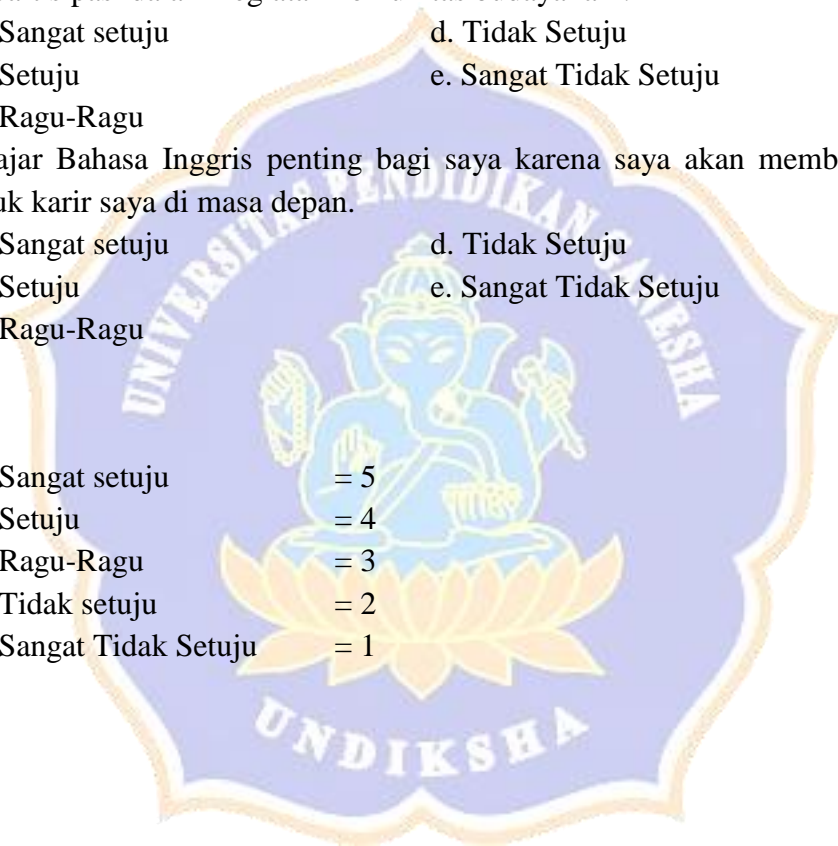
Lakukan penilaian terhadap dirimu sendiri selama mengikuti pembelajaran Bahasa Inggris!

1. Belajar Bahasa Inggris itu luar biasa.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-Ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
2. Saya sangat senang belajar Bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-Ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
3. Bahasa Inggris adalah bagian penting dari program sekolah.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-Ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
4. Saya ingin belajar Bahasa Inggris sebanyak mungkin.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-Ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
5. Saya senang bertemu dan mendengarkan orang-orang yang berbicara menggunakan Bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-Ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
6. Mempelajari Bahasa Inggris penting karena akan membuat saya lebih nyaman dengan penutur Bahasa Inggris lainnya.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-Ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
7. Mempelajari Bahasa Inggris penting bagi saya karena memungkinkan saya untuk bertemu dan berkomunikasi dengan lebih banyak orang.
 - a. Sangat setuju
 - d. Tidak Setuju

- b. Setuju
c. Ragu-Ragu
- e. Sangat Tidak Setuju
8. Mempelajari Bahasa Inggris penting bagi saya karena memungkinkan saya untuk lebih memahami dan menghargai seni dan sastra Inggris.
- a. Sangat setuju
b. Setuju
c. Ragu-Ragu
- d. Tidak Setuju
e. Sangat Tidak Setuju
9. Mempelajari Bahasa Inggris penting bagi saya karena saya bisa bebas berpartisipasi dalam kegiatan komunitas budaya lain.
- a. Sangat setuju
b. Setuju
c. Ragu-Ragu
- d. Tidak Setuju
e. Sangat Tidak Setuju
10. Belajar Bahasa Inggris penting bagi saya karena saya akan membutuhkannya untuk karir saya di masa depan.
- a. Sangat setuju
b. Setuju
c. Ragu-Ragu
- d. Tidak Setuju
e. Sangat Tidak Setuju

Score :

- a. Sangat setuju = 5
b. Setuju = 4
c. Ragu-Ragu = 3
d. Tidak setuju = 2
e. Sangat Tidak Setuju = 1



**Answer Key
(Listening Test)**

1. C
2. A
3. C
4. A
5. B
6. B
7. D
8. Two peoples
9. Train hard and focus in every match
10. No, he doesn't
11. Guitar
12. Skin cream
13. Three times a day
14. Consult a doctor
15. No, it can't.

