



APPENDICES

Appendix 1. Attachment Letter



**PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN
SMA SARASWATI SERIRIT
Jalan Jendral Sudirman (Tanguwisia) Seririt**



SURAT KETERANGAN

Nomor : 421.73/535/SMA-Srwt/IX/2019

Yang bertanda tangan di bawah ini :

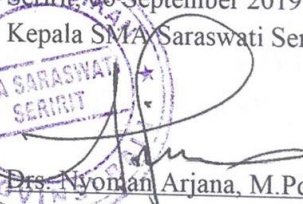
Nama : Drs. Nyoman Arjana, M.Pd
NIP : -
Jabatan : Kepala SMA Saraswati Seririt

Menerangkan bahwa mahasiswa Universitas Pendidikan Ganesha di bawah ini :

Nama : PUTU SHELA WIDIAWATI
NIM : 1412021139
Tahun Akademik : 2019/2020
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Memang benar nama tersebut di atas telah di berikan ijin untuk melakukan Penelitian pada SMA Saraswati Seririt.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

06 September 2019
Kepala SMA Saraswati Seririt

Drs. Nyoman Arjana, M.Pd
NIP. -

Appendix 2. Research Schedule

Research Schedule

Group	Time	
	Meeting	Day/Date
Experimental Group	1 st meeting	Friday/ September 6, 2019
	2 nd meeting	Friday/ September 13, 2019
	3 rd meeting	Friday/ September 20, 2019
	4 th meeting	Friday/ September 27, 2019
	5 th meeting	Friday/ October 4, 2019
	6 th meeting	Friday/ October 11, 2019
Control Group	1 st meeting	Thursday/ September 5, 2019
	2 nd meeting	Thursday/ September 12, 2019
	3 rd meeting	Thursday/ September 19, 2019
	4 th meeting	Thursday/ September 26, 2019
	5 th meeting	Thursday/ October 3, 2019
	6 th meeting	Thursday/ October 10, 2019

Appendix 3. Name of Students

Class : XI IPS 2 (Experimental Group)

No	Name of The Students
1	Gede Adi Suijaya
2	Putu Agus Putra Sanjaya
3	Komang Agus Triawan
4	Putu Angga Pratama
5	Kadek Anggik Pebriyanti
6	Kadek Arya Sena
7	Kadek Astina Widi Putra
8	Putu Dana
9	Kadek Doni Parwata
10	Komang Edi Cahyadi
11	Kadek Elsa Ayunda
12	Ida Kade Indra Wangsa
13	Komang Indrayani
14	Putu Kari Mas Suseno
15	Made Lanang Budiarta
16	Luh Linda Desi Purnama Sari
17	Kadek Mas Darmawan
18	Ketut Novi Juliana
19	I Gusti Agung Oka Lesmana
20	Made Pasek Ariyadi
21	Mde Priyantini
22	Kadek Rika Dwipayana
23	Kadek Rio Aryadi
24	Luh Rismadewi
25	Kadek Sanjaya Ade Putra
26	Ni Komang Sri Haryati

27	Ketut Sukadana
28	Putu Sumerta Yasa
29	Komang Urip Sidi Maharta
30	Kadek Wahyu Wanda Wiguna
31	Kadek Widi Wiyana
32	Kadek Widiada
33	Komang Wulan Purnama Dewi
34	Putu Yoga Sedana



Class : XI IPS 4 (Control Group)

No	Name of The Students
1	Kadek Adi Kusuma Yasa
2	Kadek Adi Wira Sumerta
3	Komang Agus Artawan
4	Kadek Agus Widianlara
5	Dewa Putu Andre Basweda
6	Putu Ardi Wiyana
7	Ida Bagus Kade Ari Kencana
8	Nyoman Ari Satya
9	Gede Ariasa
10	Ketut Ari Setiawan
11	Kadek Ari Swandana
12	Putu Ciara Pebriska
13	Putu Dalem Mariani
14	Kadek Enjelita
15	Vediana Putra Efendi
16	Gede Indra Arsana
17	Kadek Ifan Witama Amerta P.
18	Putu Juni Arya Jana
19	Kadek Kwik Mardaekut
20	Putu Lia Semadi Arti
21	Kadek Maryani
22	Komang Mei Krisna Mahendra
23	Komang Meri Drahani Putri
24	Ketut Novita Agriani
25	Ketut Ogik Brayuda
26	Komang Pendi Pradana

27	Luh Pina Yuni Lastrini
28	Putu Putri Ayu Ninja
29	Komang Raditya Ray Wijaya
30	Ida Ayu Riska Widya Yanti
31	Putu Rodhe Brakazung Abramovich
32	Ida Bagus Komang Sastra Adinata
33	I Gusti Ayu Sri Vinati Prada Yani
34	Gusti Ayu Kadek Villa Indah Yani
35	I Made Fiji Bimanta Putra Sayogi
36	Gede Yogi Pratama



Appendix 4. Speaking Test (Post-Test)

Speaking Test (Post-Test)

Grade : XI

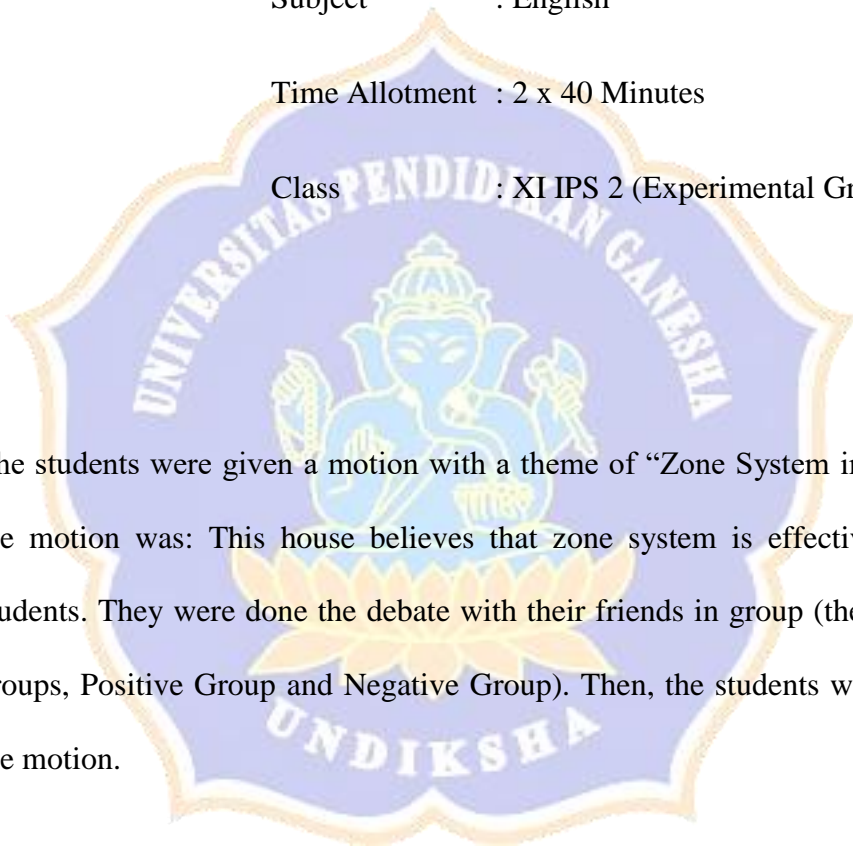
Semester : I

Subject : English

Time Allotment : 2 x 40 Minutes

Class : XI IPS 2 (Experimental Group)

1. The students were given a motion with a theme of “Zone System in School”. the motion was: This house believes that zone system is effective for the students. They were done the debate with their friends in group (there were 2 groups, Positive Group and Negative Group). Then, the students were debate the motion.



