

## APPENDICES

### Appendix 1. Blended English Literacy-based Assessment for Learning

Types of assessment for learning Used:

4.7.1, 4.7.2, & 4.7.3

Writing Test

4.7.3 Creating short descriptive text to explain about animals in the zoo by using simple present tense related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use.



4.7.3 Students are able to create a short descriptive text to explain about animals in the zoo

## WRITING TEST

4.9.1, 4.9.2, & 4.9.3

Hello students! Now we are going to write a short explanation to describe the picture that you choose. Please follow the example below to write your own text!



This is Ngurah's family. He has one younger sister and a little brother. His younger sister is shorter than him, and his brother is the smallest among others. Ngurah's father is the tallest in his family. His mother has the longest hair, meanwhile, Ngurah's hair is as short as his father's hair. Their family member has straight hair.

**WRITING TEST**

4.9.1, 4.9.2, & 4.9.3



## WRITING TEST



Hello students! We have learned about Past Tense. Now, please write your own story about your past experience in short paragraph in the box below!

A large, empty rectangular box with rounded corners and a blue border, intended for students to write their short paragraph.

## WRITING TEST

Hello students! We will have a writing test in in this session. Please read the example below and start to write your own story. You will have 60 minutes to finish your work!

### Beautiful Craft

During my last holiday, I made a lot of handcrafts. At that time, I wanted to make an art. Many ideas had come to my mind three months before. All of the ideas were written on my note book so I could read them again. Also, I searched other ideas from internet. I watched tutorial videos and read many art blogs.

My parents helped me to prepare the materials. They also gave me money to buy things I needed. On the first day, I painted on some rocks. People call it rock art. It was so fun. My siblings joined me on the third day. Then, my siblings and I made paper crafts from used newspapers and magazines. Papers were rolled, shaped and glued together to create decorative designs. Many beautiful crafts were created.

The last activity was sewing. My mother is a tailor so I learn how to sew from her. My mother helped me too. Sewing used clothes and towels was very fun. We produced many useful things.

Finally, I really enjoyed my last holiday.

## Appendix 2. Instrument Blueprints

### Listening

Basic Competency : 3.1 Understanding the meaning in simple short transactional and interpersonal conversation to interact with the surrounding environment (C1, C2)

3.2 Understanding the meaning of functional spoken text in simple short monologues in the form of narrative and recount to interact with the surrounding environment (C1)

Topic : 1. Offering Help

2. Recount Text

No.	Theory	Indicators	Level of Cognitive Domain						Number of Items
			C1	C2	C3	C4	C5	C6	
1	Listening is the most important aspect of language learning and teaching since students listen more than they speak in the classroom (Lestary & Seriadi, 2019)	3.1.1 Responding the meaning contained in simple short transactional and interpersonal conversations involving speech acts: asking for and offering help. (C1, C2)	1,2,3,4,5	6,7,8,9,10					10
		Responding to the meaning contained in simple short monologues accurately, fluently and acceptable to interact with the surrounding environment in the form of recount texts. (C1)	11,12,13,14,15						5
<b>Total Number of Items</b>									15

**Speaking**

Basic Competency

:4.1 Expressing meaning in simple short oral transactional and interpersonal conversation to interact with the surrounding environment (C6, P5)

4.2. Expressing meaning in functional spoken texts and very simple short monologues in the form of recount and narrative to interact with surrounding environment (C4, P5)

Topic

: 1. Asking and Giving Information

2. Describing Picture

No.	Theory	Indicators	Level of Cognitive Domain						Level of Psychomotor Domain					Number of Items
			C 1	C 2	C 3	C 4	C 5	C 6	P 1	P 2	P 3	P 4	P 5	
1	Speaking is a productive skill that can be directly and experimentally observed (Brown, 2004)	4.1.1 Expressing meaning in simple short transactional and interpersonal conversation by using variety of spoken language accurately, fluently, and acceptably involving speech acts: asking, giving, refusing and denying information (C6, P5)						1					1	1





	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"/>	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)

## Reading

Basic Competency :3.1 Understanding the meaning of simple short essays in the form of recount and narrative to interact with the surrounding environment (C1,C2)

Topic : 1. Narrative Text  
2. Recount Text

No.	Theory	Indicator	Level of Cognitive Domain						Number of Items
			C1	C2	C3	C4	C5	C6	
1	Reading comprehension is the ability to utilize and understand written language types. Readers can construct meaning from written text in a variety of form (Mullis & Martins, 2019)	3.1.1 Responding to the meaning of simple short functional written text in form of recount and narrative text accurately, fluently and acceptably related to the closest environment (C1,C2)	1,2, 5,6,7, 8,10,1 3	3,4 9,11,12 ,14,15					15
<b>Total Number of Items</b>									15

**Writing**

Basic Competency

:4.1 Expressing meaning in written functional text and simple short essays in the form of recount and narrative to interact with the surrounding environment (C6, P5)

Topic

- : 1. Narrative Text
- 2. Recount Text

No.	Theory	Indicators	Level of Cognitive Domain						Level of Psychomotor Domain					Number of Items
			C 1	C 2	C 3	C 4	C 5	C 6	P 1	P 2	P 3	P 4	P 5	



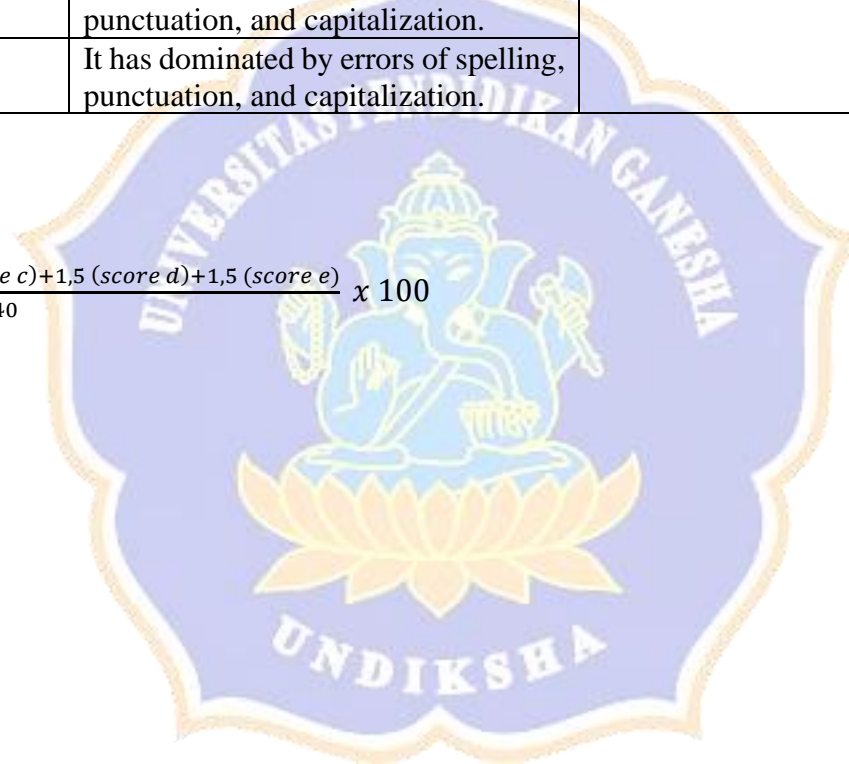
	1	The topic is not clear, but the details are not relating to the topic.	
<b>Organization (b)</b> <b>20%</b> - Identification - Description	4	Identification is complete and descriptions are arranged with the proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with 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.	
<b>Grammar (c)</b> <b>20%</b> - 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.	
<b>Vocabulary (d)</b> <b>15%</b>	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.	

<b>Mechanics (e)</b> <b>15%</b> - 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)

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



### Appendix 3. Research Instrument Before Validity Test

#### 1. English Language Competency Post-test

#### Listening Test

Listen to the dialogue to fill the blanks!



