

Appendix 1. Pre-test and Posttest Blueprint, Questions, and Speaking Scoring Rubric

No.	Learning Outcomes	Levels of Cognitive and Psychomotor	Test Items
1.	Students will be able to identify and use common expressions to introduce themselves and others.	C1	1-2
		C3	
		P1	
		P3	
2.	Students will be able to identify and use common expressions to ask for time and directions.	C1	3-4
		C3	
		P1	
		P3	
3.	Students will be able to identify and use expressions used in describing and relating past events.	C1	5-6
		C3	
		P1	
		P3	
4.	Students will be able to identify and use expressions to compare and contrast peer performances.	C1	7-8
		C3	
		P1	
		P3	
5.	Students will be able to identify and use expressions commonly used in shopping and in apologizing.	C1	9-10
		C3	
		P1	
		P3	
6.	Students will be able to identify and use expressions used when attending meetings and planning an activity with classmates.	C1	11-13
		C3	
		P1	
		P3	
7.	Students will be able to identify and use expressions used when talking about traveling.	C1	14-16
		C3	
		P1	
		P3	
8.	Students will be able to note details from text listened to and answer questions about the text listened to.	C1	17-20
		C3	
		P1	
		P3	
	Total		20

Pre-Test and Posttest Questions

1. This is your first day at school. Introduce yourself to the class.
2. Rahma and Alan are new classmates. Rahma introduces Alan to their new teacher.
3. You are lost in a new city and ask a stranger for help.
4. It is your first time coming to Bali and asking a stranger for the time and directions to the library.
5. Your teacher asks you to talk about your weekend.
6. You and your classmate talk about your trip to Bali.
7. You and your classmate just received your test results and are discussing your performances.
8. Your classmate has prepared three PPTs for his/her presentation. He asks for your opinion on which one should he/she choose.
9. You are at the shoe store and cannot find the size. You ask the shop assistant for help.
10. You are at a clothing store and accidentally call a stranger by the wrong name, thinking they are your friend.
11. Next month, you will have a field trip at school. Conduct a brief meeting.
12. You are leading a meeting and discussing activities for the upcoming field trip.
13. Your classmates disagree with some activities and share their opinions.
14. The field trip takes about five days. You remind your classmates of things they need to bring.
15. During the trip, one of your classmates gets sick and needs to have a room for him/herself. You ask your teacher to help you for a room change.
16. Before you head home from the field trip, your teacher asks for a little change of the activities because you still have free time before the flight.
17. Listen, take note of the details and answer questions.

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes. Thank you.

Where might you hear this kind of announcement?

18. For whom is the announcement?
19. What details did you get from the announcement?
20. What is the main point of the announcement?

Speaking Scoring Rubric (Pretest and Posttest)

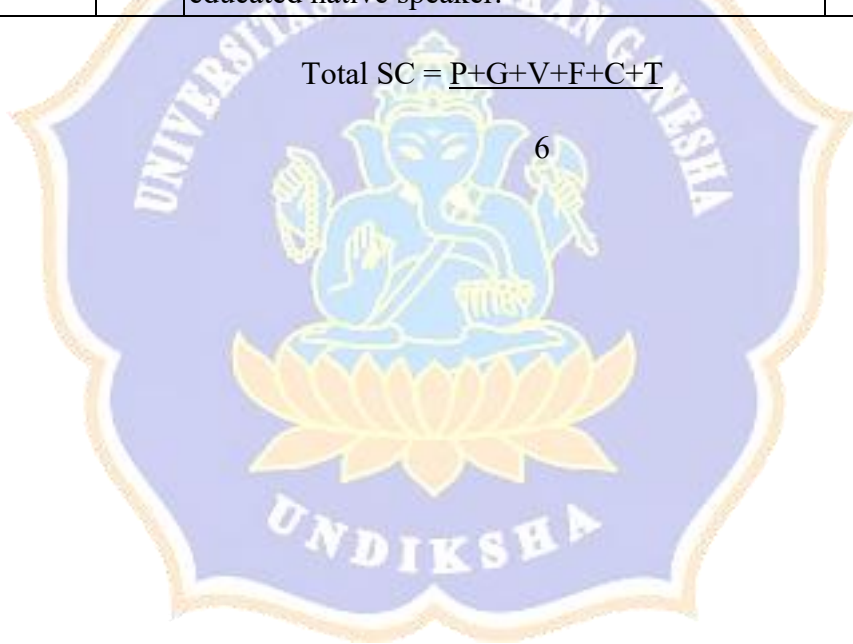
Aspect	Score	Description	Speaking Score (SC)
Pronunciation (P)	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	
	2	The accent is intelligible though often quite faulty.	
	3	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.	
	4	Errors in pronunciation are quite rare.	
	5	Equivalent to and fully accepted by educated native speakers.	
Grammar (G)	1	Errors in grammar are frequent, but the speaker can be understood by a native speaker.	
	2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.	
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammatical are quite rare.	
	5	Equivalent to that of an educated native speaker.	
Vocabulary (V)	1	Speaking vocabulary inadequate to express anything but the most elementary needs.	
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. The vocabulary used is broad enough that he rarely has to grope for a word.	

	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary.	
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	
Fluency (F)	1	(No specific fluency description. Refer to the other four language areas for the implied level of fluency)	
	2	Can handle with confidence but not with facility most situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.	
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of the experience with a high degree of fluency.	
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	
Comprehension (C)	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	
	2	Can get the gist of most conversations on non-technical subjects (i.e., topics that require no specialised knowledge)	
	3	Comprehension is quite complete at a normal rate of speech.	
	4	Can understand any conversation within the range of his experience.	
	5	Equivalent to that of an educated native speaker.	
Task (T)	1	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements	

		(should be able to order simple directions, make purchases and tell time)	
	2	Able to satisfy routine social demands and work requirements; needs help in handling any complications or difficulties.	
	3	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.	
	4	Would rarely be taken for a native speaker but can respond to appropriately even in unfamiliar situations. Can handle informal interpreting forms and into language.	
	5	Speaking proficiency is equivalent to that of an educated native speaker.	

Total SC = $\frac{P+G+V+F+C+T}{6}$

6



Appendix 2. Expert Validity Tests of Speaking Test

Instrument : Pretest and posttest

Expert 1 : Prof. Dr. Ni Made Ratminingsih, M.A.

Language Competency	Item numbers	Expert's judgements		Suggestions
		Relevant	Irrelevant	
Speaking	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
	6	√		
	7	√		
	8	√		
	9	√		
	10	√		
	11	√		
	12	√		
	13	√		
	14	√		
	15	√		
	16	√		
	17	√		
	18	√		
	19	√		
	20	√		

Singaraja, 28 February 2025

Expert 1



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

NIP 19660908199102002

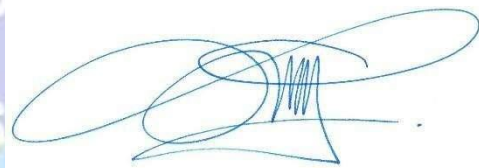
Instrument : Pretest and posttest
Expert 2 : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Language Competency	Item numbers	Expert's judgements		Suggestions
		Relevant	Irrelevant	
Speaking	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
	6	√		
	7	√		
	8	√		
	9	√		
	10	√		
	11	√		
	12	√		
	13	√		
	14	√		

	15	√		
	16	√		
	17	√		
	18	√		
	19	√		
	20	√		

Singaraja, 3 March 2025

Expert 2



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP 198805172012122002

Expert Judge #1			
		IR	R
Expert Judge #2	IR	0	0
	R	0	20

$$\text{Content Validity} = \frac{D}{(A+B+C+D)} = \frac{20}{(0+0+0+20)} = 1$$

Appendix 3. Engagement Blueprint and Questionnaire

No.	Dimension/Item	Indicators	Test items
1.	Behavioral engagement	Students' observation and participation during learning activities	1-5
2.	Emotional engagement	Students' feeling	6-10
3.	Cognitive engagement	Students' motivation as a driven desire to engage in a variety of self-study	11-15

Engagement Questionnaire

No.	Dimensi	Tidak pernah (1)	Beberapa kali (2)	Kadang-kadang (3)	Sebagian besar waktu (4)	Selalu (5)
1.	Saya memperhatikan ketika guru mengajar saya menggunakan <i>Wordwall</i> di kelas					
2.	Saya mengikuti peraturan kelas ketika guru mengajar saya menggunakan <i>Wordwall</i> .					
3.	Saya biasanya mengerjakan pekerjaan rumah tepat waktu ketika guru mengajar saya menggunakan <i>Wordwall</i> di kelas.					
4.	Ketika saya mempunyai keraguan, saya mengajukan pertanyaan dan berpartisipasi ketika					

	guru mengajari saya menggunakan <i>Wordwall</i> di kelas.					
5.	Saya biasanya berpartisipasi aktif dalam tugas kelompok ketika guru mengajari saya menggunakan <i>Wordwall</i> di kelas.					
6.	Saya merasa sangat berhasil ketika guru mengajari saya menggunakan <i>Wordwall</i> di kelas.					
7.	Saya merasa bersemangat tentang <i>Wordwall</i> ketika mengerjakan tugas sekolah.					
8.	Saya suka berada di kelas ketika guru mengajari saya menggunakan <i>Wordwall</i> .					
9.	Saya tertarik dengan <i>Wordwall</i> ketika mengerjakan tugas sekolah.					
10.	Kelas saya adalah tempat yang menarik ketika guru mengajari saya menggunakan <i>Wordwall</i> .					
11.	Ketika saya membaca sebuah modul, saya bertanya pada diri sendiri untuk					

	memastikan saya memahami subjek yang saya baca ketika guru mengajari saya menggunakan <i>Wordwall</i> di kelas.					
12.	Saya berbicara dengan orang di luar kelas tentang hal-hal yang saya pelajari di kelas ketika guru mengajari saya menggunakan <i>Wordwall</i> .					
13.	Jika saya tidak mengerti arti suatu kata, saya mencoba menyelesaikan masalah tersebut, misalnya dengan melihat kamus atau bertanya kepada orang lain kapan guru mengajari saya menggunakan <i>Wordwall</i> .					
14.	Saya mencoba mengintegrasikan pengetahuan yang diperoleh dalam memecahkan masalah baru ketika guru mengajari saya menggunakan <i>Wordwall</i> di kelas.					
15.	Saya mencoba mengintegrasikan mata pelajaran dari berbagai disiplin ilmu ke dalam pengetahuan umum saya ketika guru mengajari saya					

	menggunakan <i>Wordwall</i> di kelas.					
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Appendix 4. Experts Validity Tests of the USEI Questionnaire

Instrument : Questionnaire

Expert 1 : Prof. Dr. Ni Made Ratminingsih, M.A.

