



APPENDICES

APPENDICES

Appendix 1. Blended English Literacy Assessment

A. Self- Assessment

Self-Assessment

Name: _____

Date: _____

I have done a great job. To know better about myself, I need to assess my performance by giving checklist to the following table:

My performance	Never	Sometimes	Always
I made eye contact with my friend, I tried making eye contact with my friend			
I spoke clearly.			
I spoke loudly enough so my friend could hear me.			
I stayed on topic.			
I kept a good pace.			
I took a slight pause between commas and at the end of sentences. I took a larger pause between paragraphs and at important points.			

16

I spoke straight forward and confident.			
I let my friend know when I was finished speaking.			

Student Self-Assessment: Writing

Name: _____

Date: _____




Topic of my lesson: _____

	Never	Sometimes	Always
I varied my sentences.			
I gave lots of detail information.			
I included many interesting thing.			
My sentences was well organized and easy to read.			
I had few spelling and grammatical errors.			
My sentences had good order of development.			
My sentences had a subject, verb, and object			



B. Peer- Assessment

- D. You have listened to your friend's performance about their family. Now, let's review your friend's performance by coloring the star and giving comment below!

PEER ASSESSMENT	
Name of Presenter	My name
Star Rating	
Information: my friend told complete information about his/her family	
	
Effort: my friend gave his/her best effort to tell about their family	
	
Clarity: my friend spoke in clear pronunciation to tell about his/her family	
	
Comment:	
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	

Appendix 2. Instrument Blueprint

A. Blueprint of Attitudes Questionnaires

Questionnaire Items
Adapted from Gardner 1985

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	Studying English can be important because it will allow me to be more at ease with	Mempelajari bahasa Inggris penting karena akan membuat saya lebih nyaman dengan

		with fellow other English Canadians who speak French.	speakers.	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.

B. Blueprint of English Language Competency Post-Test

BLUE PRINT

A. Reading Skill

Basic Competency : Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the expression of giving and asking for information related to the name of the day, month, time of day, time in the form of numbers, dates, and years, according to the context in which they are used.

Topic: Days, Months and Time

No.	Indicators	Level of Cognitive Domain						Number of Items
		C1	C2	C3	C4	C5	C6	
1.	1. Identify the name of days and months and time in English	√						1,2,4
	2. Identify information related to time, days and months in the text			√				3, 10,22
			√					8,23
					√			9,21
Total Number of Items								10

Basic Competency: Identify social functions, text structures and linguistics elements spoken and written transactional interaction texts that involve the act of giving and asking for information related the names numbers and of animals, objects, and public buildings that are close to students' daily lives, according to the context of their use.

Topic: Public Places

No.	Indicators	Level of Cognitive Domain						Number of Items
		C1	C2	C3	C4	C5	C6	
1.	1. Students are able to mention name of the public places				√			12,14,15
	2. Match the preposition			√				11,16,17,19

	of place with picture provided		√					5,6,7,13,18,20
	3. Analyze information in the text							
Total Number of Items								13

POST TEST
READING SKILL

I.

(1) Today is Sunday, yesterday was...

- a. Monday
- b. Thursday
- c. Saturday
- d. Wednesday

(2) What is the third month of the year?

- a. February
- b. March
- c. April
- d. January

(3) The following statements are true, except...

- a. Two days after Wednesday is Friday
- b. Today is Monday, three days ago was Friday
- c. After March is April
- d. Today is Monday, tomorrow is Wednesday

(4) The Independence Day of Indonesia is celebrated on

- a. 17 August
- b. 10 November
- c. 22 December
- d. 20 May

Ciroyom Market

Ciroyom Market is a popular market in Bandung. It is the cheapest and the most completed market. People sell fresh food, fruits, vegetables, meat, egg, sugar, salt, etc. Buyers can bargain before they decide to buy anything. The location of the market is convenient. People can park easily and it is safe. Nobody tries to steal your money or goods.

There are young porters who offer to carry your shopping to the nearest bus stop. The sellers are kind and helpful. They are always patient to serve people even though they keep bargaining. People can see why the Ciroyom Market is

popular in Bandung. The prices are reasonable and the products are good. That's why people like to shop there.

(5) Who usually offers to carry people's shopping at Ciroyom Market?

- a. The bus drivers.
- b. The visitors
- c. The porters.
- d. The sellers.

(6) Why is Ciroyom market popular in Bandung?

- a. the goods and the prices are worthy
- b. they sell vegetables and fruits
- c. people like to stop there
- d. it is near the bus stop

(7) "They are always patient to serve people". The underlined word refers to ...

- a. The buyers
- b. The sellers
- c. The porters
- d. The bus drivers

The following text is used for number 8-10

I am Natasha and I am a University student. I usually wake up at 5 a.m. with my alarm. I try to tidy up my bed and do a bit of cleaning in the morning. Then, I take a bath around 6 or 7 and help my mother with breakfast. And then, I and my family have breakfast in the dining room at seven.

I go to University depends on my classes. I usually try to go one hour before the class start because I near the campus. Morning Class is around 9.45 in the morning and the afternoon class usually around 2.

I like to go to the library in the afternoon after class. If I don't do that, I usually go to the malls with my friends. I go home around 7 or 8 at night. I usually already have dinner but if I go home early I can sit and eat with the rest of the family around 7 in the evening.

(8) A: Does Natasha have breakfast at 7 in the kitchen?

B: ...

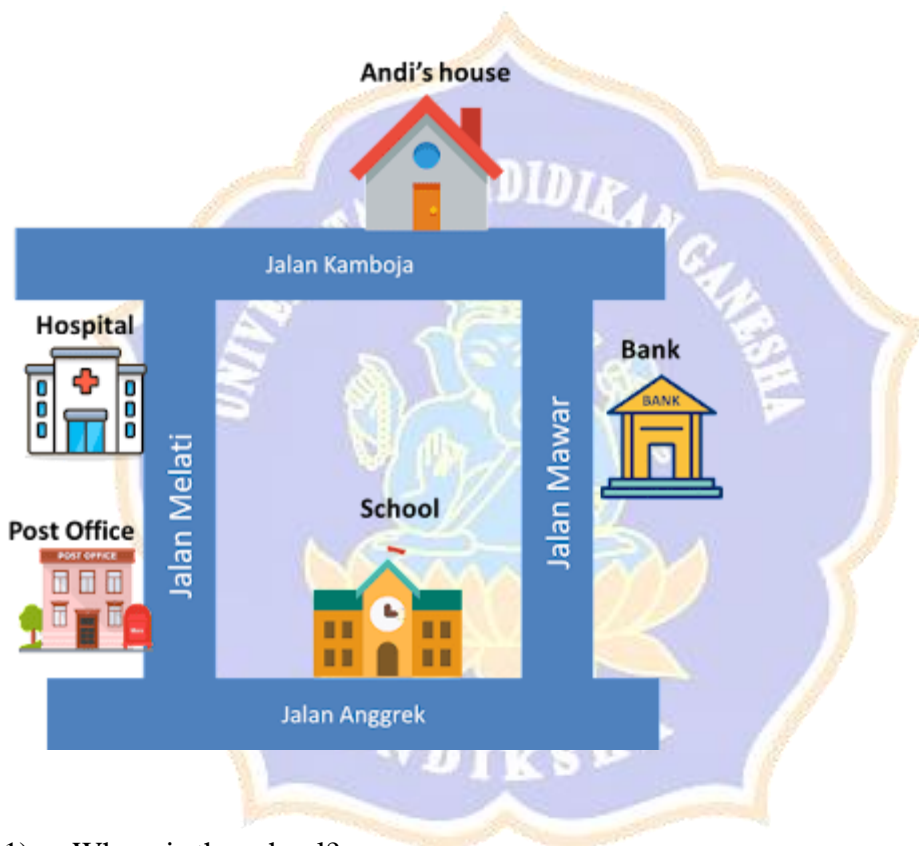
- a. Yes, he is
- b. Yes, she does
- c. No, she is not
- d. No, he does not

(9) The class is started at 09.45. The correct sentence of the underlined is...

- a. a quarter past nine
- b. a quarter to nine
- c. half past nine
- d. nine past nine

Read the following statements below!

1. She likes to go to mall with her friends after class
 2. Before the class, she always goes to library
 3. Natasha and her family always have breakfast together
 4. She doesn't have time to do cleaning in the morning
- (10) Which are the following statements are true based on the text?
- a. 1, 2
 - b. 1, 3
 - b. 2, 4
 - c. 2, 3



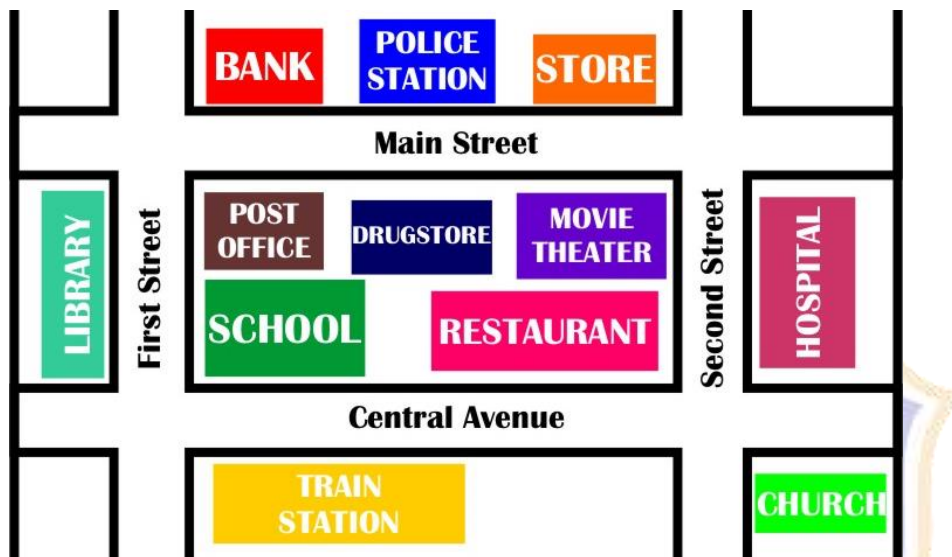
- (11) Where is the school?
- a. It is on Kamboja street
 - b. It is on Melati street
 - c. It is on Mawar street
 - a. d. It is on Anggrek street
- (12) The hospital is ... the post office
- a. Across from
 - b. Between
 - c. Next to

d. Behind

(13) At Jalan Mawar, there is a . . . on the right side

- a. Andi's house
- b. Bank
- c. Hospital
- d. Post office

The following picture is used for number 14-15



(14) Rani: Hi, can you tell me where the bank is?