Speaking Test (Post-Test)

Grade : XI

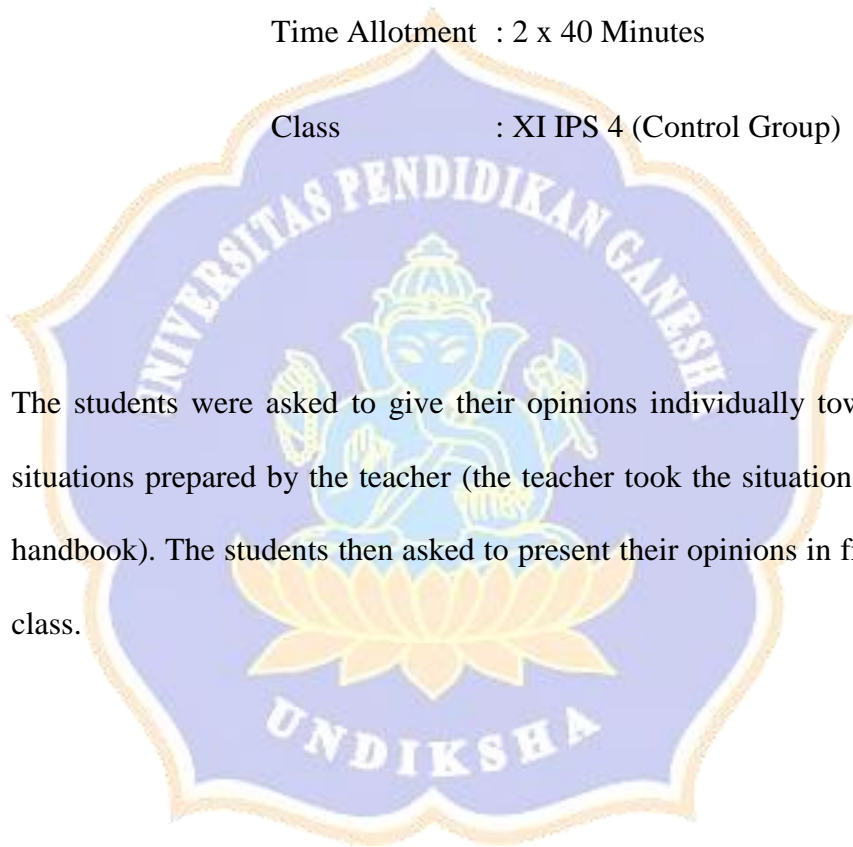
Semester : I

Subject : English

Time Allotment : 2 x 40 Minutes

Class : XI IPS 4 (Control Group)

1. The students were asked to give their opinions individually toward some situations prepared by the teacher (the teacher took the situations from the handbook). The students then asked to present their opinions in front of the class.



Appendix 5. Assessment of Speaking Scoring Rubric

No	Assessment Aspect	Score	Description
1	Content	5	The content contains accurate and relevant information
		4	The content contains accurate and relevant information with possible very few minor errors or extraneous material
		3	The content contains partial relevant information, few irrelevant information
		2	The content contains very low relevant information
		1	Contains relevant information
2	Accuracy	5	Few noticeable errors of grammar and word orders
		4	Occasionally errors in grammar and word orders errors do not obscure meaning
		3	Frequent errors in grammar and word orders obscure meaning
		2	Errors in grammar and word orders make speech difficult to be understood
		1	Many errors in grammar and words order in making the speech unintelligible
3	Pronunciation	5	Pronunciation is fluent and effortless nearly like a native speaker
		4	Always intelligible, occasional inappropriate intonation
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
		2	Frequent of pronunciation problems make speech difficult to be understood
		1	Many pronunciation mistakes make speech unintelligible
4	Fluency	5	Speech is fluent and effortless nearly like a

			native speaker
		4	Speech in everyday communication is fluent with occasional lapses
		3	Speech in everyday communication is frequently disrupted
		2	Speech is usually hesitant, often forced into silence by language problem
		1	Speech is halting and fragmentary as to make sentence virtually
5	Vocabulary	5	Use of vocabulary is nearly native speaker
		4	Occasionally uses inappropriate terms or should rephrase ideas because of inadequate vocabulary
		3	Frequently uses the inappropriate words, conversation somewhat limited because of inadequate vocabulary
		2	Many details are irrelevant, few or no transition, most of the sentences are simple sentences with a limited vocabulary
		1	Vocabulary uses inadequate for even the simplest conversation

Appendix 6. Lesson Plan for Control Group

LESSON PLAN (For Experimental Group)

School : SMA Saraswati Seririt
Subject : English
Grade/Semester : XI/Ganjil
Material : Asking and Giving Suggestion & Asking and Giving Opinion
Time Allotment : 12 X 45 Minutes (6 Meetings)

A. CORE COMPETENCE

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. BASIC COMPETENCE AND INDICATOR

Basic Competence	Indicator
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memberi saran dan tawaran 3.1.2 Membedakan ungkapan memberi saran dan tawaran yang terdapat pada teks yang diberikan
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan dan menanyakan pendapat dan pikiran, sesuai dengan konteks penggunaannya	3.2.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan dan menanyakan pendapat dan pikiran 3.2.2 Membedakan ungkapan menyatakan dan menanyakan pendapat dan pikiran secara formal dan informal
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.1 Membuat percakapan yang menunjukkan ungkapan memberi saran dan tawaran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 4.1.2 Mempresentasikan percakapan yang menunjukkan ungkapan memberi saran dan tawaran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan dan menanyakan pendapat dan	4.2.1 Membuat percakapan yang menunjukkan ungkapan menyatakan dan menanyakan pendapat dan pikiran, dengan

pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	memperhatikan fungsi sosial, struktur teks, dan unsur 4.2.2 Mempresentasikan percakapan yang menunjukkan ungkapan menyatakan dan menanyakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur
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C. LEARNING OBJECTIVES

Asking and Giving Suggestion	Asking and Giving Opinion
<ul style="list-style-type: none"> Students are able to identify the expression of asking and giving suggestion 	<ul style="list-style-type: none"> Students are able to identify the expression of asking and giving opinion
<ul style="list-style-type: none"> Students are able to differentiate the expression of asking and giving suggestion in the text given 	<ul style="list-style-type: none"> Students are able to differentiate the expression of asking and giving opinion in formal and informal way
<ul style="list-style-type: none"> Students are able to make a dialogue of asking and giving suggestion 	<ul style="list-style-type: none"> Students are able to make a dialogue of asking and giving opinion
<ul style="list-style-type: none"> Students are able to practice a dialogue of asking and giving suggestion 	<ul style="list-style-type: none"> Students are able to practice a dialogue of asking and giving opinion

D. LEARNING MATERIAL

1. Asking Suggestion

- What should I do?
- Do you have any ideas?
- Do you have any suggestions for me?

- Can you tell me what I should do?
- Do you have any advice for me?
- Will you give me some suggestion, please?
- Any idea? (ada ide?)
- Can you give me some advice about...?
- What do you recommend.....?
- Please tell me what should I do?

2. Giving Suggestion

- You should...
- You need/ought to...
- You had better...
- You ought to...
- I think you should....
- I advise you to...
- I suggest you to...
- I suggest that you....
- I recommend you to...
- Maybe you should....

Agreeing (Ungkapan setuju dengan saran diberikan)

- I agree with you.
- I think you're right.
- I think so.
- That's a good idea.
- That's right.
- Thanks. I'll try your advice.
- That sounds great.

Disagreeing

- No, I don't think so.
- I disagree with you.

- That's not a good idea.
- I understand your point, but I think....

Short dialogue about Asking and Giving Suggestion

Dialogue 1

Mr. Daruken: Hi Leppo...?

Mr. Leppo: Hi Daruken...

Mr. Daruken: Why you look sad?

Mr. Leppo: I am confused?

Mr. Daruken: Why confused? Do you have a problem?

Mr. Leppo: I haven't been able to pay the school administration. **Do you have any advice to me?**

Mr. Daruken: **I think, you should ask dispensation to the school**

Mr. Leppo: it's good idea. Thanks Daruken...

Mr. Daruken: you're welcome

Asking Opinion :

Formal :

- Have you got any comments on
- Do you have any idea?
- Do you have any opinion on
- Would you give me your opinion on.....?
- What is your reaction to
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?
- How do you feel about this dicition?

Giving Opinion :

Giving opinion Formal :

- I personally believe
- I personally consider
- I personally think /feel

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....

<ul style="list-style-type: none"> - I hold the opinion - My own view of the matter is - Well, personally - If I had my view, I would 	<ul style="list-style-type: none"> - I don't think much of it. - I think that..... - In my opinion, I would rather..... - In my case - What I'm more concerned with - What I have in my mind is..... - The way I see is that..... - No everyone will agree with me, but - To my mind - From my point of view - If you asks me, I feel - Absolutely
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AGREEING AND DISAGREEING FOR AN OPINION

Agreeing	Disagreeing
Yes, I agree with John.	I'm sorry, but I can't agree with John.
Yes, I think that's a good point.	I think you may have missed the point there ...
I'll go along with that.	Sorry, I can't go along with that.