Final Score
 Multiple choice : Total score x 5
 Short answer : Total score x 8.125
 Maximum Score = 100
 Minimum Score = 0

**Scoring Rubric
(Speaking Test)**

ASPECT	SCORE	DESCRIPTION
Pronunciation	5	<input type="checkbox"/> Easy to understand and has native speaker's accent
	4	<input type="checkbox"/> Easy to understand with certain accent
	3	<input type="checkbox"/> There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding
	2	<input type="checkbox"/> Difficult to understand because there is problem in pronunciation, asked to repeat
	1	<input type="checkbox"/> The serious pronunciation so it can not be understood

Grammar	5	<input type="checkbox"/>	There is no or little mistake in grammar
	4	<input type="checkbox"/>	Sometimes makes mistake in grammar, but it does not influence the meaning
	3	<input type="checkbox"/>	Often makes mistake in grammar and it influences the meaning
	2	<input type="checkbox"/>	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	<input type="checkbox"/>	The grammar mistake is so bad so it is difficult to understand
Vocabulary	5	<input type="checkbox"/>	Using vocabulary and expression like native speaker
	4	<input type="checkbox"/>	Sometimes using vocabulary which is not appropriate
	3	<input type="checkbox"/>	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	<input type="checkbox"/>	Using wrong vocabulary and it is limited so it is difficult to understand
	1	<input type="checkbox"/>	Vocabulary is so limited so conversation impossible to occur
Fluency	5	<input type="checkbox"/>	Speech is smooth as a native speaker's
	4	<input type="checkbox"/>	The fluency is disturbed by language problem
	3	<input type="checkbox"/>	The fluency is disturbed more by language problem
	2	<input type="checkbox"/>	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	1	<input type="checkbox"/>	Speech is so halting and fragmentary that conversation is virtually impossible.
Comprehend	5	<input type="checkbox"/>	Understand all without any difficulties
	4	<input type="checkbox"/>	Understand almost all, although there is repetition in certain part
	3	<input type="checkbox"/>	Understand most of what she/he talks in slow speaking
	2	<input type="checkbox"/>	Difficult to understand what she/he talks
	1	<input type="checkbox"/>	Can not understand although in simple conversation

Adapted from Brown and Abeywickrama (2018, pp. 184-185)

Final Score = Total Score x 4

Maximum Score = 100

Minimum Score = 20

**Answer Key
(Reading Test)**

A

- | | | | |
|------|-------|-------|-------|
| 1. A | 6. B | 11. C | 16. D |
| 2. A | 7. C | 12. C | 17. C |
| 3. D | 8. D | 13. B | 18. A |
| 4. A | 9. D | 14. A | 19. A |
| 5. C | 10. B | 15. C | 20. A |

B

1. False
2. True
3. False
4. False
5. True

Final Score = Total score (A+B) x 4

Maximum Score = 100

Minimum Score = 0

**Scoring Rubric
(Writing Test)**

Aspect	Score	Description	Weight
Content (a) 30% - Topic - Detail	4	The topic is complete, clear, and the details are relating to the topic.	3x
	3	The topic is complete and clear, but the details are almost relating to the topic.	
	2	The topic is complete and clear, but the details are not relating to the topic.	
	1	The topic is not clear, but the	

		details are not relating to the topic.	
Organization (b) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with the proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost the proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (c) 20% - Use Present Tense	4	Very few grammatical inaccuracies.	2x
	3	Few grammatical inaccuracies but not affect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (d) 15%	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (e) 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 has dominated by errors of spelling, punctuation, and	

		capitalization.	
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Adapted from Brown (2007)