Bob:

The best answer to complete the dialogue is ...

- a. It is on the first street
- b. It is next to the drugstore
- c. It is near the school
- d. It is in front of the post office

(15) The drugstore is ...the restaurant

- a. under
- b. next to
- c. near
- d. in

The following dialogue used for 16-20.

Read the dialogue and answer the statement below! Write true if the statement correct, false if the statement wrong.

Diana : I think we should go to the library to find more references for our history lesson

Melisa : By the way, when will we get history?

Diana : Next two days, it's on Thursday.

Melisa : we don't have much time. Let's go to the school library during the second break.

Diana : I went there yesterday and there were few references. How about going to the public library after school?

Melisa : All right. What time does the school finish?

Diana : The school finishes at 12.45

Melisa : Does it far from the school?

Diana : No, it's near the Level 21 Mall. It takes 5 minutes from here.

Melisa : Great! Do you know what time does the library close?

Diana : It is closed at 4.30.

Melisa: Ok, let's meet near the parking lot after school!

Diana : See you!

16. They will go to the school library after school (T/F)

17. The school finishes at a quarter to twelve (T/F)

18. The parking lot is an area used for the parking of motor vehicles. (T/F)

19. The public library is closed at half past four (T/F)

20. We can buy books in the library (T/F)

21. The conversation happened on Monday (T/F)

22. Before Thursday is Wednesday (T/F)

23. Mother's day is celebrated on December 23rd (T/F)

B. Writing Skill :

Basic competency : Compose the shortest and simple spoken and written transactional interaction texts involving the act of giving and asking for information related to the name of the day, month, time of day, time in the form of numbers, date, and year, with correct social functions, text structure, and linguistic elements and in context

Topic : Daily activities

No.	Indicators	Level of Cognitive Domain						Number of Items
		C1	C2	C3	C4	C5	C6	
1.	Students are able to write report based on the time table of daily routines						5	1,2,3,4,5
Total Number of Items								5

POST TEST

WRITING SKILL

Write one paragraph about the daily routine of the persons in the table. Choose only ONE. Your paragraph should be at least 10 sentences long.

Example:

I have a best friend, her name is Danny. Danny lives near my house, he always wakes up at 6 in the morning.

Time	Rani	Danny	Lany
06.00 am		Wake up	Wake up
06.15 am	Wake up	Take a bath	
06.30 am	Take a bath		Take a bath
07.00 am	Have breakfast	Have breakfast	Have breakfast
07.20 am	Go to school	Watch TV	Go to office
08.00 am	Study at school		Work in the office
12.00 pm	Have lunch	Have lunch	
12.15 pm			Have lunch
12.45 pm	Go to home	Take a nap	
04.00 pm	Do homework	Play football	Go home
05.00 pm		Study	
05.30 pm	Sweep the floor		Take a bath

C. Speaking Skill

Basic competency : Compose the shortest and simple spoken and written transactional interaction texts involving the act of giving and asking for information related to the name of the day, month, time of day, time in the form of numbers, date, and year, with correct social functions, text structure, and linguistic elements and in context

Topic : Daily Activities

No.	Indicators	Level of Cognitive Domain						Number of Items
		C1	C2	C3	C4	C5	C6	
1.	Students are able to present and tell their own daily activities in front of the classroom						√	1
Total Number of Items								1

D. Listening Skill

Basic Competency: Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the names and numbers of public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular)

Topic: Public Places

No.	Indicators	Level of Cognitive Domain						Number of Items
		C1	C2	C3	C4	C5	C6	
1.	Students are able to complete the missing parts of the text			1-10				10
Total Number of Items								10

Listening
(Post Test)

Hi students!

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

The audio can be accessed through this link

<https://drive.google.com/file/d/1wDFgRALCmhCmdkUVf03FPmmBaA7ZkOuL/view?usp=sharing>

My name is Tasya. I live on Merdeka Street. My house is near the post office. Today, my mother asks me to accompany her to the supermarket. The supermarket is on Bahagia Street. There are many public places along this street. The park is in the corner, near the library. There is a bank across from the police station, there is also a cinema. It is beside a bakery. At last, the supermarket is between the drugstore and the bus station.

Appendix 3. Content Validity Results of the Research Instruments

1. English Language Competency Test

Expert Judgment Form Reading Skill

Expert I:

Item Numbers	Decision		Suggestion
	Relevant	Irrelevant	
1.	√		It's better make it 20 items only. Do not use too many texts because the students may feel discouraged to read too many texts.
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		

12.	√	
13.	√	
14.	√	
15.	√	
16.	√	
17.	√	
18.	√	
19.	√	
20.	√	
21.	√	
22.	√	
23.	√	



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Expert Judgment Form Writing Skill

Expert I

Item Numbers	Decision		Suggestion
	Relevant	Irrelevant	
1.		√	It's better to assign students to write a paragraph based on the data provided in the table. For example: Write one paragraph about the daily routine of the persons in the table. Choose only ONE. Your paragraph should be at least 10 sentences long
2.		√	
3.		√	
4.		√	
5.		√	



Singaraja, Judge

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

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Expert Judgment Form Speaking Skill

Expert I

Item Numbers	Decision		Suggestion
	Relevant	Irrelevant	
1.	√		Allocate definite time for each student to speak.



Singaraja, Judge

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Expert Judgment Form Listening Skill

Expert I

Item Numbers	Decision		Suggestion
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		



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Reading Skill

Expert I:

Item Numbers	Decision		Suggestion
	Relevant	Irrelevant	
1.	√		Make sure that all texts and questions are in line with the basic competency and indicator (s)
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		
15.	√		
16.	√		
17.	√		
18.	√		
19.	√		
20.	√		
21.	√		
22.	√		
23.	√		

Singaraja,

Judge



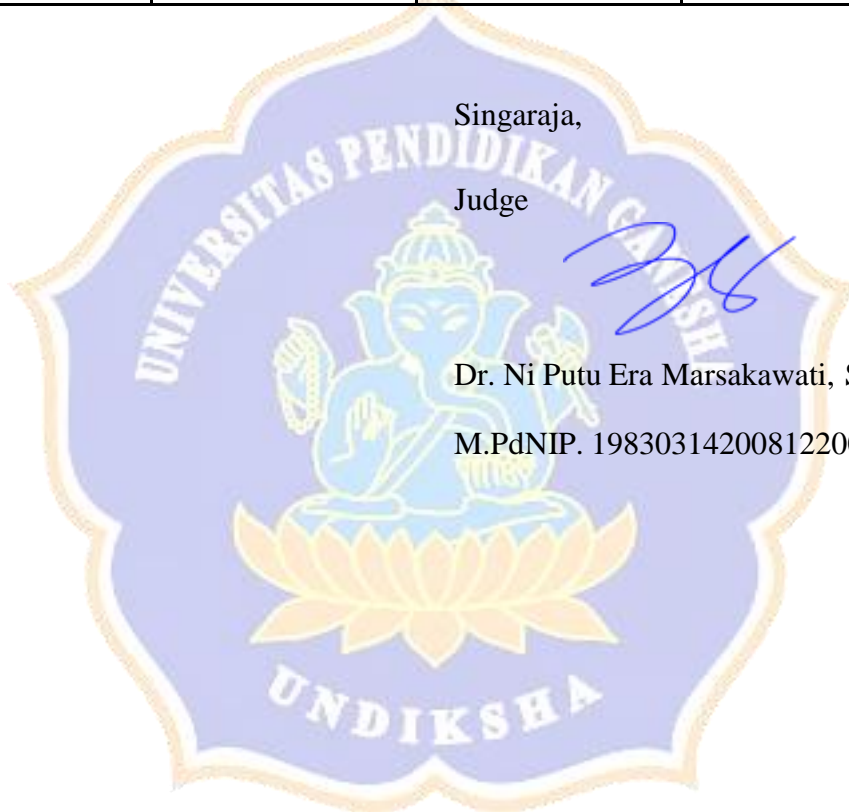
Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd

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Expert Judgment Form Writing Skill

Expert I

Item Numbers	Decision		Suggestion
	Relevant	Irrelevant	
1.		√	It's better if you ask the students to write a paragraph based on the data provided in the table.
2.		√	
3.		√	
4.		√	
5.		√	



Singaraja,

Judge

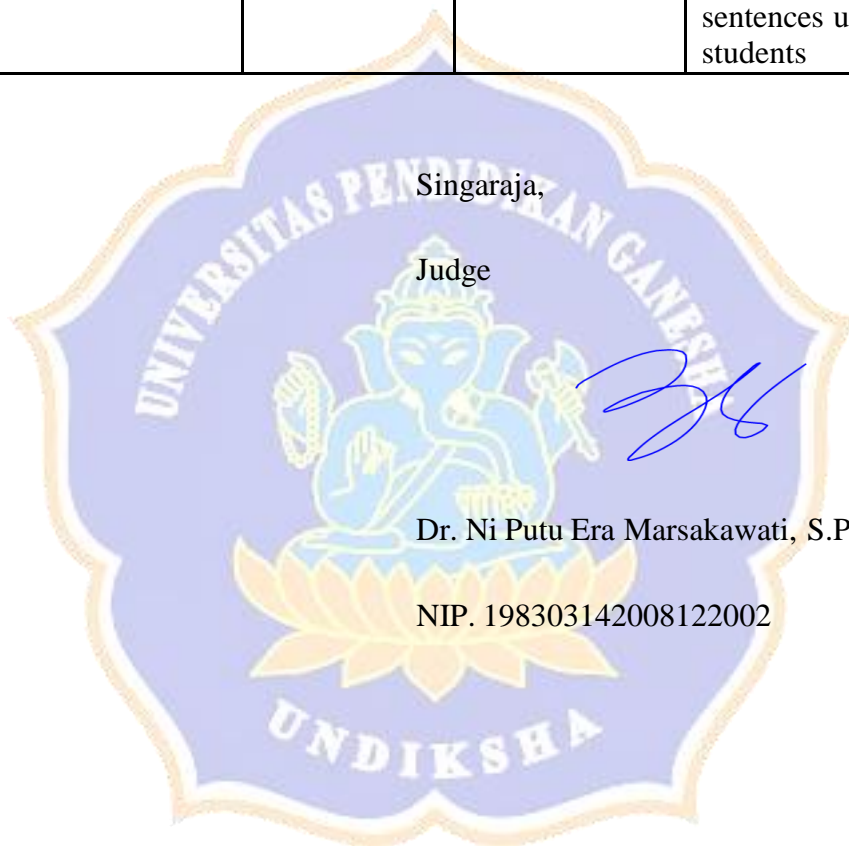
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Expert Judgment Form Speaking Skill