Mr Jack: Hello waiter, can you come here for a second?  
Waiter: Sure, (1)..... sir?  
Mr. Jack: Could you bring me some salt?  
Waiter: Yes sir, and (2)..... to try some coffee? We have the best quality in town  
Mr. Jack: Wow, it (3)..... lovely to try it  
Waiter: Ok Sir, (4)..... can I help you with?  
Mr. Jack: (5)....., I think it's enough  
Waiter: Okay I will bring it to you now

Listen to the dialogue to answer the questions!



6. What will the teacher do? C2
- a. she will return the tests to the students
  - b. she will announce the date of the test



- c. she will distribute the test to be taken
- d. she will let the students correct the tests

7. What is the man unable to do?

- a. he is unable to make financial progress
- b. he is unable to win a running race
- c. he is unable to live in the city
- d. he is unable to find more work

8. What is the man saying?

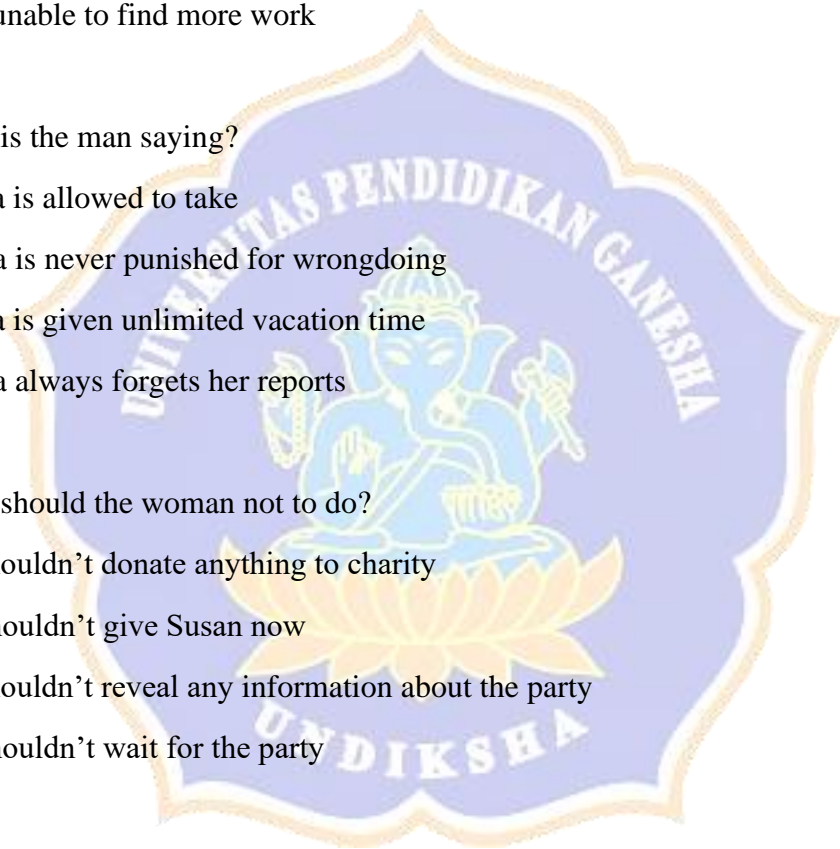
- a. Emma is allowed to take
- b. Emma is never punished for wrongdoing
- c. Emma is given unlimited vacation time
- d. Emma always forgets her reports

9. What should the woman not to do?

- a. she shouldn't donate anything to charity
- b. she shouldn't give Susan now
- c. she shouldn't reveal any information about the party
- d. she shouldn't wait for the party

10. Why can't Ralph be trusted?

- a. he never does what he says he will do
- b. he never promised enough help
- c. he always returns what he says he will
- d. he always talks about the past



**Listen to the story to fill in the blank!**



On Wednesday, (11)..... went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are (12)....., the Brahmata, Siva, and Wisnu temples. They are really amazing. We visited only Brahmata and Siva temples, because Wisnu temple is being renovated. (13)....., we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we (14) ..... our journey to Borobudur. We arrived there at 4 p.m. one hour later, we heard the announcement that Borobudur gate (15)..... In the evening we left for Jakarta by Wisata Bus.

### Speaking Test

- 1. Please tell me your memories of asking or giving information to someone. Tell me about it in 5-10 sentences!**
- 2. Please choose one of these pictures and describe it using your words!**



Picture 1



Picture 2

### Reading Test

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of mount Wayang in West Java. The King, named Sang Prabu was a wise man. He had only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
  - a. Sang Prabu was a father of his only daughter
  - b. Sang Prabu was a king of a kingdom in West Java
  - c. Sang Prabu was taken to Kahyangan by a wicked fairy
  - d. Sang Prabu was a wise man
2. Why the wicked fairy did sed her magic to make Raden Begawan unconscious?
  - a. She didn't like Raden Begawan
  - b. She didn't want Raden Prabu marry the princess
  - c. She wanted Teja Nirmala to forget about her wedding
  - d. She didn't want the prince of Blambangan marry the princess
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
  - a. Princess Segara will have married with Raden Begawan
  - b. Raden Begawan will not die

- c. Teja Nirmala will stay in the Kahyangan
  - d. Wicked Fairy will not take Raden Begawan's life
4. So a nice fairy took her to the Kahyangan (paragraph 2). The word her in the sentence refers to...
- a. The wicked fairy
  - b. The nice fairy
  - c. Princess Nirmala
  - d. Prince Teja

At the first break, Arin went to the school library. As usual, she walked towards she fiction section, her favorite one. She took an interesting storybook from the shelf, then sat at the corner. The book was about a handsome and brave prince who tried to free a princess from a giant. Arin way very sleepy. She didn't realize that she fell asleep while reading. On her dream, she was the princess who was saved by the prince. The giant didn't let Arin go. He held her strongly and she struggled to get loose. Consequently, she fell down to the ground. Suddenly, Arin heard people laughing. She opened her eyes and saw several students looking and laughing at her. Arin was confused, but she finally realized what had happened. She dreamt about the story in the book she read. For matters worse, she tell down from the chair due to her dream.

- 5. Why is the text written?
  - a. To relate Arin's experience
  - b. To amuse readers by telling a story
  - c. To describe Arin's activity during the break
  - d. To tell readers the story of a giant and a princess
- 6. In Arin's dream, the giant ... her
  - a. Pulled
  - b. Pushed
  - c. Captured
  - d. Released
- 7. What kind of books does Arin like to read?
  - a. Storybooks
  - b. Biography books
  - c. Science books
  - d. Engineering books
- 8. What did Arin probably feel when her schoolmates laughed at ther?
  - a. Bored
  - b. Upset
  - c. Jealous
  - d. Embarrassed

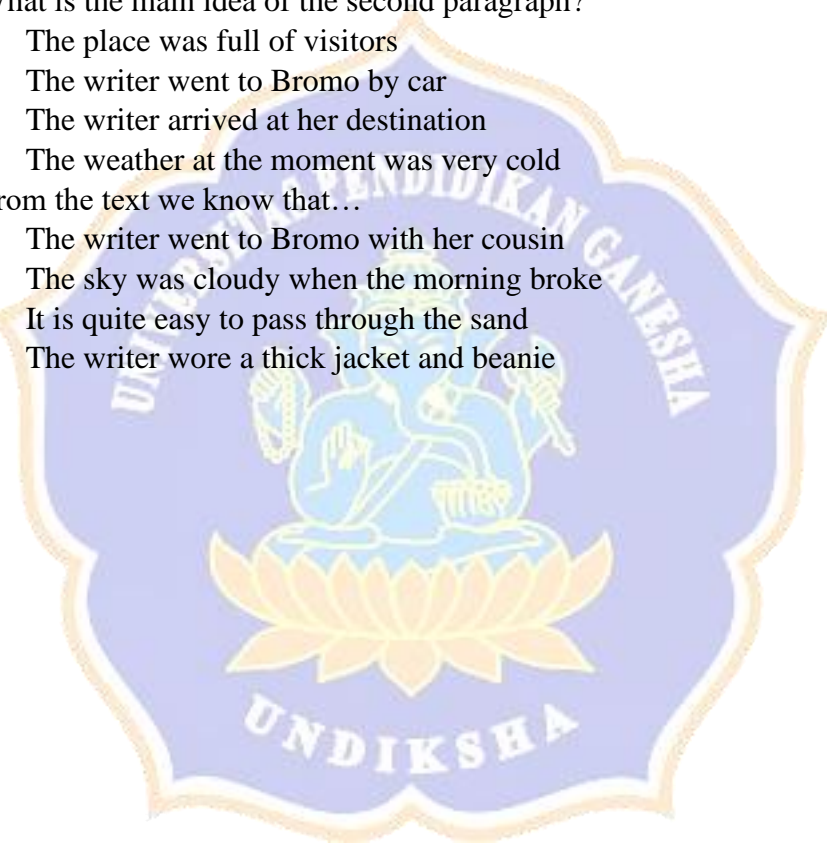
On Monday morning Adi woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the school yard. They would have a flag hoisting ceremony. It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could not hold on. He trembled and fainted. He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