Engagement dimensions	Item numbers	Expert's judgements		Suggestions
		Relevant	Irrelevant	
Behavioral engagement	1	√		Semua item kuesioner yg disebarkan kpd mhs harusnya berbhs Indonesia utk mengumpulkan data krn kuesioner ini tdk utk mengetes pemahaman.
	2	√		
	3	√		
	4	√		
	5	√		
Emotional engagement	6		√	Pernyataan negatif ganti dengan pernyataan positif, krn 14 lainnya semua pernyataan positif. Hilangkan kata 'very'
	7	√		
	8	√		
	9	√		
	10	√		
Cognitive engagement	11	√		
	12	√		
	13	√		
	14	√		

	15	√		
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Singaraja, 28 February 2025

Expert 1



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

NIP 19660908199102002

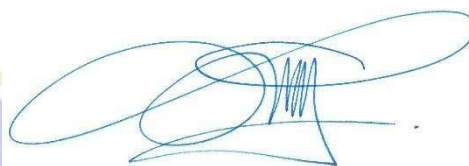
Instrument : Questionnaire
Expert 2 : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Engagement dimensions	Item numbers	Expert's judgements		Suggestions
		Relevant	Irrelevant	
Behavioral engagement	1	√		
	2	√		
	3	√		
	4	√		
	5	√		
Emotional engagement	6	√		
	7	√		
	8	√		
	9	√		
	10	√		
Cognitive engagement	11	√		
	12	√		

	13	√		
	14	√		
	15	√		

Singaraja, 3 March 2025

Expert 2



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP 198805172012122002

		Expert Judge #1	
		IR	R
Expert Judge #2	IR	0	0
	R	1	14

$$\text{Content Validity} = \frac{D}{(A+B+C+D)} = \frac{14}{(0+0+1+14)} = 0.93$$

Appendix 5. Summary Validity of the Tests Agreement Recapitulation and Reliability

Students	Students' Response		
	Rater 1	Rater 2	UA Scores
1	1	1	1
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1
6	1	1	1
7	1	1	1
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	0	0	0
15	1	1	1
16	1	1	1
17	1	1	1
18	1	1	1
19	1	1	1
20	1	1	1
21	1	1	1
22	1	1	1
23	1	1	1
24	0	0	0
25	0	0	0
26	1	1	1
27	1	1	1

28	1	1	1
29	1	1	1
30	1	1	1
31	1	1	1
32	1	1	1

The recapitulation then was calculated using the formula below.

$$S\text{-CVI/UA} = (\text{sum of UA scores})/(\text{number of students})$$

$$S\text{-CVI/UA} = 29/32 \text{ is equal to } 0.90$$

Reliability

Cohen's Kappa Coefficient

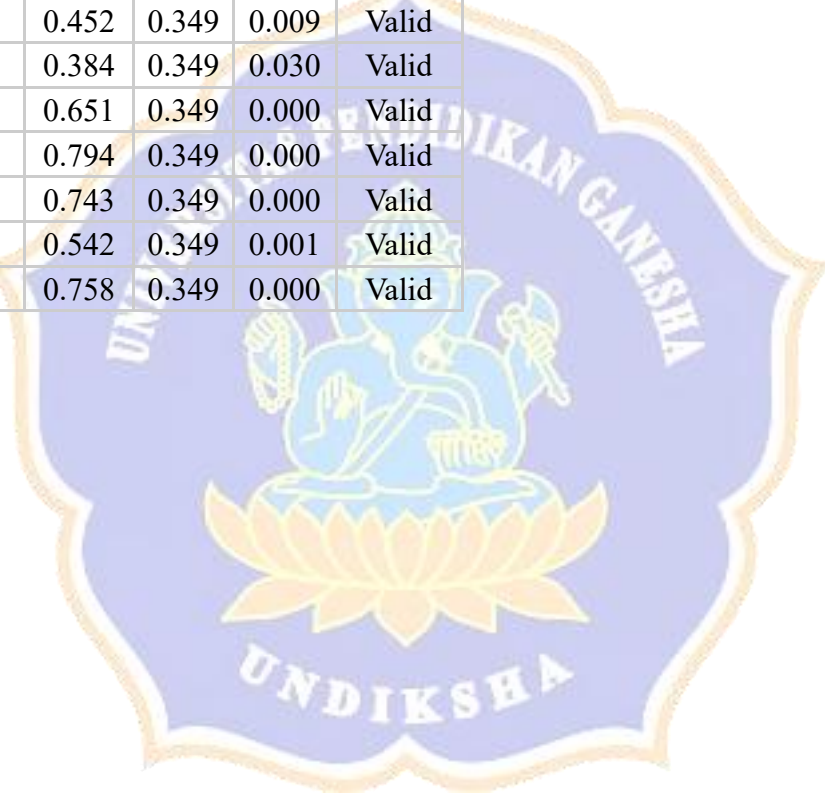
Kappa	Degree
>0.8	Almost Perfect
>0.6	Substantial
>0.4	Moderate
>0.2	Fair
0-0.2	Slight
<0	Poor

Speaking Test Symmetric Measures

Symmetric Measures				
	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa 1.000	.000	5.657	.000
N of Valid Cases		32		

Appendix 6. Summary Validity and Reliability of the Questionnaires

Dimensions	r count	r table	p (sig.)	Decision
D1	0.351	0.349	0.049	Valid
D2	0.607	0.349	0.000	Valid
D3	0.786	0.349	0.000	Valid
D4	0.786	0.349	0.000	Valid
D5	0.739	0.349	0.000	Valid
D6	0.620	0.349	0.000	Valid
D7	0.428	0.349	0.014	Valid
D8	0.484	0.349	0.005	Valid
D9	0.452	0.349	0.009	Valid
D10	0.384	0.349	0.030	Valid
D11	0.651	0.349	0.000	Valid
D12	0.794	0.349	0.000	Valid
D13	0.743	0.349	0.000	Valid
D14	0.542	0.349	0.001	Valid
D15	0.758	0.349	0.000	Valid



Reliability

The consistency is expected > 0.600 , then, the questionnaire items are considered reliable as shown in the criteria below.

- If the value ranges from 0.800 to 1.00 means very high reliability.
- If the value ranges 0.600 to 0.799 means high reliability.
- If the value ranges 0.400 to 0.599 means quite-high reliability.
- If the value ranges 0.200 to 0.399 means low reliability.
- If value < 0.200 means very low reliability.

Dimensions	Cronbach's Alpha if deleted	Criteria	Decision
D1	0.890	0.600	Reliable
D2	0.872	0.600	Reliable
D3	0.862	0.600	Reliable
D4	0.862	0.600	Reliable
D5	0.867	0.600	Reliable
D6	0.872	0.600	Reliable
D7	0.879	0.600	Reliable
D8	0.877	0.600	Reliable
D9	0.878	0.600	Reliable
D10	0.880	0.600	Reliable
D11	0.872	0.600	Reliable
D12	0.862	0.600	Reliable
D13	0.865	0.600	Reliable
D14	0.876	0.600	Reliable
D15	0.864	0.600	Reliable

Appendix 7. Learning Module for Experiment Group (8 sessions)

**Learning Activity Plan
(Experimental)**

Meeting : 1

Learning outcome : Students will be able to identify and use common expressions to introduce themselves and others.

Learning objectives : Identify and use common expressions to introduce myself and others.

Learning materials : Vocabulary and expressions used to introduce oneself and others.

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Wordwall*.

Amir : “Hello, I’m Amir.”

Herman: “Hello, Amir. I’m Herman. How are you?”

Amir : “I’m good. Where are you from?”

Herman: “I live in this town. Are you from this town, too?”

Amir : “Yes, I live here with my family.”

Herman: “I see. Well, it was nice to meet you, Amir. See you later.”

Amir : “See you!”



2. Core (20 mins)

Vocabulary:



Introducing yourself can be done in many different ways, such as:

Hi, I'm David. Nice to meet you.

This is enough for informal situations and when you are just meeting new people. Take note also of the phrase “Nice to meet you”. This is a polite expression usually used to end introductions.

Hello. My name is David, and I'm here to ask about the job opening.

Hello. My name is David, and I'm the new teaching assistant.

Take note of the underlined part. When you introduce yourself, it may also be useful to explain who you are or why you are there.

Hello. My name is David. I'm 24. I teach mathematics in a high school in the city. I like working with young people and on weekends I play badminton.

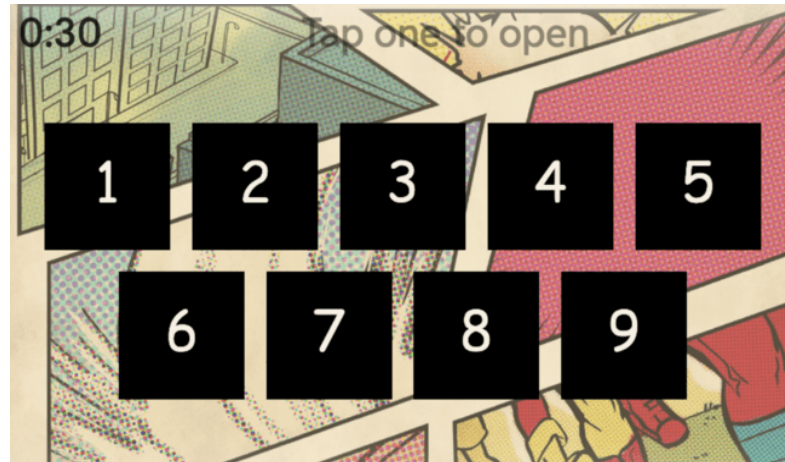
This is a longer introduction with more details that may invite people to ask you more questions. This kind of introduction is used in situations where getting to know you is very important, like job interviews or meeting someone for a date.

Teacher asks students to introduce themselves with all the details below. Students will get random details on *Wordwall*.

1. Name
2. Age
3. Street
4. Hometown
5. Parent/s
6. Siblings
7. Favorite food

8. Favorite song

Then, the teacher asks students to pretend they are meeting a friend and introduce the friend to their new English instructor shown on *Wordwall*.



3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Experimental)

Meeting : 2

Learning outcome : Students will be able to identify and use common expressions to ask for time and directions.

Learning objectives : Identify and use common expressions to ask for time and directions.

Learning materials :

- Vocabulary and expressions used to ask for directions.
- Vocabulary of time, expressions used to ask about time.

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Wordwall*.

Gemi: Hello, Miss. My name is Gemi. I'm here to ask about the English class.

Farah: Hello, Gemi. I'm Farah. Pleased to meet you.

Gemi: Hi. Nice to meet you, too.

Farah: Where do you live, Gemi.

