

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 : 2311/UN48.7.1/DT/2023

20 Juli 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMPN 2 Singaraja
di Singaraja

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

Nama : I Dewa Made Prema Nareswara
NIM : 2012021199
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 : 366/UN48.7.1/DT/2024

12 Februari 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMPN 2 Singaraja
 di Singaraja

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

Nama	: I Dewa Made Prema Nareswara
NIM	: 2012021199
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: Permohonan Izin Penelitian

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. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002

Tembusan:

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



Appendix 3. Research Sample

NO	VII 6 (Experimental Group)	VII 7 (Control Group)
1	Gede Agus Yuda Pratama	Gede Bayu Guna Pratama
2	Gede Evan Ardi Kusuma	I Kadek Astu Janardhana Prabawa
3	Gede Mahardika	Kadek Adi Budiayasa
4	Gede Nyoman Andromeda Hari Supanda	Kadek Ardi Artawan
5	Gede Sudarmawan	Kadek Cahyadi
6	Kadek Adi Arsana	Kadek Radytiya Putra
7	Kadek Agus Adi Permana	Kadek Sintianingsih
8	Kadek Aldi Saputra	Kadek Sujana
9	Kadek Andre Lesmana Putra	Kadek Viramita
10	Kadek Ari Widnyana	Kadek Yan Dwi Mahesa
11	Kadek Listyana Budi	Ketut Ari Marta Sari
12	Kadek Nita Ayu Diah Sari	Ketut Ira Puspayani
13	Kadek Riski Pranata	Komang Ayu Trisna Dewi
14	Kadek Santi Mei Jayanti	Komang Krisna Dewi
15	Ketut Adi Yanta	Komang Nia Prastya Susanti
16	Ketut Artini	Komang Tian Risa Antari
17	Ketut Sumardita	Komang Tika Widiartini
18	Komang Agus Widya Darma	Komang Widiana
19	Komang Angga Dwi Darma	Luh Novi Friska Dani
20	Komang Arinci	Luh Putu Ayu Sariningsih
21	Komang Mery Suci Ariani	Luh Suarsi
22	Komang Peni Sinta Dewi	Made Tiana Wahyuni
23	Komang Resta Triadnyana Putra	Ni Ketut Prima Sri Wahyuni
24	Komang Setiantini	Ni Ketut Sulastri
25	Komang Sri Juniani	Putu Anggreni Asih
26	Luh Ani Febri Andini	Putu Cantika Wahyuni
27	Ni Luh Putu Ayu Darmika	Putu Dyana Restiantini
28	Ni Putu Villa Darmayani	Putu Risa Noviantari
29	Putu Alisa Jenita Yanti	Putu Sintia Pratiwi
30	Putu Delina Aprilina Dewi	
31	Putu Dewi Diantari	
32	Putu Lia Yuliana	
33	Putu Trysia Anindia	
34	Winda Apriliani	

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

NO	VII 6 (Experimental Group)	Score
1	Gede Agus Yuda Pratama	67
2	Gede Evan Ardi Kusuma	70
3	Gede Mahardika	78
4	Gede Nyoman Andromeda Hari Supanda	73
5	Gede Sudarmawan	87
6	Kadek Adi Arsana	83
7	Kadek Agus Adi Permana	75
8	Kadek Aldi Saputra	67
9	Kadek Andre Lesmana Putra	70
10	Kadek Ari Widnyana	90
11	Kadek Listyana Budi	80
12	Kadek Nita Ayu Diah Sari	70
13	Kadek Riski Pranata	87
14	Kadek Santi Mei Jayanti	83
15	Ketut Adi Yanta	75
16	Ketut Artini	97
17	Ketut Sumardita	80
18	Komang Agus Widya Darma	63
19	Komang Angga Dwi Darma	75
20	Komang Arinci	70
21	Komang Mery Suci Ariani	80
22	Komang Peni Sinta Dewi	73
23	Komang Resta Triadnyana Putra	70
24	Komang Setiantini	80
25	Komang Sri Juniani	87
26	Luh Ani Febri Andini	80
27	Ni Luh Putu Ayu Darmika	83
28	Ni Putu Villa Darmayani	73
29	Putu Alisa Jenita Yanti	68
30	Putu Delina Aprilina Dewi	80
31	Putu Dewi Diantari	87
32	Putu Lia Yuliana	83
33	Putu Trysia Anindia	83
34	Winda Apriliani	80

Appendix 5. Students' Latest Score in English (used as pre-test score)

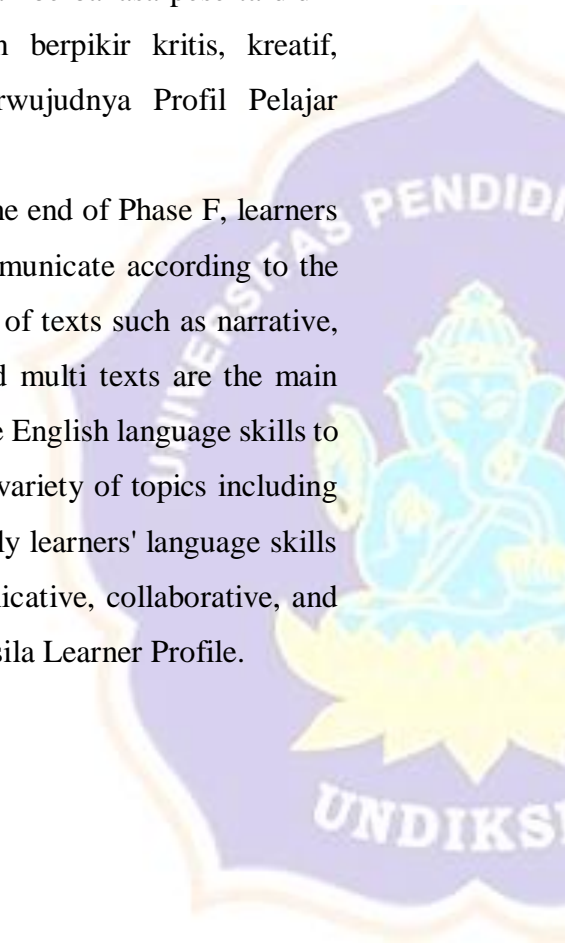
NO	VII 7 (Experimental Group)	Score
1	Gede Bayu Guna Pratama	73
2	I Kadek Astu Janardhana Prabawa	68
3	Kadek Adi Budiayasa	90
4	Kadek Ardi Artawan	70
5	Kadek Cahyadi	73
6	Kadek Radytiya Putra	78
7	Kadek Sintianingsih	73
8	Kadek Sujana	75
9	Kadek Viramita	83
10	Kadek Yan Dwi Mahesa	87
11	Ketut Ari Marta Sari	78
12	Ketut Ira Puspayani	80
13	Komang Ayu Trisna Dewi	73
14	Komang Krisna Dewi	68
15	Komang Nia Prastya Susanti	73
16	Komang Tian Risa Antari	80
17	Komang Tika Widiartini	78
18	Komang Widiana	73
19	Luh Novi Friska Dani	87
20	Luh Putu Ayu Sariningsih	83
21	Luh Suarsi	83
22	Made Tiana Wahyuni	80
23	Ni Ketut Prima Sri Wahyuni	73
24	Ni Ketut Sulastri	70
25	Putu Anggreni Asih	60
26	Putu Cantika Wahyuni	68
27	Putu Dyana Restiantini	78
28	Putu Risa Noviantari	68
29	Putu Sintia Pratiwi	57

