



APPENDICES

Appendix 1. Observation Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 2314/UN48.7.1/DT/2023

20 Juli 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 1 Busungbiu
di Busungbiu, Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Studi Pendahuluan Proposal Skripsi
, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : I Nyoman Satya Surya Adi Darma
NIM : 2012021015
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2022/2023

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3225/UN48.7.1/DT/2023

13 Oktober 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Busungbiu
di Busungbiu, Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Nyoman Satya Surya Adi Darma
NIM	: 2012021015
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: Investigation of the Effect of TBLT-based Digital Storybook on Students' English Learning in SMA N 1 Busungbiu.

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3. Research Sample

NO	XI 6 (Experimental Group)	XI 7 (Control Group)
1	Ardhian Wiradinata	Gede Krisna Mahardika
2	Desak Putu Tasia Wardani	I Gusti Ketut Sastra Darma
3	Gede Marsha Raikkone Dinata	I Dewa Kadek Yudi Satria Permana
4	Gede Sukadana	I Gede Aldy Saputra
5	Gusti Kadek Ratna Damayanti	I Kadek Yoga Prananta
6	Gusti Nyoman Sepiyanti	I Putu Nanda Saputra
7	I Gusti Agung Bagus Wikan	Kadek Adirama
8	Kadek Ari Gio Wardana	Kadek Agus Heriana
9	Kadek Bayu Artana	Kadek Ayu Gayatri
10	Kadek Cika Lestari	Kadek Dwi Paryanti
11	Kadek Dede Artawan	Kadek Eka Wahyu Pramudya
12	Kadek Dwipa Cahyana	Kadek Julia Ardinata
13	Kadek Oktaviana	Kadek Wiranto
14	Kadek Rina Lestari	Ketut Adi Sastrawan
15	Katut Aldo Sastragunawan	Ketut Osa Apriliam
16	Ketut Laudya Ani	Ketut Pebri Artawan
17	Ketut Yuliani	Ketut Raema Kusuma Putri
18	Komang Agus Wikandana	Ketut Rangga
19	Komang Pebriana	Komang Dian Lestari
20	Komang Suparma Yasa	Komang Elvi Yani
21	Luh Nia Prajiwa Antari	Komang Parinta
22	Made Dwi Ferdiana	Komang Pirayanti
23	Moh Rafli Armanda Syah	Komang Sanis Yasa
24	Ni Kadek Dwi Widhi Adnyani	Luh Putu Anita Natiara
25	Ni Komang Diana Candra Lestari	Made Sumara Yasa
26	Nyoman Revasai Maheswara	Nyoman Soni Marjaenal
27	Putu Cika Yohana Putri	Putu Andi Saputra
28	Putu Divta Rabadi	Putu Dipa Kusuma
29	Putu Firma Sahitha	Yeremia Adi Prasajo
30	Putu Gede Radi Sanjaya	
31	Putu Hirfan Maha Ditia	
32	Putu Joy Permana	
33	Putu Lia Yuliana	
34	Putu Trysia Anindia	

Appendix 4a Students' Latest Score in English (used as pre-test score)

NO	XI 6 (Experimental Group)	Score
1	Ardhian Wiradinata	67
2	Desak Putu Tasia Wardani	70
3	Gede Marsha Raikkone Dinata	78
4	Gede Sukadana	73
5	Gusti Kadek Ratna Damayanti	87
6	Gusti Nyoman Sepiyanti	83
7	I Gusti Agung Bagus Wikan	75
8	Kadek Ari Gio Wardana	67
9	Kadek Bayu Artana	70
10	Kadek Cika Lestari	90
11	Kadek Dede Artawan	80
12	Kadek Dwipa Cahyana	70
13	Kadek Oktaviana	87
14	Kadek Rina Lestari	83
15	Katut Aldo Sastragunawan	75
16	Ketut Laudya Ani	97
17	Ketut Yuliani	80
18	Komang Agus Wikandana	63
19	Komang Pebriana	75
20	Komang Suparma Yasa	70
21	Luh Nia Prajiwa Antari	80
22	Made Dwi Ferdiana	73
23	Moh Rafli Armanda Syah	70
24	Ni Kadek Dwi Widhi Adnyani	80
25	Ni Komang Diana Candra Lestari	87
26	Nyoman Revasai Maheswara	80
27	Putu Cika Yohana Putri	83
28	Putu Divta Rabadi	73
29	Putu Firma Sahitha	68
30	Putu Gede Radi Sanjaya	80
31	Putu Hirfan Maha Ditia	87
32	Putu Joy Permana	83
33	Putu Lia Yuliana	83
34	Putu Trysia Anindia	80

Appendix 4b Students' Latest Score in English (used as pre-test score)

NO	XI 7 (Experimental Group)	Score
1	Gede Krisna Mahardika	73
2	I Gusti Ketut Sastra Darma	68
3	I Dewa Kadek Yudi Satria Permana	90
4	I Gede Aldy Saputra	70
5	I Kadek Yoga Prananta	73
6	I Putu Nanda Saputra	78
7	Kadek Adirama	73
8	Kadek Agus Heriana	75
9	Kadek Ayu Gayatri	83
10	Kadek Dwi Paryanti	87
11	Kadek Eka Wahyu Pramudya	78
12	Kadek Julia Ardinata	80
13	Kadek Wiranto	73
14	Ketut Adi Sastrawan	68
15	Ketut Osa Apriliam	73
16	Ketut Pebri Artawan	80
17	Ketut Raema Kusuma Putri	78
18	Ketut Rangga	73
19	Komang Dian Lestari	87
20	Komang Elvi Yani	83
21	Komang Parinta	83
22	Komang Pirayanti	80
23	Komang Sanis Yasa	73
24	Luh Putu Anita Natiara	70
25	Made Sumara Yasa	60
26	Nyoman Soni Marjaenal	68
27	Putu Andi Saputra	78
28	Putu Dipa Kusuma	68
29	Yeremia Adi Prasajo	57

Appendix 5. Learning Objective (CP)

Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Tingkat Lanjut

Fase F, Umumnya untuk Kelas XI dan XII (SMA/MA/Program Paket C) pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti naratif, eksposisi, diskusi, teks sastra, teks otentik maupun multitekst menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan kemampuan bahasa Inggris untuk mengeksplorasi teks naratif, eksposisi, dan diskusi dalam berbagai macam topik termasuk isu sosial dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa peserta didik yang semakin berkembang, tetapi juga kemampuan berpikir kritis, kreatif, komunikatif, kolaboratif, dan percaya diri demi terwujudnya Profil Pelajar Pancasila.

Phase F, Generally for Grades XI and XII (SMA/MA/Package C Program) at the end of Phase F, learners use spoken, written and visual texts in English to communicate according to the situation, purpose, and audience/reader. Various types of texts such as narrative, exposition, discussion, literary texts, authentic texts and multiteksts are the main references in learning English in this phase. Learners use English language skills to explore narrative, exposition and discussion texts on a variety of topics including social issues and cultural contexts. In this phase, not only learners' language skills are developed, but also their critical, creative, communicative, collaborative, and confident thinking skills for the realization of the Pancasila Learner Profile.

Appendix 6. Lesson Plan of Experimental Group

Modul Bahasa Inggris
“Aurora’s Greatest Work”
(Asking and Giving Opinion)

A. Informasi Umum

Nama Sekolah	: SMA N 1 Busungbiu
Mata Pelajaran	: Bahasa Inggris Tingkat Lanjut
Kelas / Semester	: XI 6 (Kelas Eksperimen) / Ganjil
Tahun Pelajaran	: 2023-2024
Konten Utama	: Asking and Giving Opinion
Alokasi Waktu	: 4 pertemuan (2 x 40 menit / pertemuan) (8 JP)

Deskripsi

Modul pembelajaran ini memperlengkapi peserta didik untuk mempelajari materi asking dan giving opinion mengenai penggunaan ekspresi pertanyaan dan memberikan pendapat dalam berkomunikasi dalam kehidupan sehari-hari.

Kompetensi Awal

Membimbing dan mengarahkan peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai materi asking dan giving opinion yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi Bahasa Inggris siswa.

Profil Pelajar Pancasila

Beriman, Bertakwa kepada Tuhan yang maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri dan berkebhinekaan global.

Sarana dan Prasarana

- LCD
- Laptop / Smartphone
- Internet Connection
- Digital Storybook
- Speaker

Target Peserta Didik

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

Model Pembelajaran

Model pembelajaran yang digunakan dalam pembelajaran ini adalah *task-based language teaching (TBLT)*.

B. Komponen Inti

1. Capaian Pembelajaran

Fase F, Umumnya untuk Kelas XI dan XII (SMA/MA/Program Paket C) pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti naratif, eksposisi, diskusi, teks sastra, teks otentik maupun multitek menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan kemampuan bahasa Inggris untuk mengeksplorasi teks naratif, eksposisi, dan diskusi dalam berbagai macam topik termasuk isu sosial dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa peserta didik yang semakin berkembang, tetapi juga kemampuan berpikir kritis, kreatif, komunikatif, kolaboratif, dan percaya diri demi terwujudnya Profil Pelajar Pancasila.

2. Elemen Capaian Menyimak

- Elemen Menyimak – Berbicara (Listening-Speaking)
- Elemen Membaca – Memirsa (Reading-Reviewing)
- Elemen Menulis – Mempresentasikan (Writing-Presenting)

3. Tujuan Pembelajaran

Menganalisis dan menangkap makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (*asking & giving opinion*) secara kritis, kreatif dan santun terkait

topik sosial dan kehidupan sehari-hari dengan tingkat kelancaran dan ketepatan yang optimal.

4. Pemahaman Bermakna

Siswa mempelajari materi asking and giving opinion melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait kehidupan sosial dalam komunikasi sehari-hari. Serta mampu menyatakan *agreement* dan *disagreement*.

5. Pertanyaan Pemantik

- What have you known about asking and giving opinion?
- When do you use it?
- Are you familiar and commonly using asking and giving opinion?

C. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan Pembelajaran		Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru dan siswa mengucapkan salam dan berdoa bersama sebelum pembelajaran dimulai. • Guru mengecek kehadiran siswa. • Guru menanyakan kondisi siswa dan kesiapan belajar siswa. • Guru menyampaikan tujuan pembelajaran. • Guru memberikan gambaran singkat mengenai materi yang akan dipelajari hari ini dan manfaat dalam kehidupan sehari-hari. 	10 menit
Inti	<p>A. Pre-task</p> <ul style="list-style-type: none"> • Guru mengenalkan siswa pada topik “Asking and giving opinion” dengan menanyakan pertanyaan pemantik “<i>What have you known?</i>” dan “<i>Have you ever give opinion to your friends</i>” tentang 	60 menit

	<p>pengalaman siswa terkait materi pembelajaran hari ini</p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk membagikan pengalaman mereka terkait materi pembelajaran hari ini. • Siswa membaca dan mendengarkan percakapan singkat tentang asking and giving opinion di task 1 digital storybook. • Siswa mengidentifikasi ekspresi “<i>asking and giving opinion</i>” yang terdapat dalam percakapan singkat tersebut. • Siswa bersama sama berlatih untuk mengucapkan berbagai ekspresi “<i>asking and giving opinion</i>” • Guru memberikan arahan mengenai tugas yang akan dibuat selanjutnya. 	
	<p>B. Task-Cycle</p> <ul style="list-style-type: none"> • Guru mengarahkan siswa untuk berkolaborasi membentuk kelompok terdiri dari 2- 3 orang untuk berdiskusi dan mencari informasi lebih lanjut mengenai ekspresi ekspresi lain yang digunakan dalam “<i>Asking and giving opinion</i>”. • Masing-masing kelompok mempunyai tugas berbeda beda, ada yang mencari ekspresi “<i>asking opinion</i>”, dan kelompok lain “<i>giving opinion</i>” (Information Gap-Activities). • Guru melakukan monitoring pada proses siswa mengerjakan tugas dan memberikan saran jika diperlukan. 	

	<ul style="list-style-type: none"> • Siswa mempresentasikan, serta mendiskusikan hasil tugas mereka dan menukar informasi yang mereka dapat dengan kelompok lain. 	
	<p>C. Language Focus</p> <ul style="list-style-type: none"> • Guru bersama siswa melaksanakan diskusi terkait hasil presentasi tugas siswa. • Guru memberi penekanan mengenai kosa kata dan cara pengucapan pada kosa kata yang siswa gunakan. • Peserta didik belajar membuat kalimat menggunakan ekspresi asking and giving opinion yang mereka dapatkan setelah diskusi tadi. • Guru mengarahkan siswa untuk mendengarkan audio percakapan singkat di post-task 1 digital storybook dan kemudian menjawab pertanyaan yang ada di post-task 1. • Guru bersama siswa kembali melakukan diskusi mengenai post-task 1 yang telah dijawab sebelumnya. 	
<p>Penutup</p>	<ul style="list-style-type: none"> • Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. • Guru menyimpulkan pembelajaran secara menyeluruh. • Guru dan siswa mengucapkan salam dan berdoa. 	<p>10 menit</p>

Pertemuan 2

Kegiatan Pembelajaran		Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru dan siswa mengucapkan salam dan berdoa bersama sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru menanyakan kondisi siswa dan kesiapan belajar siswa. 	10 menit
Inti	<p>A. Pre-task</p> <ul style="list-style-type: none"> Guru menanyakan siswa mengenai materi yang dipelajari minggu lalu. Siswa membaca dan mendengarkan audio percakapan “asking and giving opinion” di task 2 digital storybook. Siswa mengisi titik titik yang kosong dari percakapan. Siswa bersama guru membahas task 2 digital storybooks. Guru memberi arahan mengenai tugas yang akan siswa buat selanjutnya <p>B. Task-cycle</p> <ul style="list-style-type: none"> Guru mengarahkan siswa untuk berkolaborasi membentuk kelompok terdiri dari 2- 3 orang Siswa membaca dan mendengarkan cerita “<i>Aurora’s Greatest Work</i>” menggunakan digital storybooks. Sembari membaca, siswa melatih pronounciation dengan mengulangi kalimat yang ada pada cerita. Setelah siswa selesai membaca, siswa menjawab pertanyaan yang ada pada <i>main</i> 	60 menit

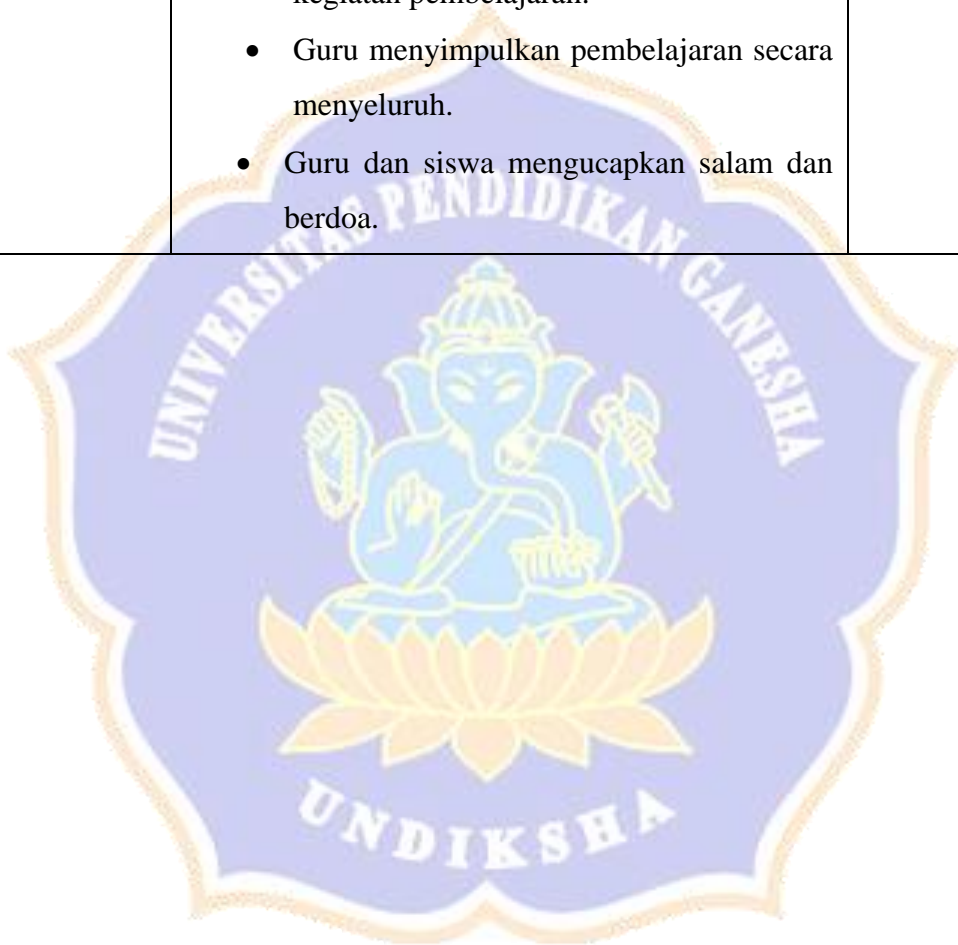
	<p><i>task 1 digital storybooks</i> bersama rekan kelompok.</p> <ul style="list-style-type: none"> • Guru memonitor siswa dari kejauhan dan mendorong semua upaya komunikasi. • Siswa membagikan hasil diskusi mereka di depan kelas. 	
	<p>C. Language Focus</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik kepada hasil presentasi siswa, serta memberi penekanan mengenai kosa kata dan ekspresi “<i>asking and giving opinion</i>”. • Siswa berlatih dengan membaca teks “<i>strawberry garden</i>” yang ada pada post-task 2 digital storybooks kemudian menjawab pertanyaan yang ada dibawah teks tersebut. • Guru bersama siswa kembali melakukan diskusi mengenai post-task 2 yang telah dijawab sebelumnya. 	
<p>Penutup</p>	<ul style="list-style-type: none"> • Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. • Guru menyimpulkan pembelajaran secara menyeluruh. • Guru dan siswa mengucapkan salam dan berdoa. 	<p>10 menit</p>

Pertemuan 3

Kegiatan Pembelajaran		Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru dan siswa mengucapkan salam dan berdoa bersama sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru menanyakan kondisi siswa dan kesiapan belajar siswa. 	10 menit
Inti	<p>A. Pre-task</p> <ul style="list-style-type: none"> Guru melanjutkan topik dengan mengenalkan “agreeing and disagreeing opinion” kepada siswa dan contoh kalimat atau ekspresi yang digunakan. Siswa melihat task 3 digital storybooks dan memberikan giving opinion mereka tentang hal yang ada di task 3. Siswa membacakan pendapat yang mereka buat dan guru menanyakan siswa lain merespon apakah “agree atau disagree” dengan opini teman mereka. Siswa bebas merespon tanpa harus memikirkan ekspresi yang benar dan kurang tepat untuk digunakan. Guru memberikan arahan mengenai tugas yang akan dibuat selanjutnya. <p>B. Task-cycle</p> <ul style="list-style-type: none"> Guru mengarahkan siswa untuk berkolaborasi membentuk kelompok terdiri dari 2- 3 orang untuk berdiskusi dan mencari informasi lebih lanjut mengenai ekspresi ekspresi lain yang digunakan 	60 menit

	<p>dalam <i>“Agreeing and disagreeing opinion”</i>.</p> <ul style="list-style-type: none"> • Masing-masing kelompok mempunyai tugas berbeda beda, ada yang mencari ekspresi <i>“Agreeing Opinion”</i> dan <i>“disagreeing opinion”</i>. <p>(Information Gap-Activities).</p> <ul style="list-style-type: none"> • Guru melakukan monitoring pada proses siswa mengerjakan tugas dan memberikan saran jika diperlukan. • Siswa mempresentasikan, serta mendiskusikan hasil tugas mereka dan menukar informasi yang mereka dapat dengan kelompok lain. 	
	<p>C. Language Focus</p> <ul style="list-style-type: none"> • Guru bersama siswa melaksanakan diskusi terkait hasil presentasi tugas siswa. • Guru memberi penekanan mengenai kosa kata dan cara pengucapan pada kosa kata yang siswa gunakan. • Peserta didik belajar membuat kalimat menggunakan ekspresi Agreeing and disagreeing opinion yang mereka dapatkan setelah diskusi tadi. • Guru mengarahkan siswa untuk mengerjakan <i>main task 2 digital storybooks</i>. Siswa bersama teman sebangku bergantian membuat opini terhadap pertanyaan di <i>main task 2</i> kemudian teman nya menyanggah apakah 	