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Note :

- ❖ Informal Expressions are used in a situation where you are talking between friends or close friends.
- ❖ The expressions usually respond to something that you discuss in an formal and informal situation.
- ❖ Formal Expressions are used in a situation where you are talking in a formal situation, such as in the office or school between the teacher and students

Dialog Examples:

Mr. Zoe : **What do you think of my new house?**
Shane : **It is beautiful. I think.** Oh you have many novels in your new house.
Mr. Zoe : Yeah, some. I like Andrea Hirata's novels.
Shane : **How do you feel about Andrea Hirata's novels ?**
Mr. Zoe : **I feel they are great novels.**
Shane : Yes, you are right. I think it is going to rain.
Mr. Zoe : I don't think so. Look outside at the sky! It's so clear. No clouds there.
Shane : But I watched the weather forecast yesterday. It said that today is going to rain. OK Mr. Zoe see you.

E. LEARNING METHOD AND TECHNIQUE

Method : Communicative Language Teaching

Technique : Pair work, Discussion and Debate Technique

F. MEDIA, EQUIPMENT AND SOURCES

1. Media : Image, Printed Text, slide show

2. Equipment : Board marker and whiteboard

3. Sources :

<https://englishclas.com/penjelasan-dan-contoh-asking-and-giving-suggestion-beserta-terjemahnya/>

<https://englishclas.com/pengertian-dan-contoh-terbaru-conversation-asking-and-giving-opinion/>

G. LEARNING ACTIVITY

1. First Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none">Teacher starts the class by greeting, praying and checking attendanceTeacher directs students' attention into the recent topic of subject	Orientation <ul style="list-style-type: none">Students say greeting and prayStudents concentrate to the topic of the subject	10 Minutes
	Apperception <ul style="list-style-type: none">Teacher shows some pictures and ask some questions related to the picture	Apperception <ul style="list-style-type: none">Students answer the question given	
	Motivation <ul style="list-style-type: none">Teacher justifies the benefits of learning the materialTeacher motivates students' curiosity to learn about the	Motivation <ul style="list-style-type: none">Students receive motivation to prepare themselves for the present learning	

	material	activity	
	<p>Reference</p> <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	<p>Reference</p> <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	<p>Observing</p> <ul style="list-style-type: none"> Teacher asks the students to read about asking and giving suggestion Teacher asks students to identify the structure of asking and giving suggestion 	<p>Observing</p> <ul style="list-style-type: none"> Students read about asking and giving suggestion Students identify the structure of asking and giving suggestion 	5 Minutes
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher leads students to ask questions related to asking and giving suggestion 	<p>Questioning</p> <ul style="list-style-type: none"> Students ask some questions 	10 Minutes
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students with their pair to find the expression of asking and giving suggestion in a dialogue 	<p>Exploring</p> <ul style="list-style-type: none"> Students with their pair finish the task Students and teacher discuss the findings 	20 Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher leads the students to make a group consists of 4 students Teacher asks the students to make a dialogue by using the expression of asking and giving 	<p>Associating</p> <ul style="list-style-type: none"> Students with their group make a dialogue by using the expression of asking and giving suggestion 	20 Minutes

	suggestion		
	Communicating <ul style="list-style-type: none"> Teacher asks the representative of some groups to presents the work 	Communicating <ul style="list-style-type: none"> Students present their work 	15 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by giving them a quiz Teacher and students conclude the lesson together Teacher gives homework Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students do their quiz Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

2. Second Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking attendance Teacher directs students' attention into the recent topic of subject 	Orientation <ul style="list-style-type: none"> Students say greeting and pray Students concentrate to the topic of the subject 	10 Minutes
	Apperception <ul style="list-style-type: none"> Teacher shows a dialogue (of the homework given in the 	Apperception <ul style="list-style-type: none"> Students answer the 	

	previous meeting) on slide and ask the students to answer the questions	question given	
	<p>Motivation</p> <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material Teacher motivates students' curiosity to learn about the material 	<p>Motivation</p> <ul style="list-style-type: none"> Students receive motivation to prepare themselves for the present learning activity 	
	<p>Reference</p> <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	<p>Reference</p> <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	<p>Observing</p> <ul style="list-style-type: none"> Teacher asks the students to read about the use of Modal “should” and “can” related to the expression of asking and giving suggestion 	<p>Observing</p> <ul style="list-style-type: none"> Students read about the use of Modal “should” and “can” related to the expression of asking and giving suggestion 	5 Minutes
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher leads students to ask questions related to the use of Modal “should” and “can” related to the expression of asking and giving suggestion 	<p>Questioning</p> <ul style="list-style-type: none"> Students ask some questions 	10 Minutes
	Exploring	Exploring	20 Minutes

	<ul style="list-style-type: none"> Teacher assigns the students to work in pair and discuss some possible suggestions of the situations given 	<ul style="list-style-type: none"> Students with their pair finish the task Students and teacher discuss the findings 	
	<p>Associating</p> <ul style="list-style-type: none"> Teacher leads the students to make a group consists of 4 students randomly by using lottery Teacher asks the students to make a dialogue based on the situation given on the slide 	<p>Associating</p> <ul style="list-style-type: none"> Students with their group make a dialogue based on the situation given on the slide 	20 Minutes
	<p>Communicating</p> <ul style="list-style-type: none"> Teacher asks the representative of some groups to presents the work 	<p>Communicating</p> <ul style="list-style-type: none"> Students present their work 	15 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by giving them some questions Teacher and students conclude the lesson together Teacher ask students to do the homework Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students answer the questions Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

3. Third Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
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1	Pre-Activity		
	Orientation <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking attendance Teacher directs students' attention into the recent topic of subject 	Orientation <ul style="list-style-type: none"> Students say greeting and pray Students concentrate to the topic of the subject 	10 Minutes
	Apperception <ul style="list-style-type: none"> Teacher gives a stimulus by giving them such a situation that describe about asking and giving opinion Teacher ask students some questions 	Apperception <ul style="list-style-type: none"> Students watch the video attentively Students answer the question given 	
	Motivation <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material Teacher motivates students' curiosity to learn about the material 	Motivation <ul style="list-style-type: none"> Students receive motivation to prepare themselves for the present learning activity 	
	Reference <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	Reference <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	Observing <ul style="list-style-type: none"> Teacher shows a video and ask 	Observing <ul style="list-style-type: none"> Students read about 	5 Minutes

	students to watch the video attentively	asking and giving suggestion	
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students what the video is about Teacher asks the students' opinion about the video Teacher leads students to ask questions related to asking and giving opinion 	<p>Questioning</p> <ul style="list-style-type: none"> Students answer the question Students tell their opinion about the video Students ask some questions 	10 Minutes
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to identify the expression of asking and giving opinion in a dialogue given 	<p>Exploring</p> <ul style="list-style-type: none"> Students finish the task Students and teacher discuss the findings 	20 Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher leads the students to work in pair Teacher asks the students to make a dialogue by using the expression of asking and giving opinion 	<p>Associating</p> <ul style="list-style-type: none"> Students with their pair make a dialogue by using the expression of asking and giving opinion 	20 Minutes
	<p>Communicating</p> <ul style="list-style-type: none"> Teacher asks the representative of some pairs to presents the work 	<p>Communicating</p> <ul style="list-style-type: none"> Students present their work 	15 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by giving them a quiz individually 	<ul style="list-style-type: none"> Students deliver their questions Students do their quiz Students and teacher conclude the lesson 	

	<ul style="list-style-type: none"> Teacher and students conclude the lesson together Teacher gives homework Teacher closes the lesson by conducting pray 	<p>together</p> <ul style="list-style-type: none"> Students take a note of the homework Students and teacher end the class by conducting pray 	
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4. Forth Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking attendance Teacher directs students' attention into the recent topic of subject 	Orientation <ul style="list-style-type: none"> Students say greeting and pray Students concentrate to the topic of the subject 	10 Minutes
	Apperception <ul style="list-style-type: none"> Teacher and students discuss the homework given in the previous meeting Teacher ask students some questions 	Apperception <ul style="list-style-type: none"> Students and teacher discuss the homework given in the previous meeting Students answer the question given 	
	Motivation <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material Teacher motivates students' curiosity to learn about the material 	Motivation <ul style="list-style-type: none"> Students receive motivation to prepare themselves for the present learning activity 	
	Reference <ul style="list-style-type: none"> Teacher highlights the material 	Reference <ul style="list-style-type: none"> Students are listening 	

