**APPENDICES**

**Appendix 1.** The English Literacy-Based Assessment for Blended English

The English literacy-based assessment for blended English learning produced by Mirawati (2022) can be accessed through the QR below.

**Appendix 2. Instrument Blueprint**

1. **Blueprint of English Competency Test**

**BLUEPRINT**

A. **READING SKILL**

Basic competency : Apply the social function, text structure, and linguistics elements of oral and written interpersonal interaction text that involves calling for attention, checking understanding, appreciating others' effort, asking and expressing opinions, and responding to them according to the context of their use.

Topic : Appreciating others' effort.

| No. | Indicators | Level of Cognitive Domain | | | | | | Number of Item |
|---|---|---|---|---|---|---|---|---|
| | | C1 | C2 | C3 | C4 | C5 | C6 | |
| 1. | Appling information related to appreciate others' effort. | | √ | | | | | 1, 2, 3, 5, 6, 7, |
| | | | | | √ | | | 4, 10, |
| | | | | √ | | | | 8, 12, 13, 14, 15 |
| | | √ | | | | | | 9, 11, |
| | | | | | | | √ | 16, 17, 18, 19, 2 |
| Total Number of Items | | | | | | | | 25 |

*Dialogue for questions number 1 to 5*

Kemala : Hi, Nadine. You look so happy, is there anything special?
Nadine : My sister just texted me that I got a motorcycle from my father's office.
Kemala : Wow. That's really great. How can you get it?
Nadine : Yeah. My father's office would give some prizes to the staff's children if they have a good skill in music or sport.
Kemala : Excellent. I know that you're a good athlete.
Nadine : Thank you! I really appreciate that but I'm still learning to be a better athlete.

1. How many people are there in the dialogue?
   a. 2 people                           c. 4 people
   b. 3 people                           d. 5 people
2. Who got the prize?
   a. Nadine                             c. Staff
   b. Nadine's father                    d. Kemala
3. How did Nadine get the prize? It is because ….
   a. She got the first rank in her class   c. She bought a lottery
   b. She was a good girl                   d. She had good skill in sport

4. What did Kemala say to appreciate Nadine's ahivement in sport?
   a. Excellent!
   b. Hi, Nadine
   c. Thank you, but I'm still learning to be a good athlete
   d. How can you get it?
5. Who will give the prize for the girl?
   a. Her father                          c. Her father office
   b. Her friends                         d. Her friends' father
6. Which sentence in the dialogue shows that Kemala appreciates Nadine's achievement?
   a. "Hi, Nadine"                        c. "How can you get it?"
   b. "Wow.    That's    really           d. "Thank you!"
      great."

7. Why did Nadine say "I really appreciate that"?

   a. She was agreeing with Kemala.
   b. She was thanking Kemala for recognizing her effort.
   c. She wanted to change the topic.
   d. She was surprised by the prize.

*Dialogue for questions number 6 to 10*

Ditto        : Cita, I heard you won the story telling competition. Excellent! You did a great job.
Cita         : Thanks, Ditto.
Ditto        : I heard that you will be a representative of our school in the story telling competition of our regency. Is it true?
Cita         : Yes, you're right.
Ditto        : I hope you also win in this competition.
Cita         : I hope so. But I'm nervous.
Ditto        : Don't worry, you're a very good story teller. Good luck.
Cita         : Thanks. I'll do my best.

8. What competition did Cita join in?
   a. debate                             c. public speaking
   b. story telling                      d. singing
9. Who congratulates Cita?
   a. Ditto                              c. Cita's sister
   b. Cita's teacher                     d. Cita's brother

10. What is the next competition level will Cita join?
    a. Province
    b. National
    c. Regency
    d. International
11. What did Ditto wish for Cita?
    a. That she will find new style
    b. That she will be brave
    c. To find new friend
    d. To win the competition
12. " I heard that you will be the <u>representative</u> ......."
    The underlined word has the same meaning with ......
    a. champion
    b. participants
    c. delegation
    d. member
13. Which expression in the dialogue shows that Ditto supports and appreciates Cita's performance?
    a. "I hope so. But I'm nervous."
    b. "Excellent! You did a great job."
    c. "Is it true?"
    d. "I heard you will be a representative."
14. What does Ditto mean when he says, "Good luck"?
    a. He hopes Cita enjoys the competition.
    b. He wants Cita to win and do well.
    c. He is asking Cita to help him.
    d. He is ending the conversation.

15. Which one is the expression of appreciating others' effort?
    a. I'm so proud of you
    b. Do you agree with me?
    c. I think you can win the beauty contest.
    d. I'd like to congratulate you on your success
16. Iwan   : Have you heard that I won the bike race this morning?
    Andi   : Really? ....
    a. I hope you don't lie to me
    b. Congratulations!
    c. You must win the race
    d. Are you parents proud of you?
17. Aldi    : Wow, your drawing is beautiful, Bryan!
    Bryan  : ...
    a. I don't think so.
    b. I wish I could draw better
    c. Thank you.
    d. Don't you want to congratulate me?
18. What do you say if your classmate will join a speech competition?
    a. Excellent! You did a great job.
    b. We are so proud of you
    c. I hope you'll do the best at the competition
    d. Wish me luck!

19. Nando : Is it true that you get the first rank?
    Cindy : Yes
    Nando : Good job!
    Cindy : …..
    a. No need                          c. Thanks a lot
    b. You must be kidding              d. I hope you'll get the first
       rank.                                rank.
20. Rani: I saw your painting in the school gallery. It's amazing!
    Bima: Thank you. I worked on it for a month.
    Rani: You really have a great talent in art.
    What is Rani doing in this conversation?
    a. Criticizing Bima's work.
    b. b. Asking about art competitions.
    c. Appreciating Bima's skill.
    d. Talking about her own art.

**Read the dialogue below then state true or false on the following table. Make a correction for the false based on the statements you find!**

Alika        : Hi, Tamara. You look so busy today.
Tamara       : Yea, I must study hard to prepare myself for the English speech
contest.
Alika        : That's great. I hope you get the best of it
Tamara       : I hope so. By the way, what about your story telling contest?
Alika        : I haven't known about the result
Tamara       : Don't worry if you have done the best, I expect you'll good news
soon
Alika        : I hope so, thanks a lot, my best friend.
Tamara       : Okay, girl.

| No | Statements | True | False |
|----|------------|------|-------|
| 21 | There are two boys in the dialogue. | | |
| 22 | Tamara is busy when Alika sees her. | | |
| 23 | Tamara prepares herself for the story telling contest. | | |
| 24 | Alika won a story telling contest. | | |
| 25 | Tamara hopes that Alika will get the announcement. | | |

**B. LISTENING TEST**

Basic competency     : Applying the social function, text structure, and linguistics elements of oral and written interpersonal interaction text that involves calling for attention, checking understanding, rewarding performance, asking and expressing opinions, and responding to them according to the context of their use.

