



APPENDIX 1. OBSERVATION SHEET FOR STUDENTS AND TEACHERS

I. BLUEPRINT OF THE OBSERVATION SHEET

The observation sheet was used to collect information or data on how the students and teachers viewed the flipped classroom implementation during speaking classes. The blueprint of the observation sheet can be seen as follows.

Table 3.3 Blueprint for Observation Sheet for Students and Teachers

Perception by Robbins & Judge (2013)	Indicator of Perception	Descriptor	Checklist (Students)		Checklist (Teachers)		Note
			Yes	No	Yes	No	
Perceiver (Subject of the study)	1. The attitude and belief implementation flipped classroom in speaking ability.	Positive attitude toward flipped classroom in speaking ability					
	2. Motivation When people do not meet their needs, they will imagine fulfilling them.	Students are motivated to learn English speaking by doing role play toward implementing the flipped classroom.					
Target (Object in the study) Situation (The interaction between the perceiver and the target)	3. Implementation The application to the environment has the role of influencing an individual to do something.	Teacher and Students' collaboration to support flipped classroom in speaking ability					
	4. Time A situation in time significantly affects the perception of whether the situation is good or not.	Support the students well prepared their learning in speaking before the class meeting.					
Situation (The interaction between the perceiver and the target)	5. Social Setting Refers to the situation we are in	Positive situation toward implementation of the flipped classroom					

II. Expert Judgement Sheet Validity for Observation Sheet

EXPERT JUDGEMENT SHEET

Instrument: Observation Sheet

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

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 29 May 2023

Expert I



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

NIP 196407141988102001

EXPERT JUDGEMENT SHEET

Instrument: Observation Sheet

Judge : Prof. Dr. I.G.A Lokita Purnamika Utami, S.Pd., M.Pd.

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 29 May 2023
Expert II


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

NIP 198304022006042001

APPENDIX 2. QUESTIONNAIRES ON STUDENTS' PERCEPTION

I. BLUEPRINT OF THE QUESTIONNAIRES (STUDENTS)

A questionnaire was adopted to measure the students' perception of the flipped classroom implementation based on the perception suggested by Robbins & Judge (2013).

The blueprint of the students' perception questionnaires can be seen as follows.

Table 3.3 Blueprint for Students Questionnaire

Perception by Robbins & Judge (2013)	Indicator of Perception	Descriptor	Items
Perceiver (Subject of the study)	1. The attitude and belief implementation flipped classroom in speaking ability.	Positive attitude toward flipped classroom in speaking ability	1,3, 4, 12
	2. Motivation When people do not meet their needs, they will imagine fulfilling them.	Students are motivated to learn English speaking by doing role play toward the implementation of the flipped classroom	6, 10
Target (Object in the study)	3. Implementation The application to the environment has the role of influencing an individual to do something	Teacher and Students' collaboration to support flipped classroom in speaking ability	2, 5, 8, 15
Situation (The interaction between the perceiver and the target)	4. Time A situation in time greatly affects the perception of whether the situation is good or not.	Before the class meeting, help the students prepare for the speaking task.	9, 11, 13
	5. Social Setting Refers to the situation we are in	Positive situation toward implementation of the flipped classroom	7, 14

II. QUESTIONNAIRE (STUDENTS)

KUESIONER

PERSEPSI SISWA TERHADAP PENERAPAN FLIPPED CLASSROOM DALAM PEMBELAJARAN BERBICARA

A. Pendahuluan

Kuesioner ini dikembangkan oleh peneliti dalam rangka sebagai alat pengumpulan data bagi kelangsungan studi peneliti. Dalam kuesioner ini, Anda diminta untuk dapat memberikan jawaban dengan jujur dan benar sesuai dengan apa yang telah anda lakukan. Jawaban Anda tidak akan memengaruhi nilai apa pun dan setiap jawaban Anda dijamin kerahasiaannya.

Kesediaan Anda untuk mengisi kuesioner ini tentunya sangat berharga bagi penulis dalam menyelesaikan penelitian ini. Terima kasih atas ketersediaan Anda.

B. Petunjuk Pengisian Kuesioner

Berikut adalah petunjuk dalam pengisian kuesioner.

1. Tulis identitas Anda sepenuhnya dan jujur.
2. Bacalah semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian Anda sendiri.
3. Berikan skor pada poin-poin pernyataan dengan menggunakan tanda centang (√) di kolom yang tersedia (SS, S, N, TS, STS) sesuai dengan respon anda sebagai berikut.
 - a. SS = Sangat Setuju (5)
 - b. S = Setuju (4)
 - c. N = Netral (3)
 - d. TS = Tidak Setuju (2)
 - e. STS = Sangat Tidak Setuju (1)
4. Sebelum Anda mengembalikan kuesioner kepada peneliti, periksa kuesioner Anda apakah semua pertanyaan telah dijawab.
5. Tidak ada jawaban benar atau salah. Jawaban jujur sangat diharapkan

C. Identitas Responden

Nama:

NIM:

Kelas:

D. Tabel Kuesioner

No	Pernyataan	Respon				
		SS	S	N	TS	STS
1	Flipped Classroom lebih menarik daripada instruksi kelas tradisional					
2	Flipped Classroom memberi saya kesempatan lebih besar untuk berkomunikasi dengan siswa lain.					
3	Saya merasa senang mempelajari materi sebelum pertemuan langsung di kelas.					
4	Saya merasa senang menonton pelajaran di video yang diberikan oleh guru					
5	Media Sosial (YouTube, TikTok, Instagram, Facebook) bagian penting dari pembelajaran saya.					
6	Saya merasa senang mengerjakan tes dan kuis yang diberikan oleh guru di Google Classroom					
7	Saya secara teratur menonton tugas video jika saya masih belum paham terhadap pembelajaran.					
8	Saya merasa bahwa penguasaan belajar telah meningkatkan pemahaman bahasa Inggris saya					
9	Flipped Classroom memberi saya lebih waktu kelas untuk berlatih berbicara bahasa Inggris					
10	Saya lebih termotivasi untuk belajar berbicara bahasa Inggris di Flipped Classroom					
11	Melalui pelajaran video, saya punya cukup waktu untuk mempelajari kosakata dan tata bahasa Inggris					
12	Saya merasa lebih percaya diri dengan pembelajaran saya karena pelajaran video di Google Classroom.					
13	Kemampuan berbicara saya menjadi lebih baik karena saya memiliki lebih banyak waktu untuk berbicara bahasa Inggris di kelas.					
14	Bantuan dan umpan balik dari guru dan teman sekelas saya membantu saya meningkatkan kemampuan berbicara saya.					
15	Kegiatan bermain peran (role-play) memotivasi saya untuk berbicara lebih banyak bahasa Inggris dengan teman saya.					

III. Expert Judgement Sheet Validity for Questionnaire (Students)

EXPERT JUDGEMENT SHEET

Instrument: Questionnaire (Students)

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

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 29 May 2023

Expert I



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

NIP 196407141988102001

EXPERT JUDGEMENT SHEET

Instrument: Questionnaire (Students)

Judge : Prof. Dr. I.G.A Lokita Purnamika Utami, S.Pd., M.Pd.

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 29 May 2023
Expert II


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NIP 198304022006042001

APPENDIX 3. QUESTIONNAIRES ON TEACHERS' PERCEPTION

I. BLUEPRINT OF THE QUESTIONNAIRES (TEACHERS)

The questionnaire was adapted based on the perception suggested by Robbins & Judge (2013) to measure the teachers' perception of the flipped classroom implementation.

The blueprint of the teachers' perception questionnaires can be seen as follows.

Table 3.4 Blueprint for Teachers Questionnaire

Perception by Robbins & Judge (2013)	Indicator of Perception	Descriptor	Items
Perceiver (Subject of the study)	1. The attitude and interest of people see their self that affects their view of the situation and believes something.	Positive attitude toward teaching students by flipped classroom in speaking class	2, 3, 4, 5, 6, 7, 14, 15
	2. Experience Based on the past event	Teachers knew that implementing the flipped classroom	1
Target (Object in the study)	3. Implementation The application to the environment has the role of influencing an individual to do something.	Positive response to the implementation of flipped classroom method.	8, 9, 11, 13
Situation (The interaction between the perceiver and the target)	4. Time A situation in time greatly affects the perception of whether the situation is good or not.	Before the class meeting, help the students prepare for the speaking task.	10, 12, 17
	5. Social Setting Refers to the situation we are in	Positive situation toward implementation of the flipped classroom	16, 18, 19, 20

II. QUESTIONNAIRES

KUESIONER PERSEPSI GURU TERHADAP PENGGUNAAN FLIPPED CLASSROOM DALAM MENGAJAR BERBICARA

A. Pendahuluan

Kuesioner ini dikembangkan oleh peneliti dalam rangka sebagai alat pengumpulan data bagi kelangsungan studi peneliti. Dalam kuesioner ini, Anda diminta untuk dapat memberikan jawaban dengan jujur dan benar sesuai dengan apa yang telah anda lakukan. Jawaban Anda tidak akan memengaruhi nilai apa pun dan setiap jawaban Anda dijamin kerahasiaannya.

Kesediaan Anda untuk mengisi kuesioner ini tentunya sangat berharga bagi penulis dalam menyelesaikan penelitian ini. Terima kasih atas ketersediaan Anda.

B. Petunjuk Pengisian Kuesioner

Berikut adalah petunjuk dalam pengisian kuesioner.

1. Tulis identitas Anda sepenuhnya dan jujur.
2. Bacalah semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian Anda sendiri.
3. Berikan skor pada poin-poin pernyataan dengan menggunakan tanda centang (✓) di kolom yang tersedia (SS, S, N, TS, STS) sesuai dengan respon anda sebagai berikut.
 - a. SS = Sangat Setuju (5)
 - b. S = Setuju (4)
 - c. N = Netral (3)
 - d. TS = Tidak Setuju (2)
 - e. STS = Sangat Tidak Setuju (1)
4. Sebelum Anda mengembalikan kuesioner kepada peneliti, periksa kuesioner Anda apakah semua pertanyaan telah dijawab.
5. Tidak ada jawaban benar atau salah. Jawaban jujur sangat diharapkan

C. Identitas Responden

Nama:

Pendidikan terakhir:

Lama mengajar:

Kelas yang diajar:

D. Tabel Kuesioner

No.	Items	SS	S	N	TS	STS
1	I know flipped classroom methodology.					
2	Implementing flipped classrooms would help you get better teaching.					
3	The idea of flipped classrooms would make the learning process more fun.					
4	It would be an improvement for the classroom teacher to implement flipped classrooms					
5	In a flipped classroom, students are responsible for their learning.					
6	In a flipped classroom, students do not need the teacher present for direct instruction, but students need the teacher present for solving problems.					
7	Students learn better in a flipped classroom.					
8	Absent students get to benefit from a flipped classroom.					
9	Implementing flipped classrooms would help you get better teaching.					
10	Time created for in-class activities in the flipped classroom allows for more active learning.					
11	Flipping the classroom removes passive learning from the classroom.					
12	The flipped classroom allows the teachers more time to personalize instruction for students.					
13	Recorded lessons in the form of video help students because they can re-watch the part of lessons that they do not understand					
14	Students prefer the flipped classroom over the traditional classroom.					
15	The flipped classroom allows students to develop better peer relationships through cooperation and collaboration.					
16	The flipped classroom allows the teachers to have increased interaction with students.					
17	Flipping the classroom creates time for direct instruction, active learning, and maximizing the subject/lesson content.					
18	Implementing flipped classroom method needs more complicated preparation than that of conventional teaching.					
19	Technological problems occur during the implementation of the flipped classroom.					
20	The flipped classroom is challenging for some students to access due to the additional technology required outside the school.					