Appendix 6. Learning Objective (CP)

Capaian Pembelajaran Mata Pelajaran Bahasa Inggris

Fase F, Umumnya untuk Kelas VII dan VIII 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 VII and VIII 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 multi texts 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 7. Lesson Plan of Experimental Group

Modul Bahasa Inggris (Describing People)

A. Informasi Umum

Nama Sekolah	: SMPN 2 Singaraja
Mata Pelajaran	: Bahasa Inggris Tingkat
Kelas / Semester	: VIII 7 (Kelas Eksperimen) /Ganjil
Tahun Pelajaran	: 2023-2024
Konten Utama	: Describing People
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 describing people 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 VII dan VIII 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.

Elemen Capaian Menyimak

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

2. Tujuan Pembelajaran

Menganalisis dan menangkap makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mendeskripsikan seseorang (*describing people*) secara kritis, kreatif dan santun terkait topik sosial dan kehidupan sehari-hari dengan tingkat kelancaran dan ketepatan yang optimal.

3. **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.

4. **Pertanyaan Pemantik**

- What are they are look like?
- What is he like?
- Are you familiar and commonly using describing people?

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 “Describing People” dan menanyakan tentang pengalaman siswa terkait materi pembelajaran hari ini.• Guru menayangkan video https://youtu.be/FsFmmQWrBu0?si=67lnaJ0STvhJuQ42 tentang berbagai jenis ekspresi “Describing People”.• Peserta didik memperhatikan cara pengucapan setiap kata.• Peserta didik masing masing diminta menyebutkan	60 menit

	<p>masing masing 3 ekspresi yang ditangkap dari kedua video tersebut.</p> <ul style="list-style-type: none"> • Peserta didik bersama-sama berlatih untuk mengucapkan berbagai ekspresi <i>“Describing People”</i> pada video. • Guru memberi 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. • Guru memberikan arahan mengenai tugas Task 1 (What Are They) dan Task 2 (Describe Them) digital story-book kepada siswa. • Siswa diberikan lembar tugas terkait dengan Task 1 (What Are They) dan Task 2 (Describe Them) digital story-book. • Siswa di minta menyimak petunjuk yang ada pada story book dan mengerjakannya secara berkelompok. • Setiap kelompok berdiskusi mengerjakan task sesuai petunjuk yang ada ,kemudian mengerjakannya di lembar kerja yang diberikan sesuai kosakata yang dipelajari dalam materi <i>“Describing People”</i>. • Guru melakukan monitoring pada proses siswa saat mengerjakan tugas dan memberikan saran jika diperlukan. 	

	<ul style="list-style-type: none"> • Siswa mempresentasikan, serta mendiskusikan hasil tugas mereka secara bersama. 	
	<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 describing people yang mereka dapatkan setelah diskusi tadi. 	
Penutup	<ul style="list-style-type: none"> • Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. • Guru menyimpulkan pembelajaran secara menyeluruh. • Guru bertanya apakah siswa ada yang belum dimengerti dan ingin ditanyakan • Guu memberikan gambaran tentang pembelajaran minggu depan. • 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. • Guru menyampaikan tujuan pembelajaran. • Guru bertanya kepada siswa terkait ingatan mereka tentang materi yang dipelajari minggu lalu. 	10 menit
Inti	<p>A. Pre-task</p> <ul style="list-style-type: none"> • Guru mengenalkan siswa pada topik “Describing People”. • Guru menampilkan story book kepada siswa dan meminta siswa membaca dan mendengarkan audio terkait dialog yang terdapat pada story book mengenai percakapan dalam mendeskripsikan orang. • Peserta didik memperhatikan cara pengucapan setiap kata. • Peserta didik diminta menyebutkan satu per satu dialog yang terdapat di video terkait jenis ekspresi “Describing People”. • Peserta didik bersama-sama berlatih untuk mengucapkan setiap dialog ekspresi “Describing People” pada video. • Guru memberi arahan mengenai tugas yang akan dibuat selanjutnya. 	60 menit

	<p>B. Task-cycle</p> <ul style="list-style-type: none"> • Guru mengarahkan siswa untuk berkolaborasi membentuk kelompok terdiri dari 4 orang untuk berdiskusi. • Guru memberikan arahan mengenai Main Task (task 1,2 dan 3) pada digital story-book kepada siswa. • Setiap kelompok berdiskusi mengerjakan Main task yang terdapat pada Story Book. <ul style="list-style-type: none"> • Guru melakukan monitoring pada proses siswa saat mengerjakan tugas dan memberikan saran jika diperlukan. • Siswa mempresentasikan, serta mendiskusikan hasil tugas mereka secara bersama. 	
	<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 describing people yang mereka dapatkan setelah diskusi tadi. 	
<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. • Guru menyampaikan tujuan pembelajaran. • Guru bertanya kepada siswa terkait ingatan mereka tentang materi yang dipelajari minggu lalu. 	10 menit
Inti	<p>A. Pre-task</p> <ul style="list-style-type: none"> • Guru mengenalkan siswa pada topik “Describing People” tentang bagaimana mendeskripsikan orang dan memberi respon . • Guru memutar audio yang terdapat pada story book tentang berbagai jenis ekspresi dalam percakapan “<i>Describing People</i>”. • Peserta didik menyimak audio dengan seksama. • Peserta didik diminta menyebutkan satu per satu dialog yang terdapat di audio terkait ekspresi “<i>Describing People</i>”. • Peserta didik bersama-sama berlatih untuk mengucapkan setiap dialog yang di dengar dari audio di task . • Guru memberi arahan mengenai tugas yang akan dibuat selanjutnya. 	60 menit