Scale: 1-4 (for point a,b,c,d,e)

$$\text{Final Score: } \frac{3(\text{score } a)+2(\text{score } b)+2(\text{score } c)+1,5(\text{score } d)+1,5(\text{score } e)}{40} \times 100$$

$$\text{Maximum Score} = 100$$

$$\text{Minimum Score} = 25$$



ATTACHMENT 6. Teaching Scenario

Teaching Scenario



Meeting 1 (Experiment Class)
 Topic : Expressing hope, wish, and congratulation
 Time Allocation : 2 x 40 minutes

Pre Activity	1. Greeting 2. Asking the students' condition 3. The researcher introduces herself and prepares the blended English literacy-based assessment that will be used in the form of E-book. 4. Praying before the lesson begins 5. Checking the students' attendance
	6. The researcher will give explanation of how to use assessment using smartphone before giving assignments to students, so that the researcher can find out what might happen, such as bad connections and other possibilities.
	7. Conducting apperception through questions and answers regarding the use of expressions of hope, wish, and congratulations. Like, "What do you friends say to you when you hold a party?"
Main Activity	1. Students make observations on several dialogues and texts that use expressions of hope, wish, and congratulations. 2. Students discussed and discussed the problems in real life related to expressions of hope, wish, and congratulations.
	3. At the end of the lesson, the researcher will give the blended literacy-based assessment to the students in the form of speaking test, the students asked to make a dialogue with their classmates (see E-module page 7).

Post Activity	1. The researcher will discuss with the students about the obstacles during the experiment so that the next experiment would be better.
	2. Class ends.

Meeting 1 (Control Class)

Topic : Expressing hope, wish, and congratulation
 Time Allocation : 2 x 40 minutes

Pre Activity	1. Greeting 2. Asking the students' condition 3. The researcher introduces herself. 4. Praying before the lesson begins 5. Checking the students' attendance
	6. Conducting apperception through questions and answers regarding the use of expressions of hope, wish, and congratulations. Like, "What do you friends say to you when you hold a party?"
Main Activity	1. Students make observations on several dialogues and texts that use expressions of hope, wish, and congratulations. 2. Students discussed and discussed the problems in real life related to expressions of hope, wish, and congratulations
	3. At the end of the lesson, the researcher will give conventional assessment as is usually done by the teacher in the form of writing test.
Post Activity	1. The researcher will discuss with the students about the obstacles during the class.
	2. Class ends.

Meeting 2 (Experiment Class)

Topic : Expressing hope, wish, and congratulation
 Time Allocation : 2 x 40 minutes

Pre Activity	1. Greeting 2. Asking the students' condition 3. The researcher prepares the blended English literacy-based assessment that will be used in the form of E-book. 4. Praying before the lesson begins 5. Checking the students' attendance
	6. The researcher explain about the previous material

Main Activity	1. Students explore information about the problems in real life related to expressions of hope, wish, and congratulations. 2. Students conclude several expressions that can be used to express hopes, wish, and congratulations.
	3. At the end of the lesson, the researcher will give the blended literacy-based assessment to the students in the form of listening and reading tests from watching the video (see E-module page 9-10).
Post Activity	1. The researcher will discuss with the students about the obstacles during the experiment so that the next experiment would be better.
	2. Class ends.

Meeting 2 (Control Class)

Topic : Expressing hope, wish, and congratulation
Time Allocation : 2 x 40 minutes

Pre Activity	1. Greeting 2. Asking the students' condition 3. Praying before the lesson begins 4. Checking the students' attendance 5. The researcher explains about the previous material.
	6. The researchers will discuss topic with students.
Main Activity	1. Students explore information about the problems in real life related to expressions of hope, wish, and congratulations. 2. Students conclude several expressions that can be used to express hopes, wish, and congratulations.
	3. At the end of the lesson, the researcher will give conventional assessment as is usually done by the teacher in the form of reading test
Post Activity	1. The researcher will discuss with the students about the obstacles during the class.
	2. Class ends.