Topic        : calling for attention and checking understanding

| No. | Indicators | Level of Cognitive Domain | | | | | | Number of Items |
|-----|------------|----|----|----|----|----|----|-----------------|
|     |            | C1 | C2 | C3 | C4 | C5 | C6 |                 |
| 1.  | Applying the |  |  |  | √ |  |  | 1,2,3,4,5,6, |

| | | | | | | | 7,8,9,10 |
|---|---|---|---|---|---|---|---|
| information related to calling for attention and checking understanding | | | | | | | |
| Total Number of Items | | | | | | | 10 |

In this section, you will listen to a dialogue about calling for attention from your teacher.

Then, **fill in the blank parts with what you have heard from your teacher**. Listen carefully!

Miss Lilis  : Everybody, may (1)……………………………., please?

Students  : Yes, Ma'am

Miss Lilis  : From now on (2)…………….. English class. OK? We will use English in our English class. Dayu, (3)…………………………...?

Dayu  : We will use English in our English class

Miss Lilis  : Attention please! Now let's say it (4)………… "Yes, we are ready. We will speak English in the English class"

Students  : Yes, we are ready. We will speak English in the English class.

Miss Lilis  : Putu, (5)… … … … …  loudly.

Putu  : Yes, we are ready. We will speak English in the English class.

Miss Lilis  : (6)………. Do you have any questions?

Karin  : What is (7) ………………… "attention" in Indonesia Miss?

Miss Lilis  : Listen everyone, attention means *perhatian*. (8) ………………………. students?

Students  : Yes, I do.

Putu  : (9)………………., Miss. Can I go to the toilet, please?

Miss Lilis  : Sure, Putu.

Putu  : (10) ………………..

## C. WRITING TEST

Basic competency   : Applying the social function, text structure, and linguistics elements of oral and written interpersonal interaction text that involves calling for attention, checking understanding, rewarding performance, asking and expressing opinions, and responding to them according to the context of their use.

Topic  : calling for attention

| No. | Indicators | Level of Cognitive Domain | | | | | | Number of Items |
|---|---|---|---|---|---|---|---|---|
| | | C1 | C2 | C3 | C4 | C5 | C6 | |
| 1. | Applying          the | | | | | | √ | 1 |

| information related to calling for attention | | | | | | | |
|---|---|---|---|---|---|---|---|
| Total Number of Items | | | | | | | 1 |

Hello students! Here, you need to work with a friend to write a conversation. Imagine that your teacher asks you to give an announcement about submitting English assignment to your class. With your partner discuss and write a conversation about how you call for your friends' attention in that situation. Please write about 5 to 1o sentences to your dialogue. Thank you.

Your conversation:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Scoring Rubric of Writing Test

| Aspect | Score | Description | Weight |
|---|---|---|---|
| Content (a) 30% - Topic - Detail | 4 | The topic is complete, clear, and the details are relating to the topic. | 3x |
| | 3 | The topic is complete and clear, but the details are almost relating to the topic. | |
| | 2 | The topic is complete and clear, but the details are not relating to the topic. | |
| | 1 | The topic is not clear, but the details are not relating to the topic. | |
| Organization (b) 20% - Identification - Description | 4 | Identification is complete and descriptions are arranged with the proper connectives. | 2x |
| | 3 | Identification is almost complete and descriptions are arranged with almost the proper connectives. | |
| | 2 | Identification is not complete and descriptions are arranged with few misuses of connectives. | |
| | 1 | Identification is not complete and descriptions are arranged with misuse of connectives. | |
| Grammar (c) 20% - Use Present Tense | 4 | Very few grammatical inaccuracies. | 2x |
| | 3 | Few grammatical inaccuracies but not effect on meaning. | |
| | 2 | Numerous grammatical inaccuracies. | |
| | 1 | Frequent grammatical or agreement inaccuracies. | |
| Vocabulary (d) 15% | 4 | Effective choice of words and word forms. | 1.5x |
| | 3 | Few misuses of vocabularies, word forms, but not change the meaning. | |
| | 2 | Limited range confusing words and word form. | |
| | 1 | Very poor knowledge of words, word forms, and not understandable. | |
| Mechanics (e) 15% - Spelling - Punctuation - Capitalization | 4 | It uses correct spelling, punctuation, and capitalization. | 1,5x |
| | 3 | It has occasional errors of spelling, punctuation, and capitalization. | |
| | 2 | It has frequent errors of spelling, punctuation, and capitalization. | |
| | 1 | It has dominated by errors of spelling, punctuation, and capitalization. | |

Scale: 1-4 (for point a,b,c,d,e)

Score: $\dfrac{3(score\ a)+2(score\ b)+2(score\ c)+1,5\ (score\ d)+1,5\ (score\ e)}{40} \times 100$

**D. SPEAKING TEST**

Basic competency : Applying the social functions, text structure, and linguistic elements of interaction text verbal and written transactional involves the act of giving and asking information related to the ability and willingness to take action, according to the context of its use.

Topic : ability

| No. | Indicators | Level of Cognitive Domain | | | | | | Number of Items |
|---|---|---|---|---|---|---|---|---|
| | | C1 | C2 | C3 | C4 | C5 | C6 | |
| 1. | Applying the information related to someone's ability | | | | | | √ | 1 |
| Total Number of Items | | | | | | | | 1 |

In this exercise you need to: First, find a partner and then interview what your friend can and cannot do. Second, write the result in the table below. The example is below:

| No | Name | Area/Field | | | | |
|---|---|---|---|---|---|---|
| | | English | Music | Sports | Housework | Others |
| 1 | Kadek Ari | - Read a story<br>-Not write a story | - Play flute<br>- Sing balinese song | - Run<br>- Play Volley ball<br>- Not badminton | - Sweep the floor<br>- Not cook | - Paint |
| 2 | | | | | | |

After getting information from your friend, present the table in front of the class. The steps are as follows:

- Show the table in front of the class.
- Introduce your friend and present to the class what he/she can do based on the information on the table.