	<p>agree atau disagree terhadap opininya.</p> <ul style="list-style-type: none"> • Siswa mempresentasikan hasil main task 2 dan guru mereview dan memberikan umpan balik terhadap kalimat dan pronunciation mereka. 	
Penutup	<ul style="list-style-type: none"> • Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. • Guru menyimpulkan pembelajaran secara menyeluruh. • Guru dan siswa mengucapkan salam dan berdoa. 	10 menit



Pertemuan 4

Kegiatan Pembelajaran		Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru dan siswa mengucapkan salam dan berdoa bersama sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru menanyakan kondisi siswa dan kesiapan belajar siswa. 	10 menit
Inti	<p>A. Pre-task</p> <ul style="list-style-type: none"> Guru menanyakan dan mengajak siswa mengingat mengenai materi yang dipelajari minggu lalu. Siswa menonton sebuah video (<i>being gay in Indonesia</i>) (https://youtu.be/EIAMJ4jHuHw?si=8J-kLNRaGh2yHYm1) Siswa memberikan pendapat mereka terhadap video tersebut, agree or disagree. 	60 menit
	<p>B. Task-cycle</p> <ul style="list-style-type: none"> Guru mengarahkan siswa untuk membentuk kelompok bersama dengan teman sebangku membuat sebuah percakapan atau dialog tentang “<i>Asking and giving opinion</i>” serta “<i>Agreeing and disagreeing opinion</i>” sesuai script yang diberikan di post-task 4 digital storybooks. Guru memonitor proses siswa membuat dialog dan memberikan advice jika diperlukan. Siswa mempresentasikan hasil percakapan yang telah dibuat. 	
	<p>C. Language Focus</p>	

	<ul style="list-style-type: none"> • Guru bersama siswa melaksanakan diskusi terkait hasil presentasi tugas siswa. • Guru memberi penekanan mengenai ekspresi yang digunakan siswa serta memberikan umpan balik. 	
Penutup	<ul style="list-style-type: none"> • Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. • Guru menyimpulkan pembelajaran secara menyeluruh. • Guru dan siswa mengucapkan salam dan berdoa. 	10 menit



Appendix 7. Lesson Plan of Control Group

Modul Bahasa Inggris (Asking and Giving Opinion)

D. Informasi Umum

Nama Sekolah	: SMA N 1 Busungbiu
Mata Pelajaran	: Bahasa Inggris Tingkat Lanjut
Kelas / Semester	: XI 7 (Kelas Kontrol) / Ganjil
Tahun Pelajaran	: 2023-2024
Konten Utama	: Asking and Giving Opinion
Alokasi Waktu	: 4 pertemuan (2 x 40 menit / pertemuan) (8 JP)

Deskripsi

Modul pembelajaran ini memperlengkapi peserta didik untuk mempelajari materi asking dan giving opinion mengenai penggunaan ekspresi pertanyaan dan memberikan pendapat dalam berkomunikasi dalam kehidupan sehari-hari.

Kompetensi Awal

Membimbing dan mengarahkan peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai materi asking dan giving opinion yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi Bahasa Inggris siswa.

Profil Pelajar Pancasila

Beriman, Bertakwa kepada Tuhan yang maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri dan berkebhinekaan global.

Sarana dan Prasarana

- LCD
- Laptop / Smartphone
- Internet Connection
- Digital Storybook
- Speaker

Target Peserta Didik

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

Model Pembelajaran

Model pembelajaran yang digunakan dalam pembelajaran ini adalah *Ceramah dan diskusi*

E. Komponen Inti

1. Capaian Pembelajaran

Fase F, Umumnya untuk Kelas XI dan XII (SMA/MA/Program Paket C) pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti naratif, eksposisi, diskusi, teks sastra, teks otentik maupun multitekst menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan kemampuan bahasa Inggris untuk mengeksplorasi teks naratif, eksposisi, dan diskusi dalam berbagai macam topik termasuk isu sosial dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa peserta didik yang semakin berkembang, tetapi juga kemampuan berpikir kritis, kreatif, komunikatif, kolaboratif, dan percaya diri demi terwujudnya Profil Pelajar Pancasila.

2. Elemen Capaian Menyimak

- Elemen Menyimak – Berbicara (Listening-Speaking)
- Elemen Membaca – Memirsa (Reading-Reviewing)
- Elemen Menulis – Mempresentasikan (Writing-Presenting)

3. Tujuan Pembelajaran

Menganalisis dan menangkap makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (*asking & giving opinion*) secara kritis, kreatif dan santun terkait topik sosial dan kehidupan sehari-hari dengan tingkat kelancaran dan ketepatan yang optimal.

4. Pemahaman Bermakna

Siswa mempelajari materi asking and giving opinion melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait kehidupan sosial dalam komunikasi sehari-hari. Serta mampu menyatakan *agreement* dan *disagreement*.

5. Pertanyaan Pemantik

- What have you known about asking and giving opinion?
- When do you use it?
- Are you familiar and commonly using asking and giving opinion?

F. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan Pembelajaran		Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru dan siswa mengucapkan salam dan berdoa bersama sebelum pembelajaran dimulai.• Guru mengecek kehadiran siswa.• Guru menanyakan kondisi siswa dan kesiapan belajar siswa.• Guru menyampaikan tujuan pembelajaran.• Guru memberikan gambaran singkat mengenai materi yang akan dipelajari hari ini dan manfaat dalam kehidupan sehari-hari.	10 menit
Inti	<ul style="list-style-type: none">• Guru menayangkan sebuah video percakapan “<i>asking and giving opinion</i>” kepada siswa. (https://www.youtube.com/watch?v=cb00uxuAz1I)• Peserta didik merespon pertanyaan tentang video yang diamati dengan benar, seperti<ol style="list-style-type: none">a. <i>Who are involved in the dialogue?</i>b. <i>What did Corbyn do?</i>c. <i>What did Zach do?</i>	60 menit

	<p><i>d. Based on the video; can you show me which one is the expression of asking for opinion?</i></p> <p><i>e. Based on the video; can you show me which one is the expression of giving opinion?</i></p> <ul style="list-style-type: none"> • Guru mengenalkan siswa pada topik asking and giving opinion lebih jauh melalui PPT dengan memberikan contoh-contoh ekspresi atau kalimat yang biasa digunakan untuk asking and giving opinion. • Siswa dengan bimbingan guru berdiskusi dengan teman sebangku untuk mengerjakan activity 1 pada PPT. • Siswa dan guru membahas activity 1 bersama-sama. 	
Penutup	<ul style="list-style-type: none"> • Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. • Guru menyimpulkan pembelajaran secara menyeluruh. • Guru dan siswa mengucapkan salam dan berdoa. 	10 menit

Pertemuan 2

Kegiatan Pembelajaran		Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru dan siswa mengucapkan salam dan berdoa bersama sebelum pembelajaran dimulai.• Guru mengecek kehadiran siswa.• Guru menanyakan kondisi siswa dan kesiapan belajar siswa.	10 menit
Inti	<ul style="list-style-type: none">• Guru menanyakan siswa mengenai materi yang dipelajari minggu lalu.• Guru memberikan sebuah percakapan singkat kepada siswa, lalu siswa mengisi titik titik yang kosong dari percakapan.• Siswa membentuk kelompok bersama teman sebangku• Guru menginstruksikan siswa membuat sebuah percakapan singkat mengenai “<i>asking and giving opinion</i>” dengan topik bebas.• Siswa membacakan percakapan yang telah dibuat.	60 menit
Penutup	<ul style="list-style-type: none">• Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran.• Guru menyimpulkan pembelajaran secara menyeluruh.• Guru dan siswa mengucapkan salam dan berdoa.	10 menit

Pertemuan 3

Kegiatan Pembelajaran		Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru dan siswa mengucapkan salam dan berdoa bersama sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru menanyakan kondisi siswa dan kesiapan belajar siswa. 	10 menit
Inti	<ul style="list-style-type: none"> Guru menanyakan siswa mengenai materi yang dipelajari minggu lalu. Guru menampilkan sebuah video (https://youtu.be/-r-IITKiKP0?si=Vam-DJy0jYcl9FgJ) Siswa memberikan pendapat mereka tentang video tersebut, apakah setuju atau tidak. Guru melanjutkan topik dengan mengenalkan “agreeing and disagreeing opinion” kepada siswa dan contoh kalimat atau ekspresi yang digunakan. Guru kemudian memberikan 2 percakapan singkat tentang “agreeing and disagreeing opinion” kepada siswa. Siswa berlatih membaca teks percakapan tersebut kemudian menganalisis ekspresi “agreeing and disagreeing opinion” yang terdapat dalam teks percakapan. Siswa dengan bimbingan guru berdiskusi dengan teman sebangku untuk mengerjakan activity 2 pada PPT kemudian membahas bersama-sama. 	60 menit
Penutup	<ul style="list-style-type: none"> Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. 	10 menit

	<ul style="list-style-type: none">• Guru menyimpulkan pembelajaran secara menyeluruh.• Guru dan siswa mengucapkan salam dan berdoa.	
--	--	--



Pertemuan 4

Kegiatan Pembelajaran		Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru dan siswa mengucapkan salam dan berdoa bersama sebelum pembelajaran dimulai.• Guru mengecek kehadiran siswa.• Guru menanyakan kondisi siswa dan kesiapan belajar siswa.	10 menit
Inti	<ul style="list-style-type: none">• Guru menanyakan dan mengajak siswa mengingat mengenai materi yang dipelajari minggu lalu.• Siswa menonton sebuah video (https://youtu.be/EIAMJ4jHuHw?si=8JkLNRaGh2yHYm1) kemudian Siswa memberikan pendapat mereka terhadap video tersebut, agree or disagree.• Siswa dengan bimbingan guru berdiskusi dengan teman sebangku untuk mengerjakan activity 3 pada PPT kemudian membahas bersama-sama.• Siswa dengan bimbingan guru berdiskusi dengan teman sebangku untuk mengerjakan activity 4 pada PPT kemudian membahas bersama-sama.	60 menit
Penutup	<ul style="list-style-type: none">• Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran.• Guru menyimpulkan pembelajaran secara menyeluruh.• Guru dan siswa mengucapkan salam dan berdoa.	10 menit

Students' Activities in Control group

ACTIVITY 1

Instruction : Match each question in column A with the appropriate response in column B

A	B
1. What is your opinion about the flag raising ceremony in our school?	a. I personally think that school uniform creates unnecessary problem for students.
2. What do you think of school uniform?	b. Too short. I think there is not much we can do in 15 minutes.
3. Would you give me your opinion about homework?	c. I really don't know what to say.
4. How do you like school break times?	d. I believe that this activity can develop our character to love our nation more.
5. How do you feel about group work?	e. Well, I disagree with such kinds of assignment. I have been at school from morning to afternoon. These assignments really kill me.