9. What is the main idea of paragraph one?
  - a. Adi woke up late
  - b. Adi skipped breakfast
  - c. Adi was afraid of arriving late at school
  - d. Adi's mother reminded him of having breakfast
10. Where did Adi tremble and faint?
  - a. At home
  - b. In his classroom
  - c. At the school yard
  - d. In the medical room
11. What would happen if Adi had breakfast?
  - a. His mother would be angry with him
  - b. He could attend the ceremony well
  - c. He would arrive at school early
  - d. He missed the hoisting school
12. From the text we know that ...
  - a. Nobody cared about Adi
  - b. Adi arrived late at school
  - c. Adi felt unwell during the ceremony
  - d. Riski stood up next to Adi during the ceremony

I just returned from my holiday in my uncle's house in Malang. During the time, I visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to Mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place I've ever seen. At that time I went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather. Later on we moved to Penanjakan Peak to see the sunrise. Later on we witnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shining golden ball very clearly. Then, we walked up to the top of Mount

Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was so amazing! Trust me, you should go there one day. What a wonderful place! Overall my last holiday is the best moment of my life. I wish I have another chance to explore Malang City.

13. What is the text mainly about?
  - a. The writer's experience in Mount Bromo
  - b. The writer's impression about the sunrise
  - c. The writer's unforgettable holiday in Malang
  - d. The writer's trip to climb a mount for the first time
14. What is the main idea of the second paragraph?
  - a. The place was full of visitors
  - b. The writer went to Bromo by car
  - c. The writer arrived at her destination
  - d. The weather at the moment was very cold
15. From the text we know that...
  - a. The writer went to Bromo with her cousin
  - b. The sky was cloudy when the morning broke
  - c. It is quite easy to pass through the sand
  - d. The writer wore a thick jacket and beanie



## Writing Test

**Please create one short written text that consist of 10-15 sentences using your own word. Choose one of the tasks you want to do:**

1. Write a short narrative text. You can choose your own topic!
2. Write a short recount text. You can choose your own topic!

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

### Questionnaires Items Adapted from Gardner 1982

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

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



	5	Studying a foreign language is an enjoyable experience.	Studying English is an enjoyable experience.	Belajar bahasa Inggris adalah pengalaman yang menyenangkan.
--	---	---	--	---



## Appendix 4. Content Validity Results of the Research Instruments

### 1. English Language Competency Post-test

Expert 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	√	
	B	6	√	
		7	√	
		8	√	
		9	√	
		10	√	
	C	11	√	
		12	√	
		13	√	
		14	√	
		15	√	
Speaking	1	√		
	2	√		
Reading	A	1	√	
		2	√	
		3	√	
		4	√	
		5	√	
		6	√	
		7	√	
		8	√	
		9	√	
		10	√	
		11	√	
		12	√	
		13	√	
		14	√	
		15	√	
Writing	1	√		

Singaraja, 22 Februari 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	√		
	B	6	√		
		7	√		
		8	√		
		9	√		
		10	√		
	C	11	√		
		12	√		
		13	√		
		14	√		
		15	√		
Speaking	1	√			
	2	√			
Reading	A	1	√		
		2	√		
		3	√		
		4	√		
		5	√		
		6	√		
		7	√		
		8	√		
		9	√		
		10	√		
		11	√		
		12	√		
		13	√		
		14	√		
		15	√		
Writing	1	√			

Singaraja, 26 Januari 2022

Judge,



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



		Expert I	
		Irrelevant	Relevant
Expert II	Irrelevant	A 0	B 0
	Relevant	C 0	D 33

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

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

$$\text{Content validity} = \frac{33}{0+0+0+33}$$

$$\text{Content validity} = \frac{33}{33} = 1,00$$

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

2. Attitudes Questionnaires Towards Language Learning Post-Test

**Expert Judgement 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	√		
	3	√		
	4	√		
	5	√		
Emotional	1	√		
	2	√		
	3	√		
	4	√		
	5	√		

Singaraja, 24 November 2022



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

**Expert Judgement 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	√		
	3	√		
	4	√		
	5	√		
Emotional	1	√		
	2	√		
	3	√		
	4	√		
	5	√		

Singaraja, 24 November 2022



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



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

Notes:

- A : Expert 1 and Expert 2 do not agree
- B : Expert 1 agrees and Expert 2 does not agree
- C : Expert 1 does not agree and Expert 2 agrees
- D : Expert 1 and Expert 2 agree

Criteria of content validity:

0,80 –1,00 : very high validity

0,60 –0,79 : high validity

0,40 –0,59 : immediate validity

0,20 –0,39 : low validity

0,00 –0,19 : very low validity

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

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

$$\text{Content validity} = \frac{15}{15} = 1,00$$

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

## Appendix 5. Empirical Validity Result of the Research Instruments

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

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

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

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

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

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

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

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

### Correlations

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

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

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

### Correlations

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

Item_7	Pearson Correlation	.221	.799*	.525*	1	.394	.746**
	Sig. (2-tailed)	.288	.000	.007		.051	.000
	N	25	25	25	25	25	25
Item_8	Pearson Correlation	.329	.673*	.207	.394	1	.686**
	Sig. (2-tailed)	.108	.000	.321	.051		.000
	N	25	25	25	25	25	25
Total_Score	Pearson Correlation	.691*	.796*	.721*	.746*	.686*	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	25	25	25	25	25	25

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

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



### Correlations

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

N	25	25	25	25	25	25
---	----	----	----	----	----	----

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

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

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

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

rpbi	St	Mt	Mp	q	p
0.553	3.065	5.680	7.308	0.480	0.520
0.460	3.065	5.680	6.647	0.320	0.680
0.629	3.065	5.680	7.125	0.360	0.640
0.683	3.065	5.680	7.692	0.480	0.520
0.623	3.065	5.680	7.667	0.520	0.480
0.687	3.065	5.680	7.400	0.400	0.600
0.736	3.065	5.680	7.846	0.480	0.520
0.617	3.065	5.680	7.357	0.440	0.560
0.565	3.065	5.680	7.214	0.440	0.560
0.421	3.065	5.680	6.733	0.400	0.600

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

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



No.	$r_{xy}$	$r_{tabel}$	Criteria
21	0.617	0,396	Valid
22	0.565	0,396	Valid
23	0.421	0,396	Valid