	<p>in the general description.</p> <ul style="list-style-type: none"> Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	and free taking notes	
2	Whilst Activities		
	<p>Observing</p> <ul style="list-style-type: none"> Teacher hands students a printed paper consists a variety of different expression to guess Teacher ask students to identify & differentiate the expression of asking and giving opinion (in formal or informal) 	<p>Observing</p> <ul style="list-style-type: none"> Students read the printed paper Students identify & differentiate the expressions 	5 Minutes
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students about the differentiation of the expressions Teacher asks the students in which situation and place are those expressions can be used Teacher leads students to ask questions related to the expression of asking and giving opinion in formal and informal way 	<p>Questioning</p> <ul style="list-style-type: none"> Students answer the questions Students ask some questions 	10 Minutes
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to work in group consists of 4 students Teacher asks the representative of each group to take one paper (consists a picture of different 	<p>Exploring</p> <ul style="list-style-type: none"> Students find their group Students take the paper 	20 Minutes

	place) in front of class		
	Associating <ul style="list-style-type: none"> Teacher asks the students to make a dialogue (and act it out) of asking and giving opinion based on the place they have chosen (formal or informal) 	Associating <ul style="list-style-type: none"> Students with their group make a dialogue of asking and giving opinion based on the chosen places 	20 Minutes
	Communicating <ul style="list-style-type: none"> Teacher asks the representative of some groups to presents the work 	Communicating <ul style="list-style-type: none"> Students present their work 	15 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by asking some question related of the topic Teacher and students conclude the lesson together Teacher gives homework Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students answer the questions Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

5. Fifth Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking 	Orientation <ul style="list-style-type: none"> Students say greeting and pray 	10 Minutes

	attendance <ul style="list-style-type: none"> Teacher directs students' attention into the recent topic of subject 	<ul style="list-style-type: none"> Students concentrate to the topic of the subject 	
	Apperception <ul style="list-style-type: none"> Teacher and students discuss the homework given in the previous meeting Teacher ask students some questions 	Apperception <ul style="list-style-type: none"> Students and teacher discuss the homework given in the previous meeting Students answer the question given 	
	Motivation <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material Teacher motivates students' curiosity to learn about the material 	Motivation <ul style="list-style-type: none"> Students receive motivation to prepare themselves for the present learning activity 	
	Reference <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	Reference <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	Observing <ul style="list-style-type: none"> Teacher play a video of debating competition Teacher ask students to watch the video attentively 	Observing <ul style="list-style-type: none"> Students watch the video attentively 	5 Minutes
	Questioning <ul style="list-style-type: none"> Teacher asks some questions to 	Questioning <ul style="list-style-type: none"> Students answer the 	10 Minutes

	<p>the students about the video</p> <ul style="list-style-type: none"> Teacher asks the students what the debate is about Teacher leads students to ask questions related to the debate <p>(teacher explains the mechanism of debate)</p>	<p>questions</p> <ul style="list-style-type: none"> Students ask some questions 	
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to work in group consists of 4-5 students Teacher gives some topics (motion) and asks the students to discuss with their group what do they think about the motion (whether they are agree or disagree and provide some arguments) Teacher leads the students to share their thoughts and ideas with their friend 	<p>Exploring</p> <ul style="list-style-type: none"> Students find their group Students discuss the topic by sharing their thought and ideas 	20 Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher asks the students to practice a debate Teacher re-explain about the mechanism of the debate and assigns the students to separate themselves into the first, second and third speaker. Teacher randomly hands the students a paper (whether they get an affirmative or negative group) Teacher informs the students about the motion they are going to debate (shows it in a slide) 	<p>Associating</p> <ul style="list-style-type: none"> Students ask some information they do not understand related to the debate mechanism Students decide who will become the first, second and third speaker of their group. Students prepare and discuss the motion with their group 	20 Minutes

	Communicating <ul style="list-style-type: none"> Teacher asks the representative of some groups to present the debate 	Communicating <ul style="list-style-type: none"> Students present the debate 	15 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by asking some question related to the debate Teacher and students conclude the lesson together Teacher asks students to prepare themselves for the next debate Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students answer the questions Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

6. Sixth Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking attendance Teacher directs students' attention into the recent topic of subject 	Orientation <ul style="list-style-type: none"> Students say greeting and pray Students concentrate to the topic of the subject 	10 Minutes
	Apperception <ul style="list-style-type: none"> Teacher reviews the debate that the students have done in the previous meeting 	Apperception <ul style="list-style-type: none"> Students answer the questions 	

	<ul style="list-style-type: none"> Teacher asks some question related to the debate 		
	Motivation <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material Teacher motivates students' curiosity to learn about the material 	Motivation <ul style="list-style-type: none"> Students receive motivation to prepare themselves for the present learning activity 	
	Reference <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	Reference <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	Observing <ul style="list-style-type: none"> Teacher informs the motion of the debate 	Observing <ul style="list-style-type: none"> Students watch the video attentively 	5 Minutes
	Questioning <ul style="list-style-type: none"> Teacher asks students whether they are agree or disagree with the motion Teacher asks the students what expression they could use when they are agree or disagree about the motion Teacher asks the students about the expression of asking and giving opinion in 	Questioning <ul style="list-style-type: none"> Students tell their opinions about the motion Students answers the questions Students ask some questions 	10 Minutes

	<p>formal way</p> <ul style="list-style-type: none"> Teacher leads students to ask questions related to the previous discussion 		
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher asks the students to do the debate Teacher assigns the students to work in group consists of 3 students Teacher assigns the students to separate themselves into the first, second and third speaker. Teacher shows the motion in the slide and asks the students to discuss with their group what do they think about the motion (whether they are agree or disagree and provide some arguments) 	<p>Exploring</p> <ul style="list-style-type: none"> Students find their group Students decide who will become the first, second and third speaker of their group. Students discuss the motion 	20 Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher leads the students to share their thoughts and ideas with their friend in a group Teacher facilitates the students in preparing their material for the debate 	<p>Associating</p> <ul style="list-style-type: none"> Students share their thought and ideas with their group Students ask some information they do not understand related to the motion, the expression and the vocabulary Students prepare and discuss the motion with their group 	20 Minutes
	<p>Communicating</p>	<p>Communicating</p>	15 Minutes

	<ul style="list-style-type: none"> Teacher asks the representative of some groups to present the debate 	<ul style="list-style-type: none"> Students present the debate 	
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by asking some question related to the debate Teacher and students conclude the lesson together Teacher asks students to read about the next chapter at home Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students answer the questions Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

PENILAIAN

Metode dan Bentuk Instrumen

A. Penilaian Kognitif Pedoman penilaian

Skor	Kriteria
15	Menjawab Benar
0	Menjawab Salah

Penilaian:

Skor maksimal ideal (SMI) = 100

$Nilai = (Skor\ Siswa : SMI) \times 100\%$

B. Aspek Penilaian Sikap

Lembar Observasi

No	Nama Siswa	Pengamatan				Skor	Nilai	Predikat
		Disiplin	Percaya	Tanggung	Kerjasama			
			Diri	Jawab	a			
		(1-4)	(1-4)	(1-4)	(1-4)			
1								
2								
3								
Dst								

Keterangan nilai:

Apabila tidak pernah menunjukkannya.

Apabila cukup sering menunjukkannya.

Apabila sering menunjukkannya.

Apabila sangat sering menunjukkannya.

$$Nilai = \frac{JumlahSkor}{16} \times 100$$

C. Aspek Penilaian Berbicara

		Indikator	Jumlah Skor	Nilai	Predikat
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No	Nama Siswa	Isi (Content)	Struktur bahasa (Accuracy)	Pengucapan (Pronunciation)	Kelancaran (Fluency)	Kosakata (Vocabulary)			
		(1-5)	(1-5)	(1-5)	(1-5)	(1-5)			
1.									
2.									
3.									
D st									

Kriteria Penilaian

No	Assessment Aspect	Score	Description
1	Content	5	The content contains accurate and relevant information
		4	The content contains accurate and relevant information with possible very few minor errors or extraneous material
		3	The content contains partial relevant information, few irrelevant information
		2	The content contains very low relevant information
		1	Contains relevant information
2	Accuracy	5	Few noticeable errors of grammar and word orders
		4	Occasionally errors in grammar and word orders errors do not obscure meaning
		3	Frequent errors in grammar and word orders

			obscure meaning
		2	Errors in grammar and word orders make speech difficult to be understood
		1	Many errors in grammar and words order in making the speech unintelligible
3	Pronunciation	5	Pronunciation is fluent and effortless nearly like a native speaker
		4	Always intelligible, occasional inappropriate intonation
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
		2	Frequent of pronunciation problems make speech difficult to be understood
		1	Many pronunciation mistakes make speech unintelligible
4	Fluency	5	Speech is fluent and effortless nearly like a native speaker
		4	Speech in everyday communication is fluent with occasional lapses
		3	Speech in everyday communication is frequently disrupted
		2	Speech is usually hesitant, often forced into silence by language problem
		1	Speech is halting and fragmentary as to make sentence virtually
5	Vocabulary	5	Use of vocabulary is nearly native speaker
		4	Occasionally uses inappropriate terms or should rephrase ideas because of inadequate vocabulary
		3	Frequently uses the inappropriate words, conversation somewhat limited because of inadequate vocabulary
		2	Many details are irrelevant, few or no transition, most of the sentences are simple sentences with a limited vocabulary