ACTIVITY 2

Answer the question below by crossing a, b, c, d or e!

- Putri : I love chocolate, don't you agree?
Putra :
 - Yes, I agree
 - No, I agree.
 - Yes, I don't know
 - sure. here it is
 - look!
- Ana : Look at this news, I think this news is fake. What do you think?
Marc :

- a. I'm busy
- b. I don't agree with you
- c. I Personally believe it was fake.
- d. maybe you should go
- e. I think it's great!

3. Doni: our Math class is very difficult.

Tito: I think so. The teacher should use more games to make it fun.

- a. I agree
- b. I think that
- c. I don't like it
- d. I disagree.
- e. Let's go.

4. Roni: What should we do for our group project?

Bella: ...

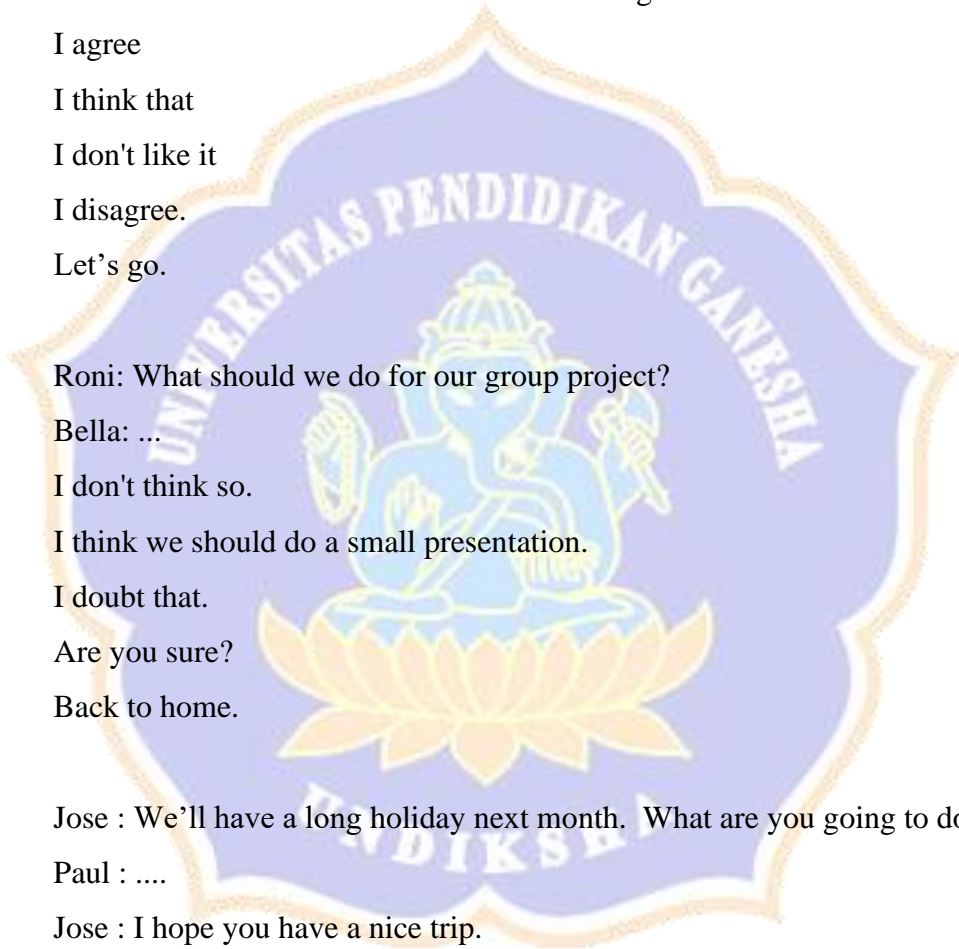
- a. I don't think so.
- b. I think we should do a small presentation.
- c. I doubt that.
- d. Are you sure?
- e. Back to home.

5. Jose : We'll have a long holiday next month. What are you going to do?

Paul :

Jose : I hope you have a nice trip.

- a. I' am thinking of playing games all day long
- b. Sorry, I can't tell you
- c. It's not your business
- d. I have nothing to do
- e. I personally think going to Bali is awesome.



6. Jude: I Think yesterday's match was the best football game I have ever seen.
Vini: Both teams are trying their best; big applause for them.
- I think so.
 - I Don't think so.
 - I doubt that.
 - Are you sure?
 - just a casual game like usual.
7. Siska: Look at this red dress, it seems perfect for next week's party.
.....?
- Yaya: I couldn't agree more. This is fantastic and gorgeous.
- What do you think?
 - Can I buy this one?
 - Is there a bigger size?
 - Are you sure?
 - Is this suit me?
8. Joan: Alex, let's go to the cinema after school to watch a movie. I will pay for you
Alex: Let's go. What movie are we going to see?
Joan: There's a new horror movie coming out, and the other is a Comedy movie.
Alex: Well, Comedy movie seems to be a better choice.
- I doubt the horror movie is good
 - I'm scared of horror movies
 - I don't think either of us likes horror.
 - Are you sure?
 - I agree with horror.
9. Surya: How do you feel about the temperature here?
Agni: So hot here. Let's Go outside and get some ice cream
Surya: that's great Idea. We need it now.

Agni: Let's go

- a. Seems to be a good idea
- b. What do you think?
- c. How great is it.
- d. Are you sure?
- e. I agree with you.

10 Dani : The new park in South Dakota is officially open for the public now. It offers a place for recreation and there a public WIFI also.

Arya : I think the government built a great infrastructure this year. I will visit the park this weekend.

Dani : They manage the budget well now. I will go with you to the park.

Arya : Okay, See you this weekend.

From the conversation can be concluded that Arya is expressing:

- a. Asking opinion
- b. Giving opinion
- c. expressing doubt.
- d. Disagreement.
- e. Agreement.

Activity 3

Rearrange the following words into good sentences. Write them in your notebook!

1. opinion – with – I – more – couldn't – your – agree
2. How – this – feel – do – about – you
3. Sure – so – I'm – that – about – not
4. about – to – this – do – have – you – say – anything
5. this – agree – I – view – with - completely

Activity 4

Choose one of the themes. Create a short dialogue with the themes. Then, act it out with your friend in front of the class! Themes:

1. Doing homework
2. New Year's Eve
3. School Activity

KUNCI JAWABAN

Activity 1

No. Soal	Answers Key
1	D (I believe that this activity can develop our character to love our nation more)
2	A (I personally think that school uniform creates unnecessary problem for students)
3	E (Well, I disagree with such kinds of assignment. I have been at school from morning to afternoon. These assignments really kill me)
4	B (Too short. I think there is not much we can do in 15 minutes)
5	C (I really don't know what to say)

ACTIVITY 2

No Soal	Kunci Jawaban
1	a. (Yes, I Agree)
2	b. (I Disagree with you)
3	b. (I Think)
4	e. (I Think we should do a small presentation)
5	d. (In my opinion)
6	a. (I think so)
7	a. (What do you think)
8	c. (I don't think either of us like horror)
9	a. Seems to be a good idea
10	b. Giving opinion

Activity 3

1. I Couldn't agree more with your opinion
2. How do you feel about this
3. So I'm not sure about that
4. Do you have to say anything about this?
5. I Agree with this view completely

Activity 4

Based on Students' creativity in creating a short dialogue for asking and giving opinion, also agreeing and disagreeing opinion.

Appendix 8a Listening Comprehension Rubric

Adapted from: (Brown, 2004)

No	Criteria		Score
1	Comprehension (40%)	Retains and recalls information effectively, can remember and summarize spoken content accurately.	4
		Retains most of the information; can recall and summarize spoken content with good accuracy.	3
		Retains minimal information; struggles to recall information in the audio; significant gaps in understanding.	2
		Unable to retain or recall information in the audio, unable to grasp spoken content.	1
2	Lexical Resources/ Diction (20%)	Uses a wide range and uncommon vocabulary, produces no errors in spelling word or phrases.	4
		Uses a sufficient range and less common vocabulary, produces rare errors in spelling word or phrases.	3
		Uses an adequate range and less common vocabulary but with some inaccuracy, produces occasional errors in spelling word or phrases.	2
		Uses a basic and common vocabulary, makes lot of errors in spelling word or phrases.	1
3	Accuracy (10%)	Responding well to the question, the answer still in context with a detail and logical interpretation.	4
		Able to responding the question, the answer is still in context but less detail and logic but still considered good.	3
		Less able to responding the question, the answer and interpretation is inconsistent but still acceptable.	2
		Seems like didn't understand the question, minimal answers with irrelevant interpretations that out of context.	1
4	Pronunciation (30%)	Correct pronunciation on words/phrases/sentences with loud and clear voice.	4

	Little mistake in pronunciation on words/phrases/sentences with inconsistent voice but still clear and understandable.	3
	Several mistakes in pronunciation on words/phrases/sentences with low voice make it unclear.	2
	Bad pronunciation with low and unclear voice, make it difficult to understand.	1

References:

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman



Appendix 8b . Reading Comprehension Rubric

Modified from: Tohoku Fukushi University (nd)