Expert I

Item Numbers	Decision		Suggestion
	Relevant	Irrelevant	
1.	√		Give a clearer instruction, especially about the time allotment and the number of sentences used by the students



Expert Judgment Form Listening Skill

Expert I

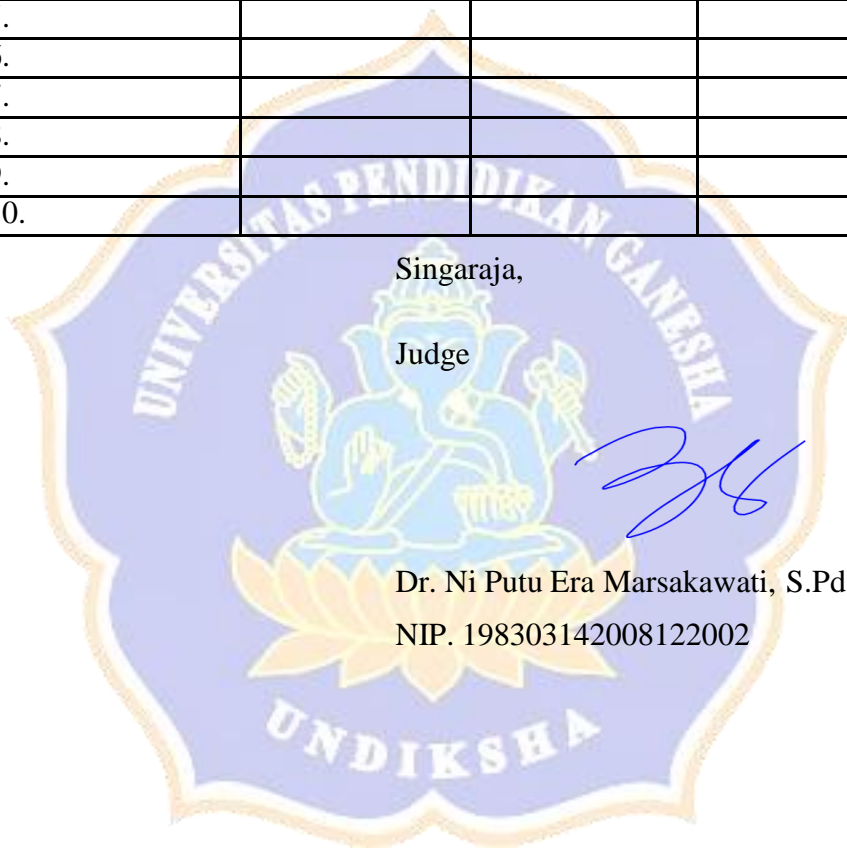
Item Numbers	Decision		Suggestion
	Relevant	Irrelevant	
1.	√		
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Singaraja,

Judge

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		Expert I	
		Irrelevant	Relevant
Expert II	Irrelevant	A 5	B 0
	Relevant	C 0	D 39

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

D

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

Content validity = 39/ 44

= 0,86

Based on the results, it was found that the content validity value of the expert judgment was 0.86 stating that the criteria of the instrument were very high.

1. 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	√		

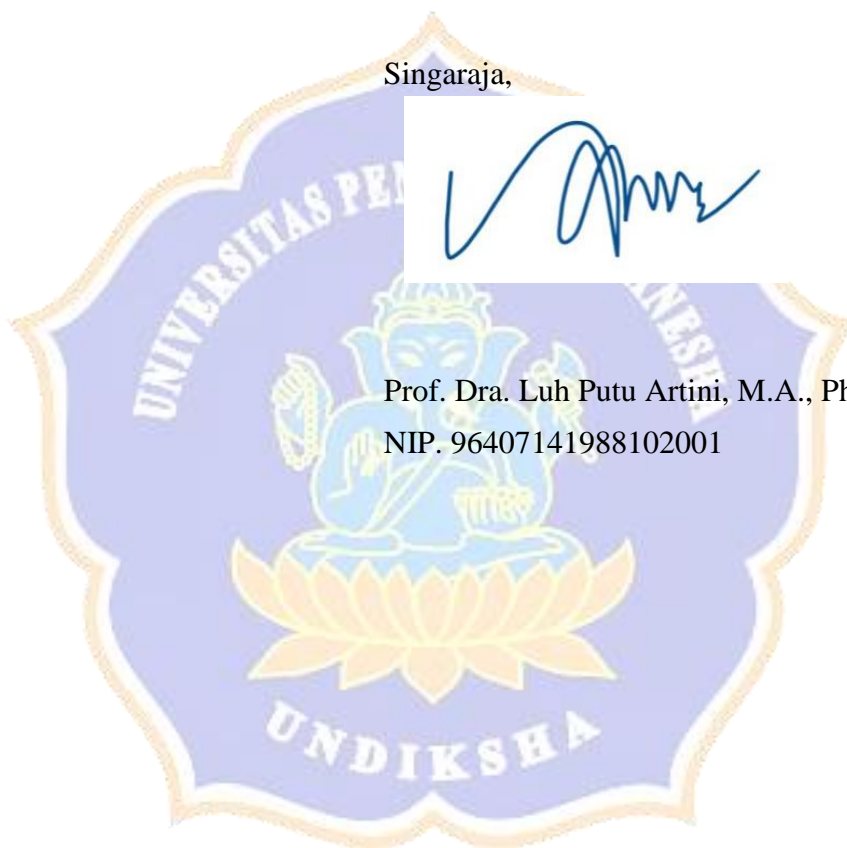
	2	√		
	3	√		
	4	√		
	5	√		

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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	√		
	3	√		
	4	√		
	5	√		
Emotional	1	√		
	2	√		
	3	√		

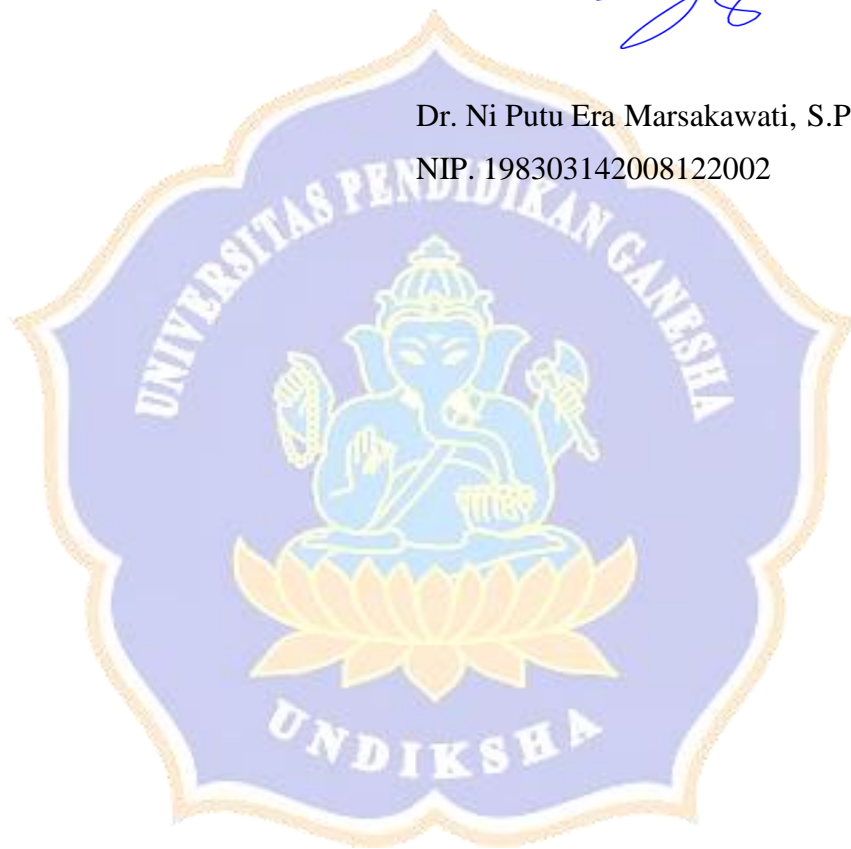
	4	√		
	5	√		

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		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

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

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

5	4	3	4	4	93.75
6	4	4	2	4	87.5
7	4	4	4	4	100
8	4	4	2	3	81.25
9	2	2	4	4	75
10	4	4	4	4	100
11	4	4	3	4	93.75
12	4	4	4	3	93.75
13	2	2	4	4	75
14	2	3	2	2	56.25
15	1	2	2	1	37.5
16	3	2	4	4	81.25
17	2	2	2	2	50
18	4	4	4	4	100
19	3	3	3	3	75
20	2	3	3	3	68.75
21	2	3	4	4	81.25
22	4	2	2	4	75
23	4	3	3	4	87.5
24	4	4	4	4	100
25	4	3	4	4	93.75
26	4	4	3	4	93.75
27	3	3	3	4	81.25
28	2	2	2	1	43.75
29	3	4	4	4	93.75
30	3	3	4	4	87.5
31	4	3	4	4	93.75
32	4	4	3	4	93.75

33	4	3	2	4	81.25
34	1	1	2	2	37.5
35	2	1	3	2	50
36	4	4	4	4	100
37	4	4	4	4	100
38	4	4	3	3	87.5
39	4	4	3	4	93.75
40	4	4	4	4	100

NO	SPEAKING SKILL				TOTAL
	TEST 1	TEST 2	TEST 3	TEST 4	
1	4	4	4	3	75
2	3	4	3	4	70
3	4	4	2	4	70
4	4	4	3	4	75
5	4	3	4	4	75
6	4	4	2	4	70
7	4	4	4	4	80
8	4	4	2	3	65
9	2	2	4	4	60
10	4	4	4	4	80
11	4	4	3	4	75
12	4	4	4	3	75
13	2	2	4	4	60
14	2	3	2	2	45
15	1	2	2	1	30
16	3	2	4	4	65

17	2	2	2	2	40
18	4	4	4	4	80
19	3	3	3	3	60
20	2	3	3	3	55
21	2	3	4	4	65
22	4	2	2	4	60
23	4	3	3	4	70
24	4	4	4	4	80
25	4	3	4	4	75
26	4	4	3	4	75
27	3	3	3	4	65
28	2	2	2	1	35
29	3	4	4	4	75
30	3	3	4	4	70
31	4	3	4	4	75
32	4	4	3	4	75
33	4	3	2	4	65
34	1	3	2	2	40
35	2	2	3	2	45
36	4	4	4	4	80
37	4	4	4	4	80
38	4	4	3	3	70
39	5	5	5	5	100
40	4	4	4	4	80

24	10	10	10	0	0	10	10	10	10	10	60
25	10	10	10	0	0	10	0	10	0	10	40
26	0	0	0	10	10	0	10	0	10	0	40
27	10	10	10	10	10	10	0	10	0	10	60
28	10	10	10	10	10	10	10	10	10	10	80
29	10	0	0	10	10	0	10	10	10	10	60
30	10	10	10	10	10	10	0	10	0	10	60
31	0	10	10	10	10	10	0	0	0	0	40
32	0	10	10	0	0	10	10	0	10	0	40
33	0	10	10	0	0	10	0	0	0	0	20
34	0	0	0	10	10	0	0	0	0	0	20
35	10	0	0	10	10	0	0	10	0	10	40
36	10	10	10	0	0	10	10	10	10	10	60
37	10	10	10	10	10	10	10	10	10	10	80
38	10	10	10	10	10	10	10	10	10	10	80
39	10	10	10	10	10	10	10	10	10	10	80
40	10	10	10	10	10	10	10	10	10	10	80

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 23. The SPSS output was as follows.