Gemi: I live in this city, about 30 minutes away from here.

Farah: I see. English classes start early in the morning.

Gemi: Ah, around what time do they start?

Farah: Half past 8 in the morning.

Gemi: Ah, I see. Okay, I think that would be fine.

Farah: All right, you should talk to one of the teachers for your level test.

Gemi: Can you point me to where the teachers are?

Farah: Sure, they're down this hallway.

Gemi: Thank you!



2. Core (20 mins)

Vocabulary:



Can you point me to ___?

Which way is it to ___?

Can you help me find ___?

Is there a/an ___ around here?

Is this the right way to ___?

Can you tell me what time it is?

What time are we meeting up?

What time is ___?

There are several ways that questions about time can be answered. Below are some examples.

It's 7 o'clock in the morning.

It's 7 AM.

The market will open at 7 AM.

There are also several ways time can be expressed.

It's 7:30 AM -> It's half past seven in the morning.

- “half past” means half an hour, or 30 mins, past the time

It's 7:15 AM -> It's a quarter past seven in the morning.

- “quarter past” means one quarter of an hour, or 15 mins, past the time

- you can also say *five past, ten past, etc* to show it is five or ten minutes past the time.

It's 6:45 AM -> It's a quarter before seven in the morning.

- “quarter before” means one quarter of an hour, or 15 mins, before the time

Teacher asks students to read and study the expressions.

Students create a dialogue of the given scenario shown on *Wordwall*.

Scenario: Peter is going to a job interview at the bank on the corner of Alpha St and Raya St. He is at the bus station on Lele St. While there, he asks Bakti, a stranger, for directions to the bank. Bakti gives him directions to the bank if he's coming from the bus stop on Raya St, including landmarks. Bakti introduces himself to Peter and asks him why he's going to the bank. Bakti asks Peter what time his interview is. Peter says it's at 9:30 AM. Bakti wishes Peter good luck in the interview.



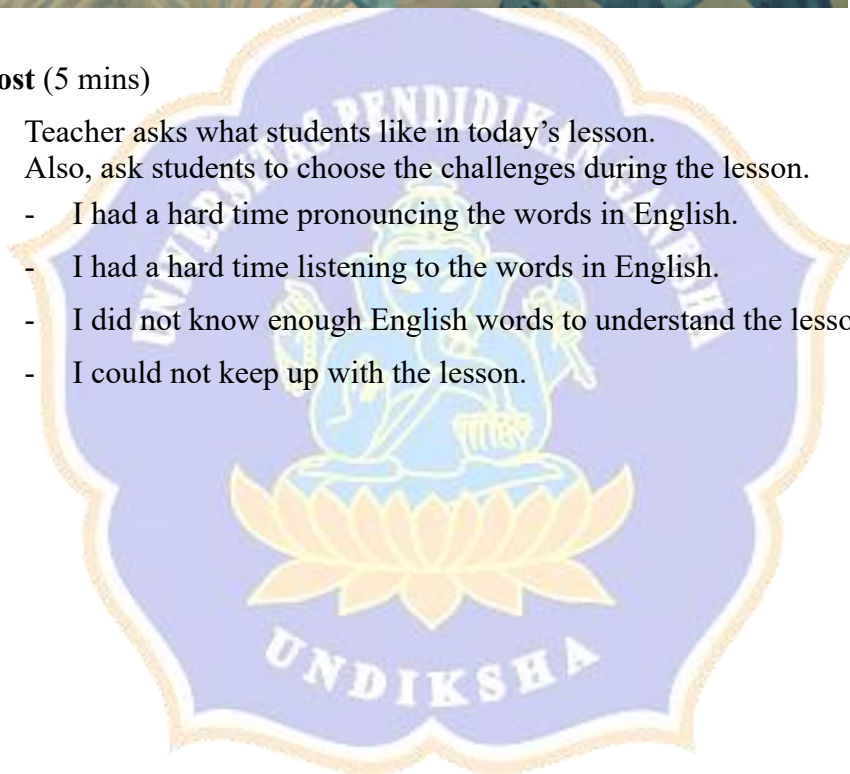


3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.



Learning Activity Plan (Experimental)

Meeting : 3
Learning outcome : Students will be able to identify and use expressions used in describing and relating past events
Learning objectives : Identify and use expressions used in describing and relating past events.
Learning materials : *Past action words & adverbs of time used in past tense sentences or utterances.*
Form of learning : Mini lecture and roleplay
Time allocation : 1x30'
Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Wordwall*.

Gemi: Hello, Dewi. How are you?

Dewi: Hi, Gemi. I'm good. What's up?

Gemi: Do you know how to get to the mall?

Dewi: Sure. There's a bus that stops right in front of the school that passes by the mall.

Gemi: Oh, thanks!

Dewi: What will you do in the mall?

Gemi: I'm going to get some pictures from my trip printed.

Dewi: Oh, where did you go?

Gemi: I went to Bali last week! I was there for five days.

Dewi: Wow, that's nice.

Gemi: When does the bus pass by?

Dewi: The next one should be at half past ten.

Gemi: Got this. Thanks!



2. Core (20 mins)

Vocabulary:



One of the ways language is used is to relate or tell personal experiences. These are events that happened to you or activities you have done. These were usually done in the past. The past tense is used when an action was done in the past and is not done regularly or repeatedly.

I went to _____

I did _____

I visited _____

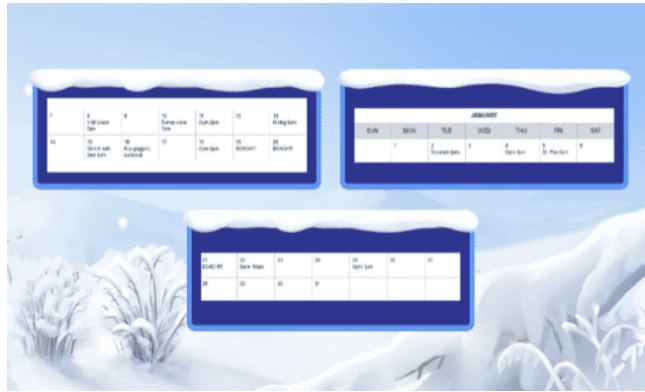
I tried _____

I went _____

I was in _____

Students mention ten sentences Julie did on *Wordwall* and share their answers to the teacher.

JANUARY						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2 Museum 2pm	3	4 Gym 3pm	5 Dr. Peo 9am	6
7	8 Visit Uncle Dan	9	10 Dance class 7pm	11 Gym 3pm	12	13 Hiking 6am
14	15 Dinner with Dad 8pm	16 Buy goggles, sunblock	17	18 Gym 3pm	19 BEACH!!!	20 BEACH!!!
21 BEACH!!!	22 Bank 10am	23	24	25 Gym 3pm	26	27
28	29	30	31			



Teacher doesn't need to get into all the rules. Just be ready to give the past tense of verbs.

3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Experimental)

Meeting : 4

Learning outcome : Students will be able to identify and use expressions to compare and contrast peer performances.

Learning objectives : Identify and use expressions to compare and contrast peer performance.

Learning materials :

- *Adjectives & their comparative & superlative forms used to describe & compare things & situations.*
- *Adverbs of manners (derived from adjectives with certain suffixes) used to describe how things are done.*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Wordwall*.

Citra: Dewi, do you have the time?

Dewi: Sure, it's quarter past three. What's up, Citra?

Citra: Oh, I'm just having the worst day.

Dewi: Oh no, I'm sorry to hear that. What happened?

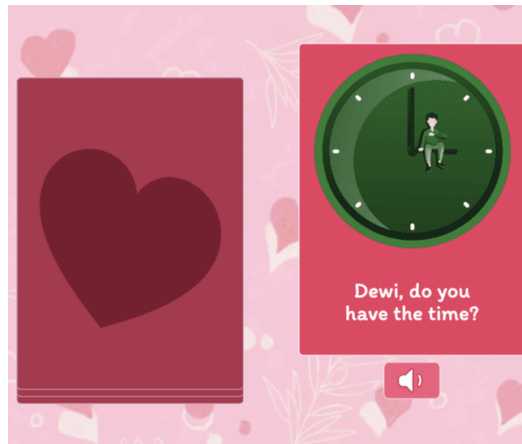
Citra: I woke up late this morning because I had to spend the weekend in the hospital.

Dewi: Are you okay?

Citra: Oh, yes, I was just visiting a relative, but I was not able to rest at all this weekend, so I was very sleepy this morning.

Dewi: Well, I hope the day becomes better for you. See you around, Citra!

Citra: Thanks, Dewi!



2. Core (20 mins)

Vocabulary:



We use adjectives and adverbs to describe things and how things are done. We can use adjectives and adverbs to describe the actions of other people. This is useful when we want people to improve. The bold words are some **adjectives** and the *italic* ones are adverbs.

- a) Gina carried the **white** bag.
 - b) Mia dragged the **heavy** chair to the side.
 - c) I took out the **stinky** trash.
- 1) The dog *lazily* watched the cat.
 - 2) The rain was pouring *heavily* down on the street.
 - 3) Mr. Sung *excitedly* called his grandchildren.

Teacher asks students for other adjectives and adverbs they know. Students write down three and make a sentence with each of them.

Then, the teacher asks students to look at other adjective words.

Good better best

Bad worse worst

Good and *bad* can be used to describe things by themselves.

These are good noodles, they're really yummy.

This charger is bad, it heats up so quickly.

Better and *worse* can be used to compare two things.

This cup is better for coffee than that glass.

The traffic today was worse than the traffic yesterday.

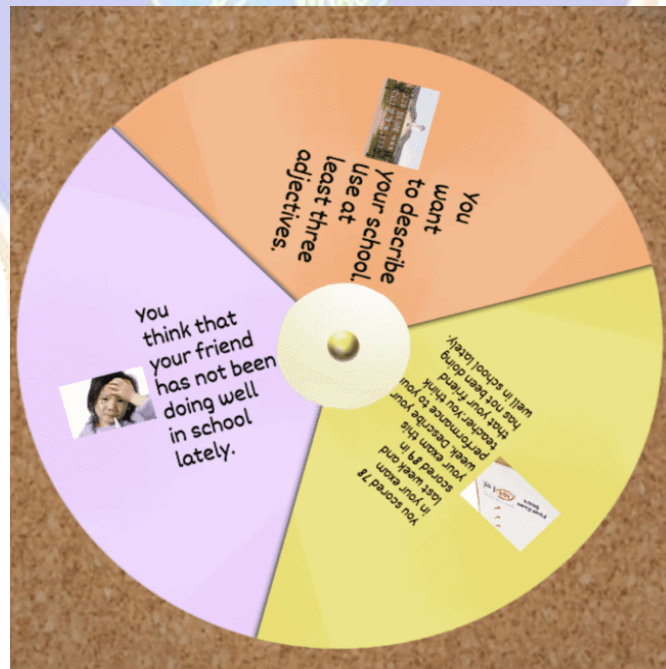
Best and *worst* can be used to describe things that are very good or very bad.