No	Criteria		Score
1	Pronunciation and Volume (20%)	Correct pronunciation on words/phrases/sentences with loud and clear voice.	4
		Little mistake in pronunciation on words/phrases/sentences with inconsistent voice but still clear and understandable.	3
		Several mistakes in pronunciation on words/phrases/sentences with low voice make it unclear.	2
		Bad pronunciation with low and unclear voice, make it difficult to understand.	1
2	Accuracy (50%)	Students are able to give their critical opinion that very details using the appropriate expression of the topic and answering within the context.	4
		Students are able to give their short opinion using the appropriate expression of the topic and answering within the context.	3
		Students give their opinion without using the expression of the topic and the answer is a little out of context.	2
		Students are unable to give their opinion appropriately using the expression of the topic and the answer is completely out of context	1
3	Grammar (30%)	The appropriate use of grammar and word order, there is no grammatical errors	4
		Make few noticeable errors of grammar and word order.	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning.	2
		Too many errors in grammar and word order make it difficult to understand	1

References:

TFU Language Educators' Group. TFU Foreign Language Assessment Rubrics. (n.d.). Retrieved September 24, 2023, from https://www.tfu.ac.jp/students/arn890000001rch-att/rubric_languages_english.pdf



Appendix 8c Writing Competency Rubric

Source: (Rukmini & Saputri, 2017)

No	Criteria		Score
1	Content (40%)	The dialogue is containing the appropriate expression of asking and giving opinion, also containing expression of agreeing and disagreeing opinion.	4
		The dialogue is containing the expression of asking and giving opinion, also expression of agreeing and disagreeing opinion but little inappropriate.	3
		The dialogue only containing either the expression of asking and giving opinion, or expression of agreeing and disagreeing opinion.	2
		The dialogue not containing the expression of asking and giving opinion, or even expression of agreeing and disagreeing opinion.	1
2	Organization and Tidiness (20%)	The dialogue is organized well in logical order with greetings, expressions of the topic, what being talked is clear and written neatly.	4
		The dialogue is organized quite good in logical order and still understandable and quite neat.	3
		The dialogue is less organized, so what is being talked a bit difficult to understand and written a little untidy	2
		The dialogue is disorganized, what is being talked is not clear and confusing, written untidy with many scribbles	1
3	Vocabulary (10%)	Uses appropriate and effective vocabulary choice with the content of the topic	4
		Uses Good vocabulary with the content of the topic	3
		Basic vocabulary choices and some inappropriate vocabulary which make the meaning confused	2
		Limited / inappropriate knowledge of vocabulary and not enough to evaluate	1

4	Grammar (10%)	The appropriate use of grammar and word order, there is no grammatical errors	4
		Make few noticeable errors of grammar and word order.	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning.	2
		Too many errors in grammar and word order make it difficult to understand	1
5	Mechanics (20%)	Effective use of capitalization, punctuation, spelling, and formatting	4
		Mostly effective use of mechanics; little errors but don't reduce or detract the meaning	3
		Some errors with capitalization, spelling and punctuation that reduce or detract the meaning	2
		Dominated errors, misspell even simple word, misused of punctuation and capitalization. Mess formatting.	1

References:

- Rukmini, D., & Saputri, L. A. D. E. (2017). THE AUTHENTIC ASSESSMENT TO MEASURE STUDENTS' ENGLISH PRODUCTIVE SKILLS BASED ON 2013 CURRICULUM. *Indonesian Journal of Applied Linguistics*, 7(2), 25. <https://doi.org/10.17509/ijal.v7i2.8128>

Appendix 8d Speaking Competency Rubric

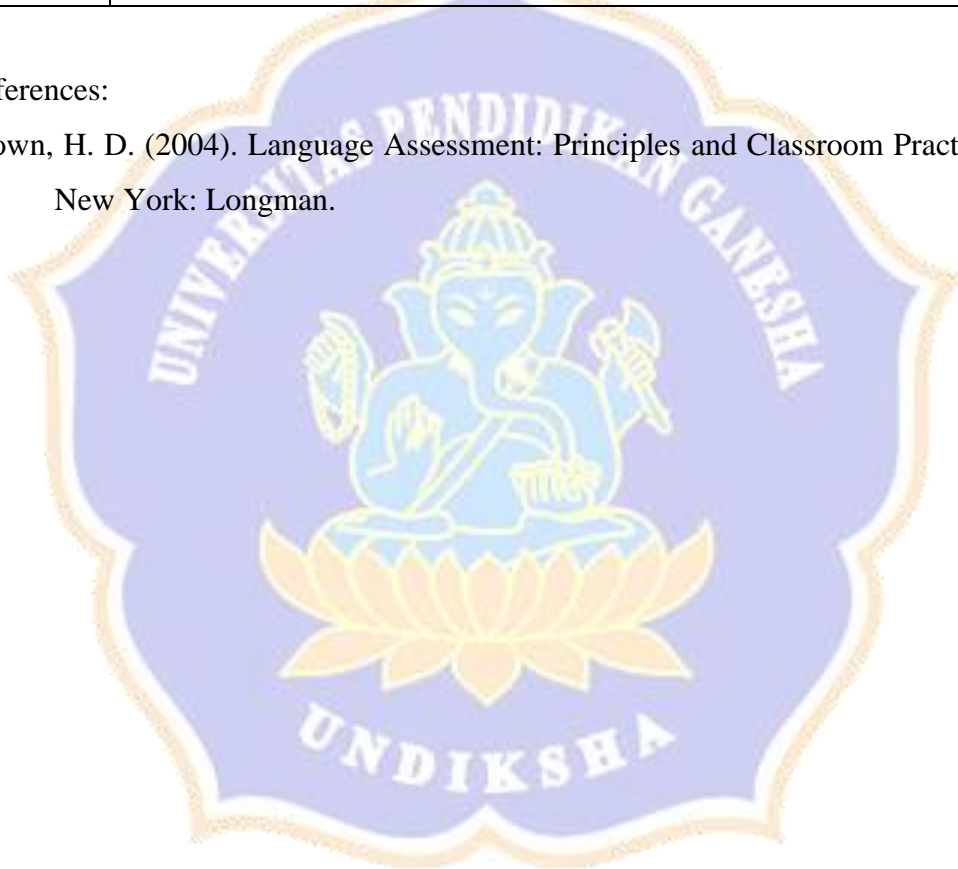
Source: (Brown, 2004)

No	Criteria		Score
1	Fluency (40%)	Speak very fluent like-native speakers with no pauses	4
		Speak in high fluency levels with few pauses	3
		Speak in normal speed with few pauses	2
		Speak in slow pace and low fluency level with frequent pauses	1
2	Grammar (10%)	Have a good grammar without any grammatical errors	4
		Have a good grammar with a few noticeable grammatical errors	3
		Frequent errors in grammar and word order, but speech still understandable	2
		A lot of errors in grammar and word order, make speech are unintelligible	1
3	Pronunciation and intonation (30%)	Correct pronunciation with Correct intonation/ tone for words/phrases/sentences	4
		Little mistake in pronunciation and begins using vary intonation/tone for certain words/phrases/sentences	3
		several mistakes in pronunciation and few flat intonation /tones for words/phrases/sentences	2
		Too many mistakes in pronunciation and using flat intonation for words/phrase/sentences	1
4	Volume (10%)	Speak with loud and clear voice, can be heard by all the students in the class.	4
		Speak with normal voices and sometimes low voices, can be hear by students but sometimes last grid students can't hear.	3
		Speak with low voices, only front row students can hear the voices.	2
		Speak with very low voices and unclear, students in class can't hear what it said.	1

5	Vocabulary (10%)	Uses the expression of asking and giving opinion, also expression of agreeing and disagreeing opinion correctly.	4
		Only using the expression of asking and giving opinion, or only using the expression agree and disagreeing opinion but using it appropriately.	3
		using the inappropriate expression of asking and giving opinion, also agree and disagreeing opinion	2
		Do not use the expression of asking and giving opinion, also expression of agreeing and disagreeing opinion	1

References:

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*.
New York: Longman.



Appendix 9. Post-test Item

(LISTENING COMPREHENSION)

Audio:



Audio Listening
(asking and giving Op

Sources: https://www.youtube.com/watch?v=XEYgZ_NJDd4

Transcript:

Speaker 1: Are you studying Japanese?

Speaker 2: yes, I am.

Speaker 1: I never knew that you were interested in other languages.

Speaker 2: In my opinion, everybody should speak at least two languages.

Speaker 1: why do you think that?

Speaker 2: I think learning another language makes you smarter.

Speaker 1: How does learning another language make you smarter?

Speaker 2: Learning a new language is an exercise for your brain.

Speaker 1: Are you serious?

Speaker 2: Yes, I'm serious. Just like jogging, it is an exercise for your body. Learning another language benefits your brain.

Speaker 1: Actually, I think there is a better reason for learning another language.

Speaker 2: Really? what do you think?

Speaker 1: it opens up your world, you can meet more people and learn about cultures I think it's also the way to get a better job.

Question:

1. Based on the audio, state what are the benefit of learning another language?
2. If you have a chance to learn another language, what language will it be and why? State your opinion orally!

(READING COMPREHENSION) – Hortatory Exposition text

IMPACT OF SOCIAL MEDIA ON TEENAGERS

Social media is an online media in which the users can easily participate, share, and create the content of blog, social networking, and the virtual world. Blog and social networking are the form of social media that mostly used by the community around the world.

Social media, with its various features, certainly brings positive impacts for the users. Beside make the communication with friend easier, for the teenager the most advantages of social media are being a great device for education. All the information needed is provided in just one click and few seconds. Students can educate themselves on various topics using social media. On the other hand, social media can also cause negative impacts if it is not wisely used by the teenagers. In this case, it really needs attention from parents and teachers to monitor the use of social media by teenagers.

First, teenagers become lazy to communicate in real world. If the teenagers are too much communicating in the virtual world, then their knowledge about the details of communicating in real life, like body language and tone of voice, will be declined.

Second, there is no limitation in social media in term of attitude and manners. People are just speaking and share what they want to, and some of the information or activity in social media are not polite like the using of bad words and racism, it can trigger teenagers to do the same thing such as cyberbullying and thinking there's no consequences about that.