		1	Vocabulary uses inadequate for even the simplest conversation
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$$\text{Nilai} = \frac{\text{JumlahSkorPerolehan}}{25} \times 100$$



Appendix 7. Lesson Plan for Control Group

LESSON PLAN (For Control Group)

School	: SMA Saraswati Seririt
Subject	: English
Grade/Semester	: XI/Ganjil
Material	: Asking and Giving Suggestion & Asking and Giving Opinion
Time Allotment	: 12 X 45 Minutes (6 Meetings)

H. CORE COMPETENCE

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

I. BASIC COMPETENCE AND INDICATOR

Basic Competence	Indicator
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	<p>3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memberi saran dan tawaran</p> <p>3.1.2 Membedakan ungkapan memberi saran dan tawaran yang terdapat pada teks yang diberikan</p>
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan dan menanyakan pendapat dan pikiran, sesuai dengan konteks penggunaannya	<p>3.2.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan dan menanyakan pendapat dan pikiran</p> <p>3.2.2 Membedakan ungkapan menyatakan dan menanyakan pendapat dan pikiran secara formal dan informal</p>
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>4.1.1 Membuat percakapan yang menunjukkan ungkapan memberi saran dan tawaran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.1.2 Mempresentasikan percakapan yang menunjukkan ungkapan memberi saran dan tawaran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan dan menanyakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	<p>4.2.1 Membuat percakapan yang menunjukkan ungkapan menyatakan dan menanyakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p> <p>4.2.2 Mempresentasikan percakapan</p>

	yang menunjukkan ungkapan menyatakan dan menanyakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur
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J. LEARNING OBJECTIVES

Asking and Giving Suggestion	Asking and Giving Opinion
<ul style="list-style-type: none"> Students are able to identify the expression of asking and giving suggestion 	<ul style="list-style-type: none"> Students are able to identify the expression of asking and giving opinion
<ul style="list-style-type: none"> Students are able to differentiate the expression of asking and giving suggestion in the text given 	<ul style="list-style-type: none"> Students are able to differentiate the expression of asking and giving opinion in formal and informal way
<ul style="list-style-type: none"> Students are able to make a dialogue of asking and giving suggestion 	<ul style="list-style-type: none"> Students are able to make a dialogue of asking and giving opinion
<ul style="list-style-type: none"> Students are able to practice a dialogue of asking and giving suggestion 	<ul style="list-style-type: none"> Students are able to practice a dialogue of asking and giving opinion

K. LEARNING MATERIAL

1. Asking Suggestion

- What should I do?
- Do you have any ideas?
- Do you have any suggestions for me?
- Can you tell me what I should do?
- Do you have any advice for me?
- Will you give me some suggestion, please?

- Any idea? (ada ide?)
- Can you give me some advice about...?
- What do you recommend.....?
- Please tell me what should I do?

2. Giving Suggestion

- You should...
- You need/ought to...
- You had better...
- You ought to...
- I think you should....
- I advise you to...
- I suggest you to...
- I suggest that you....
- I recommend you to...
- Maybe you should....

Agreeing (Ungkapan setuju dengan saran diberikan)

- I agree with you.
- I think you're right.
- I think so.
- That's a good idea.
- That's right.
- Thanks. I'll ttr your advice.
- That sounds great.

Disagreeing

- No, I don't think so.
- I disagree with you.
- That's not a good idea.
- I understand your point, but I think....

Short dialogue about Asking and Giving Suggestion

Dialogue 1

Mr. Daruken: Hi Leppo...?

Mr. Leppo: Hi Daruken...

Mr. Daruken: Why you look sad?

Mr. Leppo: I am confused?

Mr. Daruken: Why confused? Do you have a problem?

Mr. Leppo: I haven't been able to pay the school administration. **Do you have any advice to me?**

Mr. Daruken: **I think, you should ask dispensation to the school**

Mr. Leppo: it's good idea. Thanks Daruken...

Mr. Daruken: you're welcome

Asking Opinion :

Formal :

- Have you got any comments on
- Do you have any idea?
- Do you have any opinion on
- Would you give me your opinion on.....?
- What is your reaction to
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?
- How do you feel about this diction?

Giving Opinion :

Giving opinion Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I don't think much of it.
- I think that.....

- Well, personally - If I had my view, I would	- In my opinion, I would rather..... - In my case - What I'm more concerned with - What I have in my mind is..... - The way I see is that..... - No everyone will agree with me, but - To my mind - From my point of view - If you asks me, I feel - Absolutely
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AGREEING AND DISAGREEING FOR AN OPINION

Agreeing	Disagreeing
Yes, I agree with John.	I'm sorry, but I can't agree with John.
Yes, I think that's a good point.	I think you may have missed the point there ...
I'll go along with that.	Sorry, I can't go along with that.

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Note :

- ❖ Informal Expressions are used in a situation where you are talking between friends or close friends.
- ❖ The expressions usually respond to something that you discuss in an formal and informal situation.
- ❖ Formal Expressions are used in a situation where you are talking in a formal situation, such as in the office or school between the teacher and students

Dialog Examples:

Mr. Zoe : **What do you think of my new house?**
 Shane : **It is beautiful. I think.** Oh you have many novels in your new house.
 Mr. Zoe : Yeah, some. I like Andrea Hirata's novels.
 Shane : **How do you feel about Andrea Hirata's novels ?**
 Mr. Zoe : **I feel they are great novels.**
 Shane : Yes, you are right. I think it is going to rain.
 Mr. Zoe : I don't think so. Look outside at the sky! It's so clear. No clouds there.
 Shane : But I watched the weather forecast yesterday. It said that today is going to rain. OK Mr. Zoe see you.

L. LEARNING METHOD AND TECHNIQUE

Method : Communicative Language Teaching

Technique : Pair work, Discussion and Debate Technique

M. MEDIA, EQUIPMENT AND SOURCES

4. Media : Image, Printed Text, slide show

5. Equipment : Board marker and whiteboard

6. Sources :
<https://englishclas.com/penjelasan-dan-contoh-asking-and-giving-suggestion-beserta-terjemahnya/>
<https://englishclas.com/pengertian-dan-contoh-terbaru-conversation-asking-and-giving-opinion/>

N. LEARNING ACTIVITY

1. First Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none">Teacher starts the class by greeting, praying and checking attendanceTeacher directs students' attention into the recent topic of subject	Orientation <ul style="list-style-type: none">Students say greeting and prayStudents concentrate to the topic of the subject	10 Minutes
	Apperception <ul style="list-style-type: none">Teacher shows some pictures and ask some questions related to the picture	Apperception <ul style="list-style-type: none">Students answer the question given	
	Motivation <ul style="list-style-type: none">Teacher justifies the benefits of learning the materialTeacher motivates students' curiosity to learn about the	Motivation <ul style="list-style-type: none">Students receive motivation to prepare themselves for the present learning	

	material	activity	
	<p>Reference</p> <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	<p>Reference</p> <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	<p>Observing</p> <ul style="list-style-type: none"> Teacher asks the students to read about asking and giving suggestion in their book Teacher asks students to identify the structure of asking and giving suggestion 	<p>Observing</p> <ul style="list-style-type: none"> Students read about asking and giving suggestion Students identify the structure of asking and giving suggestion 	5 Minutes
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher leads students to ask questions related to asking and giving suggestion 	<p>Questioning</p> <ul style="list-style-type: none"> Students ask some questions 	10 Minutes
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to find the expression of asking and giving suggestion in a dialogue Teacher and students discuss the findings 	<p>Exploring</p> <ul style="list-style-type: none"> Students finish the task Students and teacher discuss the findings 	20 Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher leads the students to make a group consists of 4 students Teacher asks the students to make a dialogue by using the expression of asking and giving 	<p>Associating</p> <ul style="list-style-type: none"> Students with their group make a dialogue by using the expression of asking and giving suggestion 	20 Minutes

	suggestion		
	Communicating <ul style="list-style-type: none"> Teacher asks the representative of some groups to presents the work 	Communicating <ul style="list-style-type: none"> Students present their work 	15 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by giving them a quiz Teacher and students conclude the lesson together Teacher gives homework Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students do their quiz Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