Scoring Rubric of Speaking Test

| ASPECT | SCORE | | DESCRIPTION |
|---|---|---|---|
| Pronunciation | 5 | □ | Easy to understand and has a native speaker's accent. |
| | 4 | □ | Easy to understand with a certain accent and pronunciation errors are quite rare. |
| | 3 | □ | There are some problems in pronunciation but still understandable. |
| | 2 | □ | Mispronunciation is common, but understandable. |
| | 1 | □ | Mispronunciations are common and difficult to understand. |
| Grammar | 5 | □ | There are no or little mistakes in grammar. |
| | 4 | □ | Able to use the language accurately and sometimes makes mistakes in grammar, but it doesn't influence the meaning. |
| | 3 | □ | Often makes mistake in grammar and it influences the meaning |
| | 2 | □ | There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence, but they are still understandable. |
| | 1 | □ | Errors in grammar are frequent, so it is difficult to understand. |
| Vocabulary | 5 | □ | Using vocabulary and expression like native speaker |
| | 4 | □ | Sometimes using vocabulary which is not appropriate |
| | 3 | □ | Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited |
| | 2 | □ | Using wrong vocabulary and it is limited so it is difficult to understand |
| | 1 | □ | Vocabulary is so limited so conversation impossible to occur |
| Fluency | 5 | □ | Speech is smooth as a native speaker's |
| | 4 | □ | Can understand and participate in any conversation, but their fluency is disturbed by language problem. |
| | 3 | □ | Fluency is disturbed more by language problems. Vocabulary is broad enough that he or she rarely has to grope for a word. |
| | 2 | □ | Speech is frequently hesitant and jerky; sentences may be left uncompleted |
| | 1 | □ | Speech is so halting and fragmentary that conversation is virtually impossible. |
| Comprehend | 5 | □ | Understand all without any difficulties |
| | 4 | □ | Understand almost all, although there is repetition in certain part |
| | 3 | □ | Understand most of what she/he talks in slow speaking |
| | 2 | □ | Difficult to understand what she/he talks |
| | 1 | □ | Can not understand although in simple conversation |

- Adapted from Brown and Abeywickrama (2018, pp. 184-185)

## 2. Blueprint of Student's Attitude Questionnaire

### Questionnaire Items

### Adapted from Gardner 1985

| No | Original | Adaptation |
|----|----------|------------|
| 1 | Learning French is really great. | Learning English is really great. |
| 2 | I really enjoy learning French. | I really enjoy learning English. |
| 3 | French is an important part of the school programme. | English is an important part of the school programme. |
| 4 | I plan to learn as much French as possible. | I plan to learn as much English as possible. |
| 5 | I love learning French. | I love learning English. |
| 6 | Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French. | Studying English can be important it will allow me to be more at ease with other English speakers. |
| 7 | Studying French can be important for me because it will allow me to meet and converse with more and varied people. | Studying English can be important for me because it will allow me to meet and converse with more and varied people. |
| 8 | Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature. | Studying English can be important for me because it will enable me to better understand and appreciate English art and literature. |
| 9 | Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups. | Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups. |
| 10 | Studying French can be important for me only because I'll need it for my future career. | Studying English can be important for me because I will need it for my future career. |

The blueprint of Attitudes Questionnaires Towards Language Learning

**Questionnaire Items**

| Aspect | Item Number | Original | Adaptation | Translated in Indonesian |
|---|---|---|---|---|
| behavioural | 1 | I plan to learn as much French as possible. | I plan to learn as much English as possible. | Saya akan belajar Bahasa Inggris sebanyak mungkin. |
| | 2 | Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups. | Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups. | Mempelajari Bahasa Inggris itu penting karena saya akan dapat berpatisipasi dengan mudah dalam kegiatan dari kelompok lain dengan budaya yang berbeda. |
| | 3 | Studying French can be important for me only because I'll need it for my future career. | Studying English can be important for me because I will need it for my future career. | Belajar Bahasa Inggris itu penting karena saya akan memerlukannya untuk karir saya di masa depan. |
| | 4 | I would rather spend my time on subjects other than French. | I would rather spend my time on English subject. | Saya lebih memilih menghabiskan waktu untuk pelajaran Bahasa Inggris. |
| | 5 | I would study a foreign language in school even if it were not required. | I would study English in school even if it were not required. | Saya akan belajar Bahasa Inggris bahkan bila tidak diharuskan. |
| cognitive | 6 | French is an important part of the school programme. | English is an important part of the school programme. | Bahasa Inggris itu adalah bagian penting dari program sekolah. |
| | 7 | Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French. | Studying English can be important it will allow me to be more at ease with other English speakers. | Belajar Bahasa Inggris itu penting karena akan membantu saya berkomunikasi dengan mudah dengan penutur berbahasa Inggris |

|  |  |  |  | lain. |
|---|---|---|---|---|
|  | 8 | Studying French can be important for me because it will allow me to meet and converse with more and varied people. | Studying English can be important for me because it will allow me to meet and converse with more and varied people. | Belajar Bahasa Inggris itu penting karena akan memungkinkan saya untuk bertemu dan berbicara dengan berbagai macam orang. |
|  | 9 | Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature. | Studying English can be important for me because it will enable me to better understand and appreciate English art and literature. | Belajar Bahasa Inggris itu penting karena akan membantu saya untuk memahami dan menghargai karya seni dan sastra berbahasa Inggris. |
|  | 10 | Studying French can be important for me because it will make me a more knowledgeable person. | Studying English can be important for me because it will make me a more knowledgeable person. | Mempelajari Bahasa Inggris itu penting karena akan membuat saya menjadi orang yang lebih berpengetahuan. |
| emotional | 11 | Learning French is really great. | Learning English is really great. | Belajar Bahasa Inggris itu keren. |
|  | 12 | I really enjoy learning French. | I really enjoy learning English. | Saya sangat menikmati belajar Bahasa Inggris. |
|  | 13 | I love learning French. | I love learning English. | Saya suka belajar Bahasa Inggris. |
|  | 14 | I enjoy meeting and listening to people who speak other languages. | I enjoy meeting and listening to people who speak English. | Saya senang bertemu dan mendengarkan orang-orang yang berbicara dalam Bahasa Inggris. |
|  | 15 | Studying a foreign language is an enjoyable experience. | Studying English is an enjoyable experience. | Belajar Bahasa Inggris adalah pengalaman yang menyenangkan, |