The best coffee shop in town is right over there.

My family and I saw the worst movie last weekend.

The teacher asks the students to give their answers for each situation on *Wordwall*.

1. You want to describe your school. Use at least three adjectives.
2. You scored 78 in your exam last week and scored 89 in your exam this week. Describe your performance to your teacher.
3. You think that your friend has not been doing well in school lately.



3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.



Learning Activity Plan (Experimental)

Meeting : 5

Learning outcome : Students will be able to identify and use expressions commonly used in shopping, and identify and use expressions commonly used in apologizing.

Learning objectives :

1. Identify and use expressions commonly used in shopping.
2. Identify and use expressions commonly used in apologizing.

Learning materials :

- *Vocabularies & expressions used to talk & ask about shopping.*
- *Vocabulary & expressions used to apologize.*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue on *Wordwall*.

Mark: Good morning, Rami. Do you know how to get to school from here?

Rami: You can walk down this street, turn left on the first corner, and then walk about 1 kilometer. But there's also a bus that passes by right here.

Mark: Oh, good. I think I will just wait for the bus.

Rami: The bus should pass by in 15 minutes. What time is your class?

Mark: It's at 9 AM.

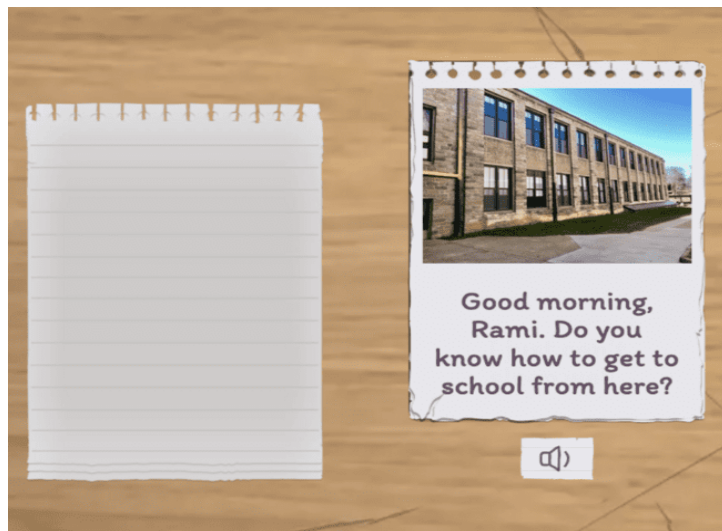
Rami: It's already half past eight! You might be late to class.

Mark: Yeah, I might be.

Rami: I noticed that your attendance can be improved, as you were also late every day last week. What's going on?

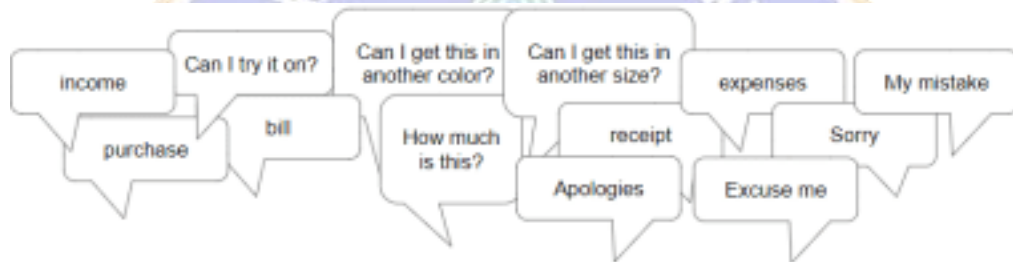
Mark: I just can't sleep well.

Rami: I'm sorry to hear that. I hope you're able to catch up on sleep and your lessons.



2. Core (20 mins)

Vocabulary:



Teacher checks whether students are familiar with the words below and defines the words with the students.

purchase	haggle
income	debt
salary	credit card
expenses	counterfeit
bill	receipt

Teacher gives students shopping expressions.

Do you have _____?

How much is the _____?

I'd like to get the _____?

Can I buy the _____?

Is the _____ available?

Can I try it?

Can I get this in another color? / Can I get this in red/blue/green?

Do you have this in another size? / Do you have this in medium/large?

Teacher also explains expressions in apologizing to other people.

I'm sorry.

Excuse me. Pardon me. Apologies. I'm very sorry.

My mistake.

I apologize.

My bad!

I was mistaken.

Sorry, that's my fault.

Students work with a partner, create a dialogue of two people given the scenario on *Wordwall*.

Scenario: Anne is looking for a bracelet. She goes to Marah's store, and she asks about the bracelets there. She tries several and asks for the price of some of the bracelets, but decides that she's not going to buy anything right now. However, Anne accidentally leaves the store with one of the bracelets still on her, and Marah follows her. Anne apologizes for accidentally taking the bracelet.



Anne is looking for a bracelet. She goes to Marah's store, and she asks about the bracelets there.

3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Experimental)

Meeting : 6

Learning outcome : Students will be able to identify and use expressions used when attending meetings and planning an activity with classmates.

Learning objectives : Identify and use expressions used when attending meetings and planning an activity with classmates

Learning materials :

- *Vocabularies & expressions related to and used when communicating in a meeting*
- *Phrases or expressions used to plan an activity during a meeting*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Wordwall*.

David: So everyone thinks we should go to the car factory for the field trip?

Amir: Excuse me?

David: Yes, Amir?

Amir: I think we should go to the museum, too.

David: Oh? Why?

Amir: Well, if we look at the minutes of the last meeting, we said that we wanted the students to learn about history as well.

David: That's right, I remember talking about that.

Amir: Well, the museum is the perfect place to go, then. We should go to the heritage museum.

David: Can you say that again? Which museum?

Amir: The heritage museum. There are a lot of historical objects there.

David: I see. Why don't we put it to a vote?



2. Core (20 mins)

Vocabulary:



Teacher asks students whether they are familiar with the expressions?
Students share their ideas with the class.


Teacher explains:

A meeting is a gathering of people where issues or problems are discussed. Meetings can also be used to plan for things. Planning meetings usually have:

1. People asking questions: *What do you think we should do? / What do you want to do? / What should we do? / What do we have to do?*
2. People suggesting ideas: *I think we should do this / We should do this / We can do this*
3. People offering other ideas: *I don't think we should / I don't think that's a good idea / I think we should do this instead*

Students work with a partner and create a short conversation using the scenario on *Wordwall*.

Person A and Person B are planning their weekend activity. Person A wants to watch a movie, but Person B does not. Person B wants to go to the park, but Person A does not. Decide on what they can both do together.



10 FAMILY ACTIVITIES

- 1 Take a Walk
- 2 Go to the Park
- 3 Go Apple Picking
- 4 Have a Food Taste
- 5 Get Family Photos Taken
- 6 Cook or Bake Together
- 7 Get Car Washing
- 8 Give a Massage
- 9 Play Board Games
- 10 Go Camping

Person A and Person B are planning their weekend activity. Person A wants to watch a movie, but Person B does not. Person B wants to go to the park, but Person A does not. Decide on what they can both do together.

3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Experimental)

Meeting : 7
Learning outcome : Students will be able to identify and use expressions used when talking about traveling.
Learning objectives : Identify and use expressions used when talking about traveling.
Learning materials : *Vocabularies & expressions related to traveling*
Form of learning : Mini lecture and roleplay
Time allocation : 1x30'
Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Wordwall*.

Anna: “Hi, I’d like to book a room for three nights, starting this Wednesday.”

Marie: “Sure, let me just check what rooms we have available. Uhm, will you be needing one bed, or two?”

Anna: “Just one, I’m traveling by myself.”

Marie: “Ah, I see. Okay, we do have a room available for \$50 a night.”

Anna: “That’s fine. I’ll take it.”

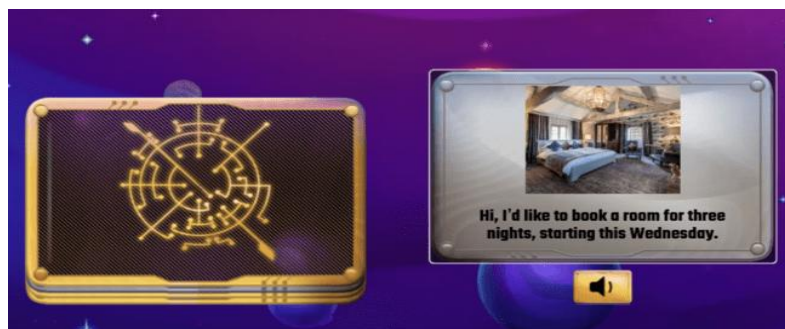
Marie: “All right, we’ll just need your credit card details and personal information. Uh, will you be flying in on Wednesday.”

Anna: “Yes, my flight lands at 10 AM.”

Marie: “Perfect, we do have transportation available to meet you at the airport. Our porter can also help you with your luggage.”

Anna: “That sounds great. Could you also recommend activities near the area? I’d like to explore the place when I’m not working.”

Marie: “Sure, just send over your itinerary and we’d be happy to recommend some activities.”



2. Core (20 mins)

Vocabulary:



Teacher asks students to listen to the next conversation and take note of the following words and phrases.

- On the road
- Book
- Passport
- Itinerary
- Voyage
- Luggage

Mama: Dewi, do you have everything with you?

Dewi: Yes, Mama.

Mama: Hmm, you know they **won't let you in** if you don't have your **passport** and your ticket, right?

Dewi: Yes, Mama, I know. I have my passport right here.

Mama: Is your luggage ready?

Dewi: My backpack is already downstairs, Mama.

Mama: Okay, just making sure. They might ask you a few questions about our **itinerary**. Just tell them **where we plan on going while we're there**.

Dewi: Right. We're going to Disneyland in California, and then we'll go and see the Grand Canyon, and then we're going to visit my grandparents in Arizona.

Mama: Good. I hope the **voyage** isn't that long, that's a lot of kilometers that we have to **travel** and we'll be **on the road** for a long time. And if they ask you where you'll stay?

Dewi: Er, it's where we stayed last time, right? Aunt Kristiyanna's house?

Mama: That's right.

Dewi: Then I'll say we wanted to **book** a hotel, but couldn't afford to pay, so we're **staying at my Aunt's house in Orange County instead**.

Mama: Huh? Dewi, don't joke around at the airport!

Dewi: I know, Mama. I'm just kidding.