III. EXPERT JUDGEMENT SHEET FOR QUESTIONNAIRE (TEACHERS)

EXPERT JUDGEMENT SHEET

Instrument: Questionnaire (Teachers)

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

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		

Singaraja, 29 May 2023
Expert I



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

EXPERT JUDGEMENT SHEET

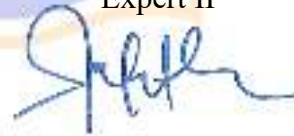
Instrument: Questionnaire (Teachers)

Judge : Prof. Dr. I.G.A Lokita Purnamika Utami, S.Pd., M.Pd

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		

Singaraja, 29 May 2023

Expert II



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

APPENDIX 4. INTERVIEW GUIDE ON STUDENTS' PERCEPTION

I. BLUEPRINT OF THE INTERVIEW GUIDE (STUDENTS)

This Interview guide was administered to confirm and verify data collected through survey and observation; an interview was conducted with 61 students who belong to the research participant. This interview was conducted to get more detailed information about the student's perception of the Flipped Classroom in speaking class.

Table 3.5. Blueprint of Interview Guide (Students)

Perception by Robbins & Judge (2013)	Indicator of Perception	Descriptor	Items
Perceiver	1. The attitude and belief implementation of the flipped classroom in speaking ability.	Positive attitude toward flipped classroom in speaking ability	
	2. Motivation When people cannot satisfy their needs, they are engaged in wishful thinking, which is a way to satisfy their needs not in the real world but in the imaginary world.	Students are motivated to learn English speaking by doing role play toward implementing the flipped classroom.	
Target (object in the study)	3. Implementation of the flipped classroom	Teacher and Students' collaboration to support flipped classroom in speaking ability	
Situation (The interaction between the perceiver and the target)	4. The constructivist learning environment in the flipped classroom	Support the students well prepared their learning in speaking	
	5. Social Setting Effective time	Positive situation toward implementation of the flipped classroom	

II. INTERVIEW GUIDE (STUDENTS)

INTERVIEW GUIDE FOR STUDENTS

A. List of Questions for Interview (Teachers)

1. Apakah Flipped classroom lebih menarik daripada instruksi kelas tradisional?
2. Apakah Flipped Classroom memberi anda kesempatan lebih besar untuk berkomunikasi dengan siswa lain? Mengapa?
3. Apakah anda merasa senang mempelajari materi sebelum pertemuan langsung dikelas? Jika setuju, bisakah anda mendukung pernyataan anda?
4. Apakah anda setuju jika menonton pelajaran di video yang diberikan oleh guru menyenangkan? Jika setuju, bisakah anda mendukung pernyataan anda?
5. Terkait penggunaan media social, mengapa media social sangat penting dari pembelajaran anda?
6. Apakah anda merasa senang mengerjakan tes dan kuis yang diberikan oleh guru di Google Classroom? Mengapa?
7. Apakah anda teratur menonton video tugas jika anda masih belum paham terhadap pembelajaran? Mengapa?
8. Apakah anda setuju bahwa penguasaan belajara telah meningkatkan pemahaman bahasa Inggris anda?
9. Apakah Flipped Classroom memberikan anda lebih waktu kelas untuk berlatih berbicara bahasa Inggris?
10. Menurut anda, mengapa Flipped Classroom dapat membuat termotivasi untuk belajar berbicara bahasa Inggris?
11. Apakah anda mendapatkan cukup waktu untuk mempelajari kosakata dan tata bahasa Inggris melalui pelajaran video?
12. Apakah anda merasa lebih percaya diri dengan pembelajaran anda karena pelajaran video di Google Classroom?
13. Apakah kemampuan berbicara anda menjadi lebih baik karena anda memiliki lebih banyak waktu berbicara bahasa Inggris di kelas?
14. Menurut anda, mengapa bantuan dan umpan balik dari guru dan teman sekelas anda membantu anda meningkatkan kemampuan berbicara?

15. Apakah kegiatan bermain peran atau role-play dapat membuat anda termotivasi untuk berbicara lebih banyak bahasa Inggris dengan teman anda? Mengapa demikian?



III. EXPERT JUDGEMENT SHEET FOR STUDENTS INTERVIEW GUIDE

EXPERT JUDGEMENT SHEET

Instrument: Interview Guide (Students)

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

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 29 May 2023
Expert I



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

EXPERT JUDGEMENT SHEET

Instrument: Interview Guide (Students)

Judge : Prof. Dr. I.G.A Lokita Purnamika Utami, S.Pd., M.Pd.

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 29 May 2023
Expert II



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

NIP 198304022006042001

APPENDIX 5. INTERVIEW GUIDE ON TEACHERS' PERCEPTION

I. BLUEPRINT OF THE INTERVIEW GUIDE (TEACHERS)

This interview guide is administered to confirm and verify data collected through survey and observation; an interview was used for English teachers. This interview was conducted to get more detailed information about the teachers' perceptions of the flipped classroom implementation.