		Correlations																				
		ITEM 01	ITEM 02	ITEM 03	ITEM 04	ITEM 05	ITEM 06	ITEM 07	ITEM 08	ITEM 09	ITEM 10	ITEM 11	ITEM 12	ITEM 13	ITEM 14	ITEM 15	ITEM 16	ITEM 17	ITEM 18	ITEM 19	ITEM 20	TOTAL
ITEM 01	Pears on Correl ation	1	.933*	0.000	.679*	.679*	0.000	.200	.679*	0.000	1.000*	.200	.200	.200	.200	.200	.333*	1.000*	.333*	1.000*	1.000*	.796*
	Sig. (2-tailed)		.000	1.000	.000	.000	1.000	.200	.000	1.000	0.000	.200	.200	.200	.200	.200	.036	0.000	.036	0.000	0.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
ITEM 02	Pears on Correl	.933*	1	.039	.607*	.607*	.039	.242	.607*	.039	.933*	.242	.242	.242	.242	.242	.380*	.933*	.380*	.933*	.933*	.794*

	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
I T E M 0 9	P e a r s o n C o r r e l a t i o n	0.0000	.0039	1.0000*	.0086	.0086	1.0000*	0.0000	.0086	1.0000	0.0000	0.0000	0.0000	0.0000	0.0000	.378*	0.0000	.378*	0.0000	0.0000	.342*
	S i g (2 - t a i l e d)	1.0000	.8100	0.0000	.6000	.6000	0.0000	1.0000	.6000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	.016	1.0000	.016	1.0000	1.0000	.031
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
I T E M 1 0	P e a r s o n C o r r e l a t i o n	1.0000*	.933*	0.0000	.679*	.679*	0.0000	.2000	.679*	0.0000	1.0000	.2000	.2000	.2000	.2000	.333*	1.0000*	.333*	1.0000*	1.0000*	.796*
	S	0	.	1	.	.	1	.	.	1	0	.	0	0	.

	i g . (2 - ta il e d)	. 0 0 0	0 0 0	. 0 0 0	0 0 0	0 0 0	. 0 0 0	2 1 6	0 0 0	.	2 1 6	2 1 6	2 1 6	2 1 6	2 1 6	0 3 6	. 0 0 0	0 3 6	. 0 0 0	. 0 0 0	0 0 0
	N	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0
I T E M 1 1	P e a r s o n C o r r e l a t i o n	. 2 0 0	. 2 4 2	0 . 0 0 0	. 0 3 2	. 0 3 2	0 . 0 0 0	1 . 0 0 0	. 0 3 2	0 . 0 0 0	1 . 0 0 0	1 . 0 0 0	1 . 0 0 0	1 . 0 0 0	. 0 6 7	. 2 0 6	. 0 6 7	. 2 0 0	. 2 0 0	. 6 0 2	* * *
	S i g . (2 - ta il e d)	. 2 1 6	. 1 3 3	1 . 0 0 0	. 8 4 3	. 8 4 3	1 . 0 0 0	0 . 8 4 3	1 . 0 0 0	. 2 1 6	0 . 0 0 0	0 . 0 0 0	0 . 0 0 0	0 . 0 0 0	. 6 8 3	. 2 1 6	. 6 8 3	. 2 1 6	. 2 1 6	. 0 0 0	
	N	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0	4 0
I T E M 1	P e a r s o	. 2 0 0	. 2 4 2	0 . 0 0 0	. 0 3 2	. 0 3 2	0 . 0 0 0	1 . 0 3 2	0 . 0 0 0	. 2 0 0	1 . 0 0 0	1 . 0 0 0	1 . 0 0 0	1 . 0 0 0	. 0 6 7	. 2 0 0	. 0 6 7	. 2 0 0	. 2 0 0	. 6 0 2	* *

N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
**. Correlation is significant at the 0.01 level (2-tailed).																				
*. Correlation is significant at the 0.05 level (2-tailed).																				

Correlations						
		ITEM01	ITEM02	ITEM03	ITEM04	TOTAL
ITEM01	Pearson Correlation	1	.759**	.277	.666**	.866**
	Sig. (2-tailed)		.000	.083	.000	.000
	N	40	40	40	40	40
ITEM02	Pearson Correlation	.759**	1	.278	.525**	.819**
	Sig. (2-tailed)	.000		.082	.001	.000
	N	40	40	40	40	40
ITEM03	Pearson Correlation	.277	.278	1	.533**	.634**
	Sig. (2-tailed)	.083	.082		.000	.000
	N	40	40	40	40	40
ITEM04	Pearson Correlation	.666**	.525**	.533**	1	.854**
	Sig. (2-tailed)	.000	.001	.000		.000
	N	40	40	40	40	40
TOTAL	Pearson Correlation	.866**	.819**	.634**	.854**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	40	40	40	40	40
**. Correlation is significant at the 0.01 level (2-tailed).						

Correlations						
		ITEM01	ITEM02	ITEM03	ITEM04	TOTAL
ITEM01	Pearson Correlation	1	.707**	.347*	.687**	.867**
	Sig. (2-tailed)		.000	.028	.000	.000
	N	40	40	40	40	40
ITEM02	Pearson Correlation	.707**	1	.311	.484**	.776**
	Sig. (2-tailed)	.000		.051	.002	.000
	N	40	40	40	40	40
ITEM03	Pearson Correlation	.347*	.311	1	.578**	.691**
	Sig. (2-tailed)	.028	.051		.000	.000
	N	40	40	40	40	40
ITEM04	Pearson Correlation	.687**	.484**	.578**	1	.863**
	Sig. (2-tailed)	.000	.002	.000		.000
	N	40	40	40	40	40
TOTAL	Pearson Correlation	.867**	.776**	.691**	.863**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	40	40	40	40	40

Correlations												
		ITE M0 1	ITE M0 2	ITE M0 3	ITE M0 4	ITE M0 5	ITE M0 6	ITE M0 7	ITE M0 8	ITE M0 9	ITE M1 0	TO TA L
ITE M0 1	Pears on Corr elati on	1	.20 0	.20 0	.09 2	.09 2	.20 0	.33 3*	1.0 00* *	.33 3*	1.0 00* *	.70 1**
	Sig. (2- taile d)		.21 6	.21 6	.57 0	.57 0	.21 6	.03 6	0.0 00	.03 6	0.0 00	.00 0
	N	40	40	40	40	40	40	40	40	40	40	40
ITE M0 2	Pears on Corr elati on	.20 0	1	1.0 00* *	- .03 1	- .03 1	1.0 00* *	.06 7	.20 0	.06 7	.20 0	.52 9**
	Sig. (2- taile d)	.21 6		0.0 00	.85 0	.85 0	0.0 00	.68 3	.21 6	.68 3	.21 6	.00 0
	N	40	40	40	40	40	40	40	40	40	40	40
ITE M0 3	Pears on Corr elati on	.20 0	1.0 00* *	1	- .03 1	- .03 1	1.0 00* *	.06 7	.20 0	.06 7	.20 0	.52 9**
	Sig. (2- taile d)	.21 6	0.0 00		.85 0	.85 0	0.0 00	.68 3	.21 6	.68 3	.21 6	.00 0
	N	40	40	40	40	40	40	40	40	40	40	40
ITE M0 4	Pears on Corr elati on	.09 2	- .03 1	- .03 1	1	1.0 00* *	- .03 1	- .03 1	.09 2	- .03 1	.09 2	.47 7**
	Sig. (2- taile d)	.57 0	.85 0	.85 0		0.0 00	.85 0	.85 0	.57 0	.85 0	.57 0	.00 2

	d)											
	N	40	40	40	40	40	40	40	40	40	40	40
ITE MO 5	Pears on Corr elati on	.09 2	- .03 1	- .03 1	1.0 00* *	1	- .03 1	- .03 1	.09 2	- .03 1	.09 2	.47 7**
	Sig. (2- taile d)	.57 0	.85 0	.85 0	0.0 00		.85 0	.85 0	.57 0	.85 0	.57 0	.00 2
	N	40	40	40	40	40	40	40	40	40	40	40
ITE MO 6	Pears on Corr elati on	.20 0	1.0 00* *	1.0 00* *	- .03 1	- .03 1	1	.06 7	.20 0	.06 7	.20 0	.52 9**
	Sig. (2- taile d)	.21 6	0.0 00	0.0 00	.85 0	.85 0		.68 3	.21 6	.68 3	.21 6	.00 0
	N	40	40	40	40	40	40	40	40	40	40	40
ITE MO 7	Pears on Corr elati on	.33 3*	.06 7	.06 7	- .03 1	- .03 1	.06 7	1	.33 3*	1.0 00* *	.33 3*	.58 6**
	Sig. (2- taile d)	.03 6	.68 3	.68 3	.85 0	.85 0	.68 3		.03 6	0.0 00	.03 6	.00 0
	N	40	40	40	40	40	40	40	40	40	40	40
ITE MO 8	Pears on Corr elati on	1.0 00* *	.20 0	.20 0	.09 2	.09 2	.20 0	.33 3*	1	.33 3*	1.0 00* *	.70 1**
	Sig. (2- taile d)	0.0 00	.21 6	.21 6	.57 0	.57 0	.21 6	.03 6		.03 6	0.0 00	.00 0