Students work with the teacher to determine the meaning of the words and phrases.

Teacher asks the following situations *on Wordwall* and students answer.

1. You are going on a long vacation to the beach and someone asks you about your itinerary. Mention at least three activities.
2. Your family is going on a trip next week. You need two rooms. You are on the phone with the hotel.



3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Experimental)

Meeting : 8

Learning outcome : Students will be able to note details from text listened to and answer questions about the text listened to.

Learning objectives :

- Note details from text listened to.
- Answer questions about the text listened to.

Learning materials : *Announcements*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue on *Wordwall*.

Ric : “Did you hear that?”

David : “I think that was an announcement.”

Ric : “About what?”

David : “Shh! I think it’s about our flight.”

Ric : “Yeah, flight MH470 bound for Kuala Lumpur.”

David : “Oh no! Is our flight delayed?”

Ric : “I think so. They just announced that the plane will arrive two hours late.”

David : “Oh man, this is going to ruin our itinerary! And my laptop is in my luggage, I won’t be able to do any work!”

Ric : “I guess I’ll call the hotel to let them know we’ll be coming in later than expected.”

David : “Yes, and we may have to book another driver to pick us up.”



2. Core (20 mins)

Teacher discusses with students.

1. How good do you think you are at listening?
2. What makes someone good at listening? How do you know if someone is good at listening?
3. How do you think you can improve at listening?
4. What attitudes or behaviors should you develop to become a good listener?
5. Why is it good to learn how to listen well?

Teacher plays an announcement audio on *Wordwall* and explains.

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes. Thank you.

Announcements are usually done to inform a certain group of people so that they can do certain things in time. An announcement will usually be structured like this:

1. It will greet you.
2. It will say for whom the announcement is, so that those people will pay attention
3. It will give the news.
4. It will tell you what to do.

Teacher replays the announcement audio on *Wordwall*. Students take note of the details and answer the questions.

1. For whom is the announcement?
2. What is the main point of the announcement?
3. Is the announcement a good thing or bad thing for the people that the announcement is for?
4. What should the people do?
5. Have you ever encountered anything similar? What did you do?

Good afternoon passengers. This is the pre-boarding announcement for Flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes. Thank you.



For whom is the announcement?

What is the main point of the announcement?

Is the announcement a good thing or bad thing for the people that the announcement is for?

What should the people do?

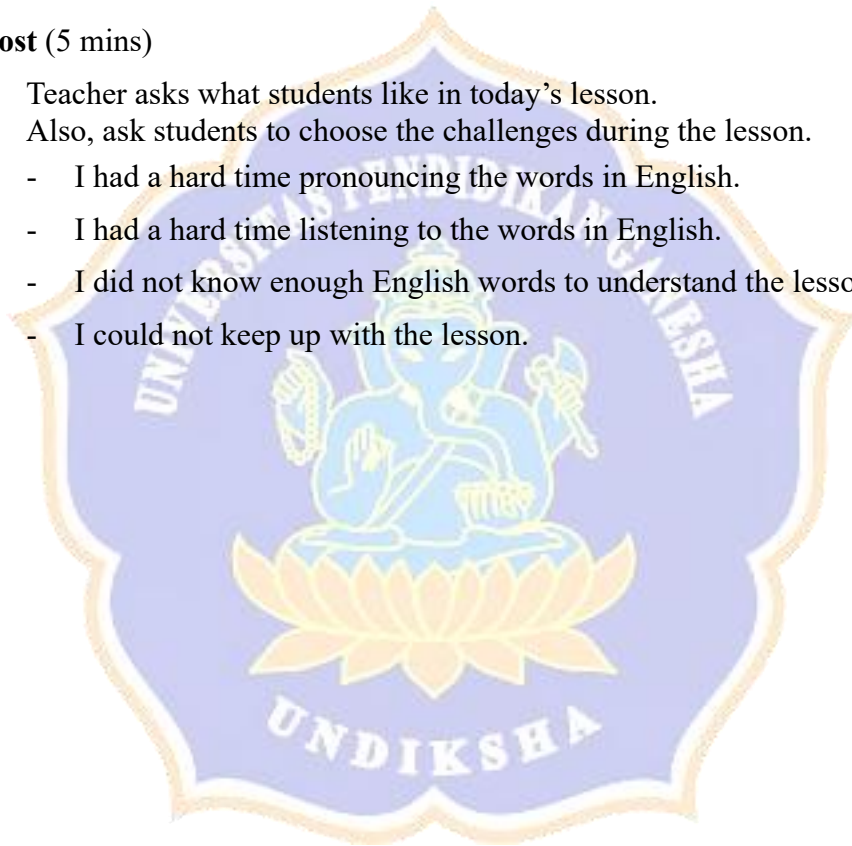
Have you ever encountered anything similar? What did you do?

3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.



Appendix 8. Learning Module for Control Group (8 sessions)

Learning Activity Plan (Control)

Meeting : 1

Learning outcome : Students will be able to identify and use common expressions to introduce themselves and others.

Learning objectives : Identify and use common expressions to introduce myself and others.

Learning materials : Vocabulary and expressions used to introduce oneself and others.

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue below shown on *Powerpoint*.

Amir : "Hello, I'm Amir."

Herman: "Hello, Amir. I'm Herman. How are you?"

Amir : "I'm good. Where are you from?"

Herman: "I live in this town. Are you from this town, too?"

Amir : "Yes, I live here with my family."

Herman: "I see. Well, it was nice to meet you, Amir. See you later."

Amir : "See you!"



Amir : "Hello, I'm Amir."
Herman: "Hello, Amir. I'm Herman. How are you?"
Amir : "I'm good. Where are you from?"
Herman: "I live in this town. Are you from this town, too?"
Amir : "Yes, I live here with my family."
Herman: "I see. Well, it was nice to meet you, Amir. See you later."
Amir : "See you!"

2. Core (20 mins)

Vocabulary:



Introducing yourself can be done in many different ways, such as:

Hi, I'm David. Nice to meet you.

This is enough for informal situations and when you are just meeting new people. Take note also of the phrase "Nice to meet you". This is a polite expression usually used to end introductions.

Hello. My name is David, and I'm here to ask about the job opening.

Hello. My name is David, and I'm the new teaching assistant.

Take note of the underlined part. When you introduce yourself, it may also be useful to explain who you are or why you are there.

Hello. My name is David. I'm 24. I teach mathematics in a high school in the city. I like working with young people and on weekends I play badminton.

This is a longer introduction with more details that may invite people to ask you more questions. This kind of introduction is used in situations where getting to know you is very important, like job interviews or meeting someone for a date.

Teacher asks students to introduce themselves with all the details below shown on *Powerpoint*.

1. Name
2. Age
3. Street
4. Hometown
5. Parent/s
6. Siblings
7. Favorite food

8. Favorite song

Then, the teacher asks students to pretend they are meeting a friend and introduce the friend to their new English instructor.



1. Name
2. Age
3. Street
4. Hometown
5. Parent/s
6. Siblings
7. Favorite food
8. Favorite song

Then, introduce the new friend to the new English instructor.

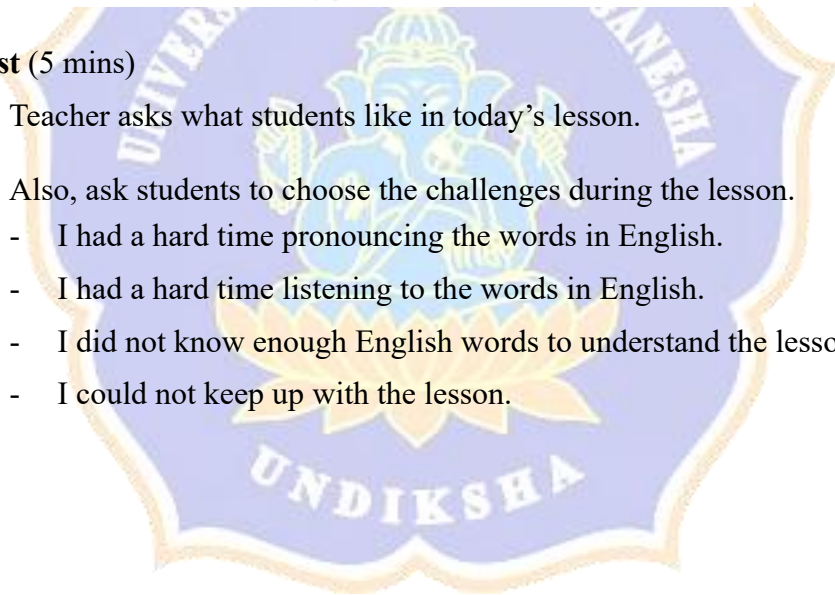
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3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.



Learning Activity Plan (Control)

Meeting : 2

Learning outcome : Students will be able to identify and use common expressions to ask for time and directions.

Learning objectives : Identify and use common expressions to ask for time and directions.

Learning materials :

- Vocabulary and expressions used to ask for directions.
- Vocabulary of time, expressions used to ask about time.

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue below shown on *Powerpoint*.

Gemi: Hello, Miss. My name is Gemi. I'm here to ask about the English class.

Farah: Hello, Gemi. I'm Farah. Pleased to meet you.

Gemi: Hi. Nice to meet you, too.

Farah: Where do you live, Gemi.

Gemi: I live in this city, about 30 minutes away from here.

Farah: I see. English classes start early in the morning.

Gemi: Ah, around what time do they start?

Farah: Half past 8 in the morning.

Gemi: Ah, I see. Okay, I think that would be fine.

Farah: All right, you should talk to one of the teachers for your level test.

Gemi: Can you point me to where the teachers are?

Farah: Sure, they're down this hallway.

Gemi: Thank you!

Gemi: Hello, Miss. My name is Gemi. I'm here to ask about the English class.
Farah: Hello, Gemi. I'm Farah. Pleased to meet you.
Gemi: Hi. Nice to meet you, too.
Farah: Where do you live, Gemi.
Gemi: I live in this city, about 30 minutes away from here.
Farah: I see. English classes start early in the morning.
Gemi: Ah, around what time do they start?
Farah: Half past 8 in the morning.
Gemi: Ah, I see. Okay, I think that would be fine.
Farah: All right, you should talk to one of the teachers for your level test.
Gemi: Can you point me to where the teachers are?
Farah: Sure, they're down this hallway.
Gemi: Thank you!

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2. Core (20 mins)

Vocabulary:

Do you have the time?

Do you know what time it is?

Which way to ___?

Can you help me find ___?

quarter past

quarter to

half past

Can you point me to ___?

Can you tell me what time it is?

What time are we meeting up?

What time is ___?

Can you point me to ___?

Which way is it to ___?

Can you help me find ___?