Third, causing addiction and poor health. Social media can be incredibly addictive, sometimes we've been mindlessly scrolling unimportant thing for hours. Using devices also impact personal health, where the blue light from our devices tricks our bodies into thinking its still daylight outside, which upsets our natural rhythms and we ended up staying up late. We also blink less when looking at devices.

In conclusion, social media has many impacts either positive or negative depends on how we utilize it and be wise to the information available. Teenagers need to be monitored by parents in using social media since they are cannot decide which one is good or bad.

Questions:

1. From the text above, do you think social media give positive impact or negative impact? State your own opinion orally and state in which side are you on!

(WRITING COMPETENCY)

Video:

Lovina Festival 2023: <https://www.youtube.com/watch?v=4XU9lthRR4M>

Instruction:

1. From the short video above, are you interested with Lovina Festival 2023? write your opinion about Lovina Festival 2023 using appropriate expression of the topic, then state your opinion orally.

(SPEAKING COMPETENCY)

Instruction:

Make a group of two. Create a short dialogue about any topics by using appropriate expression of asking opinion, giving opinion, agree with opinion, and disagree with opinion. Write it in paper and then record your dialogue. The dialogue must be around 2-4 minutes length.



Appendix 10a. Validation form of Lesson Plan Instrument

EXPERT 1

VALIDATION FORM OF LESSON PLAN INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMA N 1 Busungbiu

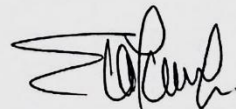
Expert Name : Luh Gede Eka Wahyuni, S.Pd., M.Pd

No	Statement	Scale				
		1	2	3	4	5
Format						
1	The components of the lesson plan include at least objectives, steps, and learning assessment.					✓
2	The lesson plan and learning scenario are organized coherently.				✓	
3	Include the name of the education unit / school.					✓
4	Include the subject name.					✓
5	Include the class and semesters.					✓
Learning Activity						
6	Pre-task					
	a. Include the introduction of the topic and task.					✓
	b. Include the exploration of the topic by exposing the students to useful words, phrases, and examples of the topic.				✓	
7	Task-Cycle					
	a. Include an instruction that asks students to do the task in pairs or small groups.				✓	
	b. Include the process of students to prepare reporting the task.				✓	

	c. Include the activity of students presenting the task given.				✓	
8	Language Focus					
	a. Include the discussion activity after the task presentation.					✓
	b. The teacher conducts practice of the new words with students.				✓	
	c. Include the activities of the teacher giving feedback to students on the topic learned.				✓	
Language use						
9	The sentences used in the lesson plan are easy to understand.					✓
Total Score						

Suggestions

Singaraja, 4 ~~oktober~~ 2023.
Expert 1



Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

EXPERT 2

VALIDATION FORM OF LESSON PLAN INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMA N 1 Busungbiu

Expert Name : Ni Putu Astiti Pratiwi, S.Pd., M.Pd

No	Statement	Scale				
		1	2	3	4	5
Format						
1	The components of the lesson plan include at least objectives, steps, and learning assessment.					✓
2	The lesson plan and learning scenario are organized coherently.				✓	
3	Include the name of the education unit / school.					✓
4	Include the subject name.					✓
5	Include the class and semesters.					✓
Learning Activity						
6	Pre-task					
	a. Include the introduction of the topic and task.					✓
	b. Include the exploration of the topic by exposing the students to useful words, phrases, and examples of the topic.				✓	
7	Task-Cycle					
	a. Include an instruction that asks students to do the task in pairs or small groups.					✓
	b. Include the process of students to prepare reporting the task.					✓

	c. Include the activity of students presenting the task given.				✓	
8	Language Focus					
	a. Include the discussion activity after the task presentation.					✓
	b. The teacher conducts practice of the new words with students.				✓	
	c. Include the activities of the teacher giving feedback to students on the topic learned.					✓
Language use						
9	The sentences used in the lesson plan are easy to understand.					✓
Total Score						

Suggestions

Singaraja, 18 Januari 2024.
Expert 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd
NIP. 198808252015042002

Appendix 10b. Validation form of Post-test Instrument

EXPERT 1

VALIDATION FORM OF POST-TEST INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students'

English Learning in SMA N 1 Busungbiu

Expert Name : Luh Gede Eka Wahyuni, S.Pd., M.Pd

No	Descriptor	Theoretical Basis	Statement	Scale				
				1	2	3	4	5
1	Listening Comprehension	Listening comprehension is the ability to understand spoken language. it involves understanding and making sense of what is heard (Brown and Yule, 1983)	Based on the audio, state what are the benefits of learning another language?					✓
			If you have a chance to learn another language, what language will it be and why? State your opinion orally!				✓	
2	Reading Comprehension	Reading comprehension as the process of deriving meaning from text with the aim of understanding the entire passage rather than just interpreting individual words or sentences. It leads to a mental representation of the text's meaning combined with the reader's existing	From the text above, do you think social media has a positive impact or a negative impact? State your own opinion orally and state which side are you on!					✓

		knowledge (Van Dijk and Kintsch, 1983)						
3	Writing Competency	Writing competency involves conveying information effectively through text, ensuring it is comprehensible and understandable to others. This includes putting thoughts into written words, considering how best to articulate them, and structuring the content into clear statements and paragraphs for the reader. (Nunan, 2003)	From the short video above, are you interested with Lovina Festival 2023? write your opinion about Lovina Festival 2023 using appropriate expression of the topic, then state your opinion orally.					✓
4	Speaking Competency	Speaking competency involves oral expression that is not just producing the right sounds in the right patterns and intonation but also the choice of words in the right order to convey the right meaning (Byagate, 1987)	Make a group of two. Create a short dialogue about any topic by using appropriate expressions of asking for an opinion, giving an opinion, agreeing with an opinion, and disagreeing with an opinion. Write it on paper and then record your dialogue. The dialogue must be around 2-4 minutes in length.					✓

Total Score	
--------------------	--

Suggestions

--

Singaraja, 4 October 2023
Expert 1



Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

EXPERT 2

VALIDATION FORM OF POST-TEST INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMA N 1 Busungbiu

Expert Name : Ni Putu Astiti Pratiwi, S.Pd., M.Pd

No	Descriptor	Theoretical Basis	Statement	Scale				
				1	2	3	4	5
1	Listening Comprehension	Listening comprehension is the ability to understand spoken language. it involves understanding and making sense of what is heard (Brown and Yule, 1983)	Based on the audio, state what are the benefits of learning another language?					✓
			If you have a chance to learn another language, what language will it be and why? State your opinion orally!				✓	
2	Reading Comprehension	Reading comprehension as the process of deriving meaning from text with the aim of understanding the entire passage rather than just interpreting individual words or sentences. It leads to a mental representation of the text's meaning combined with the reader's existing	From the text above, do you think social media has a positive impact or a negative impact? State your own opinion orally and state which side are you on!				✓	

		knowledge (Van Dijk and Kintsch, 1983)						
3	Writing Competency	Writing competency involves conveying information effectively through text, ensuring it is comprehensible and understandable to others. This includes putting thoughts into written words, considering how best to articulate them, and structuring the content into clear statements and paragraphs for the reader. (Nunan, 2003)	From the short video above, are you interested with Lovina Festival 2023? write your opinion about Lovina Festival 2023 using appropriate expression of the topic, then state your opinion orally.				✓	
4	Speaking Competency	Speaking competency involves oral expression that is not just producing the right sounds in the right patterns and intonation but also the choice of words in the right order to convey the right meaning (Byagate, 1987)	Make a group of two. Create a short dialogue about any topic by using appropriate expressions of asking for an opinion, giving an opinion, agreeing with an opinion, and disagreeing with an opinion. Write it on paper and then record your dialogue. The dialogue must be around 2-4 minutes in length.				✓	

Total Score	
--------------------	--

Suggestions

Singaraja, 17 January 2024
Expert 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd
NIP. 198808252015042002

**Appendix 10c. Validation form of Assessment Rubrics Instrument
EXPERT 1**

VALIDATION FORM OF LISTENING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma
 NIM : 2012021015
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English learning in SMA N 1 Busungbiu
 Expert Name : Luh Gede Eka Wahyuni, S.Pd., M.Pd

No	Aspects	Scale				
		1	2	3	4	5
1	Comprehension					✓
2	Lexical Resources / Diction					✓
3	Accuracy				✓	
4	Pronunciation				✓	
Total		18				
Total Score						

Suggestions

Singaraja, 4 October 2023.
 Expert 1



Luh Gede Eka Wahyuni, S.Pd., M.Pd
 NIP. 198812012015042003

VALIDATION FORM OF READING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English learning in SMA N 1 Busungbiu

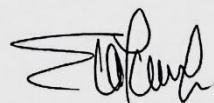
Expert Name : Luh Gede Eka Wahyuni, S.Pd., M.Pd

No	Aspects	Scale				
		1	2	3	4	5
1	Pronunciation and Volume					✓
2	Accuracy					✓
3	Grammar				✓	
Total						
Total Score						

Suggestions

Singaraja, 4. ~~oktober~~... 2023.

Expert 1



Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

VALIDATION FORM OF SPEAKING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English learning in SMA N 1 Busungbiu

Expert Name : Luh Gede Eka Wahyuni, S.Pd., M.Pd

No	Aspects	Scale				
		1	2	3	4	5
1	Fluency					✓
2	Grammar					✓
3	Pronunciation and Intonation					✓
4	Volume				✓	
5	Vocabulary				✓	
Total Score						

Suggestions

Singaraja, 1 October 2023.