Table 3.5. Blueprint of Interview Guide (Teachers)

Perception by Robbins & Judge (2013)	Indicator of Perception	Descriptor	Items
Perceiver	1. The attitude and belief implementation flipped classroom in speaking ability.	Positive attitude toward flipped classroom in speaking ability	
	2. Motivation When people cannot satisfy their needs, they are engaged in wishful thinking, which is a way to satisfy their needs not in the real world but in the imaginary world.	Students are motivated to learn English speaking by doing role play toward implementing the flipped classroom.	
Target (object in the study)	3. Implementation of the flipped classroom	Teacher and Students' collaboration to support flipped classroom in speaking ability	
Situation (The interaction between the perceiver and the target)	4. The constructivist learning environment in the flipped classroom	Support the students well prepared their learning in speaking	
	5. Social Setting Effective time	Positive situation toward implementation of the flipped classroom	

II. INTERVIEW GUIDE (TEACHERS)

INTERVIEW GUIDE FOR TEACHERS

A. List of Questions for Interview (Teachers)

1. Have you heard of flipped classroom methodology? How long have you known about this teaching model?
2. Would implementing the flipped classroom help you get better at teaching?
3. What flipped classroom would make the learning process more fun?
4. Do you think flipped classrooms improve classroom teachers?
5. Do you feel students have a sense of responsibility for their learning? Please describe.
6. Do you think flipped classroom students do not need the teacher present for direct instructions, only the teacher present for solving problems? Why?
7. Are students learning better in a flipped classroom?
8. How do absent students benefit from the flipped classroom?
9. Does implementing a flipped classroom help you teach better?
10. How do you create in-class activity time in a flipped classroom to make students more active learners?
11. Does the flipped classroom remove passive learning?
12. How do you describe how the flipped classroom can allow teachers more time to personalize student instruction?
13. Do you think recording video lessons help students better understand?
14. Do you think students prefer learning in a flipped classroom model to traditional classroom learning?
15. Does the flipped classroom allow students to develop better peer relationships through cooperation and collaboration?
16. Do you think flipped classrooms allow teachers to have more interaction with students?
17. How do you create time for direct instruction, active learning, and maximizing the lesson in a flipped classroom?
18. In your opinion, does a flipped classroom require more preparation than traditional teaching? Why?
19. Is a technology problem occurring during the implementation of the flipped classroom?
20. What are the challenges of a flipped classroom for the student when the teacher teaches outside the school? Please describe.

III. EXPERT JUDGEMENT SHEET FOR TEACHERS INTERVIEW GUIDE

EXPERT JUDGEMENT SHEET

Instrument: Interview Guide (Teacher)

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

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		

Singaraja, 29 May 2023

Expert I



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

EXPERT JUDGEMENT SHEET

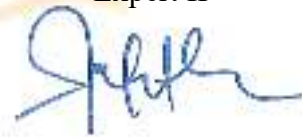
Instrument: Interview Guide (Teacher)

Judge : Prof. Dr. I.G.A Lokita Purnamika Utami, S.Pd., M.Pd.

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
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6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		

Singaraja, 29 May 2023

Expert II



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

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APPENDIX 6. QUESTIONNAIRE RESULTS ON THE STUDENTS' PERCEPTION

Timestamp	Name	Class	Items														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
3/30/2023 20:08:59	I Putu Miartana Yasa	Room Division	SA	N	A	A	SA	SA	A	A	A	N	N	A	A	N	N
3/30/2023 20:11:32	Mangku Kadek Kertayasa	Room Division	SA	A	N	A	A	SA	A	N	A	A	A	N	A	SA	SA
3/30/2023 20:14:36	I Gede Rika Astika Widi Astra	Room Division	SA	A	A	N	A	N	N	N	N	N	A	A	N	A	A
3/30/2023 20:20:31	I Wayan Supandita	Room Division	N	N	N	A	SA	D	A	A	N	N	A	A	A	A	A
3/30/2023 20:22:14	Rifyal Ramji Septiansyah	Room Division	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
3/30/2023 20:22:35	Rian Kartiawan	Room Division	SD	SD	A	SA	SA	SA	SA	SA	D	SD	SA	A	SA	SA	SA
3/30/2023 20:23:11	I Gede Fajar Abdi Karta Surya	Room Division	SA	SA	A	A	SA	A	A	SA	A	A	SA	A	SA	SA	SA
3/30/2023 20:25:04	I Kadek Pebri Permana Putra	Room Division	SA	A	A	SA	SA	SA	A	A	A	A	A	A	A	A	A
3/30/2023 20:25:08	Ni Ketut Puspita Mei Anggreni	Room Division	SA	SA	SA	SA	SA	A	SA	A	SA	SA	SA	SA	A	SA	SA
3/30/2023 20:26:42	I Made Sumastra	Room Division	A	A	D	A	A	A	A	A	A	A	A	A	D	D	D
3/30/2023 20:27:32	Putu Yogi Pramana	Room Division	SA	A	A	SA	A	SA	A	SA	A	A	A	SA	SA	A	SA
3/30/2023 20:30:21	Kadek Agus Wahyu Laksana Putra	Room Division	N	A	N	A	N	A	N	A	N	A	A	A	N	A	N
3/30/2023 20:32:53	Kadek Ari Artana Putra	Room Division	A	A	N	A	A	A	SA	A	N	A	A	A	N	A	A
3/30/2023 20:33:12	I Gede Adi Luwurnata	Room Division	A	A	N	A	A	A	SA	A	N	A	A	A	N	A	A
3/30/2023 20:36:07	Komang Wedly Gandika Librawan	Room Division	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
3/30/2023 20:36:53	Reza Diki Prayoga	Room Division	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
3/30/2023 20:37:55	Kadek Yudi Putra Wirawan	Room Division	A	A	A	A	A	SA	A	A	A	SA	A	A	A	A	A
3/30/2023 20:51:17	Gede Yus Adi Wijaya	Room Division	SA	A	A	SA	SA	SA	SA	A	SA	A	SA	A	A	A	A
3/30/2023 20:52:19	Komang Adi Eka Pratama	Room Division	N	A	A	A	A	A	A	A	A	A	A	A	A	A	A
3/30/2023 20:52:22	Ni Putu Listia Ananda	Room Division	SA	SA	D	N	A	N	N	A	A	N	A	N	A	A	N

