

APPENDICES

Appendix 1. Letter of Research Permission



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

Nomor : 5719 /UN48.7.1/ TA.00.03/2025 24 Desember 2025
Hal : Permohonan Izin Penelitian

Yth.
Kepala SMP Negeri 7 Singaraja
di Buleleng

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

Nama : Ni Putu Sthira Candrika
NIM : 2212021056
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2025/2026
Judul : The Effect Of Talkpal.Ai On The Ninth Grade Students' Speaking Skills At SMP Negeri 7 Singaraja

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

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



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

Appendix 2. List of Students

No	Experimental Group	Control Group
1	S01	S01
2	S02	S02
3	S03	S03
4	S04	S04
5	S05	S05
6	S06	S06
7	S07	S07
8	S08	S08
9	S09	S09
10	S10	S10
11	S11	S11
12	S12	S12
13	S13	S13
14	S14	S14
15	S15	S15
16	S16	S16
17	S17	S17
18	S18	S18
19	S19	S19
20	S20	S20
21	S21	S21
22	S22	S22
23	S23	S23
24	S24	S24
25	S25	S25
26	S26	S26
27	S27	S27
28	S28	S28
29	S29	S29
30	S30	S30
31	S31	S31
32	S32	-

Appendix 3. Lesson Plan Experimental Group

3.1 Lesson Plan Meeting 1 Experimental Group

School : SMPN 7 Singaraja

Subject : English

Class / Phase / Semester : IX / D / Ganjil

Chapter : Journey to Fantasy Worlds

Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. The teacher begins the lesson with a greeting, prayer, and check students' attendance. 2. The teacher conducts an apperception with several questions such as: <ul style="list-style-type: none"> - Have you ever read a fictional story or watched a fictional movie? - What are some examples of fictional stories that you know? 3. The teacher explains by relating to the material to be studied and asks students how far they have learned about the material. 4. The teacher explains the learning objectives. 	10 Minutes
Whilst Activity	<ol style="list-style-type: none"> 1. The teacher explains the narrative text material using PowerPoint and asks students to pay attention to the material being explained. 	60 Minutes

	<p>2. The teacher explains further by giving a brief example of a fictional story.</p> <p>3. The teacher asks students to identify the narrative structure of the story, identify the events in the story, and analyze the problems faced by the main character in the story.</p> <p>Writing-Presenting</p> <p>4. Students write their own narrative story by writing the title of the story and creating one sentence from the story.</p> <p>Listening-Speaking</p> <p>5. The teacher explains Talkpal.AI to the students, including its functions and how to use it.</p> <p>6. The teacher demonstrates how to log in to the Talkpal.AI website.</p> <p>7. The teacher explains what students should do in their speaking practice with Talkpal.AI.</p> <p>8. The teacher provides examples of prompts and language expressions that students can use to start a conversation with Talkpal.AI.</p> <p>9. The teacher informs students about the length of the practice session (20 minutes).</p> <p>Speaking-Presenting</p>	
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	<p>10. Students type a sentence they have created into Talkpal.AI, then respond to Talkpal.AI's response with the next sentence.</p> <p>11. Students practice speaking with Talkpal.AI about narrative text. Students are given 20 minutes to practice speaking.</p> <p>12. The teacher observes the students, facilitates them if they encounter a problem or find something unclear, and ensures that the students are actually practicing</p> <p>13. Students present the results of their dialogue with Talkpal.AI and share their experiences after speaking with Talkpal.AI (Assessment is carried out using a speaking assessment rubric that contains indicators of vocabulary, grammar, pronunciation, fluency, and comprehension)</p>	
<p>Post Activity</p>	<ol style="list-style-type: none"> 1. The teacher gives students the opportunity to ask questions about things they do not understand. 2. The teacher provides feedback on the activities that have been carried out. 3. The teacher reflects by asking students about their feelings after using AI for learning. 4. The teacher gives homework to the students. 	<p>10 Minutes</p>

	<p>5. The teacher informs students about the activities that will be carried out in the next meeting.</p> <p>6. The teacher ends the lesson with a prayer and greeting led by one of the students.</p>	
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Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 22 September 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