Meeting 3 (Experiment Class)

Topic : Expressing Agreement and Disagreement
Time Allocation : 2 x 40 minutes

Pre Activity	1. Greeting
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	<ol style="list-style-type: none"> 2. Asking the students' condition 3. The researcher prepares the blended English literacy-based assessment that will be used in the form of E-book. 4. Praying before the lesson begins 5. Checking the students' attendance
	<ol style="list-style-type: none"> 6. Conducting apperception through questions and answers regarding the use of expressions agreement and disagreement. Like, "Do you agree if our school held anniversary celebration? What do you think of it?"
Main Activity	<ol style="list-style-type: none"> 1. Students observe the use of grammatical to, in order to, so that, agreement and disagreement. 2. Students discuss the use of grammatical elements to, in order to, so that, agreement, and disagreement.
	<ol style="list-style-type: none"> 3. At the end of the lesson, the researcher will give the blended literacy-based assessment the students in the form of writing test, the students asked to write their opinions (see E-module page 18).
Post Activity	<ol style="list-style-type: none"> 1. The researcher will discuss with the students about the obstacles during the experiment so that the next experiment would be better.
	<ol style="list-style-type: none"> 2. Class ends.

Meeting 3 (Control Class)

Topic : Expressing Agreement and Disagreement
Time Allocation : 2 x 30 minutes

Pre Activity	<ol style="list-style-type: none"> 1. Greeting 2. Asking the students' condition 3. Praying before the lesson begins 4. Checking the students' attendance 5. Conducting apperception through questions and answers regarding the use of expressions agreement and disagreement. Like, "Do you agree if our school held anniversary celebration? What do you think of it?"
Main Activity	<ol style="list-style-type: none"> 1. Students observe the use of grammatical to, in order to, so that, agreement and disagreement. 2. Students discuss the use of grammatical elements to, in order to, so that, agreement, and disagreement
	<ol style="list-style-type: none"> 3. At the end of the lesson, the researcher will give conventional assessment as is usually done by the teacher in the form of writing test

Post Activity	1. The researcher will discuss with the students about the obstacles during the class.
	2. Class ends.

Meeting 4 (Experiment Class)

Topic : Expressing Agreement and Disagreement
 Time Allocation : 2 x 40 minutes

Pre Activity	1. Greeting 2. Asking the students' condition 3. The researcher prepares the blended English literacy-based assessment that will be used in the form of E-book. 4. Praying before the lesson begins 5. Checking the students' attendance
	6. The researcher explains about the previous material.
Main Activity	1. Students explore information about linguistic elements to, in order to, so that, agreement and disagreement. 2. Students analyze linguistic elements to, in order to, so that, agreement and disagreement.
	3. At the end of the lesson, the researcher will give the blended literacy-based assessment to the students in the form of speaking test, the students asked to discuss the topic with their groups (see E-module page 20).
Post Activity	1. The researcher will discuss with the students about the obstacles during the experiment so that the next experiment would be better.
	2. Class ends.

Meeting 4 (Control Class)

Topic : Expressing Agreement and Disagreement
 Time Allocation : 2 x 40 minutes

Pre Activity	1. Greeting 2. Asking the students' condition 3. Praying before the lesson begins 4. Checking the students' attendance 5. The researcher explains about the previous material.
Main Activity	1. Students explore information about linguistic elements to, in order to, so that, agreement and disagreement. 2. Students analyze linguistic elements to, in order to, so that,

	agreement and disagreement.
	3. At the end of the lesson, the researcher will give conventional assessment as is usually done by the teacher in the form of writing test
Post Activity	1. The researcher will discuss with the students about the obstacles during the class.
	2. Class ends.

Meeting 5 (Experiment Class)

Topic : How to Read the Label

Time Allocation : 2 x 40 minutes

Pre Activity	1. Greeting 2. Asking the students' condition 3. The researcher prepares the blended English literacy-based assessment that will be used in the form of E-book. 4. Praying before the lesson begins 5. Checking the students' attendance
	6. Conducting apperception through questions and answers regarding how to read the label. Like, "How do you pick between two nutritious food that both offers you a good benefit? You read the label?"
Main Activity	1. Students look at the pictures and information on short and simple labels, related to drugs/food/beverages. 2. Students discuss types of short and simple labels, related to drugs/food/beverages.
	3. At the end of the lesson, the researcher will give the blended literacy-based assessment to the students in the form of reading test through the game (see E-module page 33).
Post Activity	1. The researcher will discuss with the students about the obstacles during the experiment so that the next experiment would be better.
	2. Class ends.