	N	40	40	40	40	40	40	40	40	40	40	40
ITEM09	Pearson Correlation	.333*	.067	.067	-.031	-.031	.067	1.000*	.333*	1	.333*	.586**
	Sig. (2-tailed)	.036	.683	.683	.850	.850	.683	0.000	.036		.036	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM10	Pearson Correlation	1.000*	.200	.200	.092	.092	.200	.333*	1.000*	.333*	1	.701**
	Sig. (2-tailed)	0.000	.216	.216	.570	.570	.216	.036	0.000	.036		.000
	N	40	40	40	40	40	40	40	40	40	40	40
TOTAL	Pearson Correlation	.701**	.529**	.529**	.477**	.477**	.529**	.586**	.701**	.586**	.701**	1
	Sig. (2-tailed)	.000	.000	.000	.002	.002	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40	40	40	40	40	40

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

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

To know the reliability coefficient of the reading skill, writing skill, speaking skill, and listening skill tests, the Alpha Cronbach formula was used assisted by SPSS 23. The SPSS output was as follows.

a. Reading skill

Reliability Statistics	
Cronbach's Alpha	N of Items
.912	20

b. Writing skill

Reliability Statistics	
Cronbach's Alpha	N of Items
.808	4

c. Speaking skill

Reliability Statistics	
Cronbach's Alpha	N of Items
.813	4

d. Listening skill

Reliability Statistics	
Cronbach's Alpha	N of Items
0.789	10



Test	r_{11}	r_{kritis}	Criteria
Reading skill	0,912	0,60	Reliable
Writing skill	0,808	0,60	Reliable
Speaking skill	0,813	0,60	Reliable
Listening skill	0,789	0,60	Reliable

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

N O	ATTITUDE										TOT AL
	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 10	
1	5	4	2	3	5	5	5	5	5	5	44
2	5	4	4	4	4	3	4	5	4	5	42
3	5	5	5	5	5	5	5	5	4	4	48
4	5	4	5	5	5	4	5	5	5	5	48
5	4	4	5	5	4	5	5	5	4	5	46
6	5	4	5	5	5	4	2	5	4	5	44
7	4	4	5	5	4	5	5	5	4	4	45
8	4	4	4	5	4	5	5	4	4	4	43
9	3	4	4	4	4	4	5	4	3	5	40
10	4	3	4	4	4	4	5	5	4	5	42
11	5	5	2	5	5	5	5	4	4	5	45
12	4	4	4	4	5	5	5	4	4	5	44
13	4	4	5	5	4	4	5	4	3	4	42
14	4	3	3	4	2	3	4	5	4	5	37
15	5	4	5	5	5	5	5	5	5	4	48
16	5	5	5	5	2	4	5	4	4	5	44
17	4	4	4	4	5	5	5	3	3	4	41
18	3	3	4	4	4	4	4	5	5	5	41
19	5	5	4	5	4	4	5	5	5	5	47
20	5	5	5	5	3	5	5	5	5	5	48
21	5	2	3	2	5	5	5	3	3	3	36

22	4	3	3	4	3	3	4	5	5	4	38
23	4	5	4	5	4	4	5	4	4	4	43
24	5	4	3	5	2	5	5	4	3	4	40
25	4	4	5	5	5	4	5	5	5	1	43
26	5	5	5	4	4	5	5	4	4	5	46
27	3	2	2	3	3	3	2	2	2	3	25
28	5	4	5	5	4	4	5	4	4	2	42
29	2	3	2	2	2	2	2	1	2	1	19
30	4	4	4	5	5	5	5	4	4	4	44
31	4	4	4	4	4	4	4	3	3	5	39
32	2	2	2	3	2	3	3	3	2	3	25
33	4	3	3	5	3	5	2	3	3	4	35
34	3	3	3	3	4	3	3	5	4	5	36
35	2	2	3	1	2	2	1	2	1	2	18
36	5	5	5	5	5	5	5	4	4	5	48
37	5	5	5	4	4	5	5	5	4	5	47
38	4	4	4	5	4	4	5	4	4	2	40
39	5	4	5	5	4	4	5	5	4	4	45
40	2	2	2	1	1	1	2	2	2	1	16

The test results of the attitude questionnaires were analyzed for the validity of the items by using Pearson Product Moment assisted by SPSS 23. The SPSS output was as follows

Correlations

		ITEM01	ITEM02	ITEM03	ITEM04	ITEM05	ITEM06	ITEM07	ITEM08	ITEM09	ITEM10	TOTAL
ITEM01	Pearson Correlation	1	.707**	.552**	.661**	.549**	.698**	.663**	.615**	.657**	.507**	.839**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.001	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM02	Pearson Correlation	.707**	1	.636**	.735**	.459**	.618**	.680**	.511**	.585**	.485**	.815**
	Sig. (2-tailed)	.000		.000	.000	.003	.000	.000	.001	.000	.002	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM03	Pearson Correlation	.552**	.636**	1	.665**	.456**	.480**	.546**	.570**	.508**	.305	.729**
	Sig. (2-tailed)	.000	.000		.000	.003	.002	.000	.000	.001	.055	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM04	Pearson Correlation	.661**	.735**	.665**	1	.456**	.660**	.632**	.629**	.642**	.432**	.831**
	Sig. (2-tailed)	.000	.000	.000		.003	.000	.000	.000	.000	.005	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM05	Pearson Correlation	.549**	.459**	.456**	.456**	1	.660**	.551**	.475**	.549**	.355	.705**
	Sig. (2-tailed)	.000	.003	.003	.003		.000	.000	.002	.000	.024	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM06	Pearson Correlation	.698**	.618**	.480**	.660**	.660**	1	.707**	.448**	.493**	.507**	.801**
	Sig. (2-tailed)	.000	.000	.002	.000	.000		.000	.004	.001	.001	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM07	Pearson Correlation	.663**	.680**	.546**	.632**	.551**	.707**	1	.591**	.642**	.394*	.820**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.012	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM08	Pearson Correlation	.615**	.511**	.570**	.629**	.475**	.448**	.591**	1	.866**	.599**	.807**
	Sig. (2-tailed)	.000	.001	.000	.000	.002	.004	.000		.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM09	Pearson Correlation	.657**	.585**	.508**	.642**	.549**	.493**	.642**	.866**	1	.486**	.818**
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.001	.000	.000		.001	.000
	N	40	40	40	40	40	40	40	40	40	40	40
ITEM10	Pearson Correlation	.507**	.485**	.305	.432**	.355	.507**	.394*	.599**	.486**	1	.659**
	Sig. (2-tailed)	.001	.002	.055	.005	.024	.001	.012	.000	.001		.000
	N	40	40	40	40	40	40	40	40	40	40	40
TOTAL	Pearson Correlation	.839**	.815**	.729**	.831**	.705**	.801**	.820**	.807**	.818**	.659**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40	40	40	40	40	40

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

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

To know the reliability coefficient of the attitude questionnaires, the Alpha Cronbach formula was used assisted by SPSS 23. The SPSS output was as follows.

Reliability Statistics

Cronbach's Alpha	N of Items
.927	10

Therefore, the reliability of the attitude questionnaires developed was 0.927 in the very high category.

Appendix 6. Research Instrument

A. English Competency Post-Test

POST TEST

READING SKILL

I.

(1) Today is Sunday, yesterday was...

- a. Monday
- b. Thursday
- c. Saturday
- d. Wednesday

(2) What is the third month of the year?

- a. February
- b. March
- c. April
- d. January

(3) The following statements are true, except...

- a. Two days after Wednesday is Friday
- b. Today is Monday, three days ago was Friday
- c. After March is April
- d. Today is Monday, tomorrow is Wednesday

(4) The Independence Day of Indonesia is celebrated on

- a. 17 August
- b. 10 November
- c. 22 December
- d. 20 May

Ciroyom Market

Ciroyom Market is a popular market in Bandung. It is the cheapest and the most completed market. People sell fresh food, fruits, vegetables, meat, egg, sugar, salt, etc. Buyers can bargain before they decide to buy anything. The location of the market is convenient. People can park easily and it is safe. Nobody tries to steal your money or goods.

There are young porters who offer to carry your shopping to the nearest bus stop. The sellers are kind and helpful. They are always patient to serve people even though they keep bargaining. People can see why the Ciroyom Market is popular

in Bandung. The prices are reasonable and the products are good. That's why people like to shop there.

- (5) Who usually offers to carry people's shopping at Ciroyom Market?
- The bus drivers.
 - The visitors
 - The porters.
 - The sellers.
- (6) Why is Ciroyom market popular in Bandung?
- the goods and the prices are worthy
 - they sell vegetables and fruits
 - people like to stop there
 - it is near the bus stop
- (7) “They are always patient to serve people”. The underlined word refers to ...
- The buyers
 - The sellers
 - The porters
 - The bus drivers

The following text is used for number 8-10

I am Natasha and I am a University student. I usually wake up at 5 a.m. with my alarm. I try to tidy up my bed and do a bit of cleaning in the morning. Then, I take a bath around 6 or 7 and help my mother with breakfast. And then, I and my family have breakfast in the dining room at seven.

I go to University depends on my classes. I usually try to go one hour before the class start because I near the campus. Morning Class is around 9.45 in the morning and the afternoon class usually around 2.

I like to go to the library in the afternoon after class. If I don't do that, I usually go to the malls with my friends. I go home around 7 or 8 at night. I usually already have dinner but if I go home early I can sit and eat with the rest of the family around 7 in the evening.

(8) A: Does Natasha have breakfast at 7 in the kitchen?

B: ...

- Yes, he is
- Yes, she does

- c. No, she is not
- d. No, he does not

(9) The class is started at 09.45. The correct sentence of the underlined is...

- a. a quarter past nine
- b. a quarter to nine
- c. half past nine
- d. nine past nine

Read the following statements below!

1. She likes to go to mall with her friends after class
 2. Before the class, she always goes to library
 3. Natasha and her family always have breakfast together
 4. She doesn't have time to do cleaning in the morning
- (10) Which are the following statements are true based on the text?

- a. 1, 2
- b. 1, 3
- b. 2, 4
- c. 2, 3

(11) Where is the school?