B. Task-cycle

- Guru mengarahkan siswa untuk berkolaborasi membentuk kelompok terdiri dari 2 orang bersama teman sebangku untuk berdiskusi.
- Guru memberikan arahan mengenai tugas Main Task (task 1) pada digital story-book kepada siswa.
- Siswa diberikan arahan mendengarkan audio pada main task task 1 sekali lagi.
- Setiap kelompok berdiskusi mengerjakan task 1 yang terdapat pada Story Book bersama kelompoknya.
- Guru melakukan monitoring pada proses siswa saat mengerjakan tugas dan memberikan saran jika diperlukan.
- Siswa mempresentasikan, serta mendiskusikan hasil tugas mereka secara bersama.
- Guru mengarahkan siswa untuk menyimak teks yang terdapat pada task 2, lalu mengerjakan tugas pada task 2 secara individu.
- Guru melakukan monitoring pada proses siswa saat mengerjakan tugas dan memberikan saran jika diperlukan.
- Siswa mempresentasikan, serta mendiskusikan hasil tugas mereka secara bersama.

C. Language Focus

- 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 describing people yang mereka dapatkan setelah diskusi tadi.

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
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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.• Guru menyampaikan tujuan pembelajaran.• Guru memberikan gambaran singkat mengenai materi yang akan dipelajari hari ini dan manfaat dalam kehidupan sehari-hari.	10 menit
Inti	A. Pre-task <ul style="list-style-type: none">• Guru menampilkan story book kepada siswa dan meminta siswa membaca dan mendengarkan audio terkait dialog yang terdapat pada story book mengenai percakapan dalam mendeskripsikan orang.• Peserta didik menyimak dialog yang terdapat pada story book kemudian mengucapkannya secara bersama perdialog.• Guru memberikan contoh pengucapan yang benar terkait dialog yang terdapat pada story book ke siswa.• Guru memberikan arahan terkait tugas selanjutnya.	60 menit
	B. Task-cycle <ul style="list-style-type: none">• Guru mengarahkan siswa untuk berkolaborasi membentuk kelompok terdiri dari 2 orang bersama teman sebangkunya untuk berdiskusi.• Guru memberikan arahan kepada siswa untuk membuat dialog tentang cara mendeskripsikan orang	

	<p>sesuai contoh pada story book menggunakan kata kata pribadi mereka.</p> <ul style="list-style-type: none"> • Guru melakukan monitoring pada proses siswa saat mengerjakan tugas dan memberikan saran jika diperlukan. • Siswa mempresentasikan, serta mendiskusikan hasil tugas mereka secara bersama. • Siswa Kembali di minta untuk menyimak story book untuk mengerjakan tugas individu. • Guru memberikan arahan mengenai tugas Main Task (task 3 dan 4) pada digital story-book kepada siswa. • Guru melakukan monitoring pada proses siswa saat mengerjakan tugas dan memberikan saran jika diperlukan. • Siswa mempresentasikan, serta mendiskusikan hasil tugas mereka secara bersama. 	
	<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 describing people yang mereka dapatkan setelah diskusi tadi. 	
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 8. Lesson Plan of Control Group

Modul Bahasa Inggris (Describing People)

C. Informasi Umum

Nama Sekolah	: SMPN 2 Singaraja
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII 7 (Kelas Kontrol) /Ganjil
Tahun Pelajaran	: 2023-2024
Konten Utama	: Describing People
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 describing people 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, diskusi dan tanya jawab.

D. Komponen Inti

1. Capaian Pembelajaran

Fase F, Umumnya untuk Kelas VII dan VIII 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.

Elemen Capaian Menyimak

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

2. Tujuan Pembelajaran

Menganalisis dan menangkap makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mendeskripsikan seseorang (*describing people*) secara kritis, kreatif dan santun terkait topik sosial dan kehidupan sehari-hari dengan tingkat kelancaran dan ketepatan yang optimal.

3. **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.

4. **Pertanyaan Pemantik**

- What are they are look like?
- What is he like?
- Are you familiar and commonly using describing people?