Is there a/an ___ around here?

Is this the right way to ___?

There are several ways that questions about time can be answered. Below are some examples.

It's 7 o'clock in the morning.

It's 7 AM.

The market will open at 7 AM.

There are also several ways time can be expressed.

It's 7:30 AM -> It's half past seven in the morning.

- "half past" means half an hour, or 30 mins, past the time

It's 7:15 AM -> It's a quarter past seven in the morning.

- "quarter past" means one quarter of an hour, or 15 mins, past the time

- you can also say *five past, ten past, etc* to show it is five or ten minutes past the time.

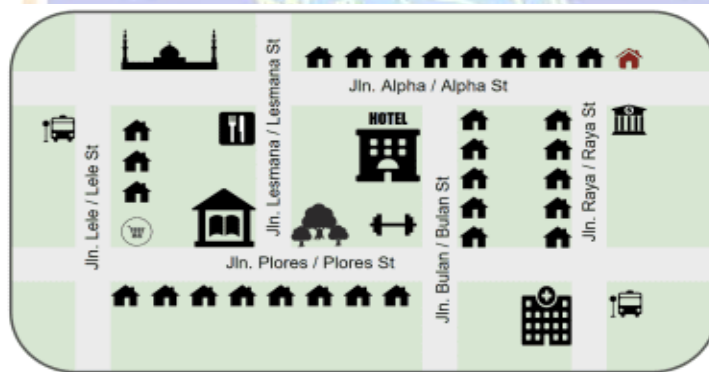
It's 6:45 AM -> It's a quarter before seven in the morning.

- "quarter before" means one quarter of an hour, or 15 mins, before the time

Teacher asks students to read and study the expressions.

Students create a dialogue of the given scenario below shown on *Powerpoint*.

Scenario: Peter is going to a job interview at the bank on the corner of Alpha St and Raya St. He is at the bus station on Lele St. While there, he asks Bakti, a stranger, for directions to the bank. Bakti gives him directions to the bank if he's coming from the bus stop on Raya St, including landmarks. Bakti introduces himself to Peter and asks him why he's going to the bank. Bakti asks Peter what time his interview is. Peter says it's at 9:30 AM. Bakti wishes Peter good luck in the interview.





Scenario: Peter is going to a job interview at the bank on the corner of Alpha St and Raya St. He is at the bus station on Lele St. While there, he asks Bakti, a stranger, for directions to the bank. Bakti gives him directions to the bank if he's coming from the bus stop on Raya St, including landmarks. Bakti introduces himself to Peter and asks him why he's going to the bank. Bakti asks Peter what time his interview is. Peter says it's at 9:30 AM. Bakti wishes Peter good luck in the interview.

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3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Control)

Meeting : 3

Learning outcome : Students will be able to identify and use expressions used in describing and relating past events

Learning objectives : Identify and use expressions used in describing and relating past events.

Learning materials : *Past action words & adverbs of time used in past tense sentences or utterances.*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue below shown on *Powerpoint*.

Gemi: Hello, Dewi. How are you?

Dewi: Hi, Gemi. I'm good. What's up?

Gemi: Do you know how to get to the mall?

Dewi: Sure. There's a bus that stops right in front of the school that passes by the mall.

Gemi: Oh, thanks!

Dewi: What will you do in the mall?

Gemi: I'm going to get some pictures from my trip printed.

Dewi: Oh, where did you go?

Gemi: I went to Bali last week! I was there for five days.

Dewi: Wow, that's nice.

Gemi: When does the bus pass by?

Dewi: The next one should be at half past ten.

Gemi: Got this. Thanks!

Gemi: Hello, Dewi. How are you?
 Dewi: Hi, Gemi. I'm good. What's up?
 Gemi: Do you know how to get to the mall?
 Dewi: Sure. There's a bus that stops right in front of the school that passes by the mall.
 Gemi: Oh, thanks!
 Dewi: What will you do in the mall?
 Gemi: I'm going to get some pictures from my trip printed.
 Dewi: Oh, where did you go?
 Gemi: I went to Bali last week! I was there for five days.
 Dewi: Wow, that's nice.
 Gemi: When does the bus pass by?
 Dewi: The next one should be at half past ten.
 Gemi: Got this. Thanks!

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2. Core (20 mins)

Vocabulary:



One of the ways language is used is to relate or tell personal experiences. These are events that happened to you or activities you have done. These were usually done in the past. The past tense is used when an action was done in the past and is not done regularly or repeatedly.

I went to _____
I did _____
I visited _____
I tried _____
I went _____
I was in _____

Students mention ten sentences Julie did on *Powerpoint* and share their answers to the teacher.

JANUARY						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2 Museum 2pm	3	4 Gym 3pm	5 Dr. Peo 9am	6
7	8 Visit Uncle Dan	9	10 Dance class 7pm	11 Gym 3pm	12	13 Hiking 6am
14	15 Dinner with Dad 8pm	16 Buy goggles, sunblock	17	18 Gym 3pm	19 BEACH!!!	20 BEACH!!!
21 BEACH!!!	22 Bank 10am	23	24	25 Gym 3pm	26	27
28	29	30	31			

JANUARY						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2 Museum 2pm	3	4 Gym 3pm	5 Dr. Peo 9am	6
7	8 Visit Uncle Dan	9	10 Dance class 7pm	11 Gym 3pm	12	13 Hiking 6am
14	15 Dinner with Dad 8pm	16 Buy goggles, sunblock	17	18 Gym 3pm	19 BEACH!!!	20 BEACH!!!
21 BEACH!!!	22 Bank 10am	23	24	25 Gym 3pm	26	27
28	29	30	31			

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Teacher doesn't need to get into all the rules. Just be ready to give the past tense of verbs.

3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Control)

Meeting : 4

Learning outcome : Students will be able to identify and use expressions to compare and contrast peer performances.

Learning objectives : Identify and use expressions to compare and contrast peer performance.

Learning materials :

- *Adjectives & their comparative & superlative forms used to describe & compare things & situations.*
- *Adverbs of manners (derived from adjectives with certain suffixes) used to describe how things are done.*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue below shown on *Wordwall*.

Citra: Dewi, do you have the time?

Dewi: Sure, it's quarter past three. What's up, Citra?

Citra: Oh, I'm just having the worst day.

Dewi: Oh no, I'm sorry to hear that. What happened?

Citra: I woke up late this morning because I had to spend the weekend in the hospital.

Dewi: Are you okay?

Citra: Oh, yes, I was just visiting a relative, but I was not able to rest at all this weekend, so I was very sleepy this morning.

Dewi: Well, I hope the day becomes better for you. See you around, Citra!

Citra: Thanks, Dewi!

2. Core (20 mins)

Vocabulary:



We use adjectives and adverbs to describe things and how things are done. We can use adjectives and adverbs to describe the actions of other people. This is useful when we want people to improve. The bold words are some **adjectives** and the *italic* ones are adverbs.

- a) Gina carried the **white** bag.
 - b) Mia dragged the **heavy** chair to the side.
 - c) I took out the **stinky** trash.
-
- 1) The dog *lazily* watched the cat.
 - 2) The rain was pouring *heavily* down on the street.
 - 3) Mr. Sung *excitedly* called his grandchildren.

Teacher asks students for other adjectives and adverbs they know. Students write down three and make a sentence with each of them.

Then, the teacher asks students to look at other adjective words.

Good better best
Bad worse worst

Good and *bad* can be used to describe things by themselves.

These are good noodles, they're really yummy.
This charger is bad, it heats up so quickly.

Better and *worse* can be used to compare two things.

This cup is better for coffee than that glass.
The traffic today was worse than the traffic yesterday.

Best and *worst* can be used to describe things that are very good or very bad.

*The best coffee shop in town is right over there.
My family and I saw the worst movie last weekend.*

The teacher asks the students to give their answers for each situation on *Powerpoint*.

1. You want to describe your school. Use at least three adjectives.
2. You scored 78 in your exam last week and scored 89 in your exam this week. Describe your performance to your teacher.
3. You think that your friend has not been doing well in school lately.



1. You want to describe your school. Use at least three adjectives.
2. You scored 78 in your exam last week and scored 89 in your exam this week. Describe your performance to your teacher.
3. You think that your friend has not been doing well in school lately.

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3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Control)

Meeting : 5

Learning outcome : Students will be able to identify and use expressions commonly used in shopping, and identify and use expressions commonly used in apologizing.

Learning objectives :

1. Identify and use expressions commonly used in shopping.
2. Identify and use expressions commonly used in apologizing.

Learning materials :

- *Vocabularies & expressions used to talk & ask about shopping.*
- *Vocabulary & expressions used to apologize.*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue below shown on *Powerpoint*.

Mark: Good morning, Rami. Do you know how to get to school from here?

Rami: You can walk down this street, turn left on the first corner, and then walk about 1 kilometer. But there's also a bus that passes by right here.

Mark: Oh, good. I think I will just wait for the bus.

Rami: The bus should pass by in 15 minutes. What time is your class?

Mark: It's at 9 AM.

Rami: It's already half past eight! You might be late to class.

Mark: Yeah, I might be.

Rami: I noticed that your attendance can be improved, as you were also late every day last week. What's going on?

Mark: I just can't sleep well.

Rami: I'm sorry to hear that. I hope you're able to catch up on sleep and your lessons.

Mark: Good morning, Rami. Do you know how to get to school from here?
Rami: You can walk down this street, turn left on the first corner, and then walk about 1 kilometer. But there's also a bus that passes by right here.
Mark: Oh, good. I think I will just wait for the bus.
Rami: The bus should pass by in 15 minutes. What time is your class?
Mark: It's at 9 AM.
Rami: It's already half past eight! You might be late to class.
Mark: Yeah, I might be.
Rami: I noticed that your attendance can be improved, as you were also late every day last week. What's going on?
Mark: I just can't sleep well.
Rami: I'm sorry to hear that. I hope you're able to catch up on sleep and your lessons.

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2. Core (20 mins)

Vocabulary:



Teacher checks whether students are familiar with the words below and defines the words with the students.

purchase
income
salary
expenses
bill

haggle
debt
credit card
counterfeit
receipt

Teacher gives students shopping expressions.

Do you have _____?

How much is the _____?

I'd like to get the _____?

Can I buy the _____?

Is the _____ available?

Can I try it?

Can I get this in another color? / Can I get this in red/blue/green?

Do you have this in another size? / Do you have this in medium/large?

Teacher also explains expressions in apologizing to other people.

I'm sorry.

Excuse me. Pardon me. Apologies. I'm very sorry.

My mistake.

I apologize.

My bad!

I was mistaken.

Sorry, that's my fault.

Students work with a partner, create a dialogue of two people given the scenario on *Powerpoint*.