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

#### Reading Skill

Reliability Statistics	
Cronbach's Alpha	N of Items
.721	3

#### Writing skill

Reliability Statistics	
Cronbach's Alpha	N of Items
.753	5

#### Speaking skill

Reliability Statistics	
Cronbach's Alpha	N of Items
.770	5

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

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

1	1	1	1	0	1	1	1	0	1	1	8
2	1	0	0	0	0	0	0	0	0	1	2
3	0	1	0	0	0	0	0	0	1	0	2
4	1	0	1	1	1	1	1	1	1	1	9
5	0	1	1	0	0	1	1	1	1	1	7
6	1	1	1	1	1	1	1	1	1	0	9
7	0	0	1	0	0	1	0	0	0	0	2
8	0	1	1	1	1	1	1	1	1	1	9
9	1	1	1	1	0	1	1	1	0	1	8
10	0	1	1	1	1	1	1	1	1	1	9
11	1	1	1	1	0	1	0	1	1	1	8
12	0	0	0	0	0	0	0	0	1	1	2
13	1	1	1	1	1	0	1	1	0	1	8
14	1	1	1	1	0	1	1	1	1	0	8
15	1	1	1	0	1	1	1	1	0	1	8
16	0	0	1	0	0	0	0	1	0	0	2
17	0	1	0	0	0	0	1	0	0	0	2
18	1	1	0	1	1	1	1	0	1	1	8
19	0	1	0	0	0	1	0	0	0	0	2
20	0	0	0	0	1	0	0	0	0	1	2
21	1	1	1	1	1	1	1	1	1	0	9
22	1	0	1	1	1	1	0	0	1	1	7
23	0	1	0	1	1	0	0	1	1	1	6
24	0	1	0	1	0	0	0	0	0	0	2
25	1	0	1	0	0	0	0	1	0	0	3

p	0.520	0.680	0.640	0.520	0.480	0.600	0.520	0.560	0.560	0.600	
q	0.480	0.320	0.360	0.480	0.520	0.400	0.480	0.440	0.440	0.400	
p·q	0.250	0.218	0.230	0.250	0.250	0.240	0.250	0.246	0.246	0.240	2.419
St	3.065										
St2	9.393										

$r_{11}$	0.773
----------	-------

The results of the reliability test are displayed as follows.

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



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

No.	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Total Score
1	4	4	4	3	4	4	4	3	4	4	4	4	3	3	3	55
2	4	4	4	4	4	4	4	3	4	4	4	4	3	3	3	56
3	3	4	3	3	3	4	3	3	4	3	4	4	3	4	3	51
4	2	2	2	3	2	2	2	2	2	2	3	3	2	3	3	35
5	3	3	3	3	3	3	4	3	4	3	3	4	3	4	3	49
6	3	3	3	4	3	2	3	2	2	2	2	3	2	4	2	40
7	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	57
8	3	3	4	3	3	3	3	4	3	3	3	3	4	3	3	48
9	3	3	3	3	3	3	3	4	3	2	3	3	4	4	2	46
10	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	42
11	2	2	2	3	2	3	2	2	3	2	2	3	2	3	3	36
12	4	4	4	3	4	4	4	4	4	3	4	4	4	4	3	57
13	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	46
14	3	2	3	4	3	2	2	2	3	2	2	2	2	3	4	39
15	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	43
16	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	42
17	3	3	3	2	3	2	3	3	3	3	2	3	3	3	3	42
18	2	2	2	3	3	2	3	2	2	2	2	3	2	3	3	36
19	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	57
20	2	3	3	3	2	3	2	3	3	3	3	2	3	3	3	41
21	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	43
22	3	3	3	3	3	2	3	2	3	2	2	3	2	3	2	39

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

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

### Correlations

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

Ite m_ 4	Pearson Correlation	.121	.000	.000	1	.069	.018	-	-	-	-.043	.115	-.082	-.101	.306	.354	.105
	Sig. (2-tailed)	.564	1.000	1.000		.744	.932	.927	.632	.860	.840	.583	.697	.632	.137	.083	.617
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ite m_ 5	Pearson Correlation	.807*	.619**	.708**	.069	1	.644**	.841**	.521**	.639**	.711**	.574**	.684**	.521**	.018	.014	.812*
	Sig. (2-tailed)	.000	.001	.000	.744		.001	.000	.008	.001	.000	.003	.000	.008	.930	.947	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ite m_ 6	Pearson Correlation	.608*	.672**	.597**	.018	.644**	1	.649**	.643**	.770**	.767**	.898**	.703**	.643**	.125	.094	.866*
	Sig. (2-tailed)	.001	.000	.002	.932	.001		.000	.001	.000	.000	.000	.000	.001	.552	.655	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ite m_ 7	Pearson Correlation	.739*	.722**	.722**	-	.841**	.649**	1	.543**	.741**	.696**	.594**	.893**	.543**	.075	-.101	.845*
	Sig. (2-tailed)	.000	.000	.000	.927	.000	.000		.005	.000	.000	.002	.000	.005	.720	.631	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ite m_ 8	Pearson Correlation	.561*	.561**	.561**	-	.521**	.643**	.543**	1	.529**	.596**	.668**	.425*	1.000**	.239	.101	.769*
	Sig. (2-tailed)	.004	.004	.004	.632	.008	.001	.005		.007	.002	.000	.034	.000	.251	.631	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ite m_ 9	Pearson Correlation	.621*	.776**	.698**	-	.639**	.770**	.741**	.529**	1	.685**	.647**	.772**	.529**	.146	.110	.843*
	Sig. (2-tailed)	.001	.000	.000	.860	.001	.000	.000	.007		.000	.000	.000	.007	.487	.601	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.654*	.632**	.711**	-	.711**	.767**	.696**	.596**	.685**	1	.731**	.620**	.596**	-.091	.295	.838*

Ite m_ 10	Sig. (2-tailed)	.000	.001	.000	.840	.000	.000	.000	.002	.000		.000	.001	.002	.666	.153	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ite m_ 11	Pearson Correlation	.625* *	.694**	.540**	.115	.574**	.898**	.594**	.668**	.647**	.731**	1	.634**	.668**	.201	.203	.854* *
	Sig. (2-tailed)	.001	.000	.005	.583	.003	.000	.002	.000	.000	.000		.001	.000	.334	.331	.000
Ite m_ 12	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.579* *	.685**	.600**	-.082	.684**	.703**	.893**	.425* *	.772**	.620**	.634**	1	.425* *	.098	-.094	.782* *
Ite m_ 13	Sig. (2-tailed)	.002	.000	.002	.697	.000	.000	.000	.034	.000	.001	.001		.034	.640	.653	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ite m_ 14	Pearson Correlation	.561* *	.561**	.561**	-.101	.521**	.643**	.543**	1.00 0**	.529**	.596**	.668**	.425* *	1	.239	.101	.769* *
	Sig. (2-tailed)	.004	.004	.004	.632	.008	.001	.005	.000	.007	.002	.000	.034		.251	.631	.000
Ite m_ 15	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.091	.218	-.109	.306	.018	.125	.075	.239	.146	-.091	.201	.098	.239	1	.040	.221
Ite m_ 15	Sig. (2-tailed)	.666	.296	.605	.137	.930	.552	.720	.251	.487	.666	.334	.640	.251		.849	.289
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ite m_ 15	Pearson Correlation	.005	-.109	.000	.354	.014	.094	-.101	.101	.110	.295	.203	-.094	.101	.040	1	.164
	Sig. (2-tailed)	.981	.603	1.00 0	.083	.947	.655	.631	.631	.601	.153	.331	.653	.631	.849		.434
Tot al_	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.821* *	.835**	.794**	.105	.812**	.866**	.845**	.769**	.843**	.838**	.854**	.782**	.769**	.221	.164	1
Tot al_	Sig. (2-tailed)	.000	.000	.000	.617	.000	.000	.000	.000	.000	.000	.000	.000	.000	.289	.434	

Sco N re	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
-------------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

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

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





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

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

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.931	15

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

## Appendix 6. Research Instruments

### English Language Competency Test (Post Test)

#### Listening Test

Listen to the dialogue to fill the blanks!



- Mr Jack: Hello waiter, can you come here for a second?
- Waiter: Sure, (1)..... sir?
- Mr. Jack: Could you bring me some salt?
- Waiter: Yes sir, and (2)..... to try some coffee? We have the best quality in town
- Mr. Jack: Wow, it (3)..... lovely to try it
- Waiter: Ok Sir, (4)..... can I help you with?
- Mr. Jack: (5)....., I think it's enough
- Waiter: Okay I will bring it to you now

Listen to the dialogue to answer the questions!