E. Kegiatan Pembelajaran

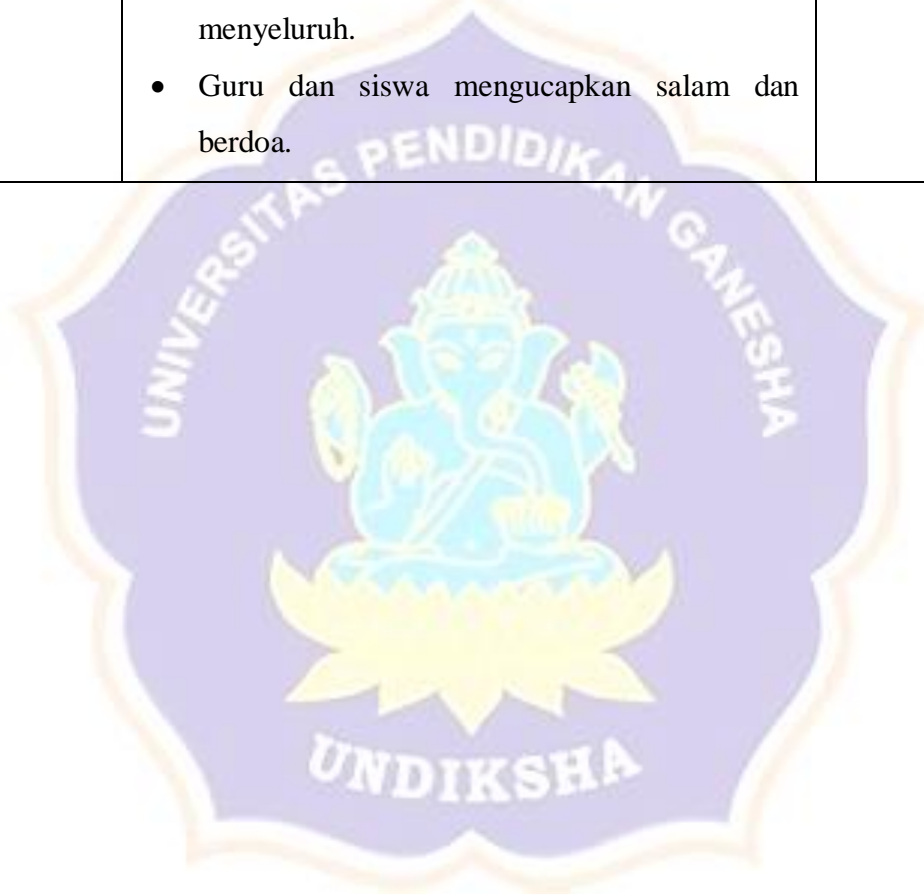
Pertemuan 1

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 memberikan penjelasan umum secara garis besar tentang tema Pelajaran pada saat itu (pengertian, fungsi, contoh Describing People)• Siswa menyimak penjelasan dari guru• Guru bertanya kepada siswa tentang idolanya atau tokoh terkenal• Siswa menyebutkan idolanya/tokoh terkenal• Guru bertanya tentang ciri-ciri dari idolanya/tokoh terkenal	60 menit

	<ul style="list-style-type: none">• Siswa merespon dan menjelaskan ciri-ciri idolanya/tokoh terkenal• Guru menayangkan sebuah video pembahasan materi “Describing People” kepada siswa. (https://youtu.be/bzUuqOazZTY?si=MzTTssMDEPvO4p8f)• Guru mengajak siswa untuk mengingat ekspresi “Describing people (people’s physical appearances)” dengan mengucapkannya Bersama.• Guru mengarahkan siswa berkelompok dengan teman sebangkunya untuk mengerjakan activity 1• Guru menampilkan gambar, kemudian meminta siswa mendeskripsikan tokoh sesuai ekspresi dari people’s physical appearances yang telah di pelajari sebelumnya.	
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	<ul style="list-style-type: none"> • Siswa dengan bimbingan guru berdiskusi dengan teman sebangku untuk mengerjakan activity 1 yang diberikan. • 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. • Guru mengajak siswa untuk mengingat Kembali pembelajaran minggu lalu 	10 menit
Inti	<ul style="list-style-type: none"> • Guru memberikan gambaran singkat mengenai materi yang akan dipelajari hari ini dan manfaat dalam kehidupan sehari-hari. • Guru menayangkan sebuah video pembahasan materi “Describing People” kepada siswa. (https://youtu.be/bzUuqOazZTY?si=MzTTssMDEPvO4p8f) kepada siswa. • Guru mengajak siswa untuk mengingat ekspresi “Describing people (people’s characters/personalities)” dengan mengucapkannya Bersama. • Guru mengarahkan siswa berkelompok dengan teman sebangkunya. • Guru menampilkan gambar pada activity 2 ,kemudian meminta siswa mengerjakannya dengan kelompok nya. • Siswa dengan bimbingan guru berdiskusi dengan teman sebangku untuk mengerjakan activity 1 yang diberikan. • Siswa dan guru membahas activity 1 bersama-sama. 	60 menit

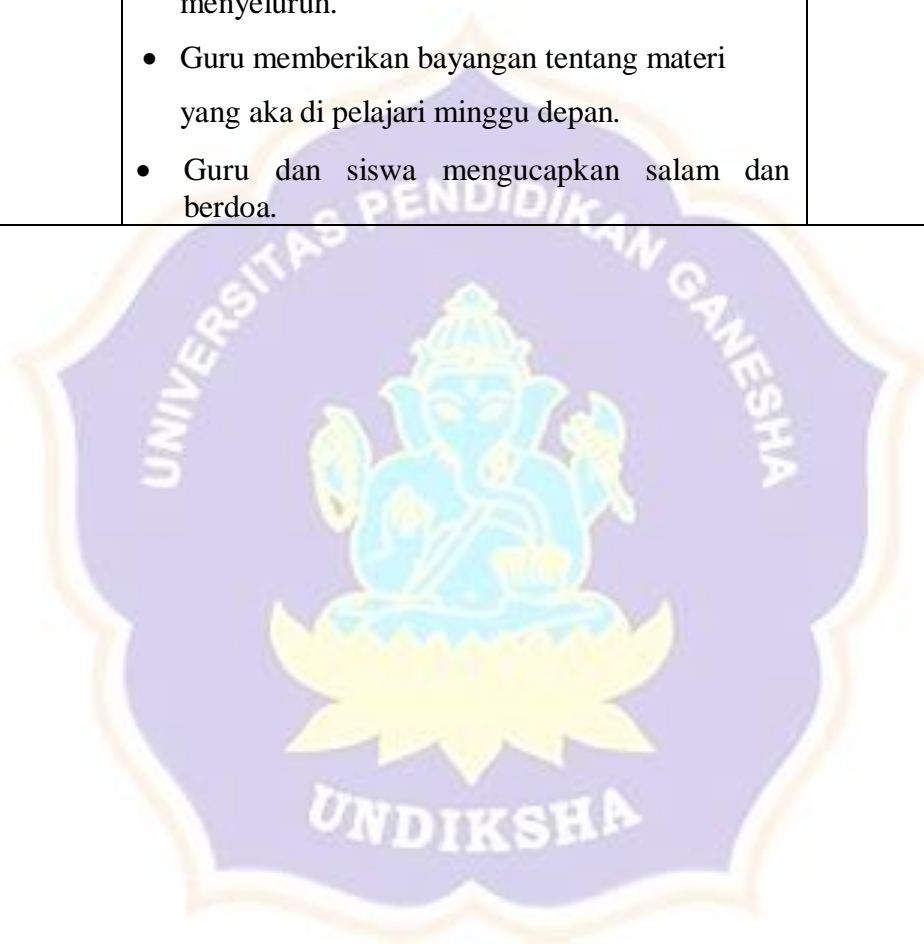
Penutup	<ul style="list-style-type: none">• Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran.• Guru menyimpulkan pembelajaran secara menyeluruh.• Guru dan siswa mengucapkan salam dan berdoa.	10 menit
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Pertemuan 3