**Appendix 3. Instrument Validity**

1.  **English Competency Test**

EXPERT JUDGMENT FORM

READING SKILL

Expert I: Prof.Dr. Ni Nyoman Padmadewi, M.A

| Item Numbers | Decision | | Suggestion |
|---|---|---|---|
| | Relevant | Irrelevant | |
| 1. | √ | | |
| 2. | √ | | |
| 3. | √ | | |
| 4. | √ | | |
| 5. | √ | | |
| 6. | √ | | |
| 7. | √ | | |
| 8. | √ | | |
| 9. | √ | | |
| 10. | √ | | |
| 11. | √ | | |
| 12. | √ | | |
| 13. | √ | | |
| 14. | √ | | |
| 15. | √ | | |
| 16. | √ | | |
| 17. | √ | | |
| 18. | √ | | |
| 19. | √ | | |
| 20. | √ | | |
| 21. | √ | | |
| 22. | √ | | |
| 23. | √ | | |
| 24. | √ | | |
| 25. | √ | | |

Singaraja,
Judge

Prof.Dr. Ni Nyoman Padmadewi, M.A
NIP. 196202021988032001

**EXPERT JUDGMENT FORM**

**LISTENING SKILL**

**Expert I: Prof.Dr. Ni Nyoman Padmadewi, M.A**

| Item Numbers | Decision | | Suggestion |
|:---:|:---:|:---:|:---:|
| | **Relevant** | **Irrelevant** | |
| 1. | √ | | |
| 2. | √ | | |
| 3. | √ | | |
| 4. | √ | | |
| 5. | √ | | |
| 6. | √ | | |
| 7. | √ | | |
| 8. | √ | | |
| 9. | √ | | |
| 10. | √ | | |

Singaraja,
Judge

Prof.Dr. Ni Nyoman Padmadewi, M.A
NIP. 196202021988032001

**EXPERT JUDGMENT FORM**

**WRITING SKILL**

**Expert I: Prof.Dr. Ni Nyoman Padmadewi, M.A**

| Item Numbers | Decision | | Suggestion |
|:---:|:---:|:---:|:---:|
| | **Relevant** | **Irrelevant** | |
| 1. | √ | | |

Singaraja,
Judge

Prof.Dr. Ni Nyoman Padmadewi, M.A
NIP. 196202021988032001

**EXPERT JUDGMENT FORM**

**SPEAKING SKILL**

Expert I: Prof.Dr. Ni Nyoman Padmadewi, M.A

| Item Numbers | Decision | | Suggestion |
|---|---|---|---|
| | Relevant | Irrelevant | |
| 1. | √ | | |

Singaraja,
Judge

Prof.Dr. Ni Nyoman Padmadewi, M.A
NIP. 196202021988032001

# EXPERT JUDGMENT FORM

## READING SKILL

### Expert II: Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

| Item Numbers | Decision | | Suggestion |
|---|---|---|---|
| | Relevant | Irrelevant | |
| 1. | √ | | |
| 2. | √ | | |
| 3. | √ | | |
| 4. | √ | | |
| 5. | √ | | |
| 6. | √ | | |
| 7. | √ | | |
| 8. | √ | | |
| 9. | √ | | |
| 10. | √ | | |
| 11. | √ | | |
| 12. | √ | | |
| 13. | √ | | |
| 14. | √ | | |
| 15. | √ | | |
| 16. | √ | | |
| 17. | √ | | |
| 18. | √ | | |
| 19. | √ | | |
| 20. | √ | | |
| 21. | √ | | |
| 22. | √ | | |
| 23. | √ | | |
| 24. | √ | | |
| 25. | √ | | |

Singaraja,
Judge

Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.
NIP. 198303142008122002

**EXPERT JUDGMENT FORM**

**LISTENING SKILL**

Expert II: Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

| Item Numbers | Decision | | Suggestion |
|:---:|:---:|:---:|:---:|
| | Relevant | Irrelevant | |
| 1. | √ | | |
| 2. | √ | | |
| 3. | √ | | |
| 4. | √ | | |
| 5. | √ | | |
| 6. | √ | | |
| 7. | √ | | |
| 8. | √ | | |
| 9. | √ | | |
| 10. | √ | | |

Singaraja,
Judge

Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.
NIP. 198303142008122002

**EXPERT JUDGMENT FORM**

**WRITING SKILL**

Expert II: Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

| Item Numbers | Decision | | Suggestion |
|:---:|:---:|:---:|:---:|
| | Relevant | Irrelevant | |
| 1. | √ | | |

Singaraja,
Judge

Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.
NIP. 198303142008122002

**EXPERT JUDGMENT FORM**

**SPEAKING SKILL**

Expert II: Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

| Item Numbers | Decision | | Suggestion |
| --- | --- | --- | --- |
| | Relevant | Irrelevant | |
| 1. | √ | | |

Singaraja,
Judge

Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.
NIP. 198303142008122002

**Content Validity** :

$$Content\ validity = \frac{D}{A + B + C + D}$$

Notes:

A       : Expert 1 and Expert 2 do not agree

B       : Expert 1 agrees and Expert 2 does not agree

C       : Expert 1 does not agree and Expert 2 agrees

D       : Expert 1 and Expert 2 agree

Criteria of content validity:

0,80 –1,00       : very high validity

0,60 –0,79       : high validity

0,40 –0,59       : immediate validity

0,20 –0,39       : low validity

0,00 –0,19       : very low validity

**Reading Skill Test**

|  |  | Judge I | |
|---|---|---|---|
|  |  | Irrelevant | Relevant |
| **Judge II** | Irrelevant | A= 0 items | C= 0 items |
|  | Relevant | B= 0 items | D= 25 items |

$$C = \frac{25}{0+0+0+25} = 1$$

The formula indicates that the reading test achieved "Very High Validity", receiving a perfect content score of 1.00 from both judges.

**Listening Skill Test**

|  |  | Judge I | |
|---|---|---|---|
|  |  | Irrelevant | Relevant |
| **Judge II** | Irrelevant | A= 0 items | C= 0 items |
|  | Relevant | B= 0 items | D= 10 items |

$$C = \frac{10}{0+0+0+10} = 1$$

The formula indicates that the listening test achieved "Very High Validity", receiving a perfect content score of 1.00 from both judges.