Scenario: Anne is looking for a bracelet. She goes to Marah's store, and she asks about the bracelets there. She tries several and asks for the price of some of the bracelets, but decides that she's not going to buy anything right now. However, Anne accidentally leaves the store with one of the bracelets still on her, and Marah follows her. Anne apologizes for accidentally taking the bracelet.

Scenario: Anne is looking for a bracelet. She goes to Marah's store, and she asks about the bracelets there. She tries several and asks for the price of some of the bracelets, but decides that she's not going to buy anything right now. However, Anne accidentally leaves the store with one of the bracelets still on her, and Marah follows her. Anne apologizes for accidentally taking the bracelet.

3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Learning Activity Plan (Control)

Meeting : 6

Learning outcome : Students will be able to identify and use expressions used when attending meetings and planning an activity with classmates.

Learning objectives : Identify and use expressions used when attending meetings and planning an activity with classmates

Learning materials :

- *Vocabularies & expressions related to and used when communicating in a meeting*
- *Phrases or expressions used to plan an activity during a meeting*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Powerpoint*.

David: So everyone thinks we should go to the car factory for the field trip?

Amir: Excuse me?

David: Yes, Amir?

Amir: I think we should go to the museum, too.

David: Oh? Why?

Amir: Well, if we look at the minutes of the last meeting, we said that we wanted the students to learn about history as well.

David: That's right, I remember talking about that.

Amir: Well, the museum is the perfect place to go, then. We should go to the heritage museum.

David: Can you say that again? Which museum?

Amir: The heritage museum. There are a lot of historical objects there.

David: I see. Why don't we put it to a vote?

2. Core (20 mins)

Vocabulary:



Teacher asks students whether they are familiar with the expressions?
Students share their ideas with the class.

Teacher explains:

A meeting is a gathering of people where issues or problems are discussed. Meetings can also be used to plan for things. Planning meetings usually have:

1. People asking questions: *What do you think we should do? / What do you want to do? / What should we do? / What do we have to do?*
2. People suggesting ideas: *I think we should do this / We should do this / We can do this*
3. People offering other ideas: *I don't think we should / I don't think that's a good idea / I think we should do this instead*

Students work with a partner and create a short conversation using the scenario on Powerpoint.

Person A and Person B are planning their weekend activity. Person A wants to watch a movie, but Person B does not. Person B wants to go to the park, but Person A does not. Decide on what they can both do together.

3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.



Learning Activity Plan (Control)

Meeting : 7
Learning outcome : Students will be able to identify and use expressions used when talking about traveling.
Learning objectives : Identify and use expressions used when talking about traveling.
Learning materials : *Vocabularies & expressions related to traveling*
Form of learning : Mini lecture and roleplay
Time allocation : 1x30'
Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Powerpoint*.

Anna: "Hi, I'd like to book a room for three nights, starting this Wednesday."

Marie: "Sure, let me just check what rooms we have available. Uhm, will you be needing one bed, or two?"

Anna: "Just one, I'm traveling by myself."

Marie: "Ah, I see. Okay, we do have a room available for \$50 a night."

Anna: "That's fine. I'll take it."

Marie: "All right, we'll just need your credit card details and personal information. Uh, will you be flying in on Wednesday?"

Anna: "Yes, my flight lands at 10 AM."

Marie: "Perfect, we do have transportation available to meet you at the airport. Our porter can also help you with your luggage."

Anna: "That sounds great. Could you also recommend activities near the area? I'd like to explore the place when I'm not working."

Marie: "Sure, just send over your itinerary and we'd be happy to recommend some activities."

Anna: "Hi, I'd like to book a room for three nights, starting this Wednesday."
Marie: "Sure, let me just check what rooms we have available. Uhm, will you be needing one bed, or two?"
Anna: "Just one, I'm traveling by myself."
Marie: "Ah, I see. Okay, we do have a room available for \$50 a night."
Anna: "That's fine. I'll take it."
Marie: "All right, we'll just need your credit card details and personal information. Uh, will you be flying in on Wednesday?"
Anna: "Yes, my flight lands at 10 AM."
Marie: "Perfect, we do have transportation available to meet you at the airport. Our porter can also help you with your luggage."
Anna: "That sounds great. Could you also recommend activities near the area? I'd like to explore the place when I'm not working."
Marie: "Sure, just send over your itinerary and we'd be happy to recommend some activities."

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2. Core (20 mins)

Vocabulary:



Teacher asks students to listen to the next conversation and take note of the following words and phrases.

- On the road
- Book
- Passport
- Itinerary
- Voyage
- Luggage

Mama: Dewi, do you have everything with you?

Dewi: Yes, Mama.

Mama: Hmm, you know they **won't let you in** if you don't have your **passport** and your ticket, right?

Dewi: Yes, Mama, I know. I have my passport right here.

Mama: Is your **luggage** ready?

Dewi: My **backpack** is already downstairs, Mama.

Mama: Okay, just making sure. They might ask you a few questions about our **itinerary**. Just tell them **where we plan on going while we're there**.

Dewi: Right. We're going to Disneyland in California, and then

we'll go and see the Grand Canyon, and then we're going to visit my grandparents in Arizona.

Mama: Good. I hope the voyage isn't that long, that's a lot of kilometers that we have to travel and we'll be on the road for a long time. And if they ask you where you'll stay?

Dewi: Er, it's where we stayed last time, right? Aunt Kristiyanna's house?

Mama: That's right.

Dewi: Then I'll say we wanted to book a hotel, but couldn't afford to pay, so we're staying at my Aunt's house in Orange County instead.

Mama: Huh? Dewi, don't joke around at the airport!

Dewi: I know, Mama. I'm just kidding.

Students work with the teacher to determine the meaning of the words and phrases.

Teacher asks the following situations on *Powerpoint* and students answer.

1. You are going on a long vacation to the beach and someone asks you about your itinerary. Mention at least three activities.
2. Your family is going on a trip next week. You need two rooms. You are on the phone with the hotel.

1. You are going on a long vacation to the beach and someone asks you about your itinerary. Mention at least three activities.
2. Your family is going on a trip next week. You need two rooms. You are on the phone with the hotel.

3. Post (5 mins)

Teacher asks what students like in today's lesson.

Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.



Learning Activity Plan (Control)

Meeting : 8

Learning outcome : Students will be able to note details from text listened to and answer questions about the text listened to.

Learning objectives :

- Note details from text listened to.
- Answer questions about the text listened to.

Learning materials : *Announcements*

Form of learning : Mini lecture and roleplay

Time allocation : 1x30'

Assessment : Performance task

Activities

1. Warm-up (5 mins)

Teacher asks students to work with a partner. Students take turns reading the dialogue shown on *Powerpoint*.

Ric : "Did you hear that?"

David : "I think that was an announcement."

Ric : "About what?"

David : "Shh! I think it's about our flight."

Ric : "Yeah, flight MH470 bound for Kuala Lumpur."

David : "Oh no! Is our flight delayed?"

Ric : "I think so. They just announced that the plane will arrive two hours late."

David : "Oh man, this is going to ruin our itinerary! And my laptop is in my luggage, I won't be able to do any work!"

Ric : "I guess I'll call the hotel to let them know we'll be coming in later than expected."

David : "Yes, and we may have to book another driver to pick us up."



Ric : "Did you hear that?"
David : "I think that was an announcement."
Ric : "About what?"
David : "Shh! I think it's about our flight."
Ric : "Yeah, flight MH470 bound for Kuala Lumpur."
David : "Oh no! Is our flight delayed?"
Ric : "I think so. They just announced that the plane will arrive two hours late."
David : "Oh man, this is going to ruin our itinerary! And my laptop is in my luggage, I won't be able to do any work!"
Ric : "I guess I'll call the hotel to let them know we'll be coming in later than expected."
David : "Yes, and we may have to book another driver to pick us up."

2. Core (20 mins)

Teacher discusses with students.

1. How good do you think you are at listening?
2. What makes someone good at listening? How do you know if someone is good at listening?
3. How do you think you can improve at listening?
4. What attitudes or behaviors should you develop to become a good listener?
5. Why is it good to learn how to listen well?

Teacher reads an announcement on *Powerpoint* and explains.

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes. Thank you.

Announcements are usually done to inform a certain group of people so that they can do certain things in time. An announcement will usually be structured like this:

1. It will greet you.
2. It will say for whom the announcement is, so that those people will pay attention
3. It will give the news.
4. It will tell you what to do.

Teacher rereads the announcement on *Powerpoint*. Students take note of the details and answer the questions.

1. For whom is the announcement?
2. What is the main point of the announcement?
3. Is the announcement a good thing or bad thing for the people that the announcement is for?
4. What should the people do?
5. Have you ever encountered anything similar? What did you do?

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes. Thank you.

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1. For whom is the announcement?
2. What is the main point of the announcement?
3. Is the announcement a good thing or bad thing for the people that the announcement is for?
4. What should the people do?
5. Have you ever encountered anything similar? What did you do?

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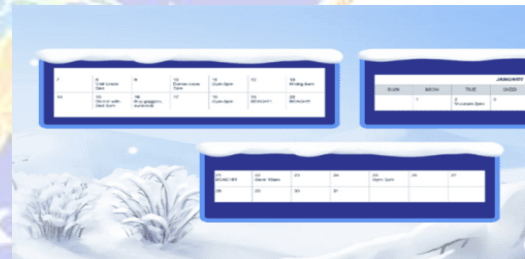
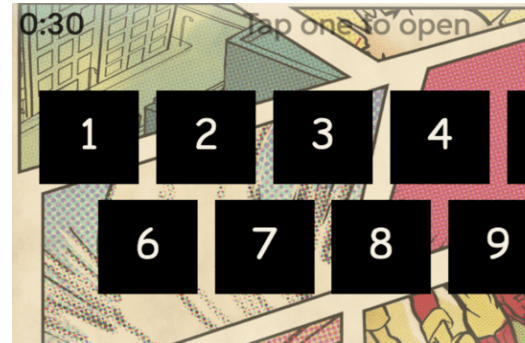
3. Post (5 mins)