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. • Guru menanyakan siswa mengenai materi yang dipelajari minggu lalu. 	10 menit
Inti	<ul style="list-style-type: none"> • Guru memberikan gambaran singkat mengenai materi yang akan dipelajari hari ini (what does he/she look like) dan manfaat dalam kehidupan sehari-hari. • Guru menampilkan sebuah video pembahasan materi “Describing People” (https://youtu.be/bzUuqOazZTY?si=MzTTssMDEPvO4p8f) kepada siswa. • Guru mengajak siswa untuk mengingat pembahasan yang di dapatkan pada video. • Guru menjelaskan kepada siswa tentang pola kalima yang digunakan dalam mendeskripsikan orang. • Guru menunjuk 2 siswa secara acak maju ke depan dan menunjuk salah satunya untuk mendeskripsikan temannya dengan pola kalimat yang sudah di pelajari. • Guru mengarahkan siswa berkelompok 2-3 orang. • Guru menampilkan gambar pada activity 3 ,kemudian meminta siswa mengerjaka nya dengan kelompok nya. • Siswa dengan bimbingan guru berdiskusi 	60 menit

	<p>dengan teman sebangku untuk mengerjakan activity 3 yang diberikan.</p> <ul style="list-style-type: none"> • Siswa dan guru membahas activity 3 bersama-sama.tersebut kemudian menganalisis ekspresi yang terdapat dalam activity 3. 	
Penutup	<ul style="list-style-type: none"> • Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. • Guru menyimpulkan pembelajaran secara menyeluruh. • Guru memberikan bayangan tentang materi yang akan di pelajari minggu depan. • 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. • Guru menanyakan siswa mengenai materi yang dipelajari minggu lalu. 	10 menit
Inti	<ul style="list-style-type: none"> • Guru memberikan gambaran singkat mengenai materi yang akan dipelajari hari ini (what does he/she look like) dan manfaat dalam kehidupan sehari-hari. • Guru menampilkan sebuah video pembahasan materi “Describing People” (https://youtu.be/G5yIwmjtavA?si=puzRrLQD8iTUZ6sd) • Siswa menyimak video yang di berikan. • Guru bertanya tentang isi video yang di tayangkan • Guru memberi penguatan tentang isi video. • Siswa diarahkan membentuk kelompok yang terdiri dari 2 orang. • Siswa diminta membuat percakapan dengan kreasi sendiri berdasarkan contoh percakapan yang ditayangkan di video. • Siswa dengan bimbingan guru berdiskusi dengan teman kelompoknya untuk mengerjakan tugas 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
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Activity 1

MATIAS



DIEGO



LUCÍA



MANUEL



FLORENCIA



SOLEDAD



- CURLY HAIR
- BROWN HAIR
- BROWN EYES

- STRAIGHT HAIR
- DARK HAIR
- DARK EYES

- BLOND HAIR
- BROWN EYES

- WAVY HAIR
- BROWN HAIR
- BROWN EYES

- WAVY HAIR
- RED HAIR
- BLUE EYES

- DARK EYES
- DARK HAIR



Topic: Identifying and describing people.

My eyes ___ blue and my mouth ___ big.

I ___ a brown teddy bear.

Who is it?

Read the description and find who it is.



Suzy

Bill

Becky

Kelly

Tom

Pam

1. She has brown hair and blue eyes. It's Kelly
2. He has blond hair and blue eyes. It's _____
3. She has black hair and blue eyes. It's _____
4. He has blond hair and brown eyes. It's _____
5. She has blond hair and brown eyes. It's _____
6. She has brown hair and green eyes. It's _____



Activity 2

Describing Character

Complete the sentences with the words in the box.

Shy boring clever sociable lazy generous helpful selfish
stupid modest

1 Peter's a person.

2 Bob's a person.

3 Mark's a Person.

4 John's a Person.

5 Mary's a person.

6 Laura's a person.

7 Kate's a person.

8 Jane's a person.

9 Betty's a Person.

10 Mike's a Person.



Describing people

SARAH



Complete the descriptions with the words from the box

TEN - HAIR - EARS - SMALL -
SHORT - A - MOUTH - IS

She ___ Sarah. She is ___ years old. She is ___ girl. She is ___ and fat. She has got long ___

She has got a big _____. She has got small _____. She has got a _____ nose.

TOM



A - NOSE - SHORT - MAN - FAT
- IS - BIG - TOM

He is _____. He ___ 40 years old. He is a _____. He is _____. He has got ___ brown hair. He has got ___ eyes. He has got ___ big mouth. He has got a small _____.

What do they look like?

Read and complete the descriptions. Use the correct words from the box.



My name is Rihanna. I'm _____ and _____ skinned.
I have _____ hair and I have
_____ lips. I'm a singer in the U.S.

Brown / curly / thick / black

Slim / red



My name is Ed Sheeran. I'm _____. I'm 29 years old,
so I'm _____. I have _____
hair and I have a _____. People say I have
_____ eyes. I'm a musician and
singer in Britain.