2. Second Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking attendance Teacher directs students' attention into the recent topic of subject 	Orientation <ul style="list-style-type: none"> Students say greeting and pray Students concentrate to the topic of the subject 	10 Minutes
	Apperception	Apperception	

	<ul style="list-style-type: none"> Teacher asks students to read a dialogue (of the homework given in the previous meeting) on their book and ask the students to answer the questions 	<ul style="list-style-type: none"> Students answer the question given 	
	<p>Motivation</p> <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material Teacher motivates students' curiosity to learn about the material 	<p>Motivation</p> <ul style="list-style-type: none"> Students receive motivation to prepare themselves for the present learning activity 	
	<p>Reference</p> <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	<p>Reference</p> <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	<p>Observing</p> <ul style="list-style-type: none"> Teacher asks the students to read about the use of Modal “should” and “can” related to the expression of asking and giving suggestion 	<p>Observing</p> <ul style="list-style-type: none"> Students read about the use of Modal “should” and “can” related to the expression of asking and giving suggestion 	5 Minutes
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher leads students to ask questions related to the use of Modal “should” and “can” related to the expression of asking and giving suggestion 	<p>Questioning</p> <ul style="list-style-type: none"> Students ask some questions 	10 Minutes

	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to work in pair and discuss some possible suggestions by using Modal “should” and “can” Teacher and students discuss the findings 	<p>Exploring</p> <ul style="list-style-type: none"> Students with their pair finish the task Students and teacher discuss the findings 	20 Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher leads the students to make a group consists of 4 students Teacher asks the students to make a dialogue by using modal “should” and “can” 	<p>Associating</p> <ul style="list-style-type: none"> Students with their group make a dialogue 	20 Minutes
	<p>Communicating</p> <ul style="list-style-type: none"> Teacher asks the representative of some groups to presents the work 	<p>Communicating</p> <ul style="list-style-type: none"> Students present their work 	15 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students’ understanding by giving them some questions Teacher and students conclude the lesson together Teacher ask students to read the next chapter on their book at home Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students answer the questions Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

3. Third Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none">Teacher starts the class by greeting, praying and checking attendanceTeacher directs students' attention into the recent topic of subject	Orientation <ul style="list-style-type: none">Students say greeting and prayStudents concentrate to the topic of the subject	10 Minutes
	Apperception <ul style="list-style-type: none">Teacher asks students to read chapter 2 (about asking and giving opinion)Teacher asks students some questions	Apperception <ul style="list-style-type: none">Students read their bookStudents answer the question given	
	Motivation <ul style="list-style-type: none">Teacher justifies the benefits of learning the materialTeacher motivates students' curiosity to learn about the material	Motivation <ul style="list-style-type: none">Students receive motivation to prepare themselves for the present learning activity	
	Reference <ul style="list-style-type: none">Teacher highlights the material in the general description.Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities	Reference <ul style="list-style-type: none">Students are listening and free taking notes	
2	Whilst Activities		
	Observing <ul style="list-style-type: none">Teacher asks the students to read about the structure &	Observing <ul style="list-style-type: none">Students read the structure & language	5 Minutes

	language features of asking and giving opinion on their book	features of asking and giving opinion	
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students some question related to the structure & language features of asking and giving opinion Teacher leads students to ask questions related to asking and giving opinion 	<p>Questioning</p> <ul style="list-style-type: none"> Students answer the questions Students ask some questions 	10 Minutes
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to identify the expression of asking and giving opinion in a form of dialogue on page 25 in their book 	<p>Exploring</p> <ul style="list-style-type: none"> Students identify the expression of asking and giving opinion in a form of dialogue on page 25 in their book Students and teacher discuss the findings 	20 Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher leads the students to work in pair Teacher asks the students to make a dialogue by using the expression of asking and giving opinion 	<p>Associating</p> <ul style="list-style-type: none"> Students with their pair make a dialogue by using the expression of asking and giving opinion 	20 Minutes
	<p>Communicating</p> <ul style="list-style-type: none"> Teacher asks the representative of some pairs to presents the work 	<p>Communicating</p> <ul style="list-style-type: none"> Students present their work 	15 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by giving them a quiz individually 	<ul style="list-style-type: none"> Students deliver their questions Students do their quiz Students and teacher conclude the lesson 	

	<ul style="list-style-type: none"> Teacher and students conclude the lesson together Teacher gives homework Teacher closes the lesson by conducting pray 	<p>together</p> <ul style="list-style-type: none"> Students take a note of the homework Students and teacher end the class by conducting pray 	
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4. Forth Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking attendance Teacher directs students' attention into the recent topic of subject 	Orientation <ul style="list-style-type: none"> Students say greeting and pray Students concentrate to the topic of the subject 	10 Minutes
	Apperception <ul style="list-style-type: none"> Teacher and students discuss the homework given in the previous meeting Teacher ask students some questions 	Apperception <ul style="list-style-type: none"> Students and teacher discuss the homework given in the previous meeting Students answer the question given 	
	Motivation <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material Teacher motivates students' curiosity to learn about the material 	Motivation <ul style="list-style-type: none"> Students receive motivation to prepare themselves for the present learning activity 	
	Reference <ul style="list-style-type: none"> Teacher highlights the material in the general description. 	Reference <ul style="list-style-type: none"> Students are listening and free taking notes 	

	<ul style="list-style-type: none"> Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 		
2	Whilst Activities		
	<p>Observing</p> <ul style="list-style-type: none"> Teacher hands students a printed paper consists a variety of different expression to guess Teacher ask students to identify & differentiate the expression of asking and giving opinion (in formal and informal) 	<p>Observing</p> <ul style="list-style-type: none"> Students read the printed paper Students identify & differentiate the expressions 	5 Minutes
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students about the differentiation of the expressions Teacher asks the students in which situation and place are those expressions can be used Teacher leads students to ask questions related to the expression of asking and giving opinion in formal and informal way 	<p>Questioning</p> <ul style="list-style-type: none"> Students answer the questions Students ask some questions 	10 Minutes
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to work in pair 	<p>Exploring</p> <ul style="list-style-type: none"> Students find their group 	20 Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher asks the students to match the expressions with the responses of asking and giving opinion dialogue with their pair 	<p>Associating</p> <ul style="list-style-type: none"> Students with their pair do the task 	20 Minutes
	<p>Communicating</p> <ul style="list-style-type: none"> Teacher asks the representative of some groups to presents the 	<p>Communicating</p> <ul style="list-style-type: none"> Students present their 	15 Minutes

	work	work	
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by asking some question related of the topic Teacher and students conclude the lesson together Teacher gives homework Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students answer the questions Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

5. Fifth Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	Orientation <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking attendance Teacher directs students' attention into the recent topic of subject 	Orientation <ul style="list-style-type: none"> Students say greeting and pray Students concentrate to the topic of the subject 	10 Minutes
	Apperception <ul style="list-style-type: none"> Teacher and students discuss the homework given in the previous meeting Teacher asks some questions 	Apperception <ul style="list-style-type: none"> Students and teacher discuss the homework Students answer the questions 	
	Motivation <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material 	Motivation <ul style="list-style-type: none"> Students receive motivation to prepare 	

	<ul style="list-style-type: none"> Teacher motivates students' curiosity to learn about the material 	<p>themselves for the present learning activity</p>	
	<p>Reference</p> <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	<p>Reference</p> <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	<p>Observing</p> <ul style="list-style-type: none"> Teacher shows students some pictures of public facilities and environment Teacher asks students to identify the pictures 	<p>Observing</p> <ul style="list-style-type: none"> Students identify the pictures 	5 Minutes
	<p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students' opinion related to the pictures Teacher asks the students what expression they could use when they are agree or disagree about others opinion Teacher leads students to ask questions related to the previous discussion 	<p>Questioning</p> <ul style="list-style-type: none"> Students tell their opinions about the pictures Students answers the questions Students ask some questions 	10 Minutes
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to work in group consists of 4-5 students Teacher shows the students 4 different pictures and each 	<p>Exploring</p> <ul style="list-style-type: none"> Students find their group Students take the pictures Students discuss their 	20 Minutes