**Writing Skill Test**

|  |  | Judge I | |
|---|---|---|---|
|  |  | Irrelevant | Relevant |
| **Judge II** | Irrelevant | A= 0 items | C= 0 items |
|  | Relevant | B= 0 items | D= 1 items |

$$C = \frac{1}{0+0+0+1} = 1$$

The formula indicates that the writing test achieved "Very High Validity", receiving a perfect content score of 1.00 from both judges.

**Speaking Skill Test**

| | | Judge I | |
|---|---|---|---|
| | | Irrelevant | Relevant |
| **Judge II** | Irrelevant | A= 0 items | C= 0 items |
| | Relevant | B= 0 items | D= 1 items |

$$C = \frac{1}{0+0+0+1} = 1$$

The formula indicates that the speaking test achieved "Very High Validity", receiving a perfect content score of 1.00 from both judges.

**Appendix 4. Empirical Validity Results of the Research Instruments**

1. **English Competency Test**

   The try-out results of the listening and reading competency tests were examined to determine item validity using the Corrected Item-Total Correlation (point-biserial) with the assistance of SPSS 26. With N = 30, the critical r value at the 5% significance level was 0.361. Test items with rcount ≥ rtable were classified as valid, whereas items with rcount < rtable were considered invalid. The validity analysis for items 1 to 35 (covering the reading and listening sections) based on the total score is presented below..

| No. | rcount | rtabel | Criteria |
|---|---|---|---|
| 1 | 0.421 | 0.361 | Valid |
| 2 | 0.529 | 0.361 | Valid |
| 3 | 0.487 | 0.361 | Valid |
| 4 | 0.388 | 0.361 | Valid |
| 5 | 0.514 | 0.361 | Valid |
| 6 | 0.476 | 0.361 | Valid |
| 7 | 0.512 | 0.361 | Valid |
| 8 | 0.489 | 0.361 | Valid |
| 9 | 0.502 | 0.361 | Valid |
| 10 | 0.336 | 0.361 | Invalid |
| 11 | 0.467 | 0.361 | Valid |
| 12 | 0.495 | 0.361 | Valid |
| 13 | 0.291 | 0.361 | Invalid |
| 14 | 0.539 | 0.361 | Valid |
| 15 | 0.584 | 0.361 | Valid |
| 16 | 0.531 | 0.361 | Valid |
| 17 | 0.609 | 0.361 | Valid |
| 18 | 0.731 | 0.361 | Valid |
| 19 | 0.518 | 0.361 | Valid |
| 20 | 0.563 | 0.361 | Valid |
| 21 | 0.424 | 0.361 | Valid |
| 22 | 0.472 | 0.361 | Valid |
| 23 | 0.507 | 0.361 | Valid |
| 24 | 0.352 | 0.361 | Invalid |
| 25 | 0.498 | 0.361 | Valid |
| 26 | 0.512 | 0.361 | Valid |
| 27 | 0.469 | 0.361 | Valid |
| 28 | 0.483 | 0.361 | Valid |
| 29 | 0.512 | 0.361 | Valid |
| 30 | 0.471 | 0.361 | Valid |

| 31 | 0.536 | 0.361 | Valid |
| 32 | 0.492 | 0.361 | Valid |
| 33 | 0.475 | 0.361 | Valid |
| 34 | 0.523 | 0.361 | Valid |
| 35 | 0.487 | 0.361 | Valid |

Based on the table, 90% of the items were valid, meeting the requirement for use in the main study, while 10% of the items were invalid and thus revised or replaced before the implementation stage.

| Item No. | Difficulty Index (p) | Discrimination Index (r) | Decision |
|---|---|---|---|
| I1 | 0.567 | 0.421 | Retain |
| I2 | 0.622 | 0.529 | Retain |
| I3 | 0.540 | 0.487 | Retain |
| I4 | 0.478 | 0.388 | Retain |
| I5 | 0.653 | 0.514 | Retain |
| I6 | 0.593 | 0.476 | Retain |
| I7 | 0.617 | 0.512 | Retain |
| I8 | 0.580 | 0.489 | Retain |
| I9 | 0.597 | 0.502 | Retain |
| I10 | 0.520 | 0.336 | Revise |
| I11 | 0.587 | 0.467 | Retain |
| I12 | 0.605 | 0.495 | Retain |
| I13 | 0.510 | 0.291 | Revise |
| I14 | 0.670 | 0.539 | Retain |
| I15 | 0.687 | 0.584 | Retain |
| I16 | 0.662 | 0.531 | Retain |
| I17 | 0.735 | 0.609 | Retain |
| I18 | 0.780 | 0.731 | Retain |
| I19 | 0.648 | 0.518 | Retain |
| I20 | 0.690 | 0.563 | Retain |
| I21 | 0.592 | 0.424 | Retain |
| I22 | 0.610 | 0.472 | Retain |
| I23 | 0.625 | 0.507 | Retain |
| I24 | 0.518 | 0.352 | Revise |
| I25 | 0.633 | 0.498 | Retain |
| I26 | 0.615 | 0.512 | Retain |
| I27 | 0.601 | 0.469 | Retain |
| I28 | 0.610 | 0.483 | Retain |

| | | | |
|---|---|---|---|
| **I29** | 0.625 | 0.512 | Retain |
| **I30** | 0.598 | 0.471 | Retain |
| **I31** | 0.672 | 0.536 | Retain |
| **I32** | 0.604 | 0.492 | Retain |
| **I33** | 0.596 | 0.475 | Retain |
| **I34** | 0.660 | 0.523 | Retain |
| **I35** | 0.583 | 0.487 | Retain |
| **I36 (Writing)** | – | 0.528 | Retain |
| **I37 (Speaking)** | – | 0.512 | Retain |

## 2. Students' Attitude Questtionnaire

The try-out results of the attitude questionnaire were analyzed using Corrected Item-Total Correlation (Pearson correlation) assisted by SPSS 26. For N = 30, the rtable at a significance level of 5% is 0.361. Items with rcount ≥ rtable are categorized as Valid, while items with rcount < rtable are categorized as Invalid. Based on the analysis, 10 items were selected for the final instrument, prioritizing valid items with the highest r values.