6. What will the teacher do? C2

- a. she will return the tests to the students
- b. she will announce the date of the test
- c. she will distribute the test to be taken
- d. she will let the students correct the tests

7. What is the man unable to do?

- a. he is unable to make financial progress
- b. he is unable to win a running race
- c. he is unable to live in the city
- d. he is unable to find more work

8. What is the man saying?

- a. Emma is allowed to take
- b. Emma is never punished for wrongdoing
- c. Emma is given unlimited vacation time
- d. Emma always forgets her reports

9. What should the woman not to do?

- a. she shouldn't donate anything to charity
- b. she shouldn't give Susan now
- c. she shouldn't reveal any information about the party
- d. she shouldn't wait for the party

10. Why can't Ralph be trusted?

- a. he never does what he says he will do
- b. he never promised enough help

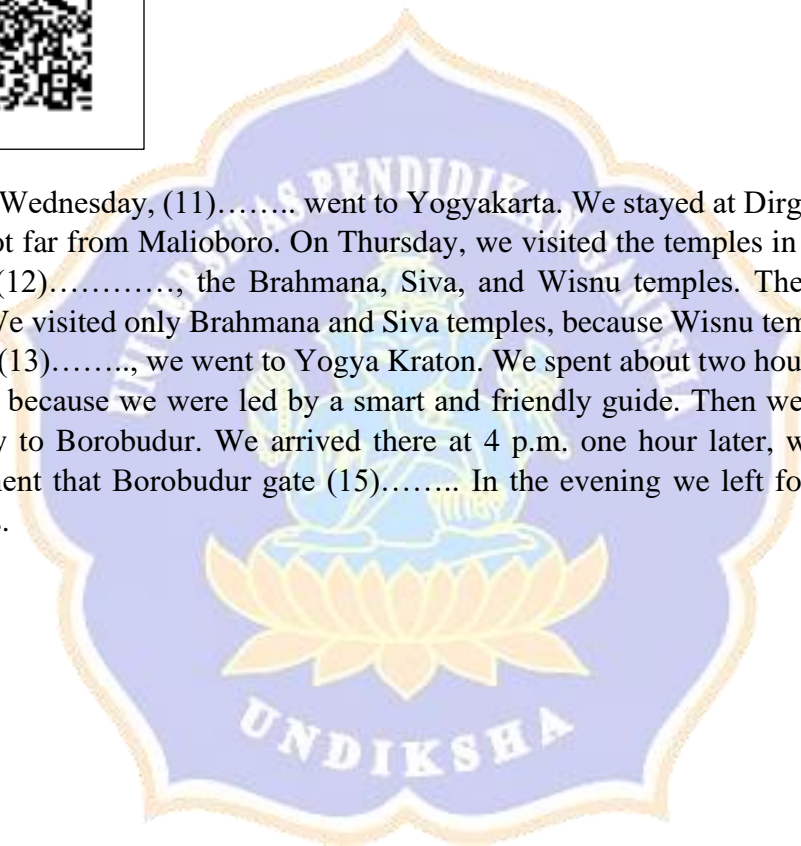


- c. he always returns what he says he will
- d. he always talks about the past

**Listen to the story to fill in the blank!**



On Wednesday, (11)..... went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are (12)....., the Brahmana, Siva, and Wisnu temples. They are really amazing. We visited only Brahmana and Siva temples, because Wisnu temple is being renovated. (13)....., we went to Yogy Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we (14) ..... our journey to Borobudur. We arrived there at 4 p.m. one hour later, we heard the announcement that Borobudur gate (15)..... In the evening we left for Jakarta by Wisata Bus.



## Speaking Test

3. Please tell me your memories of asking or giving information to someone.  
Tell me about it in 5-10 sentences!
4. Please choose one of these pictures and describe it using your words!



Picture 1



Picture 2

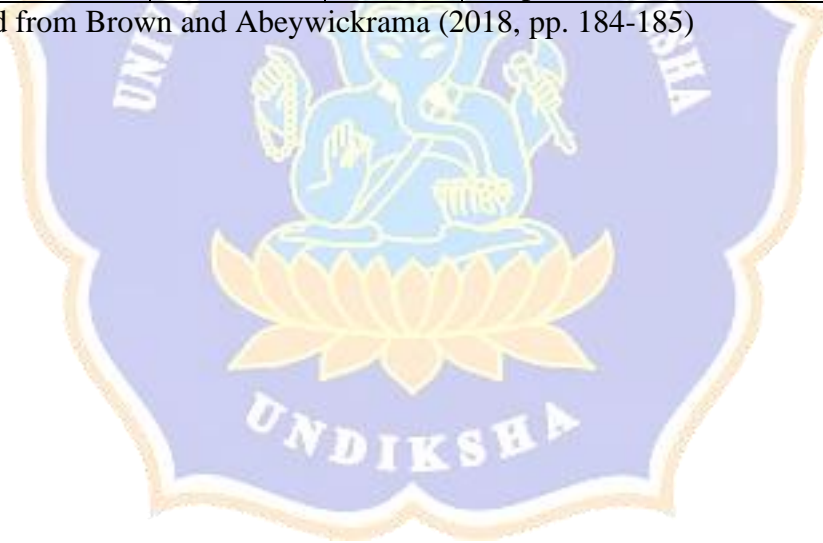
### Scoring Rubric for Speaking Test

ASPECT	SCORE	DESCRIPTION
	5	<input type="checkbox"/> Easy to understand and has a native speaker's accent.

Pronunciation	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"/>	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)



## Reading Test

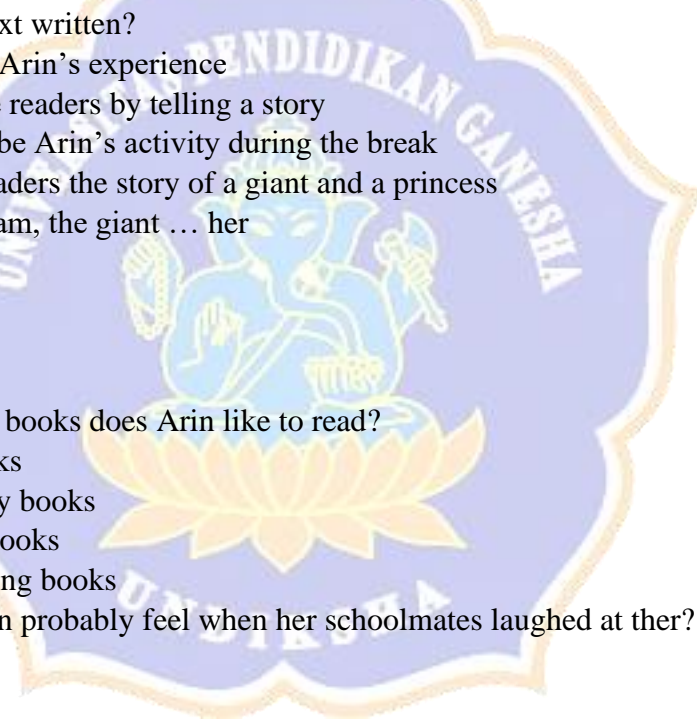
Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of mount Wayang in West Java. The King, named Sang Prabu was a wise man. He had only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

5. Which one of the following statements is false about Sang Prabu?
  - e. Sang Prabu was a father of his only daughter
  - f. Sang Prabu was a king of a kingdom in West Java
  - g. Sang Prabu was taken to Kahyangan by a wicked fairy
  - h. Sang Prabu was a wise man
6. Why the wicked fairy did sed her magic to make Raden Begawan unconscious?
  - e. She didn't like Raden Begawan
  - f. She didn't want Raden Prabu marry the princess
  - g. She wanted Teja Nirmala to forget about her wedding
  - h. She didn't want the prince of Blambangan marry the princess
7. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
  - e. Princess Segara will have married with Raden Begawan
  - f. Raden Begawan will not die
  - g. Teja Nirmala will stay in the Kahyangan
  - h. Wicked Fairy will not take Raden Begawan's life
8. So a nice fairy took her to the Kahyangan (paragraph 2). The word her in the sentence refers to...
  - e. The wicked fairy
  - f. The nice fairy
  - g. Princess Nirmala
  - h. Prince Teja



At the first break, Arin went to the school library. As usual, she walked towards she fiction section, her favorite one. She took an interesting storybook from the shelf, then sat at the corner. The book was about a handsome and brave prince who tried to free a princess from a giant. Arin way very sleepy. She didn't realize that she fell asleep while reading. On her dream, she was the princess who was saved by the prince. The giant didn't let Arin go. He held her strongly and she struggled to get loose. Consequently, she fell down to the ground. Suddenly, Arin heard people laughing. She opened her eyes and saw several students looking and laughing at her. Arin was confused, but she finally realized what had happened. She dreamt about the story in the book she read. For matters worse, she tell down from the chair due to her dream.