3/30/2023 20:53:06	Asro Syahid	Room Division	N	N	D	A	A	A	N	A	N	N	A	A	N	A	A
3/30/2023 20:58:47	I Made Yana	Room Division	SA	N	SA	A	SA	N	N	N	A	A	SA	SA	SA	N	N
3/30/2023 20:59:47	Arifryan Yusuf	Room Division	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
3/30/2023 21:20:14	I Putu Roy Oktaviano Putra	Room Division	A	A	A	SA	SA	A	A	SA	A	A	A	A	A	A	A
3/30/2023 21:20:19	Ni Wayan Listya Dewi	Room Division	SA	SA	A	A	D	A	D	A	D	D	A	D	A	A	A
3/30/2023 21:28:52	I Putu Oky Soma Dipta	Room Division	A	A	N	A	N	A	A	N	N	N	A	N	A	N	N
3/30/2023 21:29:39	Sindi Dwi Fitriani	Room Division	A	A	A	A	A	A	A	A	A	A	SA	A	A	A	SA
3/30/2023 21:30:35	I Gede Angga Saputra	Room Division	A	A	A	A	A	A	A	A	A	A	A	A	A	A	SA
3/30/2023 21:35:49	I Gusti Putu Agus Eka Irawan	Room Division	A	A	SA	SA	SA	A	A	SA	A	SA	A	A	SA	A	A
3/30/2023 22:40:42	Putu Bintang	Room Division	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
3/31/2023 0:11:05	I Kadek Agus Suryantika	Food Beverage	A	A	D	A	N	A	D	SA	N	N	N	D	SA	SA	SA
3/31/2023 0:35:08	I Putu Luhur Yoga Pratama	Food Beverage	N	A	N	N	D	N	A	A	N	N	N	N	A	A	SA
3/31/2023 1:32:45	Moch Irfan Afandy	Food Beverage	A	SA	SA	SA	SA	SA	A	A	A	A	A	A	A	SA	A
3/31/2023 3:16:12	I Wayan Yos Januarta	Food Beverage	N	A	A	A	N	A	A	N	N	N	A	N	A	A	N
3/31/2023 6:09:32	Sukriadi	Food Beverage	N	N	N	A	N	N	A	N	N	A	N	N	N	A	A
3/31/2023 6:13:10	Ni Made Dian Kusuma Dewi	Food Beverage	A	A	A	SA	A	A	SA	A	A	A	A	A	A	A	A
3/31/2023 6:15:34	I Wayan Parwata	Food Beverage	A	N	A	SA	D	A	A	A	A	A	SA	A	SA	A	A
3/31/2023 9:59:44	I Kadek Andika Dwipayanan	Food Beverage	A	SA	A	SA	A	SA	SA	A	SA	A	A	A	A	SA	SA
3/31/2023 10:54:40	I Gede Adi Widiyantara	Food Beverage	A	A	A	A	A	A	A	SA	A	A	A	A	A	A	A
3/31/2023 15:59	Ni Luh Putu Dian Tantriani	Food Beverage	A	N	N	N	A	A	N	A	N	A	A	A	A	A	N
3/31/2023 16:46	Ni Putu Mika Ariani	Food Beverage	A	A	D	A	A	A	A	A	A	A	A	A	A	A	A
3/31/2023 17:04	I Wayan Yadnya Yasa	Food Beverage	A	N	N	N	N	N	N	N	N	N	N	N	N	N	N
3/31/2023 18:09	I Gede Yogi Setia Guna	Food Beverage	N	SA	A	SA	SA	A	SA	SA	A	SA	SA	SA	SA	A	SA