| Item No. | rcount | rtabel | Criteria |
|---|---|---|---|
| Q1 | 0.522 | 0.361 | Valid |
| Q2 | 0.487 | 0.361 | Valid |
| Q3 | 0.477 | 0.361 | Valid |
| Q4 | 0.526 | 0.361 | Valid |
| Q5 | 0.472 | 0.361 | Valid |
| Q6 | 0.373 | 0.361 | Valid |
| Q7 | 0.661 | 0.361 | Valid |
| Q8 | 0.577 | 0.361 | Valid |
| Q9 | 0.665 | 0.361 | Valid |
| Q10 | 0.531 | 0.361 | Valid |
| Q11 | 0.61 | 0.361 | Valid |
| Q12 | 0.453 | 0.361 | Valid |
| Q13 | 0.581 | 0.361 | Valid |
| Q14 | 0.064 | 0.361 | Invalid |
| Q15 | 0.52 | 0.361 | Valid |

Selected 10 items for the final questionnaire:

| Item No. | rcount | Criteria |
|---|---|---|
| Q9 | 0.665 | Valid |
| Q7 | 0.661 | Valid |
| Q11 | 0.61 | Valid |
| Q13 | 0.581 | Valid |
| Q8 | 0.577 | Valid |
| Q10 | 0.531 | Valid |
| Q4 | 0.526 | Valid |
| Q1 | 0.522 | Valid |
| Q15 | 0.52 | Valid |
| Q2 | 0.487 | Valid |

## Appendix 5. Research Instruments

**ENGLISH LANGUAGE COMPETENCY**

**GRADE EIGHT OF JUNIOR HIGH SCHOOL**

**READING TEST**

**A. Choose the correct answer by crossing (X) a, b, c, or d!**

*Dialogue for questions number 1 to 5*

| | |
|---|---|
| Kemala | : Hi, Nadine. You look so happy, is there anything special? |
| Nadine | : I get a message from my sister that I got a motorcycle from my father's office. |
| Kemala | : Wo. That's really great. How can you get it? |
| Nadine | : Yeah. My father's office will give some prizes to the staff's children if they have a good skill in music or sport. |
| Kemala | : That's great. I know that you're an athlete so you have good skill in sport. Congratulations, girl! |
| Nadine | : I am happy about it. Thank you, but I'm still learning to be a good athlete. |

1. How many people are there in the dialogue?
   a. 2 people              c. 4 people
   b. 3 people              d. 5 people
2. Who got the prize?
   a. Nadine               c. Staff
   b. Nadine's father      d. Kemala
3. How the girl could get the prize? It is because ….
   a. She got the first rank in her class     c. She buys a lottery
   b. She is a good girl                      d. She has a good skill in sports
4. What is the expression of congratulation mentioned in the dialogue?
   a. Congratulation, girl!
   b. Hi, Nadine
   c. Thank you, but I'm still learning to be a good athlete
   d. How can you get it?
5. Who will give the prize for the girl?
   a. Her father           c. Her father office
   b. Her friends          d. Her friends' father
6. Which sentence in the dialogue shows that Kemala appreciates Nadine's achievement?
   a. "Hi, Nadine"
   b. "Wow. That's really great."
   c. "How can you get it?"
   d. "Thank you!"
7. Why did Nadine say "I really appreciate that"?
   a. She was agreeing with Kemala.
   b. She was thanking Kemala for recognizing her effort.
   c. She wanted to change the topic.
   d. She was surprised by the prize.

*Dialogue for questions number 8 to 10*

| | |
|---|---|
| Ditto | : Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well. |
| Cita | : Thanks, Ditto. |

Ditto : I heard that you will be a representative of our school in the story telling competition of our regency. Is it true?
Cita : Yes, you're right.
Ditto : I hope you will win as well as in this competition.
Cita : I hope so. But I'm nervous.
Ditto : Don't worry, you're a very good story teller. Good luck.
Cita : Thanks. I'll do my best. Wish me luck.

8. What competition did Cita join in?
   a. debate
   b. story telling
   c. public speaking
   d. singing

9. Who congratulates Cita?
   a. Ditto
   b. Cita's teacher
   c. Cita's sister
   d. Cita's brother

10. What is the next competition level will Cita join?
    a. Province
    b. National
    c. Regency
    d. International

11. What is Ditto's hope for Cita?
    a. That she will find new style
    b. That she will be brave
    c. To find new friend
    d. To win the competition

12. " I heard that you will be the representative ……."
    The underlined word has the same meaning with ……
    a. champion
    b. participants
    c. delegation
    d. member

13. Which expression in the dialogue shows that Ditto supports and appreciates Cita's performance?
    a. "I hope so. But I'm nervous."
    b. "Excellent! You did a great job."
    c. "Is it true?"
    d. "I heard you will be a representative."

14. What does Ditto mean when he says, "Good luck"?
    a. He hopes Cita enjoys the competition.
    b. He wants Cita to win and do well.
    c. He is asking Cita to help him.
    d. He is ending the conversation.

15. Which one is the expression of appreciating others' effort?
    a. I'm so proud of you
    b. Do you agree with me?
    c. I think you can win the beauty contest.
    d. I'd like to congratulate you on your success

16. Iwan : Have you heard that I won the bike race this morning?
    Andi : Really? ….
    a. I hope you don't lie to me
    b. Congratulations!
    c. You must win the race
    d. Are you parents proud of you?

17. Aldi : Wow, your drawing is beautiful, Bryan!
    Bryan : …
    a. I don't think so.

b. I wish I could draw better
c. Thank you.
d. Don't you want to congratulate me?
18. What do you say if your classmate will join a speech competition?
a. Excellent! You did a great job.
b. We are so proud of you
c. I hope you'll do the best at the competition
d. Wish me luck!
19. Nando : Is it true that you get the first rank?
Cindy : Yes
Nando : Good job!
Cindy : …..
a. No need
b. You must be kidding
c. Thanks a lot
d. I hope you'll get the first rank.
20. Rani: I saw your painting in the school gallery. It's amazing!
Bima: Thank you. I worked on it for a month.
Rani: You really have a great talent in art.
What is Rani doing in this conversation?
a. Criticizing Bima's work.
b. Asking about art competitions.
c. Appreciating Bima's skill.
d. Talking about her own art.