- 
16. Why is the text written?
- e. To relate Arin's experience
  - f. To amuse readers by telling a story
  - g. To describe Arin's activity during the break
  - h. To tell readers the story of a giant and a princess
17. In Arin's dream, the giant ... her
- e. Pulled
  - f. Pushed
  - g. Captured
  - h. Released
18. What kind of books does Arin like to read?
- e. Storybooks
  - f. Biography books
  - g. Science books
  - h. Engineering books
19. What did Arin probably feel when her schoolmates laughed at ther?
- e. Bored
  - f. Upset
  - g. Jealous
  - h. Embarrassed

On Monday morning Adi woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the school yard. They would have a flag hoisting ceremony. It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He

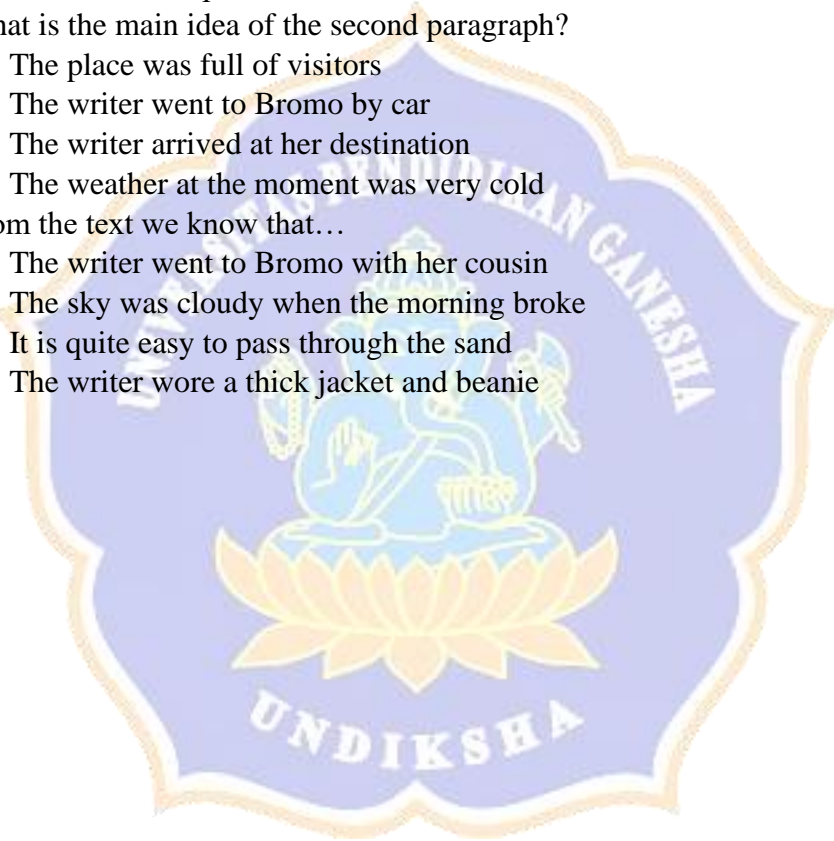
tried to stand up still, but he could not hold on. He trembled and fainted. He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

20. What is the main idea of paragraph one?
  - e. Adi woke up late
  - f. Adi skipped breakfast
  - g. Adi was afraid of arriving late at school
  - h. Adi's mother reminded him of having breakfast
21. Where did Adi tremble and faint?
  - e. At home
  - f. In his classroom
  - g. At the school yard
  - h. In the medical room
22. What would happen if Adi had breakfast?
  - e. His mother would be angry with him
  - f. He could attend the ceremony well
  - g. He would arrive at school early
  - h. He missed the hoisting school
23. From the text we know that ...
  - e. Nobody cared about Adi
  - f. Adi arrived late at school
  - g. Adi felt unwell during the ceremony
  - h. Riski stood up next to Adi during the ceremony

I just returned from my holiday in my uncle's house in Malang. During the time, I visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place I've ever seen. At that time I went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather. Later on we moved to Penanjakan Peak to see the sunrise. Later on we witnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shining golden ball very clearly. Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather

cold. Arriving at the top, it was so amazing! Trust me, you should go there one day.  
What a wonderful place!  
Overall my last holiday is the best moment of my life. I wish I have another chance to explore Malang City.

24. What is the text mainly about?
- e. The writer's experience in Mount Bromo
  - f. The writer's impression about the sunrise
  - g. The writer's unforgettable holiday in Malang
  - h. The writer's trip to climb a mount for the first time
25. What is the main idea of the second paragraph?
- e. The place was full of visitors
  - f. The writer went to Bromo by car
  - g. The writer arrived at her destination
  - h. The weather at the moment was very cold
26. From the text we know that...
- e. The writer went to Bromo with her cousin
  - f. The sky was cloudy when the morning broke
  - g. It is quite easy to pass through the sand
  - h. The writer wore a thick jacket and beanie



## Writing Test

Please create one short written text that consist of 10-15 sentences using your own word. Choose one of the tasks you want to do:

3. Write a short narrative text. You can choose your own topic!
4. Write a short recount text. You can choose your own topic!

### Scoring Rubric

Aspect	Score	Description	Weight
<b>Content (a)</b> <b>30%</b> - 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.	
<b>Organization (b)</b> <b>20%</b> - 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.	
<b>Grammar (c)</b> <b>20%</b>	4	Very few grammatical inaccuracies.	2x

- Use Present Tense	3	Few grammatical inaccuracies but not affect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
<b>Vocabulary (d)</b> 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.	
<b>Mechanics (e)</b> 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)

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

40



## Appendix 7. Teaching Scenario

### 1. Experimental Group

#### Teaching Scenario 1

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Asking the students' condition</li> <li>c. Praying before the lesson begins</li> <li>d. Checking the students' attendance</li> <li>e. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>f. Brainstorming by showing some pictures</li> <li>g. Asking students to say something about the pictures</li> <li>h. Telling the learning objectives to the students</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>a. Students are given an example of descriptive text.</li> <li>b. Students read the text given.</li> <li>c. Students analyze the social function of a written descriptive text and compare it to the explanation from their friend.</li> <li>d. Students are given 2 descriptive texts</li> <li>e. Students compare the generic structure and language features from the texts.</li> <li>f. Students create a written descriptive text individually.</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>a. Teacher asks students to record themselves while describing a person/animal/thing as a homework</li> <li>b. Some of the students are asked to conclude the lesson.</li> <li>c. The conclusion is clarified by the teacher.</li> <li>d. Teacher gives feedback about students' progress</li> <li>e. The students tell their feelings about the lesson.</li> <li>f. Praying before the lesson ends.</li> <li>g. The class ends and the teacher says goodbye.</li> </ul>

#### Teaching Scenario 2

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Asking the students' condition</li> <li>c. Praying before the lesson begins</li> <li>d. Checking the students' attendance</li> <li>e. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>f. Recalling what the students have learnt in the last meeting</li> </ul>

Whist Activity	<ul style="list-style-type: none"> <li>a. Students find a partner to review their video of describing a person/animal/thing.</li> <li>b. Students modify a descriptive text and pay attention to its generic structure and language features.</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>a. Some of the students are asked to conclude the lesson.</li> <li>b. The conclusion is clarified by the teacher.</li> <li>c. Teacher gives feedback about students' progress</li> <li>d. The students tell their feelings about the lesson.</li> <li>e. Praying before the lesson ends.</li> <li>f. The class ends and the teacher says goodbye.</li> </ul>