Expert I



Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

VALIDATION FORM OF WRITING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma
NIM : 2012021015
Major : English Language Education
Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English learning in SMA N 1 Busungbiu
Expert Name : Luh Gede Eka Wahyuni, S.Pd., M.Pd

No	Aspects	Scale				
		1	2	3	4	5
1	Content					✓
2	Organization and Tidiness				✓	
3	Vocabulary				✓	
4	Grammar					✓
5	Mechanics					✓
Total Score		23				

Suggestions

Singaraja, 4 ~~oktober~~ 2023.
Expert



Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

EXPERT 2

VALIDATION FORM OF LISTENING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma
NIM : 2012021015
Major : English Language Education
Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students'
English learning in SMA N 1 Busungbiu
Expert Name : Ni Putu Astiti Pratiwi, S.Pd., M.Pd

No	Aspects	Scale				
		1	2	3	4	5
1	Comprehension					✓
2	Lexical Resources / Diction				✓	
3	Accuracy				✓	
4	Pronunciation					✓
Total						
Total Score						

Suggestions

Singaraja, 17 Januari 2024
Expert 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd
NIP. 198808252015042002

VALIDATION FORM OF READING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English learning in SMA N 1 Busungbiu

Expert Name : Ni Putu Astiti Pratiwi, S.Pd., M.Pd

No	Aspects	Scale				
		1	2	3	4	5
1	Pronunciation and Volume					✓
2	Accuracy					✓
3	Grammar				✓	
Total						
Total Score						

Suggestions

Singaraja, 17 Januari 2024
Expert 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd
NIP. 198808252015042002

VALIDATION FORM OF SPEAKING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students'
English learning in SMA N 1 Busungbiu

Expert Name : Ni Putu Astiti Pratiwi, S.Pd., M.Pd

No	Aspects	Scale				
		1	2	3	4	5
1	Fluency					✓
2	Grammar					✓
3	Pronunciation and Intonation					✓
4	Volume					✓
5	Vocabulary				✓	
Total Score						

Suggestions

Singaraja, 17 Januari 2024
Expert 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd
NIP. 198808252015042002

VALIDATION FORM OF WRITING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Nyoman Satya Surya Adi Darma

NIM : 2012021015

Major : English Language Education

Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students'
English learning in SMA N 1 Busungbiu

Expert Name : Ni Putu Astiti Pratiwi, S.Pd., M.Pd

No	Aspects	Scale				
		1	2	3	4	5
1	Content					✓
2	Organization and Tidiness				✓	
3	Vocabulary				✓	
4	Grammar					✓
5	Mechanics					✓
Total Score		23				

Suggestions

Singaraja, 17 Januari 2024
Expert 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd
NIP. 198808252015042002

Appendix 11a. Post-test Result of Experimental Group

Name	Listening	Reading	Writing	Speaking	Average
Ardhian Wiradinata	67.5	70.0	87.5	82.5	76.9
Desak Putu Tasia Wardani	77.5	87.5	90	75	82.5
Gede Marsha Raikkone Dinata	85.0	87.5	75	67.5	78.8
Gede Sukadana	67.5	70.0	85	75	74.4
Gusti Kadek Ratna Damayanti	85.0	92.5	90	82.5	87.5
Gusti Nyoman Sepiyanti	80.0	87.5	90	75	83.1
I Gusti Agung Bagus Wikan	82.5	70.0	72.5	67.5	73.1
Kadek Ari Gio Wardana	72.5	67.5	75	80	73.8
Kadek Bayu Artana	75.0	82.5	82.5	85	81.3
Kadek Cika Lestari	92.5	92.5	92.5	85	90.6
Kadek Dede Artawan	77.5	75.0	72.5	75	75.0
Kadek Dwipa Cahyana	80.0	82.5	75	77.5	78.8
Kadek Oktaviana	87.5	92.5	85	75	85.0
Kadek Rina Lestari	85.0	95.0	75	77.5	83.1
Katut Aldo Sastragunawan	67.5	75.0	62.5	75	70.0
Ketut Laudya Ani	95.0	100.0	97.5	97.5	97.5
Ketut Yuliani	87.5	92.5	75	77.5	83.1
Komang Agus Wikandana	85.0	75.0	85	70	78.8
Komang Pebriana	92.5	80.0	77.5	65	78.8
Komang Suparma Yasa	85.0	87.5	77.5	80	82.5
Luh Nia Prajiwa Antari	75.0	75.0	65	85	75.0
Made Dwi Ferdiana	85.0	87.5	75	67.5	78.8
Moh Rafli Armanda Syah	77.5	82.5	82.5	80	80.6
Ni Kadek Dwi Widhi Adnyani	87.5	82.5	87.5	90	86.9
Ni Komang Diana Candra Lestari	77.5	82.5	82.5	82.5	81.3
Nyoman Revasai Maheswara	75.0	80.0	80	72.5	76.9
Putu Cika Yohana Putri	80.0	95.0	85	85	86.3
Putu Divta Rabadi	75.0	80.0	80	77.5	78.1
Putu Firma Sahitha	82.5	75.0	75	77.5	77.5
Putu Gede Radi Sanjaya	85.0	80.0	85	85	83.8
Putu Hirfan Maha Ditia	87.5	80.0	82.5	77.5	81.9
Putu Joy Permana	95.0	95.0	85	80	88.8
Putu Lia Yuliana	80.0	82.5	87.5	70	80.0
Putu Trysia Anindia	85.0	80.0	80	75	80.0
AVERAGE	81.62	82.94	81.03	77.94	

Appendix 11b. Post-test Result of Control Group

Name	Listening	Reading	Writing	Speaking	Average
Gede Krisna Mahardika	75.0	67.5	67.5	62.5	68.1
I Gusti Ketut Sastra Darma	60.0	80.0	70	62.5	68.1
I Dewa Kadek Yudi Satria Permana	87.5	92.5	85	90	88.8
I Gede Aldy Saputra	77.5	87.5	65	65	73.8
I Kadek Yoga Prananta	62.5	62.5	80	62.5	66.9
I Putu Nanda Saputra	70.0	80.0	70	67.5	71.9
Kadek Adirama	82.5	67.5	72.5	60	70.6
Kadek Agus Heriana	67.5	70.0	65	67.5	67.5
Kadek Ayu Gayatri	75.0	87.5	90	67.5	80.0
Kadek Dwi Paryanti	75.0	67.5	80	75	74.4
Kadek Eka Wahyu Pramudya	62.5	87.5	65	75	72.5
Kadek Julia Ardinata	77.5	92.5	72.5	65	76.9
Kadek Wiranto	67.5	82.5	75	72.5	74.4
Ketut Adi Sastrawan	85.0	75.0	75	67.5	75.6
Ketut Osa Apriliam	75.0	82.5	72.5	60	72.5
Ketut Pebri Artawan	85.0	67.5	70	70	73.1
Ketut Raema Kusuma Putri	70.0	75.0	75	75	73.8
Ketut Rangga	75.0	82.5	67.5	65	72.5
Komang Dian Lestari	87.5	80.0	90	85	85.6
Komang Elvi Yani	77.5	67.5	72.5	67.5	71.3
Komang Parinta	72.5	75.0	80	77.5	76.3
Komang Pirayanti	85.0	62.5	85	82.5	78.8
Komang Sanis Yasa	75.0	87.5	77.5	75	78.8
Luh Putu Anita Natiara	72.5	75.0	77.5	75	75.0
Made Sumara Yasa	62.5	80.0	70	65	69.4
Nyoman Soni Marjaenal	77.5	77.5	65	72.5	73.1
Putu Andi Saputra	70.0	62.5	72.5	75	70.0
Putu Dipa Kusuma	85.0	82.5	75	77.5	80.0
Yeremia Adi Prasajo	72.5	62.5	72.5	70	69.4
AVERAGE	74.74	76.55	74.31	70.78	

Appendix 12. Normality, Homogeneity and T-test of the samples

- **Normality Test**

The Result of Normality Test of Students' Latest English Score

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student_Latest_Score	Experimental Group	.139	34	.095	.969	34	.434
	Control Group	.129	29	.200*	.969	29	.535

- **Homogeneity of Variance Test**

The Result of Homogeneity Tests of Students' Latest Score

		Levene Statistic	df1	df2	Sig.
Student_Latest_Score	Based on Mean	.100	1	61	.753
	Based on Median	.056	1	61	.814
	Based on Median and with adjusted df	.056	1	60.849	.814
	Based on trimmed mean	.101	1	61	.751

- **Independent Sample T-test**

The Result of Independent Sample T-test of Student's Latest Score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Latest Score	Equal variances assumed	.100	.753	1.379	61	.173	2.6805	1.9441	-1.2070	6.5680
	Equal variances not assumed			1.380	59.627	.173	2.6805	1.9425	-1.2056	6.5667

Appendix 13. Instrument Validity and Reliability

- **Content Validity of Lesson Plan**

Statement / Item	Expert		S1	S2	$\sum S$	n (c-1)	V	Description
	I	II						
Statement 1	5	5	4	4	8	8	1.00	HIGH
Statement 2	4	4	3	3	6	8	0.75	AVERAGE
Statement 3	5	5	4	4	8	8	1.00	HIGH
Statement 4	5	5	4	4	8	8	1.00	HIGH
Statement 5	5	5	4	4	8	8	1.00	HIGH
Statement 6	5	5	4	4	8	8	1.00	HIGH
Statement 7	4	4	3	3	6	8	0.75	AVERAGE
Statement 8	4	5	3	4	7	8	0.88	HIGH
Statement 9	4	5	3	4	7	8	0.88	HIGH
Statement 10	4	4	3	3	6	8	0.75	AVERAGE
Statement 11	5	5	4	4	8	8	1.00	HIGH
Statement 12	4	4	3	3	6	8	0.75	AVERAGE
Statement 13	4	5	3	4	7	8	0.88	HIGH
Statement 14	5	5	4	4	8	8	1.00	HIGH

- **Content Validity of Post-test**

Question Item	Expert		S1	S2	$\sum S$	n (c-1)	V	Description
	I	II						
Item 1	5	5	4	4	8	8	1.00	HIGH
Item 2	4	4	3	3	6	8	0.75	AVERAGE
Item 3	5	4	4	3	7	8	0.88	HIGH
Item 4	5	5	4	4	8	8	1.00	HIGH
Item 5	5	5	4	4	8	8	1.00	HIGH