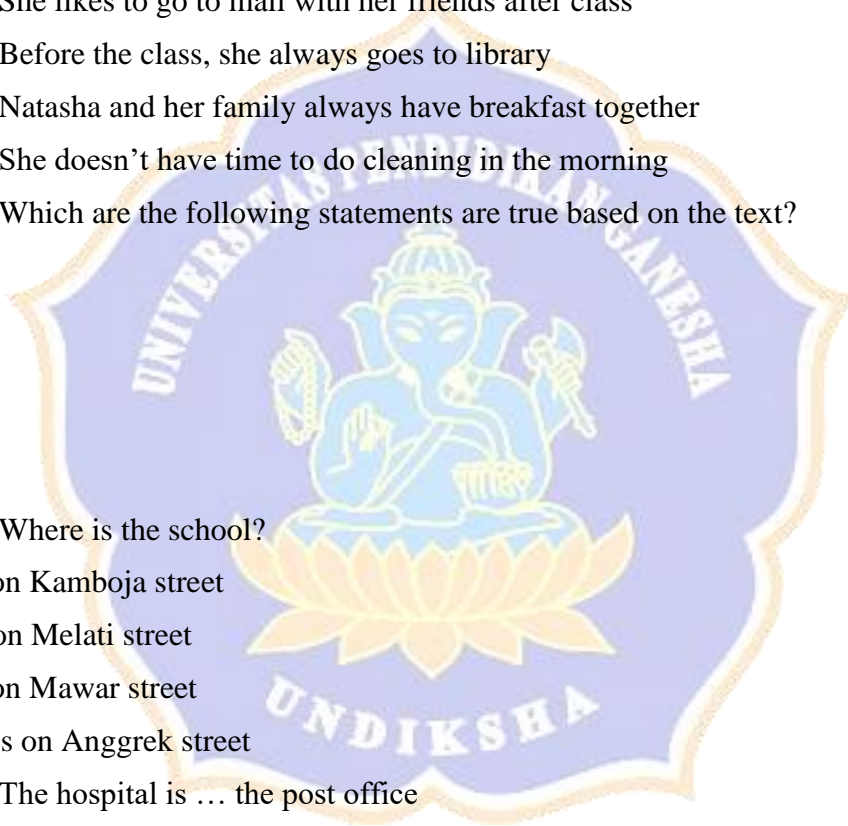
- a. It is on Kamboja street
- b. It is on Melati street
- c. It is on Mawar street
- a. d. It is on Angrek street

(12) The hospital is ... the post office

- a. Across from
- b. Between
- c. Next to
- d. Behind

(13) At Jalan Mawar, there is a . . . on the right side

- a. Andi's house
- b. Bank
- c. Hospital
- d. Post office



The following picture is used for number 14-15

(14) Rani: Hi, can you tell me where the bank is?

Bob:

The best answer to complete the dialogue is ...

- a. It is on the first street
- b. It is next to the drugstore
- c. It is near the school
- d. It is in front of the post office

(15) The drugstore is ...the restaurant

- a. under
- b. next to
- c. near
- d. in

The following dialogue used for 16-20.

Read the dialogue and answer the statement below! Write true if the statement correct, false if the statement wrong.

Diana : I think we should go to the library to find more references for our history lesson

Melisa : By the way, when will we get history?

Diana : Next two days, it's on Thursday.

Melisa : we don't have much time. Let's go to the school library during the second break.

Diana : I went there yesterday and there were few references. How about going to the public library after school?

Melisa : All right. What time does the school finish?

Diana : The school finishes at 12.45

Melisa : Does it far from the school?

Diana : No, it's near the Level 21 Mall. It takes 5 minutes from here.

Melisa : Great! Do you know what time does the library close?

Diana : It is closed at 4.30.

Melisa: Ok, let's meet near the parking lot after school!

Diana : See you!

16. They will go to the school library after school (T/F)
17. The school finishes at a quarter to twelve (T/F)
18. The parking lot is an area used for the parking of motor vehicles. (T/F)
19. The public library is closed at half past four (T/F)
20. We can buy books in the library (T/F)

POST-TEST
WRITING SKILL

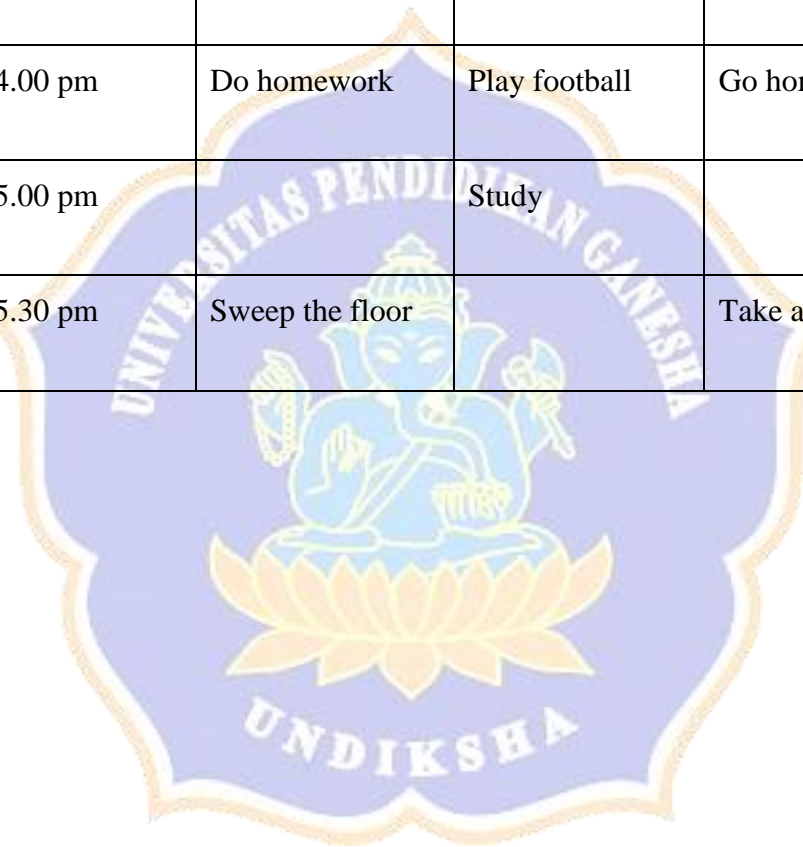
Write one paragraph about the daily routine of the persons in the table. Choose only ONE. Your paragraph should be at least 10 sentences long.

Example:

I have a best friend, her name is Danny. Danny lives near my house, he always wakes up at 6 in the morning.

Time	Rani	Danny	Lany
06.00 am		Wake up	Wake up
06.15 am	Wake up	Take a bath	
06.30 am	Take a bath		Take a bath
07.00 am	Have breakfast	Have breakfast	Have breakfast
07.20 am	Go to school	Watch TV	Go to office

08.00 am	Study at school		Work in the office
12.00 pm	Have lunch	Have lunch	
12.15 pm			Have lunch
12.45 pm	Go to home	Take a nap	
04.00 pm	Do homework	Play football	Go home
05.00 pm		Study	
05.30 pm	Sweep the floor		Take a bath



POST-TEST

SPEAKING SKILL

Please tell your daily activities in front of the classroom!

POST-TEST

LISTENING SKILL

Listening

(Post Test)

Hi students!

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

The audio can be accessed through this link

<https://drive.google.com/file/d/1wDFgRALCmhCmdkUVf03FPmmBaA7ZkOuL/view?usp=sharing>

My name is Tasya. I live on Merdeka Street. My house is near the post office. Today, my mother asks me to accompany her to the supermarket. The supermarket is on Bahagia Street. There are many public places along this street. The park is in the corner, near the library. There is a bank across from the police station, there is also a cinema. It is beside a bakery. At last, the supermarket is between the drugstore and the bus station.

B. 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 6. Teaching Scenario

1. Experimental Group

Topic

Daily activities

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 name of the day, month, time of day, time in the form of numbers, date, and year, with correct social functions, text structure, and linguistic elements and in context

4.6 Compose the shortest and simple spoken and written transactional interaction texts involving the act of giving and asking for information related to the name of the day, month, time of day, time in the form of numbers, date, and year, with correct social functions, text structure, and linguistic elements and in context

Indicator

3.6.1 Identifying social function of transactional interaction text related to the name of the day, month, time of day, time in the form of numbers, date, and year

- 3.6.2 Analyzing generic structure of transactional interaction text related to the day, month, time of day, time in the form of numbers, date, and year
- 4.6.1 Composing spoken and written transactional interaction text about the day, month, time of day, time in the form of numbers, date, and year
- 4.6.2 Modifying spoken and written transactional interaction text about the day, month, time of day, time in the form of numbers, date, and year

Teaching Scenario 1

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Students are given an example of transactional interaction text. b. Students read the text given. c. Students and the teacher analyze the information related to daily activities, time, date , number of the text d. Students create a transactional interaction text.
Post Activity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Students listen to the audio about "Putu's daily schedule" b. Students practice to ask friend's daily activities c. Students telling their friend daily activities in front of the classroom d. Students fill in the self-assessment provided.
Post Activity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Things around us

Basic Competency

- 3.7 Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the names and numbers of public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular)
- 4.7.2 Composing short and simple text about the names and numbers of public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular)

Indicator

- 3.7.1 Comparing social function of several spoken and written descriptive texts about public places
- 3.7.2 Analyzing generic structures of several spoken and written descriptive texts about public places
- 3.7.3 Classifying language features of several spoken and written descriptive texts about public places
- 4.7.1.1 Interpreting the contextual meaning related to social function of spoken and written descriptive texts about public places

4.7.1.2 Comparing the contextual meaning related to generic structures of spoken and written descriptive texts about public places

4.7.1.3 Classifying the contextual meaning related to language features of spoken and written descriptive texts about public places

4.7.2.1 Creating spoken and written descriptive texts about public places

4.7.2.2 Modifying spoken and written descriptive texts about public places

Teaching Scenario 4

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 make their own descriptive text
Post Activity	<ul style="list-style-type: none"> 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 5

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Students find a partner to review their written descriptive text 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 self-assessment
Post Activity	<ul style="list-style-type: none"> 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.