Meeting 5 (Control Class)

Topic : How to Read the Label

Time Allocation : 2 x 40 minutes

Pre Activity	<ol style="list-style-type: none"> 1. Greeting 2. Asking the students' condition 3. Praying before the lesson begins 4. Checking the students' attendance 5. Conducting apperception through questions and answers regarding how to read the label. Like, "How do you pick between two nutritious food that both offers you a good benefit? You read the label?"
Main Activity	<ol style="list-style-type: none"> 1. Students look at the pictures and information on short and simple labels, related to drugs/food/beverages. 2. Students discuss types of short and simple labels, related to drugs/food/beverages.
	<ol style="list-style-type: none"> 3. At the end of the lesson, the researcher will give conventional assessment as is usually done by the teacher in the form of reading test.
Post Activity	<ol style="list-style-type: none"> 1. The researcher will discuss with the students about the obstacles during the class.
	<ol style="list-style-type: none"> 2. Class ends.

Meeting 6 (Experiment Class)

Topic : How to Read the Label

Time Allocation : 2 x 40 minutes

Pre Activity	<ol style="list-style-type: none"> 1. Greeting 2. Asking the students' condition 3. The researcher prepares the blended English literacy-based assessment that will be used in the form of E-book. 4. Praying before the lesson begins 5. Checking the students' attendance
Main Activity	<ol style="list-style-type: none"> 6. The researcher explains about the previous material. 1. Students explore information about short and simple labels, related to drugs/drinks/food. 2. Students analyze short and simple labels related to drugs/drinks/food. 3. Students make a summary of short and simple labels, related to drugs/drinks/food.
	<ol style="list-style-type: none"> 4. At the end of the lesson, the researcher will give the blended literacy-based assessment to the students by answering the quiz (see E-module page 76).
Post Activity	<ol style="list-style-type: none"> 1. The researcher will discuss with the students about the obstacles during the experiment so that the next experiment would be better.

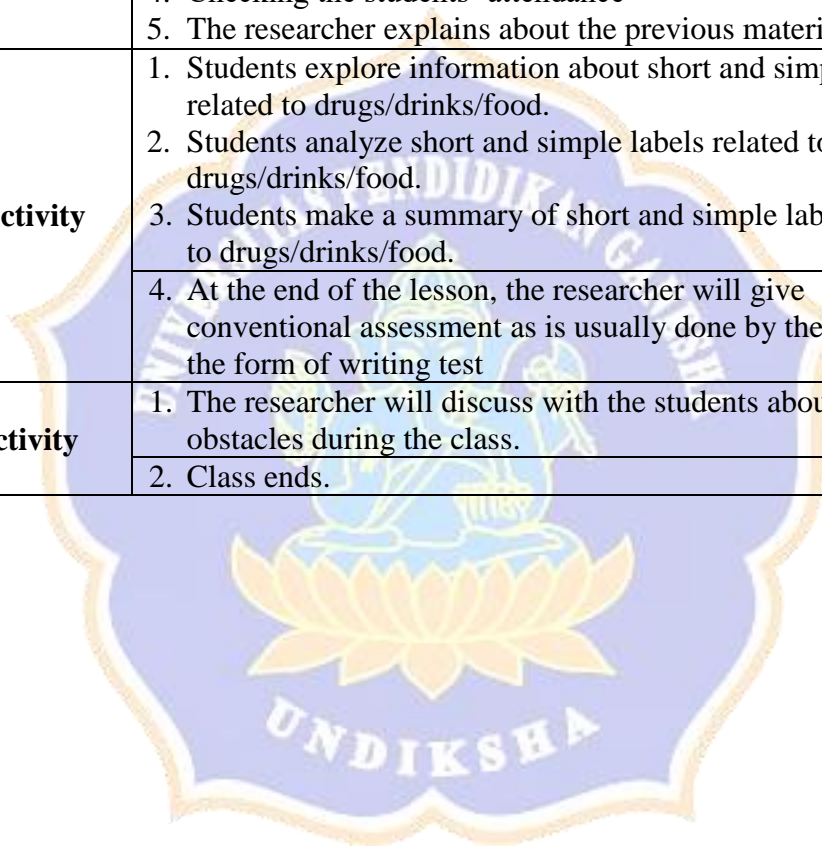
	2. Class ends.
--	----------------

Meeting 6 (Control Class)