- **Content Validity of Assessment Rubric**

Aspects	Expert		S1	S2	$\sum S$	n (c-1)	V	Description
	I	II						
Listening Comprehension								
Aspect 1	5	5	4	4	8	8	1.00	HIGH
Aspect 2	5	4	4	3	7	8	0.88	HIGH
Aspect 3	4	4	3	3	6	8	0.75	AVERAGE
Aspect 4	4	5	3	4	7	8	0.88	HIGH
Reading Comprehension								
Aspect 1	5	5	4	4	8	8	1.00	HIGH
Aspect 2	5	5	4	4	8	8	1.00	HIGH

Aspect 3	4	4	3	3	6	8	0.75	AVERAGE
Writing Competency								
Aspect 1	5	5	4	4	8	8	1.00	HIGH
Aspect 2	4	4	3	3	6	8	0.75	AVERAGE
Aspect 3	4	4	3	3	6	8	0.75	AVERAGE
Aspect 4	5	5	4	4	8	8	1.00	HIGH
Aspect 5	5	5	4	4	8	8	1.00	HIGH
Speaking Competency								
Aspect 1	5	5	4	4	8	8	1.00	HIGH
Aspect 2	5	5	4	4	8	8	1.00	HIGH
Aspect 3	5	5	4	4	8	8	1.00	HIGH
Aspect 4	4	5	3	4	7	8	0.88	HIGH
Aspect 5	4	4	3	3	6	8	0.75	AVERAGE

- **Reliability of Lesson Plan**

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.589 ^a	.137	.844	4.394	13	13	.006
Average Measures	.742 ^c	.241	.915	4.394	13	13	.006

- **Reliability of Post-test**

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.571 ^a	-.475	.965	3.667	3	3	.157
Average Measures	.727 ^c	-1.809	.982	3.667	3	3	.157

- **Reliability of Assessment Rubric**

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.394 ^a	-.108	.731	2.238	16	16	.059
Average Measures	.565 ^c	-.242	.844	2.238	16	16	.059

Appendix 14. Descriptive Statistical Analysis

	Method	Mean	Std. Deviation	N
Listening_Score	TBLT Method	81.62	7.30	34
	Teacher Method	74.74	7.77	29
	Total	78.45	8.22	63
Reading_Score	TBLT Method	82.94	8.36	34
	Teacher Method	76.55	9.32	29
	Total	80.00	9.31	63
Writing_Score	TBLT Method	81.03	7.59	34
	Teacher Method	74.31	7.00	29
	Total	77.94	8.01	63
Speaking_Score	TBLT Method	77.94	6.90	34
	Teacher Method	70.78	7.41	29
	Total	74.64	7.94	63



Appendix 15. Pre-requisite Analysis

- **Normality Test of Post-test Score**

Post-test	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Listening Score	TBLT Method	.149	34	.054	.959	34	.227
	Teacher Method	.120	29	.200*	.950	29	.182
Reading Score	TBLT Method	.139	34	.096	.961	34	.266
	Teacher Method	.145	29	.124	.936	29	.079
Writing Score	TBLT Method	.111	34	.200*	.970	34	.468
	Teacher Method	.154	29	.078	.927	29	.045
Speaking Score	TBLT Method	.129	34	.165	.962	34	.270
	Teacher Method	.153	29	.079	.943	29	.120

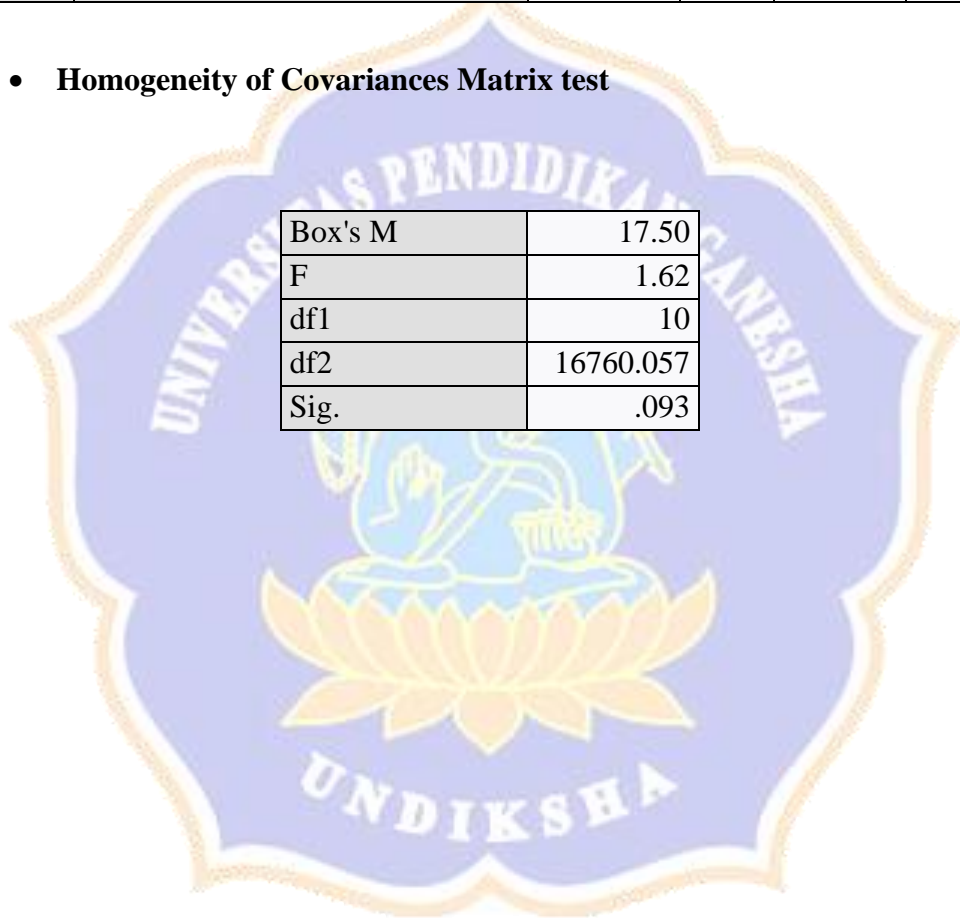
- **Homogeneity of Variance test of Post-test Score**

		Levene			
		Statistic	df1	df2	Sig.
Listening _Score	Based on Mean	.003	1	61	.959
	Based on Median	.003	1	61	.955
	Based on Median and with adjusted df	.003	1	60.036	.955
	Based on trimmed mean	.002	1	61	.965
Reading_ Score	Based on Mean	.911	1	61	.344
	Based on Median	.962	1	61	.331
	Based on Median and with adjusted df	.962	1	60.976	.331
	Based on trimmed mean	.928	1	61	.339
Writing_ Score	Based on Mean	.375	1	61	.543
	Based on Median	.403	1	61	.528

	Based on Median and with adjusted df	.403	1	60.942	.528
	Based on trimmed mean	.398	1	61	.530
Speaking _Score	Based on Mean	.548	1	61	.462
	Based on Median	.509	1	61	.478
	Based on Median and with adjusted df	.509	1	60.913	.478
	Based on trimmed mean	.538	1	61	.466

- **Homogeneity of Covariances Matrix test**

Box's M	17.50
F	1.62
df1	10
df2	16760.057
Sig.	.093



Appendix 16. Inferential Statistical Analysis (Hypothesis Testing)

- MANOVA Test

Multivariate Tests ^a							
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Method	Pillai's Trace	.301	6.238 ^b	4.000	58.000	.000	.301
	Wilks' Lambda	.699	6.238 ^b	4.000	58.000	.000	.301
	Hotelling's Trace	.430	6.238 ^b	4.000	58.000	.000	.301
	Roy's Largest Root	.430	6.238 ^b	4.000	58.000	.000	.301

- Test of Between-Subject Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Listening_Score	740.017 ^a	1	740.017	13.074	.001	.176
	Reading_Score	638.945 ^b	1	638.945	8.230	.006	.119
	Writing_Score	706.569 ^c	1	706.569	13.160	.001	.177
	Speaking_Score	803.539 ^d	1	803.539	15.775	.000	.205
Intercept	Listening_Score	382632.875	1	382632.875	6759.829	.000	.991
	Reading_Score	398124.660	1	398124.660	5127.813	.000	.988
	Writing_Score	377660.537	1	377660.537	7033.907	.000	.991
	Speaking_Score	346144.809	1	346144.809	6795.507	.000	.991
Method	Listening_Score	740.017	1	740.017	13.074	.001	.176
	Reading_Score	638.945	1	638.945	8.230	.006	.119
	Writing_Score	706.569	1	706.569	13.160	.001	.177
	Speaking_Score	803.539	1	803.539	15.775	.000	.205

Appendix 17. Documentation

- Preliminary Observation



- Treatment





- Post-test



RIWAYAT HIDUP



I Nyoman Satya Surya Adi Darma lahir di Tabanan pada tanggal 22 April 2003 sebagai anak ketiga dari pasangan suami istri I Nyoman Lantar dan Ni Luh Putu Hernilawati, S.Pd. Penulis adalah Warga Negara Indonesia asli dan beragama Hindu. Saat ini penulis beralamat di Banjar Dinas Tamansari, Desa Pujungan, Kecamatan Pupuan, Kabupaten Tabanan, Bali. Adapun riwayat Pendidikan penulis dapat dijabarkan sebagai berikut. Penulis menyelesaikan Pendidikan Sekolah Dasar di SD Negeri 1 Pujungan dan lulus pada tahun 2014. Setelahnya, penulis melanjutkan Pendidikan ke bangku Sekolah Menengah Pertama di SMP Negeri 1 Pupuan dan lulus pada tahun 2017. Kemudian melanjutkan Pendidikan ke bangku Sekolah Menengah Atas di SMA Negeri 1 Pupuan dengan mengambil jurusan Ilmu Pengetahuan Alam dan lulus pada tahun 2020. Setelahnya, penulis melanjutkan Pendidikan ke Perguruan Tinggi Negeri di Universitas Pendidikan Ganesha dengan mengambil program studi S1 Pendidikan Bahasa Inggris. Pada awal tahun 2024 tepatnya di bulan Februari penulis menyelesaikan tugas akhir program sarjana dengan judul “THE INVESTIGATION OF THE EFFECT OF TBLT-BASED DIGITAL STORYBOOKS ON STUDENTS ENGLISH LEARNING IN SMA N 1 BUSUNGBIU”.