3/31/2023 18:41	I Gusti Ayu Shinta Naresswari	Food Beverage	A	SA	N	A	N	SA	SA	A	A	N	SA	SA	SA	SA	SA	
3/31/2023 19:36	I Wayan Sudarta Pratama	Food Beverage	SA	A	SA	SA	SA	SA	SA	SA	SA	A	SA	A	SA	SA	SA	
3/31/2023 19:38	Dewa Made Agus Dwi Putra	Food Beverage	N	D	A	A	SA	N	A	SA	N	N	A	D	SA	A	SA	
3/31/2023 21:35	Ni Putu Arsilawati	Food Beverage	A	A	A	A	A	A	A	A	A	A	A	A	A	N	A	A
3/30/2023 22:27	I Komang Gede Budiasa	Food Beverage	A	A	N	SD	A	N	A	N	N	A	N	N	A	A	SA	
3/30/2023 22:34	Ni Putu Febri Yanti Dewi Lestari	Food Beverage	SA	A	A	A	N	N	A	A	A	A	SA	SA	SA	A	SA	
3/30/2023 22:56	I Putu Eka Ananda	Food Beverage	A	A	N	N	A	A	A	A	A	A	A	A	A	N	A	SA
3/30/2023 23:54	Gede Agus Supriatna	Food Beverage	A	A	SA	A	N	N	A	A	A	A	N	N	N	A	A	
3/30/2023 6:06	I Dewa Gede Nugrah Meidiyasa	Food Beverage	A	A	A	A	A	A	A	A	A	A	A	A	SA	A	A	
3/30/2023 6:49	Ni Luh Sri Mulih	Food Beverage	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
3/30/2023 7:11	Ni Komang Shinta Dewi	Food Beverage	SA	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
3/30/2023 8:49	I Putu Aldy Mulyananda	Food Beverage	A	A	A	A	A	A	A	A	A	A	A	A	A	N	A	A
3/30/2023 8:51	Dennis Raharja Christian	Food Beverage	A	A	A	A	A	A	A	A	SA	A	A	A	A	SA	SA	
3/30/2023 9:02	Ni Luh Putu Priska Arinitia	Food Beverage	A	A	A	A	A	A	A	A	A	A	A	A	A	A	SA	
3/30/2023 7:51	I Gede Yogi Mahendra	Food Beverage	SA	SA	A	A	SA	A	A	SA	A	A	SA	A	SA	SA	SA	
3/30/2023 8:02	I Wayan Wisnu Tresna Yasa	Food Beverage	SA	A	A	SA	SA	SA	A	A	A	A	A	A	A	A	A	
3/30/2023 8:54	I Made Wisnu Putra Yasa	Food Beverage	SA	SA	SA	SA	SA	A	SA	A	SA	SA	SA	SA	SA	A	SA	SA
3/30/2023 9:37	I Made Arditha Arya Datta	Food Beverage	SA	SA	SA	SA	SA	A	SA	A	SA	SA	SA	SA	SA	A	SA	SA

Note:

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

APPENDIX 7. QUESTIONNAIRE RESULTS ON THE TEACHERS' PERCEPTION

Timestamp	Name	Items																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
23/05/31 20:14:04	I Gede Erdi Kurnia Orasetya, S.S	SA	SA	SA	SA	SA	A	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
23/05/31 20:55:00	I Gusti Ayu Agung Mirah Meylianan, S.Pd. M.Pd	SA	SA	SA	SA	SA	A	SA	SA	SA	SA	A	A	SA	A	SA	SA	A	A	SA	A

Note:

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree



APPENDIX 8. THE RESULT OF STUDENT'S PERCEPTIONS IMPLEMENTING FLIPPED CLASSROOM IN SPEAKING CLASS ON SPSS

CORRELATIONS
 /VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 Total
 /PRINT=TWOTAIL NOSIG
 /MISSING=PAIRWISE.

Correlations

		Notes
Output Created		26-JUN-2023 14:52:01
Comments		
Input	Data	C:\Users\USER\Documents\CRIS TY PUNYA\2 UNDIKSA\PENGAJUAN THESIS\THESIS\REVISI UJIAN PROPOSAL\TABLE DATA STUDENTS.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	61
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax	CORRELATIONS /VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 Total /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time 00:00:00.00
	Elapsed Time 00:00:00.01

Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	Total
X1	Pearson Correlation	1	.666**	.368**	.262*	.319*	.270*	.144	.197	.619**	.546**	.383**	.396**	.277*	.144	.164	.613**
	Sig. (2-tailed)		.000	.004	.041	.012	.035	.270	.129	.000	.000	.002	.002	.031	.269	.206	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X2	Pearson Correlation	.666**	1	.232	.181	.080	.252	.217	.147	.541**	.530**	.287*	.299*	.119	.393**	.239	.545**
	Sig. (2-tailed)	.000		.072	.164	.539	.050	.092	.257	.000	.000	.025	.019	.359	.002	.064	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X3	Pearson Correlation	.368**	.232	1	.541**	.434**	.268*	.414**	.266*	.519**	.432**	.452**	.436**	.401**	.354**	.317*	.682**
	Sig. (2-tailed)	.004	.072		.000	.000	.036	.001	.038	.000	.001	.000	.000	.001	.005	.013	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X4	Pearson Correlation	.262*	.181	.541**	1	.417**	.578*	.501**	.504*	.483**	.316*	.544**	.460**	.383**	.362**	.193	.697**
	Sig. (2-tailed)	.041	.164	.000		.001	.000	.000	.000	.000	.013	.000	.000	.002	.004	.136	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61