Topic : How to Read the Label

Time Allocation : 2 x 40 minutes

Pre Activity	<ol style="list-style-type: none"> 1. Greeting 2. Asking the students' condition 3. Praying before the lesson begins 4. Checking the students' attendance 5. The researcher explains about the previous material
Main Activity	<ol style="list-style-type: none"> 1. Students explore information about short and simple labels, related to drugs/drinks/food. 2. Students analyze short and simple labels related to drugs/drinks/food. 3. Students make a summary of short and simple labels, related to drugs/drinks/food. 4. At the end of the lesson, the researcher will give conventional assessment as is usually done by the teacher in the form of writing test
Post Activity	<ol style="list-style-type: none"> 1. The researcher will discuss with the students about the obstacles during the class. 2. Class ends.



ATTACHMENT 7. Calculation of Score Categorization

Students' English Language Competency

Ideal Maximum Score= 100

Ideal Minimum Score = 11,25

$M_i = 1/2$ (Ideal Maximum Score + Ideal Minimum Score)

$$M_i = 1/2 \times (100 + 11,25) = 55,625$$

$SD_i = 1/6 \times$ (Ideal Maximum Score – Ideal Minimum Score)

$$SD_i = 1/6 \times (100 - 11,25) = 14,792$$

$$\begin{aligned} M_i + 1,5 SD_i \leq M \leq M_i + 3,0 SD_i &= 55,625 + 1,5(14,792) \leq M \leq 55,625 + 3,0(14,792) \\ &= 55,625 + 22,188 \leq M \leq 55,625 + 44,375 \\ &= 78 \leq M \leq 100 \end{aligned}$$

$$\begin{aligned} M_i + 0,5 SD_i \leq M < M_i + 1,5 SD_i &= 55,625 + 0,5(14,792) \leq M \leq 55,625 + 1,5(14,792) \\ &= 55,625 + 7,396 \leq M \leq 55,625 + 22,188 \\ &= 63 \leq M < 78 \end{aligned}$$

$$\begin{aligned} M_i - 0,5 SD_i \leq M < M_i + 0,5 SD_i &= 55,625 - 0,5(14,792) \leq M \leq 55,625 + 0,5(14,792) \\ &= 55,625 - 7,396 \leq M \leq 55,625 + 7,396 \\ &= 48 \leq M < 63 \end{aligned}$$

$$\begin{aligned} M_i - 1,5 SD_i \leq M < M_i - 0,5 SD_i &= 55,625 - 1,5(14,792) \leq M \leq 55,625 - 0,5(14,792) \\ &= 55,625 - 22,188 \leq M \leq 55,625 - 7,396 \\ &= 33 \leq M < 48 \end{aligned}$$

$$\begin{aligned} M_i - 3,0 SD_i \leq M < M_i - 1,5 SD_i &= 55,625 - 3,0(14,792) \leq M \leq 55,625 - 1,5(14,792) \\ &= 55,625 - 44,375 \leq M \leq 55,625 - 22,188 \\ &= 11,25 \leq M < 33 \end{aligned}$$

Interval	Classification
$78 \leq M \leq 100$	Very high
$63 \leq M < 78$	High
$48 \leq M < 63$	Medium
$33 \leq M < 48$	Low
$11,25 \leq M < 33$	Very low

Students' Attitudes

$$\text{Ideal Maximum Score} = 5 \times 10 = 50$$

$$\text{Ideal Minimum Score} = 1 \times 10 = 10$$

$$M_i = 1/2 (\text{Ideal Maximum Score} + \text{Ideal Minimum Score})$$

$$M_i = 1/2 \times (50 + 10) = 30$$

$$SD_i = 1/6 \times (\text{Ideal Maximum Score} - \text{Ideal Minimum Score})$$

$$SD_i = 1/6 \times (50 - 10) = 6,67$$

$$\begin{aligned} M_i + 1,5 SD_i \leq M \leq M_i + 3,0 SD_i &= 30 + 1,5(6,67) \leq M \leq 30 + 3,0(6,67) \\ &= 30 + 10 \leq M \leq 30 + 20 \\ &= 40 \leq M \leq 50 \end{aligned}$$

$$\begin{aligned} M_i + 0,5 SD_i \leq M < M_i + 1,5 SD_i &= 30 + 0,5(6,67) \leq M \leq 30 + 1,5(6,67) \\ &= 30 + 3,33 \leq M \leq 30 + 10 \\ &= 33 \leq M < 40 \end{aligned}$$