Beautiful / white / short / blue

young / red / beard



My name is Jackie Chan. I'm 66 years old, so I'm
_____ and _____ height. I have _____
hair. I don't have a _____. I have
_____ face and I have a _____
nose. I'm an actor.

big / old / black / mustache

average / straight / round / square



Appendix 9. 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



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 me it unclears.	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 11. Writing Competency Rubric

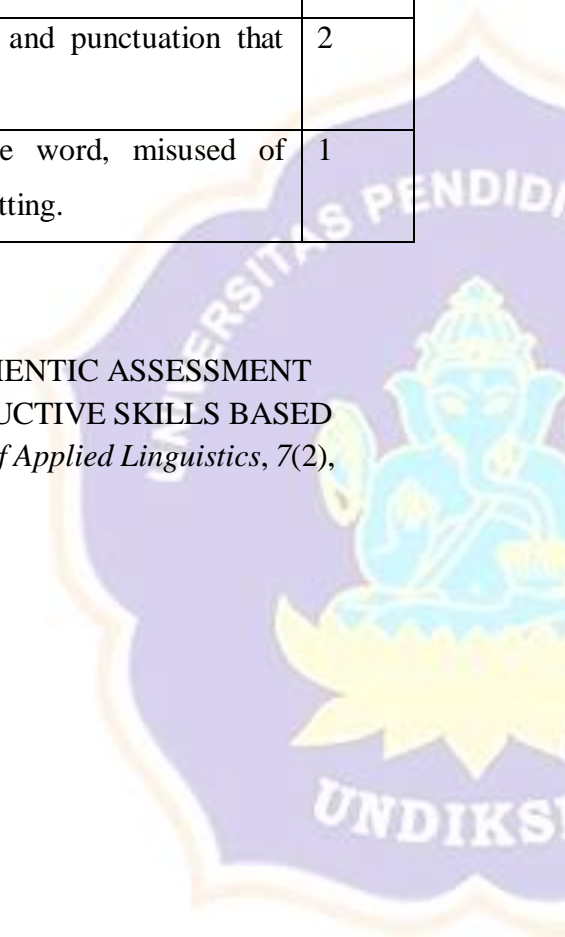
Source: (Rukmini & Saputri, 2017)

No	Criteria		Score
1	Content (40%)	The dialogue is containing the appropriate expression of describing people, also containing expression of describing people	4
		The dialogue is containing the expression of describing people but little inappropriate.	3
		The dialogue only containing either the expression of describing people.	2
		The dialogue not containing the expression of describing people.	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 12. 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 describing people, also expression of describing people correctly.	4
		Only using the expression of describing people, or only using the expression agree and disagreeing opinion but using it appropriately.	3
		using the inappropriate expression of describing people, also agree and disagreeing opinion	2
		Do not use the expression of describing people, also expression of describing people	1

References:

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



Appendix 13. Post-test Item

(LISTENING COMPREHENSION)

Audio: https://youtu.be/8C_RPbM31YE?si=thwrxmluQ76qDWwN

Transcript:

Speaker 1 : Yes Madam, can I help you?

Speaker 2 : I'm looking for my daughter.

Speaker 1 : Your daughter? What's her name?

Speaker 2 : Anne a Langley

Speaker 1 : A Langley. How old is she?

Speaker 2 : She's seven

Speaker 1 : Seven. What does she look like?

Speaker 2 : Well, she's short about 3' 6 in she's thin and she's got long dark hair she's wearing an orange blouse um a green and white skirt and a brown coat

Speaker 1 : Is she carrying anything?

Speaker 2 : Yes a small black bag and a parcel.

Questions:

1. Based on the audio, How old is the daughter?
2. What is the name of his daughter?
3. What is the daughter look like?

(READING COMPREHENSION)

Joko Widodo: The President of Indonesia

Joko Widodo, known by many as Jokowi, is the current President of Indonesia. He was born on June 21, 1961, in a city called Surakarta in Central Java. Jokowi grew up in a simple family, but through hard work and dedication, he has become a very important leader in our country.

Jokowi has a medium build and is often seen with a friendly smile on his face. He likes to wear batik shirts, which are traditional Indonesian clothes. People like him because he is humble and approachable.

Before he became president, Jokowi was the mayor of Surakarta and the governor of Jakarta. As a mayor and governor, he worked hard to improve public services like transportation and

healthcare. He was known for visiting local communities often to listen to the people's needs and concerns.

As President of Indonesia, Jokowi focuses on building new infrastructure like roads, ports, and airports to help the economy grow. He also works to improve education and healthcare for all Indonesians. He believes in using technology and innovation to make the country better.

Jokowi's leadership style is practical and straightforward. He fights against corruption and is committed to making sure his plans benefit the people of Indonesia.

In short, Joko Widodo, or Jokowi, is a dedicated leader who wants to make Indonesia a better place. His journey from a small-town boy to the president is inspiring and shows that hard work and dedication can lead to great success.

Questions:

1. What is Joko Widodo look like?
2. Before he became president, What is the Joko Widodo's job?

(WRITING COMPETENCY)

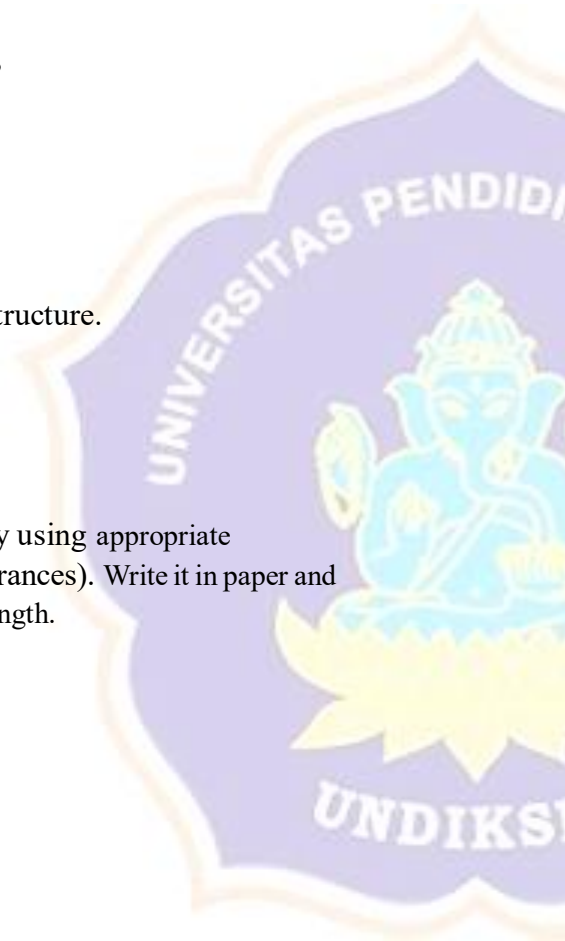
Instruction:

Make a short story about your idol using the describing people structure.