### Teaching Scenario 3

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Asking the students' condition</li> <li>c. Praying before the lesson begins</li> <li>d. Checking the students' attendance</li> <li>e. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>f. Recalling what the students have learnt in the last meeting</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>a. Discussing their understanding development after several meeting has been done</li> <li>b. Reviewing the materials that students still do not understand about and are confused to give clear insight for the students</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>a. Some of the students are asked to conclude the lesson.</li> <li>b. The conclusion is clarified by the teacher.</li> <li>c. The students tell their feelings about the lesson.</li> <li>d. Praying before the lesson ends.</li> <li>e. The class ends and the teacher says goodbye.</li> </ul>

### Teaching Scenario 4

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Asking the students' condition</li> <li>c. Praying before the lesson begins</li> </ul>



	<ul style="list-style-type: none"> <li>d. Checking the students' attendance</li> <li>e. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>f. Brainstorming by showing some pictures</li> <li>g. Asking students to say something about the pictures</li> <li>h. Telling the learning objectives to the students</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>a. Students are given an example of narrative text.</li> <li>b. Students read the text given.</li> <li>c. Students analyze the social function of a written narrative text and compare it to the explanation from their friend.</li> <li>d. Students are given 2 narrative texts</li> <li>e. Students compare the generic structure and language features from the texts.</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>a. Some of the students are asked to conclude the lesson.</li> <li>b. The conclusion is clarified by the teacher.</li> <li>c. Teacher gives feedback about students' progress</li> <li>d. The students tell their feelings about the lesson.</li> <li>e. Praying before the lesson ends.</li> <li>f. The class ends and the teacher says goodbye.</li> </ul>

### Teaching Scenario 5

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Asking the students' condition</li> <li>c. Praying before the lesson begins</li> <li>d. Checking the students' attendance</li> <li>e. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>f. Recalling what the students have learnt in the last meeting</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>a. Students find a partner to review their video of a fairy tales.</li> <li>b. Students modify a narrative text and pay attention to its generic structure and language features.</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>a. Some of the students are asked to conclude the lesson.</li> <li>b. The conclusion is clarified by the teacher.</li> <li>c. Teacher gives feedback about students' progress</li> <li>d. The students tell their feelings about the lesson.</li> <li>e. Praying before the lesson ends.</li> </ul>

	f. The class ends and the teacher says goodbye.
--	---

### Teaching Scenario 6

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Asking the students' condition</li> <li>c. Praying before the lesson begins</li> <li>d. Checking the students' attendance</li> <li>e. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>f. Recalling what the students have learnt in the last meeting</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>a. Discussing their understanding development after several meeting has been done</li> <li>b. Reviewing the materials that students still do not understand about and are confused to give clear insight for the students</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>a. Some of the students are asked to conclude the lesson.</li> <li>b. The conclusion is clarified by the teacher.</li> <li>c. The students tell their feelings about the lesson.</li> <li>d. Praying before the lesson ends.</li> <li>e. The class ends and the teacher says goodbye.</li> </ul>

### 2. Control Group

#### Teaching Scenario 1

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>i. Greeting</li> <li>j. Asking the students' condition</li> <li>k. Praying before the lesson begins</li> <li>l. Checking the students' attendance</li> <li>m. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>n. Brainstorming by showing some pictures</li> <li>o. Asking students to say something about the pictures</li> <li>p. Telling the learning objectives to the students</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>g. Students are given an example of descriptive text.</li> <li>h. Students read the text given.</li> <li>i. Students analyze the social function of a written descriptive text and compare it to the explanation from their friend.</li> <li>j. Students are given 2 descriptive texts</li> </ul>

	<ul style="list-style-type: none"> <li>k. Students compare the generic structure and language features from the texts.</li> <li>l. Students create a written descriptive text individually.</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>h. Teacher asks students to record themselves while describing a person/animal/thing as a homework</li> <li>i. Some of the students are asked to conclude the lesson.</li> <li>j. The conclusion is clarified by the teacher.</li> <li>k. The students tell their feelings about the lesson.</li> <li>l. Praying before the lesson ends.</li> <li>m. The class ends and the teacher says goodbye.</li> </ul>

### Teaching Scenario 2

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>g. Greeting</li> <li>h. Asking the students' condition</li> <li>i. Praying before the lesson begins</li> <li>j. Checking the students' attendance</li> <li>k. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>l. Recalling what the students have learnt in the last meeting</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>c. Students find a partner to review their video of describing a person/animal/thing.</li> <li>d. Students modify a descriptive text and pay attention to its generic structure and language features.</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>g. Some of the students are asked to conclude the lesson.</li> <li>h. The conclusion is clarified by the teacher.</li> <li>i. The students tell their feelings about the lesson.</li> <li>j. Praying before the lesson ends.</li> <li>k. The class ends and the teacher says goodbye.</li> </ul>

### Teaching Scenario 3

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>g. Greeting</li> <li>h. Asking the students' condition</li> <li>i. Praying before the lesson begins</li> <li>j. Checking the students' attendance</li> </ul>

	<ul style="list-style-type: none"> <li>k. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>l. Recalling what the students have learnt in the last meeting</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>c. Discussing their understanding development after several meeting has been done</li> <li>d. Reviewing the materials that students still do not understand about and are confused to give clear insight for the students</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>f. Some of the students are asked to conclude the lesson.</li> <li>g. The conclusion is clarified by the teacher.</li> <li>h. The students tell their feelings about the lesson.</li> <li>i. Praying before the lesson ends.</li> <li>j. The class ends and the teacher says goodbye.</li> </ul>

#### Teaching Scenario 4

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>i. Greeting</li> <li>j. Asking the students' condition</li> <li>k. Praying before the lesson begins</li> <li>l. Checking the students' attendance</li> <li>m. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>n. Brainstorming by showing some pictures</li> <li>o. Asking students to say something about the pictures</li> <li>p. Telling the learning objectives to the students</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>f. Students are given an example of narrative text.</li> <li>g. Students read the text given.</li> <li>h. Students analyze the social function of a written narrative text and compare it to the explanation from their friend.</li> <li>i. Students are given 2 narrative texts</li> <li>j. Students compare the generic structure and language features from the texts.</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>g. Some of the students are asked to conclude the lesson.</li> <li>h. The conclusion is clarified by the teacher.</li> <li>i. The students tell their feelings about the lesson.</li> <li>j. Praying before the lesson ends.</li> </ul>

	k. The class ends and the teacher says goodbye.
--	---

### Teaching Scenario 5

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>g. Greeting</li> <li>h. Asking the students' condition</li> <li>i. Praying before the lesson begins</li> <li>j. Checking the students' attendance</li> <li>k. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>l. Recalling what the students have learnt in the last meeting</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>c. Students find a partner to review their video of a fairy tales.</li> <li>d. Students modify a narrative text and pay attention to its generic structure and language features.</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>g. Some of the students are asked to conclude the lesson.</li> <li>h. The conclusion is clarified by the teacher.</li> <li>i. The students tell their feelings about the lesson.</li> <li>j. Praying before the lesson ends.</li> <li>k. The class ends and the teacher says goodbye.</li> </ul>

### Teaching Scenario 6

Stages	Activities
Pre-Activity	<ul style="list-style-type: none"> <li>g. Greeting</li> <li>h. Asking the students' condition</li> <li>i. Praying before the lesson begins</li> <li>j. Checking the students' attendance</li> <li>k. Asking the students' readiness like dictionaries, books, gadget, etc.</li> <li>l. Recalling what the students have learnt in the last meeting</li> </ul>
Whist Activity	<ul style="list-style-type: none"> <li>c. Discussing their understanding development after several meeting has been done</li> <li>d. Reviewing the materials that students still do not understand about and are confused to give clear insight for the students</li> </ul>
Post Activity	<ul style="list-style-type: none"> <li>f. Some of the students are asked to conclude the lesson.</li> <li>g. The conclusion is clarified by the teacher.</li> <li>h. The students tell their feelings about the lesson.</li> </ul>

	<ul style="list-style-type: none"><li>i. Praying before the lesson ends.</li><li>j. The class ends and the teacher says goodbye.</li></ul>
--	--