$$\begin{aligned} M_i - 0,5 SD_i \leq M < M_i + 0,5 SD_i &= 30 - 0,5(6,67) \leq M \leq 30 + 0,5(6,67) \\ &= 30 - 3,33 \leq M \leq 30 + 3,33 \\ &= 27 \leq M < 33 \end{aligned}$$

$$\begin{aligned} M_i - 1,5 SD_i \leq M < M_i - 0,5 SD_i &= 30 - 1,5(6,67) \leq M \leq 30 - 0,5(6,67) \\ &= 30 - 10 \leq M \leq 30 - 3,33 \\ &= 20 \leq M < 27 \end{aligned}$$

$$\begin{aligned} M_i - 3,0 SD_i \leq M < M_i - 1,5 SD_i &= 30 - 3,0(6,67) \leq M \leq 30 - 1,5(6,67) \\ &= 30 - 20 \leq M \leq 30 - 10 \\ &= 10 \leq M < 20 \end{aligned}$$

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

ATTACHMENT 8. Research Data**English Language Competency of Experimental Group**

No.	Experimental Group				Average
	Post-Test				
	Listening	Speaking	Reading	Writing	
1	92	85	80	85	85
2	100	85	100	96	96
3	95	80	92	82	82
4	69	75	80	72	72
5	79	85	80	83	83
6	69	75	60	64	64
7	92	80	80	78	78
8	92	85	92	82	82
9	92	80	92	82	82
10	100	90	100	95	95
11	84	75	92	82	82
12	95	80	96	92	92
13	74	70	72	82	82
14	92	75	84	92	92
15	92	85	88	92	92
16	79	80	80	60	60
17	92	75	80	80	80
18	77	70	84	72	72
19	79	70	80	74	74
20	61	65	60	63	63
21	69	70	72	74	74
22	74	75	72	85	85
23	84	70	72	73	73
24	84	75	80	92	92
25	92	80	76	92	92
26	79	75	84	76	76
27	92	85	88	83	83
28	92	75	80	83	83
29	92	85	92	82	82
30	69	70	60	72	72

English Language Competency of Control Group

No.	Control Group				Average
	Post-Test				
	Listening	Speaking	Reading	Writing	
1	69	65	60	68	66
2	61	65	56	62	61
3	61	65	72	72	68
4	79	80	92	82	83
5	79	75	80	80	79
6	77	65	60	70	68
7	61	75	72	78	72
8	61	65	72	73	68
9	69	70	72	62	68
10	79	85	80	82	82
11	69	75	60	72	69
12	61	70	72	77	70
13	69	75	84	73	75
14	77	80	72	72	75
15	61	65	64	62	63
16	79	85	80	74	80
17	69	75	64	60	67
18	74	75	72	78	75
19	74	80	76	60	73
20	69	85	72	80	77
21	61	65	76	62	66
22	74	70	76	67	72
23	69	65	60	65	65
24	92	80	100	92	91
25	69	75	80	78	76
26	84	85	80	82	83
27	84	80	72	84	80
28	69	75	80	73	74
29	74	80	76	76	77
30	61	75	72	72	70

Students' Attitude

No.	Experimental Group	Control Group
1	39	33
2	44	40
3	30	38
4	35	39
5	41	39
6	34	36
7	40	37
8	39	44
9	43	42
10	40	38
11	46	41
12	40	44
13	39	44
14	42	42
15	48	34
16	41	40
17	45	36
18	46	33
19	37	37
20	42	41
21	46	31
22	43	37
23	43	38
24	34	39
25	45	43
26	46	40
27	46	40
28	41	42
29	46	42
30	38	43

ATTACHMENT 9. Descriptive Statistical Analysis

English Language Competency Result

Descriptives

Group			Statistic	Std. Error	
English Language Competency	Experimental	Mean	80.67	1.718	
		95% Confidence Interval for			
			Lower Bound	77.15	
			Upper Bound	84.18	
		5% Trimmed Mean	80.93		
		Median	82.00		
		Variance	88.506		
		Std. Deviation	9.408		
		Minimum	60		
		Maximum	96		
		Range	36		
		Interquartile Range	13		
		Skewness	-.357	.427	
		Kurtosis	-.290	.833	
	Control		Mean	73.10	1.255
			95% Confidence Interval for		
			Lower Bound	70.53	
			Upper Bound	75.67	
		5% Trimmed Mean	72.89		
		Median	72.50		
		Variance	47.266		
		Std. Deviation	6.875		
		Minimum	61		
		Maximum	91		
		Range	30		
		Interquartile Range	10		
		Skewness	.508	.427	
		Kurtosis	.085	.833	