	<p>group get 1 picture (group 1 get picture number 1, etc)</p> <ul style="list-style-type: none"> Teachers asks each group to discuss their opinion toward the pictures given 	<p>opinions with their group</p>	
	<p>Associating</p> <ul style="list-style-type: none"> Teacher leads the students to share their thoughts and ideas with their friend in a group 	<p>Associating</p> <ul style="list-style-type: none"> Students share their thought and ideas with their group 	15 Minutes
	<p>Communicating</p> <ul style="list-style-type: none"> Teacher asks the representative of some groups to present their work 	<p>Communicating</p> <ul style="list-style-type: none"> Students present their work 	20 Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by asking some question related to the debate Teacher and students conclude the lesson together Teacher asks students to read about the next chapter at home Teacher closes the lesson by conducting pray 	<ul style="list-style-type: none"> Students deliver their questions Students answer the questions Students and teacher conclude the lesson together Students take a note of the homework Students and teacher end the class by conducting pray 	

6. Sixth Meeting

No	Teacher's Activity	Students' Activity	Time Allotment
1	Pre-Activity		
	<p>Orientation</p> <ul style="list-style-type: none"> Teacher starts the class by greeting, praying and checking 	<p>Orientation</p> <ul style="list-style-type: none"> Students say greeting 	10 Minutes

	attendance <ul style="list-style-type: none"> Teacher directs students' attention into the recent topic of subject 	and pray <ul style="list-style-type: none"> Students concentrate to the topic of the subject 	
	Apperception <ul style="list-style-type: none"> Teacher and students discuss the homework given in the previous meeting Teacher asks students some questions 	Apperception <ul style="list-style-type: none"> Students and teacher discuss the homework given in the previous meeting Students answer the question given 	
	Motivation <ul style="list-style-type: none"> Teacher justifies the benefits of learning the material Teacher motivates students' curiosity to learn about the material 	Motivation <ul style="list-style-type: none"> Students receive motivation to prepare themselves for the present learning activity 	
	Reference <ul style="list-style-type: none"> Teacher highlights the material in the general description. Teacher explains about the basic competence and the purpose of the subject as well the mechanism of learning activities 	Reference <ul style="list-style-type: none"> Students are listening and free taking notes 	
2	Whilst Activities		
	Observing <ul style="list-style-type: none"> Teacher shows a picture to the students Teacher asks students to identify what the picture is about 	Observing <ul style="list-style-type: none"> Students identify the picture 	5 Minutes
	Questioning <ul style="list-style-type: none"> Teacher asks some questions 	Questioning <ul style="list-style-type: none"> Students answer the 	10 Minutes

	<p>related to the picture</p> <ul style="list-style-type: none"> Teacher asks the students' opinion related to the picture 	<p>questions</p>	
	<p>Exploring</p> <ul style="list-style-type: none"> Teacher assigns the students to work individually 	<p>Exploring</p> <ul style="list-style-type: none"> Students prepare themselves 	10Minutes
	<p>Associating</p> <ul style="list-style-type: none"> Teacher gives another picture with a situation and asks the students to think about their opinions toward the picture shown (whether they are agree or disagree and provide some arguments by using the expression of giving opinions explained in the previous meeting) 	<p>Associating</p> <ul style="list-style-type: none"> Students think about the opinions toward the picture and situation given 	25 Minutes
	<p>Communicating</p> <ul style="list-style-type: none"> Teacher asks the students individually to present their opinions in front of the class 	<p>Communicating</p> <ul style="list-style-type: none"> Students present their work The other students pay attention to the presenting students 	20Minutes
3	Post-Activities		10 Minutes
	<ul style="list-style-type: none"> Teacher allows students to ask things that they do not understand Teacher checks students' understanding by asking some questions Teacher and students conclude the lesson together Teacher gives homework Teacher closes the lesson by 	<ul style="list-style-type: none"> Students deliver their questions Students answer the questions Students and teacher conclude the lesson together Students take a note of the homework Students and teacher 	

	conducting pray	end the class by conducting pray	
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PENILAIAN

Metode dan Bentuk Instrumen

D. Penilaian Kognitif Pedoman penilaian

Skor	Kriteria
15	Menjawab Benar
0	Menjawab Salah

Penilaian:

Skor maksimal ideal (SMI) = 100

$Nilai = (Skor\ Siswa : SMI) \times 100\%$

E. Aspek Penilaian Sikap

Lembar Observasi

No	Nama Siswa	Pengamatan				Skor	Nilai	Predikat
		Disiplin	Percaya	Tanggung	Kerjasam			
			Diri	Jawab	a			
		(1-4)	(1-4)	(1-4)	(1-4)			
1								
2								
3								

Kriteria Penilaian

No	Assessment Aspect	Score	Description
1	Content	5	The content contains accurate and relevant information
		4	The content contains accurate and relevant information with possible very few minor errors or extraneous material
		3	The content contains partial relevant information, few irrelevant information
		2	The content contains very low relevant information
		1	Contains relevant information
2	Accuracy	5	Few noticeable errors of grammar and word orders
		4	Occasionally errors in grammar and word orders errors do not obscure meaning
		3	Frequent errors in grammar and word orders obscure meaning
		2	Errors in grammar and word orders make speech difficult to be understood
		1	Many errors in grammar and words order in making the speech unintelligible
3	Pronunciation	5	Pronunciation is fluent and effortless nearly like a native speaker
		4	Always intelligible, occasional inappropriate intonation
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
		2	Frequent of pronunciation problems make speech difficult to be understood

		1	Many pronunciation mistakes make speech unintelligible
4	Fluency	5	Speech is fluent and effortless nearly like a native speaker
		4	Speech in everyday communication is fluent with occasional lapses
		3	Speech in everyday communication is frequently disrupted
		2	Speech is usually hesitant, often forced into silence by language problem
		1	Speech is halting and fragmentary as to make sentence virtually
5	Vocabulary	5	Use of vocabulary is nearly native speaker
		4	Occasionally uses inappropriate terms or should rephrase ideas because of inadequate vocabulary
		3	Frequently uses the inappropriate words, conversation somewhat limited because of inadequate vocabulary
		2	Many details are irrelevant, few or no transition, most of the sentences are simple sentences with a limited vocabulary
		1	Vocabulary uses inadequate for even the simplest conversation

$$\text{Nilai} = \frac{\text{Jumlah Skor Perolehan}}{25} \times 100$$

Appendix 8. Students' Score before Treatment

NO	Name of Students	IPS 2	IPS 4
1	Students 1	60	85
2	Students 2	70	75
3	Students 3	80	80
4	Students 4	95	80
5	Students 5	85	70
6	Students 6	65	65
7	Students 7	80	85
8	Students 8	75	80
9	Students 9	70	75
10	Students 10	80	80
11	Students 11	75	85
12	Students 12	75	70
13	Students 13	75	75
14	Students 14	70	65
15	Students 15	85	80
16	Students 16	75	95
17	Students 17	60	70
18	Students 18	65	75

19	Students 19	80	95
20	Students 20	80	65
21	Students 21	80	75
22	Students 22	90	70
23	Students 23	80	65
24	Students 24	95	90
25	Students 25	75	75
26	Students 26	65	70
27	Students 27	70	80
28	Students 28	85	85
29	Students 29	75	70
30	Students 30	95	75
31	Students 31	75	75
32	Students 32	90	80
33	Students 33	75	85
34	Students 34	65	76
35	Students 35		60
36	Students 36		60

Appendix 9. Content Validity

Content Validity of Speaking Test

A. Cross Tabulation Table

	JUDGE 1		
		Irrelevant	Relevant
	Irrelevant	A (0)	C (0)
	Relevant	B (0)	D (20)

B. Calculation

$$\begin{aligned} \text{content validity} &= \frac{D}{(A + B + C + D)} \\ &= \frac{20}{20} \\ &= 1 \end{aligned}$$

In which:

A : Disagreement between the two judges

B&C : Different agreement between the two judges

D : Agreement between the two judges

Appendix 10. Reliability of the Instruments

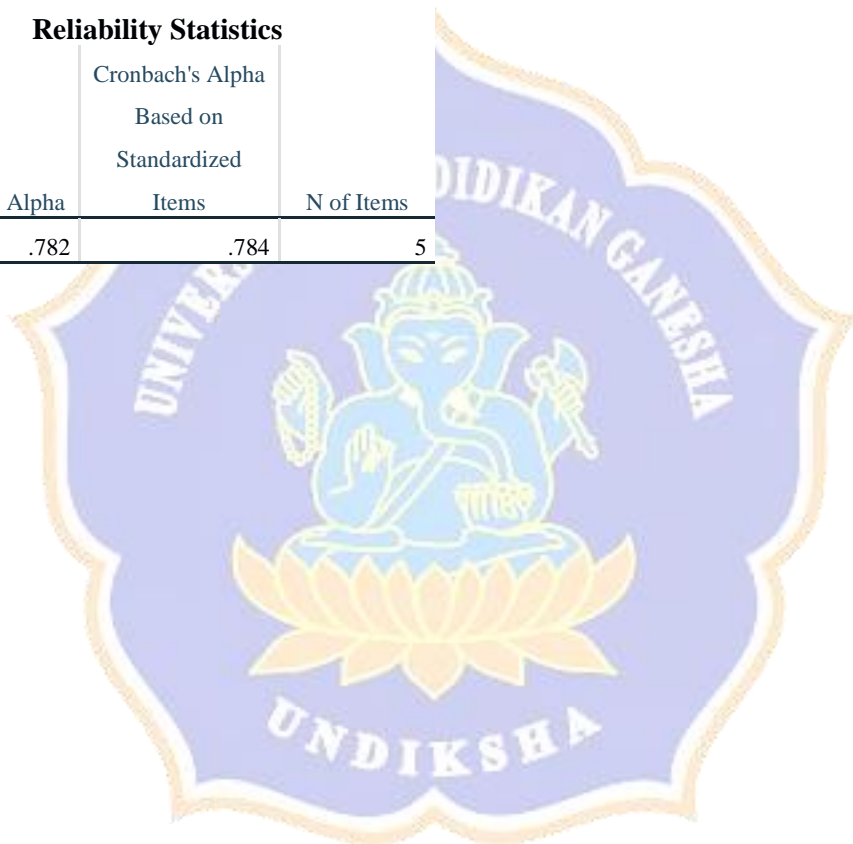
Result of Inter-Rater Reliability

No	Name of Students	Content	Accuracy	Pronunciation	Fluency	Vocabulary
1	Students 1	4.00	4.00	4.00	3.00	3.00
2	Students 2	5.00	5.00	5.00	5.00	5.00
3	Students 3	5.00	5.00	5.00	5.00	5.00
4	Students 4	5.00	4.00	5.00	5.00	3.00
5	Students 5	4.00	5.00	5.00	4.00	4.00
6	Students 6	5.00	5.00	4.00	4.00	4.00
7	Students 7	5.00	5.00	5.00	5.00	5.00
8	Students 8	5.00	5.00	5.00	5.00	4.00
9	Students 9	5.00	5.00	5.00	4.00	5.00
10	Students 10	4.00	5.00	4.00	4.00	4.00
11	Students 11	4.00	5.00	4.00	4.00	4.00
12	Students 12	5.00	5.00	5.00	5.00	5.00
13	Students 13	5.00	5.00	5.00	3.00	4.00
14	Students 14	5.00	5.00	5.00	5.00	4.00
15	Students 15	4.00	4.00	3.00	3.00	4.00
16	Students 16	5.00	5.00	5.00	5.00	5.00
17	Students 17	5.00	5.00	5.00	5.00	4.00
18	Students 18	5.00	5.00	5.00	5.00	4.00
19	Students 19	5.00	5.00	5.00	5.00	4.00
20	Students 20	5.00	5.00	5.00	5.00	5.00
21	Students 21	4.00	4.00	5.00	4.00	4.00
22	Students 22	5.00	5.00	5.00	5.00	5.00
23	Students 23	4.00	5.00	5.00	5.00	4.00
24	Students 24	5.00	5.00	5.00	4.00	4.00
25	Students 25	5.00	5.00	5.00	4.00	4.00
26	Students 26	5.00	5.00	5.00	5.00	5.00
27	Students 27	5.00	5.00	5.00	5.00	5.00

28	Students 28	5.00	5.00	4.00	5.00	4.00
29	Students 29	4.00	4.00	3.00	4.00	4.00
30	Students 30	5.00	5.00	5.00	5.00	5.00
31	Students 31	5.00	3.00	5.00	4.00	4.00
32	Students 32	5.00	5.00	5.00	4.00	4.00
33	Students 33	4.00	5.00	5.00	5.00	5.00
34	Students 34	4.00	4.00	4.00	3.00	3.00

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.784	5



Appendix 11. Students' Speaking Score in Post Test

No	Name of Students	Experimental	Control
1	Students 1	87.0	70.0
2	Students 2	80.0	70.0
3	Students 3	74.0	70.0
4	Students 4	82.0	74.0
5	Students 5	82.0	75.0
6	Students 6	84.0	80.0
7	Students 7	74.0	74.0
8	Students 8	76.0	74.0
9	Students 9	78.0	80.0
10	Students 10	74.0	74.0
11	Students 11	74.0	76.0
12	Students 12	80.0	78.0
13	Students 13	80.0	80.0
14	Students 14	85.0	80.0
15	Students 15	85.0	76.0
16	Students 16	80.0	72.0
17	Students 17	80.0	76.0
18	Students 18	82.0	80.0
19	Students 19	78.0	76.0
20	Students 20	80.0	78.0
21	Students 21	76.0	72.0
22	Students 22	83.0	70.0

23	Students 23	74.0	80.0
24	Students 24	83.0	76.0
25	Students 25	76.0	70.0
26	Students 26	85.0	74.0
27	Students 27	80.0	72.0
28	Students 28	82.0	76.0
29	Students 29	76.0	74.0
30	Students 30	78.0	74.0
31	Students 31	82.0	78.0
32	Students 32	76.0	78.0
33	Students 33	85.0	76.0
34	Students 34	82.0	76.0
35	Students 35		80.0
36	Students 36		70.0



Appendix 12. Result of Normality before Treatment

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experiment	.139	34	.094	.952	34	.142
	Control	.115	36	.200*	.963	36	.264

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

a. Lilliefors Significance Correction



Appendix 13. Result of Homogeneity before Treatment

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
.210	1	68	.648

ANOVA					
Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.445	1	10.445	.127	.723
Within Groups	5605.041	68	82.427		
Total	5615.486	69			

Appendix 14. Result of Descriptive Analysis (Control Group)

Control	Mean	75.2500	.56396
	95% Confidence Interval for Lower Bound	74.1051	
	Mean Upper Bound	76.3949	
	5% Trimmed Mean	75.2778	
	Median	76.0000	
	Variance	11.450	
	Std. Deviation	3.38378	
	Minimum	70.00	
	Maximum	80.00	
	Range	10.00	
	Interquartile Range	5.50	
	Skewness	-.116	.393
	Kurtosis	-1.023	.768



Appendix 15. Result of Descriptive Analysis (Experimental Group)

Experimental	Mean	79.7941	.65240
	95% Confidence Interval for Lower Bound	78.4668	
	Mean Upper Bound	81.1214	
	5% Trimmed Mean	79.7614	
	Median	80.0000	
	Variance	14.471	
	Std. Deviation	3.80414	
	Minimum	74.00	
	Maximum	87.00	
	Range	13.00	
	Interquartile Range	6.25	
	Skewness	-.070	.403
	Kurtosis	-1.036	.788



Appendix 16 Result of Normality after Treatment

Tests of Normality

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experimental	.139	34	.093	.938	34	.053
	Control	.115	36	.200*	.910	36	.007

a. Lilliefors Significance Correction

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



Appendix 17. Result of Homogeneity after Treatment

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.538	1	68	.466
	Based on Median	.448	1	68	.505
	Based on Median and with adjusted df	.448	1	67.836	.505
	Based on trimmed mean	.570	1	68	.453



Appendix 18. Result of t-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.538	.466	5.287	68	.000	4.54412	.85946	2.82908	6.25915
Equal variances not assumed			5.269	65.999	.000	4.54412	.86237	2.82233	6.26590



Appendix 19. Documentation during Treatment

EXPERIMENTAL GROUP



CONTROL GROUP



RIWAYAT HIDUP



Putu Shela Widiawati lahir di Buleleng pada tanggal 19 Juli 1996. Penulis lahir dari pasangan suami istri Bapak Putu Sunadia dan Ibu Putu Wiwin Supandeni. Penulis Berkebangsaan Indonesia dan beragama Hindu. Saat ini Penulis beralamat di Dusun Kayuputih, Kecamatan Sukasada, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan taman kanak-kanak di TK Kuncup Harapan Banjar dan lulus pada tahun 2002. Penulis kemudian melanjutkan pendidikan dasar di SD N 9 Banjar dan lulus pada tahun 2008. Kemudian penulis melanjutkan di SMP Negeri 1 Seririt dan lulus pada tahun 2011. Pada tahun 2014, penulis lulus dari SMA Negeri 1 Seririt Jurusan Bahasa dan melanjutkan ke S1 Jurusan Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2020 penulis telah menyelesaikan tugas akhir yang berjudul “The Effect of Debate Technique Towards The Students’ Speaking Competency”.