**B. Read the dialogue below then state true or false on the following table. Make a correction for the false based on the statements you find!**

Alika          : Hi, Tamara. You look so busy today.
Tamara         : Yea, I must study hard to prepare myself for the English speech
contest. Alika : That's great. I hope you get the best of it
Tamara         : I hope so. By the way, what about your story telling
contest? Alika : I haven't known about the result
Tamara         : Don't worry if you have done the best, I expect you'll a good news soon
Alika          : I hope so, thanks a lot, my best
friend. Tamara : Okay, girl.

| No | Statements | True | False |
|----|------------|------|-------|
| 21 | There are two boys in the dialogue. | | |
| 22 | Tamara is busy when Alika sees her. | | |
| 23 | Tamara prepares herself for the story telling contest. | | |
| 24 | Alika won a story telling contest. | | |
| 25 | Tamara hopes that Alika will get the announcement. | | |

**LISTENING TEST**

In this section, you will listen to a dialogue about calling for attention from your teacher. Then, **fill in the blank parts with what you have heard from your teacher**. Listen carefully!

| | |
|---|---|
| Miss Lilis | : Everybody, may (1)………………………………, please? |
| Students | : Yes, Ma'am |
| Miss Lilis | : From now on (2)…………….. English class. OK? We will use English in our English class. Dayu, (3)………………………...? |
| Dayu | : We will use English in our English class |
| Miss Lilis | : Attention please! Now let's say it (4)………… "Yes, we are ready. We will speak English in the English class" |
| Students | : Yes, we are ready. We will speak English in the English class. |
| Miss Lilis | : Putu, (5)… … … … … …  loudly. |
| Putu | : Yes, we are ready. We will speak English in the English class. |
| Miss Lilis | : (6)………. Do you have any questions? |
| Karin | : What is (7) ……………………. "attention" in Indonesia Miss? |
| Miss Lilis | : Listen everyone, attention means *perhatian*. (8) ………………………. students? |
| Students | : Yes, I do. |
| Putu | : (9)………………., Miss. Can I go to the toilet, please? |
| Miss Lilis | : Sure, Putu. |
| Putu | : (10) ………………. |

**WRITING TEST**

Hello students! Please make a dialogue with your partner with at least 5 to 10 sentences that show how you call for attention and the context is doing group work in the classroom. Listen to your friend's instruction in calling for attention, and then write it as your dialogue.

Your dialogue:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

## Appendix 6. Teaching Scenarios

**TEACHING SCENARIO**

**MEETING 1 (EXPERIMENT CLASS)**
Topic: Asking and Giving Opinions
Time Allocation: 2 × 40 minutes

**Pre-Activity**
1. Greeting

2. Asking the students' condition

3. Teacher introduces herself and prepares the blended English literacy-based assessment in the form of E-book (QR-based activity).

4. Praying before the lesson begins

5. Checking the students' attendance

6. The researcher explains how to access and submit tasks using smartphones before starting the lesson (to anticipate connection issues).

7. Conducting apperception by asking questions such as:
"What do you say when you want to ask your friend's opinion about something?"

**Main Activity**

1. Students observe some dialogues from the E-book that use expressions of asking and giving opinions.

2. Students discuss expressions and identify social functions and language structures.

3. Students work in pairs to create a short dialogue using the expressions learned.

4. Each pair records or performs their dialogue (assessment for learning).

5. At the end of the lesson, the teacher gives a blended literacy-based assessment task through the E-book. Students scan a QR code to access a short speaking task.

**Post Activity**

1. The teacher discusses with the students about any obstacles during the experiment for future improvement.

2. Class ends.

**MEETING 1 (CONTROL CLASS)**
Topic: Asking and Giving Opinions
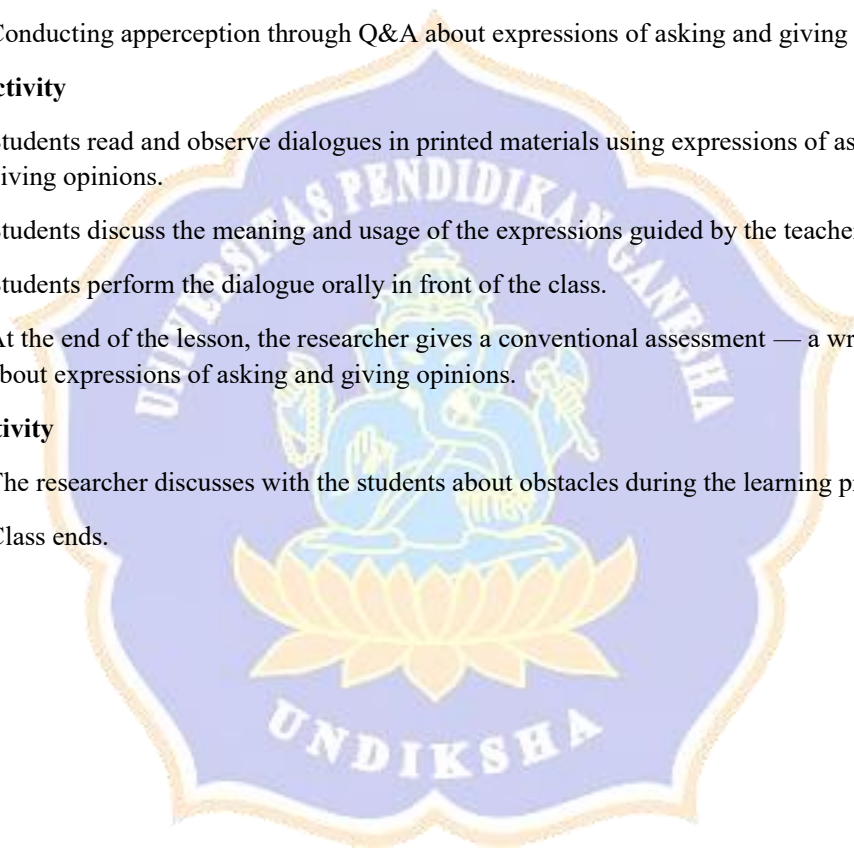Time Allocation: 2 × 40 minutes

**Pre-Activity**

1. Greeting

2. Asking the students' condition

3. The teacher introduces herself.

4. Praying before the lesson begins

5. Checking the students' attendance

6. Conducting apperception through Q&A about expressions of asking and giving opinions.

**Main Activity**

1. Students read and observe dialogues in printed materials using expressions of asking and giving opinions.

2. Students discuss the meaning and usage of the expressions guided by the teacher.

3. Students perform the dialogue orally in front of the class.

4. At the end of the lesson, the researcher gives a conventional assessment — a written test about expressions of asking and giving opinions.