(SPEAKING COMPETENCY)

Instruction:

Make a group of two. Create a short dialogue about any topics by using appropriate expression of asking describing people (character and physical appearances). Write it in paper and then record your dialogue. The dialogue must be around 2-3 minutes length.



Appendix 14. Validation form of Lesson Plan Instrument

EXPERT 1

VALIDATION FORM OF LESSON PLAN INSTRUMENT

Researcher Identity:

Name : I Dewa Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : Dr. Ni Luh Putu Eka Sulistia Dewi, 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 November 2023

Expert 1



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd.
 NIP. 198104192006042002



EXPERT 2

VALIDATION FORM OF LESSON PLAN INSTRUMENT

Researcher Identity:

Name : I Dewa Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : A.A. Gede Yudha Paramartha, 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						
	c. Include the introduction of the topic and task.					✓
	d. Include the exploration of the topic by exposing the students to useful words, phrases, and examples of the topic.				✓	
7 Task-Cycle						
	d. Include an instruction that asks students to do the task in pairs or small groups.					✓
	e. Include the process of students to prepare reporting the task.					✓
	f. Include the activity of students presenting				✓	

	the task given.						
8	Language Focus						
	d. Include the discussion activity after the task presentation.						✓
	e. The teacher conducts practice of the new words with students.					✓	
	f. 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 November 2023

Expert 2


 A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
 NIP. 19880622014041001



Appendix 15. Validation form of Post-test Instrument

EXPERT 1

VALIDATION FORM OF POST-TEST INSTRUMENT

Researcher Identity:

Name : I Dewa Made Prema Nateswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : Dr. Ni Luh Putu Eka Sulistia Dewi, 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 (Bygate, 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 November 2023
 Expert 1



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002



EXPERT 2

VALIDATION FORM OF POST-TEST INSTRUMENT

Researcher Identity:

Name : I Dewa Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : A.A. Gede Yudha Paramartha, 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!					✓

No	Descriptor	Theoretical Basis	Statement	1	2	3	4	5
3	Writing Competency	Knowledge (Van Dijk and Kintsch, 1983) 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 (Bygate, 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 November 2023

Expert 2

A.A. Gede Yudha Paramartha
 A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
 NIP. 19880622014041001



Appendix 16. Validation form of Assessment Rubrics Instrument

EXPERT 1

VALIDATION FORM OF SPEAKING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Deva Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : Dr. Ni Luh Putu Eka Sulistia Dewi, 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, 4 November 2023

Expert 1



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002

VALIDATION FORM OF WRITING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Deva Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : Dr. Ni Luh Putu Eka Sulistia Dewi, 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						

Suggestions

Singaraja, 4 November 2023

Expert 1



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002

VALIDATION FORM OF LISTENING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Deva Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

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

Suggestions

Singaraja, 4 November 2023

Expert 1



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002

VALIDATION FORM OF READING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Deva Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : Dr. Ni Luh Putu Eka Sulistia Dewi, 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 November 2023

Expert 1



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002

EXPERT 2

VALIDATION FORM OF READING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Deva Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : A.A. Gede Yudha Paramartha, 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 November 2023
 Expert 2


 A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
 NIP. 198806222014041001

VALIDATION FORM OF LISTENING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Deva Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : A.A. Gede Yudha Paramartha, 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, 4 November 2023
 Expert 2


 A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
 NIP. 198806222014041001

VALIDATION FORM OF WRITING RUBRIC INSTRUMENT

Researcher Identity:

Name : I Deva Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : A.A. Gede Yudha Paramartha, 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						

Suggestions

Singaraja, 4 November 2023
 Expert 2


 A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
 NIP. 198806222014041001

VALIDATION FORM OF SPEAKING RUBRIC INSTRUMENT


Researcher Identity:

Name : I Deva Made Prema Nareswara
 NIM : 2012021199
 Major : English Language Education
 Title : Investigation of the Effect of TBLT-based Digital Storybooks on Students' English Learning in SMPN 2 Singaraja
 Expert Name : A.A. Gede Yudha Paramartha, 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, 4 November 2023
 Expert 2


 A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
 NIP. 198806222014041001

Appendix 17. Post-test Result of Experimental Group

Name	Listening	Reading	Writing	Speaking	Average
Gede Agus Yuda Pratama	66	70.0	87.5	82.5	76.9
Gede Evan Ardi Kusuma	66	87.5	90	75	82.5
Gede Mahardika	100	87.5	75	67.5	78.8
Gede Nyoman Andromeda Hari Supanda	66	70.0	85	75	74.4
Gede Sudarmawan	100	92.5	90	82.5	87.5
Kadek Adi Arsana	100	87.5	90	75	83.1
Kadek Agus Adi Permana	66	70.0	72.5	67.5	73.1
Kadek Aldi Saputra	100	67.5	75	80	73.8
Kadek Andre Lesmana Putra	66	82.5	82.5	85	81.3
Kadek Ari Widnyana	100	92.5	92.5	85	90.6
Kadek Listyana Budi	66	75.0	72.5	75	75.0
Kadek Nita Ayu Diah Sari	66	82.5	75	77.5	78.8
Kadek Riski Pranata	100	92.5	85	75	85.0
Kadek Santi Mei Jayanti	100	95.0	75	77.5	83.1
Ketut Adi Yanta	66	75.0	62.5	75	70.0
Ketut Artini	100	100.0	97.5	97.5	97.5
Ketut Sumardita	100	92.5	75	77.5	83.1
Komang Agus Widya Darma	100	75.0	85	70	78.8
Komang Angga Dwi Darma	100	80.0	77.5	65	78.8
Komang Arinci	66	87.5	77.5	80	82.5
Komang Mery Suci Ariani	66	75.0	65	85	75.0
Komang Peni Sinta Dewi	100	87.5	75	67.5	78.8
Komang Resta Triadnyana Putra	66	82.5	82.5	80	80.6
Komang Setiantini	100	82.5	87.5	90	86.9
Komang Sri Juniani	100	82.5	82.5	82.5	81.3
Luh Ani Febri Andini	66	80.0	80	72.5	76.9
Ni Luh Putu Ayu Darmika	100	95.0	85	85	86.3
Ni Putu Villa Darmayani	100	80.0	80	77.5	78.1
Putu Alisa Jenita Yanti	66	75.0	75	77.5	77.5
Putu Delina Aprilina Dewi	100	80.0	85	85	83.8
Putu Dewi Diantari	100	80.0	82.5	77.5	81.9
Putu Lia Yuliana	100	95.0	85	80	88.8
Putu Trysia Anindia	100	82.5	87.5	70	80.0
Winda Apriliani	100	80.0	80	75	80.0
AVERAGE	84.82	82.94	81.03	77.94	