## Appendix 8. Calculation of Score Categorization

### English Language Competency

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

$$M_i = 1/2 \times (100 + 11,25) = 55,63$$

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

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

$$\begin{aligned} M_i + 1,5 SD_i \leq M \leq M_i + 3,0 SD_i &= 55,63 + 1,5(14,79) \leq M \leq 55,63 + 3,0(14,79) \\ &= 55,63 + 22,19 \leq M \leq 55,63 + 44,37 \\ &= 78 \leq M \leq 100 \end{aligned}$$

$$\begin{aligned} M_i + 0,5 SD_i \leq M < M_i + 1,5 SD_i &= 55,63 + 0,5(14,79) \leq M \leq 55,63 + 1,5(14,79) \\ &= 55,63 + 7,40 \leq M \leq 55,63 + 22,19 \\ &= 63 \leq M < 78 \end{aligned}$$

$$\begin{aligned} M_i - 0,5 SD_i \leq M < M_i + 0,5 SD_i &= 55,63 - 0,5(14,79) \leq M \leq 55,63 + 0,5(14,79) \\ &= 55,63 - 7,40 \leq M \leq 55,63 + 7,40 \\ &= 48 \leq M < 63 \end{aligned}$$

$$\begin{aligned} M_i - 1,5 SD_i \leq M < M_i - 0,5 SD_i &= 55,63 - 1,5(14,79) \leq M \leq 55,63 - 0,5(14,79) \\ &= 55,63 - 22,19 \leq M \leq 55,63 - 7,40 \\ &= 33 \leq M < 48 \end{aligned}$$

$$\begin{aligned} M_i - 3,0 SD_i \leq M < M_i - 1,5 SD_i &= 55,63 - 3,0(14,79) \leq M \leq 55,63 - 1,5(14,79) \\ &= 55,63 - 44,37 \leq M \leq 55,63 - 22,19 \\ &= 11,25 \leq M < 33 \end{aligned}$$

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



## Appendix 9. Research Data

### English Competency of Control Group

Student	Control Group				Average
	Post Test				
	1	2	3	4	
1	70	60	68	70	67
2	75	70	70	73	72
3	80	70	72	74	74
4	70	70	72	72	71
5	75	65	72	68	70
6	75	80	72	81	77
7	70	70	68	72	70
8	65	60	66	73	66
9	70	75	68	67	70
10	70	75	70	73	72
11	75	75	70	72	73
12	75	70	66	73	71
13	75	70	68	71	71
14	75	70	70	69	71
15	80	70	74	72	74
16	85	75	76	72	77
17	75	60	72	69	69
18	75	65	68	72	70
19	75	70	70	73	72
20	70	70	72	72	71
21	75	60	68	73	69
22	70	80	74	72	74
23	65	75	70	74	71
24	65	75	68	72	70
25	70	60	70	68	67
26	75	75	72	70	73
27	80	65	72	71	72
28	75	70	68	71	71
29	80	70	70	68	72
30	85	75	74	74	77
31	70	75	70	69	71

32	70	70	68	68	69
----	----	----	----	----	----

### English Language Competency of Experimental Group

Student	Experiment Group				Average
	Post Test				
	1	2	3	4	
1	80	75	82	79	79
2	85	75	84	84	82
3	85	75	84	80	81
4	75	80	83	78	79
5	80	90	85	81	84
6	85	80	78	81	81
7	80	75	82	79	79
8	75	75	84	82	79
9	80	75	85	84	81
10	80	80	87	81	82
11	85	85	82	72	81
12	80	80	79	81	80
13	80	75	80	81	79
14	85	70	81	80	79
15	80	80	82	82	81
16	85	80	79	80	81
17	75	80	83	82	80
18	80	75	85	80	80
19	80	85	86	73	81
20	75	85	82	78	80
21	80	80	83	81	81
22	90	75	80	87	83
23	80	75	81	80	79
24	75	70	79	80	76
25	75	75	77	77	76
26	80	80	81	75	79
27	80	85	83	80	82
28	85	90	84	81	85
29	85	85	86	80	84
30	80	85	85	74	81

31	90	80	79	75	81
32	85	85	88	74	83

### Students' Attitude of Control Group

Gender	Students' Attitudes of Control Group										Total
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	
1	2	3	3	3	2	4	2	2	3	3	27
1	3	3	3	3	2	3	3	3	5	3	31
1	3	3	3	2	3	3	3	2	3	3	28
2	2	3	3	2	3	4	2	2	2	4	27
2	2	3	2	3	3	3	2	3	3	3	27
2	3	4	2	2	4	4	2	3	3	3	30
2	3	3	4	3	3	3	3	4	3	3	32
2	3	3	4	2	3	3	2	3	3	3	29
1	2	3	3	3	3	3	2	4	3	3	29
1	4	3	3	3	3	2	3	3	3	4	31
2	3	3	3	3	3	3	3	3	3	3	30
2	3	4	3	3	4	3	3	4	3	3	33
2	3	2	3	3	3	4	3	3	3	4	31
1	3	3	3	3	4	4	4	3	3	3	33
2	3	3	3	4	3	3	3	3	3	4	32
1	2	3	4	3	3	3	2	3	3	3	29
1	4	3	3	3	3	2	3	3	3	3	30
2	4	3	3	3	3	2	3	3	2	3	29
2	3	2	3	3	3	4	3	3	4	3	31
2	3	3	2	3	3	3	3	2	3	4	29
1	3	4	3	3	3	2	2	3	3	3	29
1	2	3	3	4	3	3	4	2	3	3	30
2	3	3	3	3	3	3	2	3	3	4	30
1	3	3	4	3	3	3	2	3	3	3	30
2	3	3	2	3	3	3	3	4	3	3	30
2	3	3	3	3	3	3	3	2	3	3	29
1	3	3	3	2	3	3	4	3	3	4	31
1	4	3	3	3	4	3	3	2	3	3	31
2	3	4	3	3	2	3	3	3	4	3	31

2	3	3	2	3	3	2	3	3	3	3	28
1	2	3	3	4	3	3	3	2	3	3	29
2	3	3	3	4	3	4	4	3	4	4	35

### Students' Attitude of Experimental Group

Gender	Students' Attitudes of Experimental Group										Total
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	
1	3	3	3	3	4	4	4	4	3	3	34
1	3	4	3	4	4	4	3	4	5	3	37
1	4	3	3	4	3	3	3	2	3	3	31
2	4	3	3	3	3	4	3	3	3	4	33
2	3	3	3	3	3	3	4	4	3	3	32
2	3	4	4	4	4	4	3	3	3	3	35
2	4	3	4	3	3	4	3	4	4	3	35
2	3	3	4	4	3	3	4	3	3	3	33
1	4	3	3	3	3	3	5	4	3	3	34
1	4	3	3	3	3	2	3	3	3	3	30
2	5	5	3	3	3	5	3	5	3	3	38
2	3	4	3	3	4	3	3	4	3	3	33
2	5	5	3	3	3	4	3	3	3	3	35
1	2	3	3	3	4	4	4	5	3	5	36
2	3	3	3	4	5	3	5	3	3	3	35
1	5	3	4	3	3	3	4	3	3	5	36
1	4	4	3	3	3	5	3	5	3	3	36
2	4	3	5	3	3	4	5	3	5	3	38
2	3	4	3	3	3	4	3	3	4	3	33
2	3	3	3	3	5	3	3	5	3	3	34
1	3	4	5	3	3	5	5	3	3	4	38
1	5	3	3	4	3	3	4	5	3	3	36
2	3	3	3	3	4	3	3	3	3	4	32
1	5	3	4	3	3	3	3	3	3	3	33
2	3	3	5	5	3	3	3	4	3	4	36
2	3	5	3	3	3	3	3	4	3	4	34
1	3	4	3	4	3	3	4	3	3	4	34

1	4	3	3	3	4	3	3	4	3	3	33
2	3	4	3	4	5	3	3	3	4	5	37
2	3	3	4	3	3	5	3	3	3	3	33
2	3	4	4	3	5	3	3	3	5	3	36
2	4	3	3	3	3	4	5	5	3	4	37