Appendix 1. Calculation of Score Categorization

Students' Language Competency

$$\begin{aligned} \text{Ideal Minimum Score} &= \frac{\text{Total minimum score}}{4} \\ &= \frac{45}{4} \\ &= 11,25 \end{aligned}$$

$$\begin{aligned} \text{Ideal Maximum Score} &= \frac{\text{Total maximum score}}{4} \\ &= \frac{400}{4} \\ &= 100 \end{aligned}$$

Ideal Maximum Score = 100

Ideal Minimum Score = 11,25

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

$$M_i = 1/2 \times (100 + 11,25) = 55,62$$

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

$$SD_i = 1/6 \times (100 - 11,25) = 14,79$$

$$M_i + 1,5 SD_i \leq M \leq M_i + 3,0 SD_i = 55,62 + 1,5(14,79) \leq M \leq 55,62 + 3,0(14,79)$$

$$= 55,62 + 22,18 \leq M \leq 55,62 + 44,38$$

$$= 77,8 \leq M \leq 100$$

$$M_i + 0,5 SD_i \leq M < M_i + 1,5 SD_i = 55,62 + 0,5(14,79) \leq M \leq 55,62 + 1,5(14,79)$$

$$= 55,62 + 7,39 \leq M \leq 55,62 + 22,18$$

$$= 63 \leq M < 77,8$$

$$\begin{aligned}
 M_i - 0,5 SD_i \leq M < M_i + 0,5 SD_i &= 55,62 - 0,5(14,79) \leq M \leq 55,62 + 0,5(14,79) \\
 &= 55,62 - 7,39 \leq M \leq 55,62 + 7,39 \\
 &= 48,2 \leq M < 63
 \end{aligned}$$

$$\begin{aligned}
 M_i - 1,5 SD_i \leq M < M_i - 0,5 SD_i &= 55,62 - 1,5(14,79) \leq M \leq 55,62 - 0,5(14,79) \\
 &= 55,62 - 22,18 \leq M \leq 55,62 - 7,39 \\
 &= 33,4 \leq M < 48,2
 \end{aligned}$$

$$\begin{aligned}
 M_i - 3,0 SD_i \leq M < M_i - 1,5 SD_i &= 55,62 - 3,0(14,79) \leq M \leq 55,62 - 1,5(14,79) \\
 &= 55,62 - 44,38 \leq M \leq 55,62 - 22,18 \\
 &= 11,24 \leq M < 33,4
 \end{aligned}$$

Interval	Classification
$77,8 \leq M \leq 100$	Very high
$63 \leq M < 77,8$	High
$48,2 \leq M < 63$	Medium
$33,4 \leq M < 48,2$	Low
$11,24 \leq M < 33,4$	Very low

Students' Attitudes

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

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

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

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

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

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

$$M_i + 1,5 SD_i \leq M \leq M_i + 3,0 SD_i = 30 + 1,5(6,67) \leq M \leq 30 + 3,0(6,67)$$

$$= 30 + 10 \leq M \leq 30 + 20$$

$$= 40 \leq M \leq 50$$

$$M_i + 0,5 SD_i \leq M < M_i + 1,5 SD_i = 30 + 0,5(6,67) \leq M \leq 30 + 1,5(6,67)$$

$$= 30 + 3,33 \leq M \leq 30 + 10$$

$$= 33 \leq M < 40$$

$$M_i - 0,5 SD_i \leq M < M_i + 0,5 SD_i = 30 - 0,5(6,67) \leq M \leq 30 + 0,5(6,67)$$

$$= 30 - 3,33 \leq M \leq 30 + 3,33$$

$$= 27 \leq M < 33$$

$$M_i - 1,5 SD_i \leq M < M_i - 0,5 SD_i = 30 - 1,5(6,67) \leq M \leq 30 - 0,5(6,67)$$

$$= 30 - 10 \leq M \leq 30 - 3,33$$

$$= 20 \leq M < 27$$

$$M_i - 3,0 SD_i \leq M < M_i - 1,5 SD_i = 30 - 3,0(6,67) \leq M \leq 30 - 1,5(6,67)$$

$$= 30 - 20 \leq M \leq 30 - 10$$

$$= 10 \leq M < 20$$

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 2. Research Data

English Language Competency of Experimental Group

Post-Test					
Experimental Group					
Students	Test				Average
	1	2	3	4	
Student 1	100	85	85	100	93
Student 2	90	80	80	100	88
Student 3	80	80	75	80	79
Student 4	100	75	75	80	83
Student 5	90	70	95	100	89
Student 6	70	80	85	80	79
Student 7	100	80	80	80	85
Student 8	100	70	100	100	93
Student 9	100	60	85	80	81
Student 10	70	80	90	80	80
Student 11	80	80	85	100	86
Student 12	70	65	90	100	81
Student 13	90	65	90	100	86
Student 14	50	65	80	80	69
Student 15	100	80	80	80	85
Student 16	90	60	45	60	64
Student 17	100	75	65	80	80
Student 18	100	80	70	80	83
Student 19	100	90	100	100	98
Student 20	90	80	100	80	88
Student 21	70	65	70	80	71
Student 22	80	75	90	80	81
Student 23	100	75	80	90	86
Student 24	100	75	90	100	91
Student 25	80	80	80	60	75

Student 26	100	90	90	80	90
Student 27	100	100	85	100	96
Student 28	90	75	90	100	89
Student 29	80	70	90	100	85
Student 30	90	80	60	80	78
Student 31	100	80	80	80	85
Student 32	100	95	80	60	84
Student 33	100	95	65	20	70
Student 34	80	95	90	80	86
Student 35	80	80	85	60	76
Student 36	90	80	85	100	89
Student 37	88	75	90	100	88
Student 38	80	80	85	60	76
Student 39	80	75	70	60	71
Student 40	88	80	95	100	91

English Language Competency of Control Group

Post-Test Control Group					
Students	Test				Average
	1	2	3	4	
student 1	40	65	79	80	66
student 2	60	80	79	81	75
student 3	80	55	80	80	74
student 4	60	75	79	80	74
student 5	40	70	80	80	68
student 6	80	25	82	82	67
student 7	60	40	82	83	66
student 8	60	25	80	82	62
student 9	80	30	79	78	67
student 10	80	80	80	80	80
student 11	60	80	80	82	76

student 12	80	35	80	82	69
student 13	40	75	80	81	69
student 14	60	70	82	82	74
student 15	60	85	80	75	75
student 16	80	50	80	82	73
student 17	0	50	80	79	52
student 18	80	80	80	78	80
student 19	40	35	77	80	58
student 20	80	80	77	81	80
student 21	40	55	81	79	64
student 22	60	50	82	76	67
student 23	80	75	81	80	79
student 24	60	75	80	79	74
student 25	40	55	79	75	62
student 26	40	65	82	80	67
student 27	60	80	83	80	76
student 28	80	80	80	78	80
student 29	60	70	80	81	73
student 30	60	80	80	82	76
student 31	40	75	80	80	69
student 32	40	55	81	82	65
student 33	20	75	80	75	63
student 34	20	55	79	80	59
student 35	40	65	81	82	67
student 36	60	80	81	80	75
student 37	80	55	80	80	74
student 38	80	60	79	80	75
student 39	80	55	83	81	75
student 40	80	80	90	80	83



Attitudes of Experimental Group

Attitude Questionnaire Results											
Experimental Group											
Students	Items										Total X
	X1	X4	X3	X4	X5	X6	X7	X8	X9	X10	
Student 1	4	5	4	4	5	4	5	5	5	4	45
Student 4	5	5	5	3	4	4	5	3	3	4	41
Student 3	3	3	3	2	3	4	2	2	3	2	27
Student 4	4	3	4	4	5	5	5	5	4	4	43
Student 5	4	5	4	3	3	4	4	2	4	4	37
Student 6	3	3	4	3	3	3	4	3	3	4	33
Student 7	4	4	4	4	4	4	4	3	3	4	38
Student 8	1	2	3	4	4	4	5	5	5	5	38
Student 9	1	2	2	2	1	1	2	2	2	3	18
Student 10	3	4	4	3	4	5	4	5	4	3	39
Student 11	5	5	5	5	5	5	5	4	5	4	48
Student 14	5	5	3	4	5	4	4	2	3	5	40
Student 13	4	4	5	5	5	3	3	4	4	4	41
Student 14	5	5	5	5	5	5	5	5	5	5	50
Student 15	5	5	4	4	5	5	3	5	5	5	46
Student 16	3	3	5	2	2	2	2	3	4	4	30
Student 17	5	5	5	5	5	5	5	5	5	5	50
Student 18	2	3	3	3	3	4	2	2	2	1	25
Student 19	4	2	2	4	3	3	3	4	5	5	35
Student 40	4	4	4	2	3	4	4	4	4	4	37
Student 41	5	3	2	3	4	3	3	2	2	3	30
Student 44	5	5	3	5	4	5	5	4	5	4	45
Student 43	4	4	4	4	4	4	4	4	4	4	40
Student 44	2	3	2	2	3	4	5	2	3	3	29
Student 45	4	5	5	4	4	4	3	4	3	5	41
Student 46	4	3	2	4	4	4	4	4	2	4	35
Student 47	5	5	5	5	5	5	5	5	5	5	50
Student 48	5	4	4	4	4	5	5	4	4	5	44

Student 49	5	5	4	5	5	3	4	4	4	5	44
Student 30	1	2	1	2	1	2	2	3	3	2	19
Student 31	5	5	4	2	4	4	4	4	5	5	42
Student 34	4	2	4	3	3	4	3	4	4	3	34
Student 33	5	3	4	5	3	2	4	3	5	5	39
Student 34	2	3	3	2	2	3	3	2	2	2	24
Student 35	4	4	2	4	4	4	4	4	4	2	36
Student 36	5	5	4	5	4	5	5	4	3	5	45
Student 37	4	4	4	4	3	4	4	3	3	4	37
Student 38	2	2	2	2	2	2	2	3	2	2	21
Student 39	4	4	5	4	4	5	5	3	3	5	42
Student 40	3	3	4	5	4	5	3	2	3	4	36

Attitude of Control Group

Attitude Questionnaire Results											
Control Group											
Students	Items										Total X
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	
Student 1	3	3	2	3	2	3	2	3	2	3	26
Student 2	3	3	3	3	3	3	2	2	2	2	26
Student 3	3	3	3	3	3	3	3	3	3	3	30
Student 4	2	3	3	3	3	2	2	2	3	2	25
Student 5	3	3	3	3	3	4	3	4	4	3	33
Student 6	3	3	3	3	3	3	3	3	3	3	30
Student 7	2	3	3	3	3	3	3	2	2	3	27
Student 8	3	3	3	3	3	3	3	3	3	3	30
Student 9	3	2	3	3	2	2	2	2	3	3	25
Student 10	3	3	3	3	3	3	3	3	3	3	30
Student 11	4	3	4	3	3	5	4	4	3	4	37
Student 12	3	3	3	3	3	3	4	4	4	4	34
Student 13	2	2	2	3	3	3	2	3	2	3	25
Student 14	3	5	4	5	5	5	5	5	5	5	47
Student 15	3	3	4	3	3	4	4	3	3	4	34