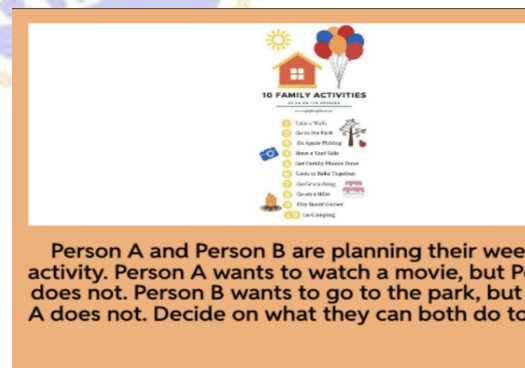
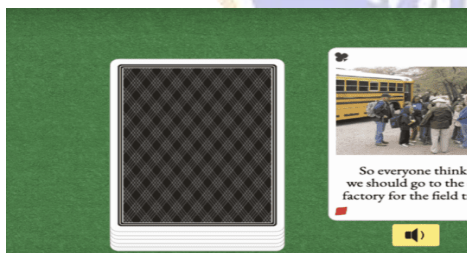
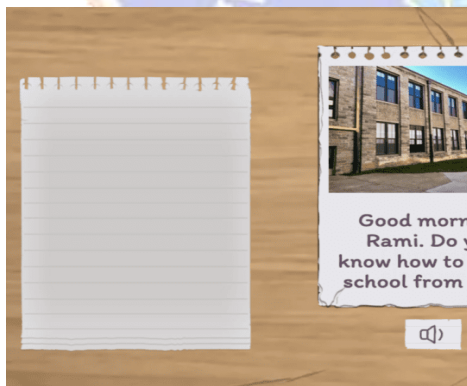
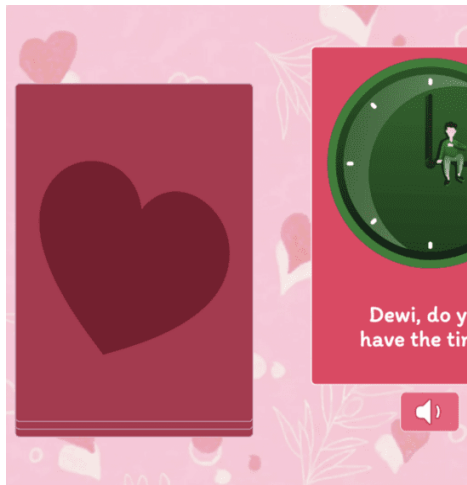
Teacher asks what students like in today's lesson.

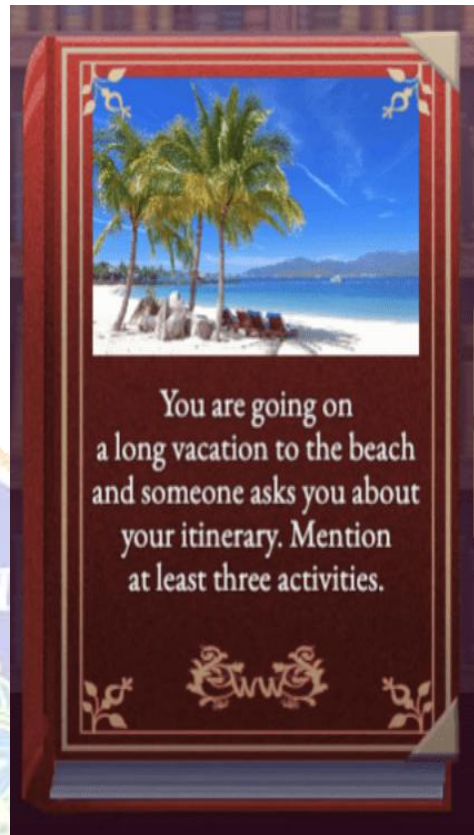
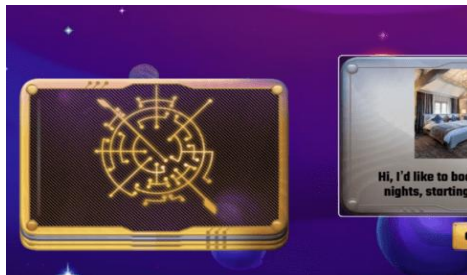
Also, ask students to choose the challenges during the lesson.

- I had a hard time pronouncing the words in English.
- I had a hard time listening to the words in English.
- I did not know enough English words to understand the lesson.
- I could not keep up with the lesson.

Appendix 9. Wordwall Sample







Appendix 10. Descriptive Statistical Analysis

Aspects	Mean	Score		Interpretation
		Min	Max	
Q1Y1	65.00	56	75	Good
Q1Y2	83.08	72	91	Excellent
Q2Y1	53.30	45	65	Good
Q2Y2	76.53	68	85	Excellent



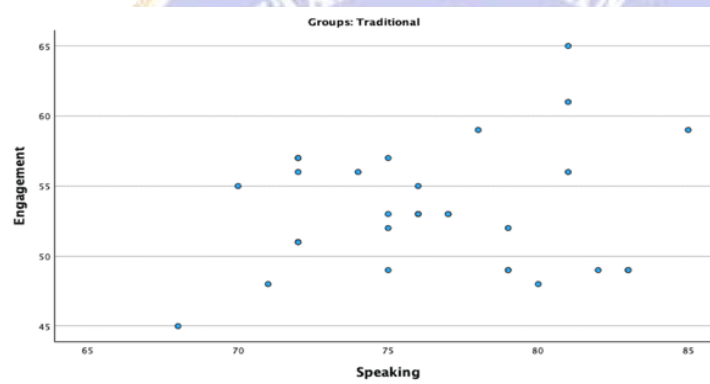
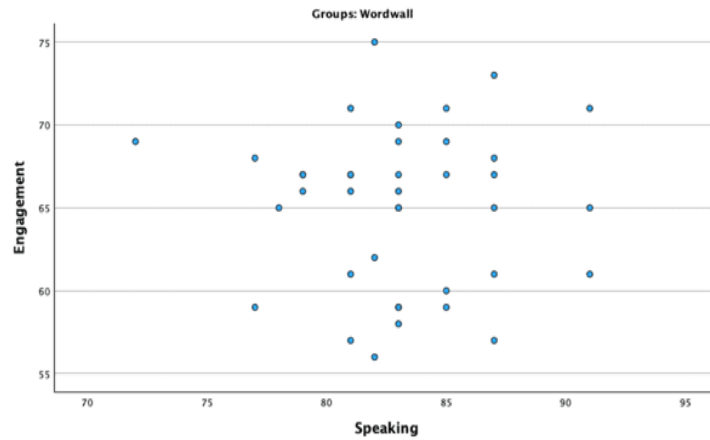
Descriptives

Groups		Statistic	Std. Error
Engagement	Traditional	Mean	.817
		95% Confidence Interval for Mean	
		Lower Bound	51.63
		Upper Bound	54.97
		5% Trimmed Mean	53.13
		Median	53.00
		Variance	20.010
		Std. Deviation	4.473
		Minimum	45
		Maximum	65
		Range	20
		Interquartile Range	7
		Skewness	.427
		Kurtosis	.833
	Wordwall	Mean	.770
		95% Confidence Interval for Mean	
		Lower Bound	63.44
		Upper Bound	66.56
		5% Trimmed Mean	64.97
		Median	66.00
		Variance	23.105
		Std. Deviation	4.807
		Minimum	56
		Maximum	75

Speaking		Range	19	
		Interquartile Range	7	
		Skewness	-.178	.378
		Kurtosis	-.743	.741
	Traditional	Mean	76.53	.790
		95% Confidence Interval for Mean	Lower Bound 74.92	
			Upper Bound 78.15	
		5% Trimmed Mean	76.54	
		Median	76.00	
		Variance	18.740	
		Std. Deviation	4.329	
		Minimum	68	
		Maximum	85	
		Range	17	
		Interquartile Range	8	
		Skewness	.046	.427
		Kurtosis	-.774	.833
	Wordwall	Mean	83.08	.637
		95% Confidence Interval for Mean	Lower Bound 81.79	
			Upper Bound 84.37	
		5% Trimmed Mean	83.12	
		Median	83.00	
		Variance	15.810	
		Std. Deviation	3.976	
		Minimum	72	
		Maximum	91	
		Range	19	
		Interquartile Range	4	
		Skewness	-.137	.378
		Kurtosis	.780	.741

Appendix 11. The Prerequisite Tests

1. Linearity



2. Covariable Linearity

Correlations

		Engagement	Speaking
Engagement	Pearson Correlation	1	.516**
	Sig. (2-tailed)		<.001
	N	69	69
Speaking	Pearson Correlation	.516**	1
	Sig. (2-tailed)	<.001	
	N	69	69

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

3. Multicollinearity

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623 ^a	.388	.379	4.133
a. Predictors: (Constant), Groups				

4. Normality

Tests of Normality							
Groups		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Engagement	Wordwall	.167	39	.008	.956	39	.127
	Traditional	.132	30	.194	.963	30	.361
Speaking	Wordwall	.149	39	.029	.960	39	.179
	Traditional	.119	30	.200*	.975	30	.683
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

5. Homogeneity of Covariances

Box's Test of Equality of Covariance Matrices ^a	
Box's M	1,031
F	.332
df1	3
df2	606940,977
Sig.	.802
Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.	
a. Design: Intercept + Gr	

Appendix 12. Inferential Statistics

One-Way MANOVA

Multivariate Tests ^a							
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.998	16955.687 ^b	2,000	66,000	<.001	.998
	Wilks' Lambda	.002	16955.687 ^b	2,000	66,000	<.001	.998
	Hotelling's Trace	513,809	16955.687 ^b	2,000	66,000	<.001	.998
	Roy's Largest Root	513,809	16955.687 ^b	2,000	66,000	<.001	.998
Gr	Pillai's Trace	.679	69.932 ^b	2,000	66,000	<.001	.679
	Wilks' Lambda	.321	69.932 ^b	2,000	66,000	<.001	.679
	Hotelling's Trace	2,119	69.932 ^b	2,000	66,000	<.001	.679
	Roy's Largest Root	2,119	69.932 ^b	2,000	66,000	<.001	.679
a. Design: Intercept + Gr							
b. Exact statistic							

Test of Between-Subject Effects

Tests of Between-Subjects Effects							
Source	Type III Sum of Squares	df	Mean Square	F		Sig.	Partial Eta Squared
Corrected Model	Engagement	2321.178 ^a	1	2321.178	106.644	<.001	.614

	Speaking	726.054 ^b	1	726.054	42.514	1	<.00	.388
Intercept	Engagement	237304.657	1	237304.657	10902.703	1	<.00	.994
	Speaking	431974.750	1	431974.750	25294.005	1	<.00	.997
Gr	Engagement	2321.178	1	2321.178	106.644	1	<.00	.614
	Speaking	726.054	1	726.054	42.514	1	<.00	.388
Error	Engagement	1458.300	67	21.766				
	Speaking	1144.236	67	17.078				
Total	Engagement	251460.000	69					
	Speaking	446034.000	69					
Corrected Total	Engagement	3779.478	68					
	Speaking	1870.290	68					
a. R Squared = .614 (Adjusted R Squared = .608)								
b. R Squared = .388 (Adjusted R Squared = .379)								