Appendix 18. Post-test Result of Control Group

Name	Listening	Reading	Writing	Speaking	Average
Gede Bayu Guna Pratama	66	67.5	67.5	62.5	68.1
I Kadek Astu Janardhana Prabawa	66	80.0	70	62.5	68.1
Kadek Adi Budiayasa	100	92.5	85	90	88.8
Kadek Ardi Artawan	66	87.5	65	65	73.8
Kadek Cahyadi	66	62.5	80	62.5	66.9
Kadek Radytiya Putra	66	80.0	70	67.5	71.9
Kadek Sintianingsih	66	67.5	72.5	60	70.6
Kadek Sujana	66	70.0	65	67.5	67.5
Kadek Viramita	100	87.5	90	67.5	80.0
Kadek Yan Dwi Mahesa	66	67.5	80	75	74.4
Ketut Ari Marta Sari	66	87.5	65	75	72.5
Ketut Ira Puspayani	100	92.5	72.5	65	76.9
Komang Ayu Trisna Dewi	66	82.5	75	72.5	74.4
Komang Krisna Dewi	66	75.0	75	67.5	75.6
Komang Nia Prastya Susanti	66	82.5	72.5	60	72.5
Komang Tian Risa Antari	66	67.5	70	70	73.1
Komang Tika Widiartini	66	75.0	75	75	73.8
Komang Widiana	100	82.5	67.5	65	72.5
Luh Novi Friska Dani	100	80.0	90	85	85.6
Luh Putu Ayu Sariningsih	66	67.5	72.5	67.5	71.3
Luh Suarsi	66	75.0	80	77.5	76.3
Made Tiana Wahyuni	100	62.5	85	82.5	78.8
Ni Ketut Prima Sri Wahyuni	66	87.5	77.5	75	78.8
Ni Ketut Sulastri	66	75.0	77.5	75	75.0
Putu Anggreni Asih	100	80.0	70	65	69.4
Putu Cantika Wahyuni	66	77.5	65	72.5	73.1
Putu Dyana Restiantini	66	62.5	72.5	75	70.0
Putu Risa Noviantari	100	82.5	75	77.5	80.0
Putu Sintia Pratiwi	66	62.5	72.5	70	69.4
AVERAGE	70.55	76.55	74.31	70.78	

Appendix 19. 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
									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 20. 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 21. 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 22. 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

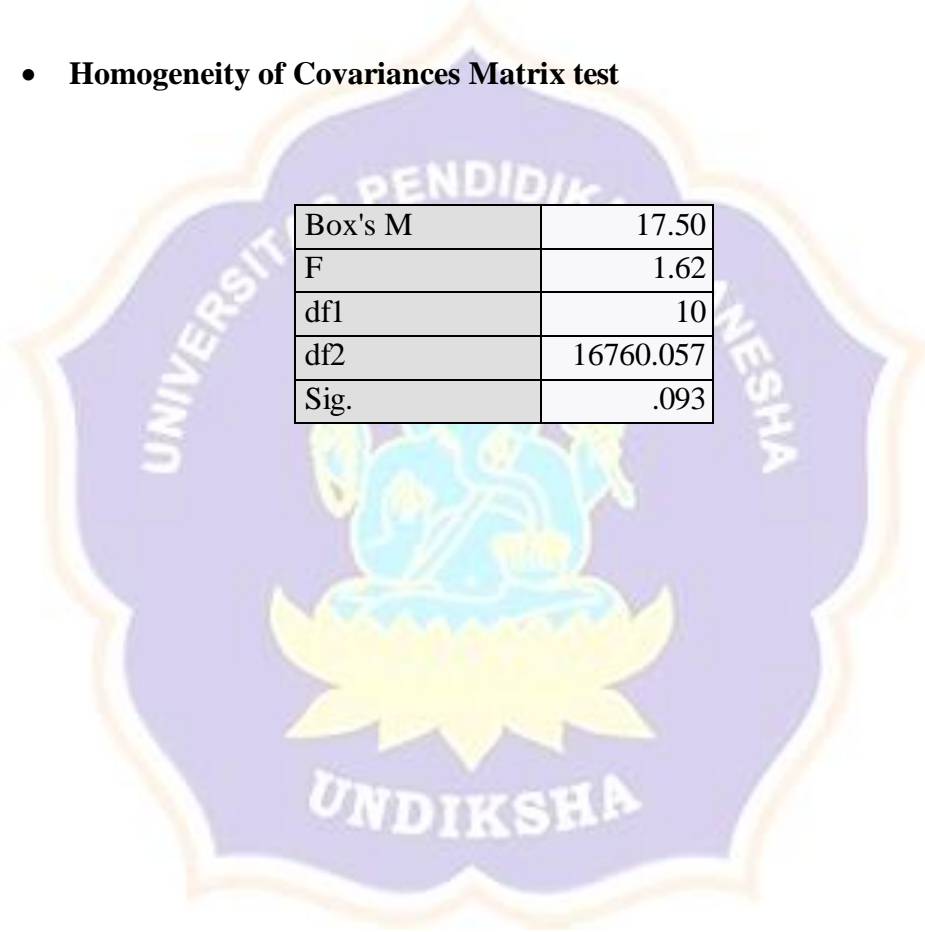
- **Homogeneity of Variance test of Post-test Score**

		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 23. 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
Correct ed 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	382632.87 5	1	382632.875	6759.829	.000	.991
	Reading_Score	398124.66 0	1	398124.660	5127.813	.000	.988
	Writing_Score	377660.53 7	1	377660.537	7033.907	.000	.991
	Speaking_Score	346144.80 9	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 24. Documentation