**Post Activity**

1. The researcher discusses with the students about obstacles during the learning process.

2. Class ends.

**MEETING 1 (CONTROL CLASS)**
Topic: Asking and Giving Opinions
Time Allocation: 2 × 40 minutes

**Pre-Activity**

1. Greeting

2. Asking the students' condition

3. The teacher introduces herself.

4. Praying before the lesson begins

5. Checking the students' attendance

6. Conducting apperception through Q&A about expressions of asking and giving opinions.

**Main Activity**

1. Students read and observe dialogues in printed materials using expressions of asking and giving opinions.

2. Students discuss the meaning and usage of the expressions guided by the teacher.

3. Students perform the dialogue orally in front of the class.

4. At the end of the lesson, the researcher gives a conventional assessment — a written test about expressions of asking and giving opinions.

**Post Activity**

1. The researcher discusses with the students about obstacles during the learning process.

2. Class ends.

**MEETING 2 (EXPERIMENT CLASS)**
Topic: Expressing Ability (Can and Will)
Time Allocation: 2 × 40 minutes

**Pre Activity**

1. Greeting

2. Asking the students' condition

3. The teacher reviews briefly the previous topic (Asking and Giving Opinions).

4. Praying before the lesson begins.

5. Checking the students' attendance.

6. The teacher reminds students to prepare their smartphones and internet connection for the blended English literacy-based assessment in the E-book.

7. Conducting apperception through questions and answers regarding the use of expressions of ability.
Example: "What can you do at home?" or "What will you do tomorrow?"

**Main Activity**

1. Students observe several sample dialogues in the E-book that contain expressions using "can" and "will".

2. The teacher guides students to identify the social function, text structure, and linguistic features of these expressions.

3. Students discuss in pairs and interview each other about their abilities (e.g., "What can you do well?" "What will you do next week?").

4. Students complete an online task accessed through a QR code in the E-book (assessment for learning).

5. Students compose a short written paragraph describing their friend's abilities and future plans based on the interview results.

6. The teacher provides peer-assessment and self-reflection forms in the E-book (assessment as learning).

7. Students submit their written work through Google Form integrated in the E-book.

**Post Activity**

1. The teacher discusses with the students about difficulties found during the blended assessment process (e.g., connection issues, file upload, or comprehension).

2. The researcher summarizes the lesson and provides feedback on students' performance.

3. Class ends.

**MEETING 2 (CONTROL CLASS)**
Topic: Expressing Ability (Can and Will)
Time Allocation: 2 × 40 minutes

**Pre Activity**

1. Greeting

2. Asking the students' condition.

3. The teacher reviews briefly the previous topic (Asking and Giving Opinions).

4. Praying before the lesson begins.

5. Checking the students' attendance.

6. Conducting apperception by asking questions related to the topic.
   Example: "What can you do?" "What will you do next holiday?"

**Main Activity**

1. Students observe printed dialogues containing expressions of ability (can/will).

2. The teacher explains the meaning, grammar rules, and examples of "can" and "will".

3. Students practice short dialogues in pairs using "can" and "will".

4. Each student writes a short paragraph about their own abilities and future plans.

5. The teacher collects the paragraphs and conducts a conventional written assessment at the end of the session.

**Post Activity**

1. The researcher discusses with the students about the obstacles found during the lesson.

2. The teacher summarizes the lesson and gives feedback verbally.

3. Class ends.

**MEETING 3 (EXPERIMENT CLASS)**
Topic: Giving Suggestions, Rules, and Obligations (Should/Must)
Time Allocation: 2 × 40 minutes

**Pre Activity**

1. Greeting.

2. Asking the students' condition.

3. Reviewing previous material.

4. Praying before the lesson begins.

5. Checking attendance.

6. Preparing E-book and QR access for blended assessment.

7. Conducting apperception through questions: "What rules do you have at school?" "What must you do at home?"

**Main Activity**

1. Students analyze sample dialogues that contain "should" and "must".

2. The teacher guides them to identify differences in use and meaning.

3. Students create a list of school and home rules using "should/must".

4. Students record a short dialogue about suggestions and obligations.

5. Students complete online self-assessment and peer-assessment forms.

6. Students upload their audio/video to the E-book link.

**Post Activity**

1. The teacher provides reflection and feedback.

2. Discussion on obstacles and improvements.

3. Class ends.

**MEETING 3 (CONTROL CLASS)**
Topic: Giving Suggestions, Rules, and Obligations (Should/Must)
Time Allocation: 2 × 40 minutes

**Pre Activity**

1. Greeting.
2. Asking the students' condition.
3. Reviewing previous topic.
4. Praying before the lesson begins.
5. Checking attendance.
6. Conducting apperception about rules and obligations in daily life.

**Main Activity**

1. Students read printed texts with "should" and "must".
2. The teacher explains the differences between the two.
3. Students write a list of school rules using the expressions learned.
4. Students present their sentences orally.
5. The teacher gives a written test on grammar and usage.

**Post Activity**

1. The researcher discusses with students about difficulties during learning.
2. Class ends.

**MEETING 4 (EXPERIMENT CLASS)**
Topic: Expressing Invitation and Asking for Permission**
Time Allocation: 2 × 40 minutes

**Pre Activity**

1. Greeting.
2. Asking students' condition.
3. Reviewing previous topic (Should/Must).
4. Praying before the lesson.
5. Checking attendance.
6. Preparing E-book and QR access for blended learning.
7. Conducting apperception by asking questions:
   "What do you say when you invite someone?" or "How do you ask permission politely?"

**Main Activity**

1. Students observe sample dialogues of invitation and permission in the E-book.
2. The teacher guides students to find patterns and context.
3. Students make short dialogues in pairs (inviting/asking permission).
4. Students record and upload the dialogue via the E-book QR link.
5. Students conduct peer-assessment using provided rubrics.
6. Students complete reflection form about their speaking activity.

**Post Activity**

1. Discussion about challenges during blended assessment.
2. The teacher summarizes today's lesson.
3. Class ends.

**MEETING 4 (CONTROL CLASS)**
Topic: Expressing Invitation and Asking for Permission
Time Allocation: 2 × 40 minutes

**Pre Activity**

1. Greeting.
2. Asking the students' condition.
3. Reviewing the previous topic.
4. Praying before the lesson.
5. Checking attendance.
6. Conducting apperception about invitations and permissions.

**Main Activity**

1. Students observe printed dialogues related to invitation and permission.
2. The teacher explains the expressions and examples.
3. Students create a short dialogue in their notebooks.
4. Students perform their dialogue in front of the class.
5. The teacher gives a written post-test (conventional).

**Post Activity**

1. The teacher reviews the lesson and gives general feedback.
2. Class ends.