Students' Attitude Questionnaire Result

Descriptives

Group		Statistic	Std. Error		
Attitude	Experimental	Mean	41.30	.792	
		95% Confidence Interval for Mean	Lower Bound	39.68	
			Upper Bound	42.92	
		5% Trimmed Mean		41.52	
		Median		41.50	
		Variance		18.838	
		Std. Deviation		4.340	
		Minimum		30	
		Maximum		48	
		Range		18	
		Interquartile Range		6	
		Skewness		-.709	.427
		Kurtosis		.190	.833
		Control	Mean	39.10	.633
			95% Confidence Interval for Mean	Lower Bound	37.81
			Upper Bound	40.39	
5% Trimmed Mean			39.24		
Median			39.50		
Variance			12.024		
Std. Deviation			3.468		
Minimum			31		
Maximum			44		
Range			13		
Interquartile Range			5		
Skewness			-.553	.427	
Kurtosis			-.256	.833	

ATTACHMENT 10. Normality Test

English Language Competency Result

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
English	Experimental	.156	30	.059	.949	30	.159
Language	Control	.107	30	.200*	.973	30	.610
Competency							

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

a. Lilliefors Significance Correction

Students' Attitude Questionnaire Result

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Attitude	Experimental	.106	30	.200*	.943	30	.110
	Control	.102	30	.200*	.953	30	.207

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

a. Lilliefors Significance Correction

ATTACHMENT 11. Homogeneity Test

English Language Competency Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
English	Based on Mean	1.936	1	58	.169
Language	Based on Median	1.244	1	58	.269
Competency	Based on Median and with adjusted df	1.244	1	49.100	.270
	Based on trimmed mean	1.801	1	58	.185

Students' Attitude Questionnaire Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Attitude	Based on Mean	1.240	1	58	.270
	Based on Median	1.217	1	58	.275
	Based on Median and with adjusted df	1.217	1	55.315	.275
	Based on trimmed mean	1.232	1	58	.272

ATTACHMENT 12. Hypothesis Testing

Hypothesis 1

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
English	Experimental	30	80.67	9.408	1.718
Language	Control	30	73.10	6.875	1.255
Competency					

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	Equal variances assumed	1.936	.169	3.557	58	.001	7.567	2.127	3.308	11.825
Language	Equal variances not assumed			3.557	53.101	.001	7.567	2.127	3.300	11.833
Competency										

Hypothesis 2

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Attitude	Experimental	30	41.30	4.340	.792
	Control	30	39.10	3.468	.633

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
Attitude	Equal variances assumed	1.240	.270	2.169	58	.034	2.200	1.014	.170	4.230
	Equal variances not assumed			2.169	55.304	.034	2.200	1.014	.168	4.232

Hypothesis 3



Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^c
Intercept	Pillai's Trace	.994	4797.096 ^b	2.000	57.000	.000	.994	9594.192	1.000
	Wilks' Lambda	.006	4797.096 ^b	2.000	57.000	.000	.994	9594.192	1.000
	Hotelling's Trace	168.319	4797.096 ^b	2.000	57.000	.000	.994	9594.192	1.000
	Roy's Largest Root	168.319	4797.096 ^b	2.000	57.000	.000	.994	9594.192	1.000
Group	Pillai's Trace	.206	7.404 ^b	2.000	57.000	.001	.206	14.808	.929
	Wilks' Lambda	.794	7.404 ^b	2.000	57.000	.001	.206	14.808	.929
	Hotelling's Trace	.260	7.404 ^b	2.000	57.000	.001	.206	14.808	.929
	Roy's Largest Root	.260	7.404 ^b	2.000	57.000	.001	.206	14.808	.929

a. Design: Intercept + Class

b. Exact statistic

c. Computed using alpha = ,05