Student 16	4	4	4	4	3	4	4	3	4	4	38
Student 17	3	3	4	3	3	3	3	3	3	3	31
Student 18	2	2	3	3	3	2	4	3	3	4	29
Student 19	3	3	2	2	3	3	3	2	3	3	27
Student 20	4	5	4	4	5	4	5	5	5	4	45
Student 21	5	5	5	4	4	5	3	4	4	5	44
Student 22	3	3	3	3	2	3	3	3	4	3	30
Student 23	2	3	3	2	2	2	2	2	3	3	24
Student 24	4	3	4	4	3	3	4	4	4	4	37
Student 25	4	3	4	4	4	4	4	4	3	3	37
Student 26	3	2	3	3	2	3	3	3	3	3	28
Student 27	4	3	4	4	4	3	3	2	3	4	34
Student 28	3	3	3	3	3	3	3	3	3	3	30
Student 29	2	1	1	3	2	2	1	1	2	2	17
Student 30	4	3	4	4	3	3	4	4	3	4	36
Student 31	3	3	3	3	3	3	2	3	3	3	29
Student 32	4	3	4	4	3	4	3	4	4	4	37
Student 33	3	3	3	3	3	3	3	3	3	4	31
Student 34	3	3	3	3	3	4	4	4	3	3	33
Student 35	4	3	4	4	3	3	3	3	4	4	35
Student 36	3	3	4	3	3	4	4	3	4	4	35
Student 37	3	3	4	3	3	3	4	3	3	4	33
Student 38	4	4	4	4	4	4	4	3	3	4	38
Student 39	3	3	3	3	3	3	3	3	3	3	30
Student 40	1	1	1	1	2	2	3	1	2	2	16

Appendix 3. Descriptive Statistical Analysis

Appendix 12 . Normality Test

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
English Language Competency	Experiment	.118	40	.167	.975	40	.500
	Control	.158	40	.013	.960	40	.164

a. Lilliefors Significance Correction

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Attitude	Experiment	.114	40	.200*	.949	40	.072
	Control	.096	40	.200*	.968	40	.315

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

a. Lilliefors Significance Correction

Appendix 13. Homogeneity of Variances

Test of Homogeneity of Variances

English Language Competency

Levene Statistic	df1	df2	Sig.
.054	1	78	.817

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
attitude Based on Mean	2.166	1	78	.145
Based on Median	1.964	1	78	.165
Based on Median and with adjusted df	1.964	1	74.568	.165
Based on trimmed mean	2.034	1	78	.158

Appendix 4. Hypothesis Testing

Hypothesis 1

Group Statistics

	KELOMPOK	N	Mean	Std. Deviation	Std. Error Mean
English Language Competency	EKSPERIMEN	40	83.20	7.627	1.206
	KONTROL	40	70.70	6.929	1.096

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English Language Competency	Equal variances assumed	.054	.817	7.672	78	.000	12.500	1.629	9.256	15.744
	Equal variances not assumed			7.672	77.293	.000	12.500	1.629	9.256	15.744

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

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

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

$$s = \sqrt{\frac{(40-1)7.6^2 + (40-1)6.9^2}{40+40}}$$

$$s = \sqrt{\frac{(39)57.76 + (39)47.61}{80}}$$

$$s = \sqrt{\frac{2,252.64 + 1,856.79}{80}}$$

$$s = \sqrt{\frac{4,109.43}{80}}$$

$$s = \sqrt{51.367}$$

$$s = 7,16$$

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

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

$$\text{Cohen's } D = \frac{83.20 - 70.70}{7.16}$$

$$\text{Cohen's } D = \frac{12.50}{7.16}$$

$$\text{Cohen's } D = 1.74$$

Hypothesis 2

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
attitude	Experiment	40	37.3500	8.33144	1.31732
	Control	40	31.5750	6.46445	1.02212

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
attitude	2.166	.145	3.464	78	.001	5.77500	1.66735	2.45557	9.09443
Equal variances assumed									
Equal variances not assumed			3.464	73.467	.001	5.77500	1.66735	2.45234	9.09766

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

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

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

$$s = \sqrt{\frac{(40 - 1)8.33^2 + (40 - 1)6.46^2}{40 + 40}}$$

$$s = \sqrt{\frac{(39)69.38 + (39)41.73}{80}}$$

$$s = \sqrt{\frac{2705.82 + 1627.47}{80}}$$

$$s = \sqrt{\frac{4333,29}{80}}$$

$$s = \sqrt{54.16}$$

$$s = 7.3$$

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

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

$$\text{Cohen's } D = \frac{37.35 - 31.57}{7.3}$$

$$\text{Cohen's } D = \frac{5.78}{7.3}$$

$$\text{Cohen's } D = 0.79$$

Hypothesis 3

Between-Subjects Factors

	Value Label	N
GROUP 1.00	Experiment	40
2.00	Control	40

Multivariate Tests^a

Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept Pillai's Trace	.992	4933.396 ^b	2.000	77.000	.000
Wilks' Lambda	.008	4933.396 ^b	2.000	77.000	.000
Hotelling's Trace	128.140	4933.396 ^b	2.000	77.000	.000

	Roy's Largest Root	128.140	4933.396 ^b	2.000	77.000	.000
Group	Pillai's Trace	.460	32.830 ^b	2.000	77.000	.000
	Wilks' Lambda	.540	32.830 ^b	2.000	77.000	.000
	Hotelling's Trace	.853	32.830 ^b	2.000	77.000	.000
	Roy's Largest Root	.853	32.830 ^b	2.000	77.000	.000

a. Design: Intercept + Group

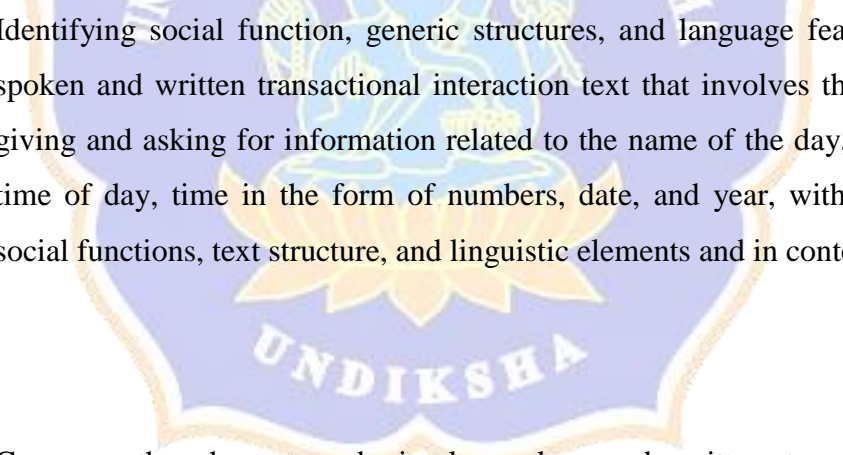
b. Exact statistic

2. Experimental Group

Topic

Daily activities

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 name of the day, month, time of day, time in the form of numbers, date, and year, with correct social functions, text structure, and linguistic elements and in context
- 4.6 Compose the shortest and simple spoken and written transactional interaction texts involving the act of giving and asking for information related to the name of the day, month, time of day, time in the form of numbers, date, and year, with correct social functions, text structure, and linguistic elements and in context

Indicator

- 3.6.1 Identifying social function of transactional interaction text related to the name of the day, month, time of day, time in the form of numbers, date, and year
- 3.6.2 Analyzing generic structure of transactional interaction text related to the day, month, time of day, time in the form of numbers, date, and year
- 4.6.1 Composing spoken and written transactional interaction text about the day, month, time of day, time in the form of numbers, date, and year
- 4.6.2 Modifying spoken and written transactional interaction text about the day, month, time of day, time in the form of numbers, date, and year

Teaching Scenario 1

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> 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, gadget, 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	<ul style="list-style-type: none"> e. Students are given an example of transactional interaction text. f. Students read the text given. g. Students and the teacher analyze the information related to daily activities, time, date , number of the text h. Students create a transactional interaction text.

Post Activity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> e. Students listen to the audio about "Putu's daily schedule" f. Students practice to ask friend's daily activities g. Students telling their friend daily activities in front of the classroom h. Students fill in the self-assessment provided.
Post Activity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> c. Discussing about the self-assessment that was already filled out in the last meeting

Activity	d. Reviewing the materials that students still do not understand about and are confused about based on the results of self-assessment
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

Things around us

Basic Competency

- 3.7 Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the names and numbers of public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular)
- 4.7.2 Composing short and simple text about the names and numbers of public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular)

Indicator

- 3.7.1 Comparing social function of several spoken and written descriptive texts about public places

- 3.7.2 Analyzing generic structures of several spoken and written descriptive texts about public places
- 3.7.3 Classifying language features of several spoken and written descriptive texts about public places
- 4.7.1.1 Interpreting the contextual meaning related to social function of spoken and written descriptive texts about public places
- 4.7.1.2 Comparing the contextual meaning related to generic structures of spoken and written descriptive texts about public places
- 4.7.1.3 Classifying the contextual meaning related to language features of spoken and written descriptive texts about public places
- 4.7.2.1 Creating spoken and written descriptive texts about public places
- 4.7.2.2 Modifying spoken and written descriptive texts about public places

Teaching Scenario 4

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> 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, gadget, 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	<ul style="list-style-type: none"> g. Students are given an example of descriptive text. h. Students read the text given. i. Students analyze the social function of a written descriptive text and compare it to the explanation from their friend. j. Students are given 2 descriptive texts k. Students compare the generic structure and language features

	<p>from the texts.</p> <p>l. Students make their own descriptive text</p>
Post Activity	<p>f. Some of the students are asked to conclude the lesson.</p> <p>g. The conclusion is clarified by the teacher.</p> <p>h. The students tell their feelings about the lesson.</p> <p>i. Praying before the lesson ends.</p> <p>j. The class ends and the teacher says goodbye.</p>

Teaching Scenario 5

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

Teaching Scenario 6

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> c. Discussing about the peer-assessment that was already filled out in the last meeting d. Reviewing the materials that students still do not understand about and are confused about based on the results of self-assessment
Post Activity	<ul style="list-style-type: none"> 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.