X5	Pearson Correlation	.319*	.080	.434**	.417**	1	.314*	.449**	.423*	.465**	.372**	.435**	.480**	.265*	.274*	.219	.628**
	Sig. (2-tailed)	.012	.539	.000	.001		.014	.000	.001	.000	.003	.000	.000	.039	.033	.090	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X6	Pearson Correlation	.270*	.252	.268*	.578**	.314*	1	.406**	.356*	.406**	.201	.344**	.335**	.290*	.383**	.186	.576**
	Sig. (2-tailed)	.035	.050	.036	.000	.014		.001	.005	.001	.120	.007	.008	.023	.002	.152	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X7	Pearson Correlation	.144	.217	.414**	.501**	.449**	.406*	1	.269*	.537**	.428**	.486**	.561**	.220	.372**	.397**	.664**
	Sig. (2-tailed)	.270	.092	.001	.000	.000	.001		.036	.000	.001	.000	.000	.088	.003	.002	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X8	Pearson Correlation	.197	.147	.266*	.504**	.423**	.356*	.269*	1	.259*	.176	.379**	.245	.517**	.424**	.452**	.571**
	Sig. (2-tailed)	.129	.257	.038	.000	.001	.005	.036		.044	.176	.003	.057	.000	.001	.000	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X9	Pearson Correlation	.619**	.541**	.519**	.483**	.465**	.406*	.537**	.259*	1	.732**	.466**	.606**	.268*	.354**	.284*	.793**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001	.000	.044		.000	.000	.000	.037	.005	.027	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X10	Pearson Correlation	.546**	.530**	.432**	.316*	.372**	.201	.428**	.176	.732**	1	.305*	.565**	.076	.195	.211	.645**
	Sig. (2-tailed)	.000	.000	.001	.013	.003	.120	.001	.176	.000		.017	.000	.558	.132	.102	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X11	Pearson Correlation	.383**	.287*	.452**	.544**	.435**	.344*	.486**	.379*	.466**	.305*	1	.662**	.496**	.434**	.375**	.726**
	Sig. (2-tailed)	.002	.025	.000	.000	.000	.007	.000	.003	.000	.017		.000	.000	.000	.003	.000

	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X12	Pearson Correlation	.396**	.299*	.436**	.460**	.480**	.335*	.561**	.245	.606**	.565**	.662**	1	.227	.216	.221	.701**
	Sig. (2-tailed)	.002	.019	.000	.000	.000	.008	.000	.057	.000	.000	.000		.078	.095	.087	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X13	Pearson Correlation	.277*	.119	.401**	.383**	.265*	.290*	.220	.517*	.268*	.076	.496**	.227	1	.496**	.494**	.569**
	Sig. (2-tailed)	.031	.359	.001	.002	.039	.023	.088	.000	.037	.558	.000	.078		.000	.000	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X14	Pearson Correlation	.144	.393**	.354**	.362**	.274*	.383*	.372**	.424*	.354**	.195	.434**	.216	.496**	1	.735**	.625**
	Sig. (2-tailed)	.269	.002	.005	.004	.033	.002	.003	.001	.005	.132	.000	.095	.000		.000	.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
X15	Pearson Correlation	.164	.239	.317*	.193	.219	.186	.397**	.452*	.284*	.211	.375**	.221	.494**	.735**	1	.562**
	Sig. (2-tailed)	.206	.064	.013	.136	.090	.152	.002	.000	.027	.102	.003	.087	.000	.000		.000
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
Total	Pearson Correlation	.613**	.545**	.682**	.697**	.628**	.576*	.664**	.571*	.793**	.645**	.726**	.701**	.569**	.625**	.562**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61

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

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

Reliability

		Notes
Output Created		26-JUN-2023 15:37:26
Comments		
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	61
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.



Syntax	RELIABILITY /VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time 00:00:00.00 Elapsed Time 00:00:00.01

[DataSet1] C:\Users\USER\Documents\CRISTY PUNYA\S2 UNDIKSA\PENGAJUAN THESIS\THESIS\REVISI UJIAN PROPOSAL\TABLE DATA STUDENTS.sav

Scale: ALL VARIABLES

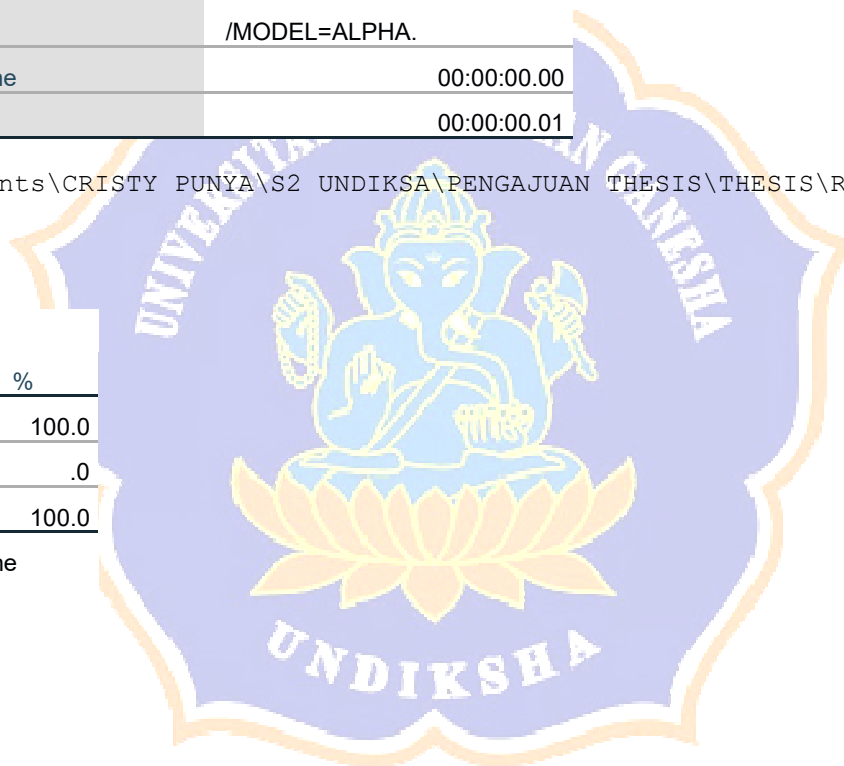
Case Processing Summary

		N	%
Cases	Valid	61	100.0
	Excluded ^a	0	.0
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

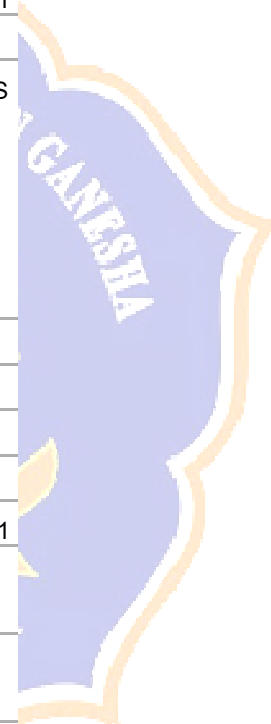
Cronbach's Alpha	N of Items
.895	15



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FREQUENCIES VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 Total
/ORDER=ANALYSIS.
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Frequencies

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	Filter	<none>
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	N of Rows in Working Data File	61
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 Total /ORDER=ANALYSIS.



Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.03

Frequencies

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15
N	Valid	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.10	3.98	3.77	4.13	4.07	4.02	4.03	4.07	3.82	3.84	4.13	3.90	4.05	4.13	4.20
Std. Deviation		.790	.764	.824	.741	.834	.695	.706	.602	.719	.734	.618	.724	.740	.618	.749
Minimum		1	1	2	1	2	2	2	3	2	1	3	2	2	2	2
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5



Frequency Table

X1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1.6	1.6	1.6
	N	10	16.4	16.4	18.0
	S	31	50.8	50.8	68.9
	ST	19	31.1	31.1	100.0
	Total	61	100.0	100.0	

X2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1.6	1.6	1.6
	TS	1	1.6	1.6	3.3
	N	9	14.8	14.8	18.0
	S	37	60.7	60.7	78.7
	ST	13	21.3	21.3	100.0
	Total	61	100.0	100.0	

X3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	8.2	8.2	8.2
	N	14	23.0	23.0	31.1
	S	32	52.5	52.5	83.6
	ST	10	16.4	16.4	100.0
	Total	61	100.0	100.0	

X4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1.6	1.6	1.6
	N	7	11.5	11.5	13.1
	S	35	57.4	57.4	70.5
	ST	18	29.5	29.5	100.0
	Total	61	100.0	100.0	

X5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	4.9	4.9	4.9
	N	10	16.4	16.4	21.3
	S	28	45.9	45.9	67.2
	ST	20	32.8	32.8	100.0
	Total	61	100.0	100.0	

X6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	1.6	1.6	1.6
	N	11	18.0	18.0	19.7
	S	35	57.4	57.4	77.0
	ST	14	23.0	23.0	100.0
	Total	61	100.0	100.0	

X7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	3.3	3.3	3.3
	N	8	13.1	13.1	16.4
	S	37	60.7	60.7	77.0
	ST	14	23.0	23.0	100.0
	Total	61	100.0	100.0	

X8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	9	14.8	14.8	14.8
	S	39	63.9	63.9	78.7
	ST	13	21.3	21.3	100.0
	Total	61	100.0	100.0	

X9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	3.3	3.3	3.3
	N	16	26.2	26.2	29.5
	S	34	55.7	55.7	85.2

ST	9	14.8	14.8	100.0
Total	61	100.0	100.0	

X10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1.6	1.6	1.6
	TS	1	1.6	1.6	3.3
	N	13	21.3	21.3	24.6
	S	38	62.3	62.3	86.9
	ST	8	13.1	13.1	100.0
	Total	61	100.0	100.0	

X11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	8	13.1	13.1	13.1
	S	37	60.7	60.7	73.8
	ST	16	26.2	26.2	100.0
	Total	61	100.0	100.0	

X12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	4.9	4.9	4.9
	N	10	16.4	16.4	21.3
	S	38	62.3	62.3	83.6
	ST	10	16.4	16.4	100.0
	Total	61	100.0	100.0	

X13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	1.6	1.6	1.6
	N	12	19.7	19.7	21.3
	S	31	50.8	50.8	72.1
	ST	17	27.9	27.9	100.0
	Total	61	100.0	100.0	

X14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	1.6	1.6	1.6
	N	5	8.2	8.2	9.8
	S	40	65.6	65.6	75.4
	ST	15	24.6	24.6	100.0
	Total	61	100.0	100.0	

X15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	1.6	1.6	1.6
	N	9	14.8	14.8	16.4
	S	28	45.9	45.9	62.3
	ST	23	37.7	37.7	100.0
	Total	61	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1	2	5	5	5.00	.000
X2	2	5	5	5.00	.000
X3	2	5	5	5.00	.000
X4	2	5	5	5.00	.000
X5	2	5	5	5.00	.000
X6	2	4	4	4.00	.000
X7	2	5	5	5.00	.000
X8	2	4	5	4.50	.707
X9	2	5	5	5.00	.000
X10	2	5	5	5.00	.000
X11	2	4	5	4.50	.707
X12	2	4	5	4.50	.707
X13	2	5	5	5.00	.000
X14	2	4	5	4.50	.707
X15	2	5	5	5.00	.000
X16	2	5	5	5.00	.000
X17	2	4	5	4.50	.707
X18	2	4	5	4.50	.707
X19	2	5	5	5.00	.000

X20	2	4	5	4.50	.707
Total	2	93	98	95.50	3.536
Valid N (listwise)	2				



APPENDIX 9. STUDENTS AND TEACHER ACTIVITY IN SPEAKING CLASS



CURRICULUM VITAE



Ni Made Kristianti:

Born in the city of Denpasar on 02nd May 1989. She lives in the city of South Denpasar. She finished her Master Degree in English Language Education, Ganesha University in 2023. She is now an English Instructor in one of the public schools in Denpasar.