3.2 Lesson Plan Meeting 2 Experimental Group

School

: SMPN 7 Singaraja

Subject

: English

Class / Phase / Semester

: IX / D / Ganjil

Chapter

: Journey to Fantasy Worlds

Time Allocation

: 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers 2. Check student attendance. 3. Conduct an assessment by asking: <ul style="list-style-type: none"> - Do you remember the story we discussed yesterday? What is the title of the story? - What happened to Andre? 4. The teacher conveys today's learning 	10 Minutes

	objectives, which are to identify problems and solutions in the story “Andre and Princess Suripit.”	
Whilst Activity	<p>Writing – Presenting</p> <ol style="list-style-type: none"> 1. The teacher asks the students about their homework. 2. The teacher asks students to present their homework results in front of the class. <p>Listening – Speaking</p> <ol style="list-style-type: none"> 3. Students listen to audio 3.3 to find out the rest of the story of Andre and Princess Suripit. 4. The teacher asks the students to fill out worksheet 3.5 and asks them to read the answers aloud. 5. The teacher leads the students in a discussion about the main problem Andre faced: “He can’t go home” before he completed his mission: “He must find the endangered black orchid.” <p>Writing-Presenting</p> <ol style="list-style-type: none"> 6. The teacher explains that students will work in groups of four to create their own complications for the story “Andre and Princess Suripit,” each consisting of 5-7 sentences using Talkpal.AI. 7. The teacher asked students to think of a mission to create the beginning of the story's complication: “Andre can go home after completing the mission. The mission is...” 	60 Minutes

	<p>8. The teacher asked the students to open Talkpal.AI and enter the prompt “Let’s make one short sentence and continue the story after that I’ll continue it. I’ll start, “Andre can go home after completing the mission. The mission is (that he has to grow a big cucumber).” Don’t add any questions or compliments!” then copied it onto a piece of paper as a sentence.</p> <p>9. The students worked on the task by discussing it with their group.</p> <p>10. Students are asked to present their results in front of the class with their group.</p>	
Post Activity	<p>1. The teacher reflects by asking: “What was Andre’s problem? And what was the solution?”</p> <p>2. The teacher asks students to summarize the activities that have been done.</p> <p>3. The teacher informs the students about the learning activity for the next meeting: continue to unit 2 page 167.</p> <p>4. The teacher ends the lesson with a prayer and a greeting.</p>	10 Minutes

Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 20 Oktober 2025

I Putu Buderiasa, S.Pd

Ni Putu Sthira Candrika

3.3 Lesson Plan Meeting 3 Experimental Group

School : SMPN 7 Singaraja

Subject : English

Class / Phase / Semester : IX / D / Ganjil

Chapter : Journey to Fantasy Worlds

Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers. 2. Check student attendance. 3. The teacher asked about what had been learned last week. <ul style="list-style-type: none"> - “Last week we studied unit 2. What was it about?” 4. The teacher explains today’s learning objectives, which are to identify the parts or structure of a narrative story and to create an ending for the narrative story according to their creativity. <ul style="list-style-type: none"> - “Today we will continue learning unit 3. What is the title of unit 3?” 5. The teacher asks students about their knowledge of the Timun Mas story. <ul style="list-style-type: none"> - “Have you ever heard the story of Timun Mas? What is it about?” 	10 Minutes
Whilst Activity	Reading – Viewing <ol style="list-style-type: none"> 1. The teacher asks students to read “The Multiverse Story of Timun Mas” Parts 1 & 2. 	60 Minutes

	<p>Listening – Speaking</p> <ol style="list-style-type: none"> 2. The teacher invites the students to identify each part or structure of “The Multiverse Story of Timun Mas” and the previous narrative text that has been studied. 3. The teacher asks the students to form groups and explains the activity that the students will do, which is to create the ending of “The Multiverse Story of Timun Mas” using Talkpal.AI according to their group’s creativity. <p>Writing – Presenting</p> <ol style="list-style-type: none"> 4. The students sit with their groups and work on the assignment namely creating an ending of “Timun Mas” story. 5. The teacher asks the students to present their results to the class. 	
Post Activity	<ol style="list-style-type: none"> 1. The teacher asks students to summarize the activities that have been done. 2. The teacher informs the students about the learning activity for the next meeting 3. The teacher ends the lesson with a prayer and a greeting. 	10 Minutes

Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 27 Oktober 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

3.4 Lesson Plan Meeting 4 Experimental Group

School : SMPN 7 Singaraja

Subject : English

Class / Phase / Semester : IX / D / Ganjil

Chapter : Journey to Fantasy Worlds

Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers. 2. Check student attendance. 3. The teacher asked about yesterday's activities. <ul style="list-style-type: none"> - “Do you still remember what we discussed yesterday?” - “What are the structures in a narrative text?” - “What components are included in the orientation section? What about the complication and resolution sections?” 4. The teacher explained today's learning objectives, which were to review their understanding of narrative texts through an interactive quiz and to express their opinions and personal reflections orally on the content and moral values of the narrative text “Andre and Princess Suripit.” 	10 Minutes
Whilst Activity	Listening – Speaking <ol style="list-style-type: none"> 1. The teacher asked the groups that did not present yesterday to give their presentations. 2. Students give group presentations for those 	60 Minutes

	<p>who have not yet presented.</p> <p>Listening - Speaking</p> <ol style="list-style-type: none"> 3. The teacher informs the students that they will answer several questions from an interactive quiz. 4. The teacher distributes sheets of paper containing the interactive quiz codes. 5. The teacher explains to the students how to answer the questions on the interactive quiz. <p>Presenting</p> <ol style="list-style-type: none"> 6. The students answer the questions on the interactive quiz by showing a sheet of paper containing the code. 7. The teacher scans the codes from the students' answers. <p>Speaking – Presenting</p> <ol style="list-style-type: none"> 8. The teacher explained to the students that the next activity was for them to practice speaking with Talkpal.AI by answering several questions from Talkpal.AI 9. Students practiced speaking by answering questions from Talkpal.AI. 10. The teacher asked several students to present their answers in front of the class. 	
Post Activity	<ol style="list-style-type: none"> 1. The teacher asks students to summarize the activities that have been done. 2. The teacher informs the students about the learning activity for the next meeting 	10 Minutes

	3. The teacher ends the lesson with a prayer and a greeting.	
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Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 28 Oktober 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

3.5 Lesson Plan Meeting 5 Experimental Group

School : SMPN 7 Singaraja

Subject : English

Class / Phase / Semester : IX / D / Ganjil

Chapter : Journey to Fantasy Worlds

Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers. 2. Check student attendance. 3. The teacher asked about yesterday's activities. <ul style="list-style-type: none"> - "Do you still remember what we have learned last week?" 4. The teacher explained today's learning objectives, which were students are able to identify the use of the simple past tense, 	10 Minutes

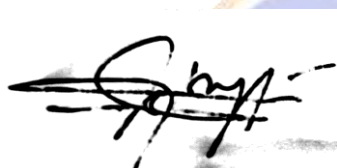
	<p>was/were, as well as direct and indirect speech correctly by answering the student worksheet and students are able to confidently change direct speech into indirect speech in simple conversations using Talkpal.AI.</p>	
<p>Whilst Activity</p>	<p>Listening – Speaking</p> <ol style="list-style-type: none"> 1. The teacher asks students to open Talkpal.AI. 2. The teacher instructs students to ask Talkpal.AI three questions in direct speech and then retell what Talkpal.AI said using indirect speech. 3. The teacher gives students a prompt that can be entered into Talkpal.AI. 4. The teacher asked the students to present the results. <p>Listening - Speaking</p> <ol style="list-style-type: none"> 5. The teacher informs the students that the next activity is to complete the worksheets in their notebooks. <p>Writing - Presenting</p> <ol style="list-style-type: none"> 6. Students work on the worksheet individually in their own notebooks. <p>Presenting</p> <ol style="list-style-type: none"> 7. The teacher invites students to discuss the answers on the worksheet by using a spin wheel to select students who will answer the questions. 	<p>60 Minutes</p>

	8. Students collect their notebooks from the teacher to be graded.	
Post Activity	<ol style="list-style-type: none"> 1. The teacher asks students to summarize the activities that have been done. 2. The teacher informs the students about the learning activity for the next meeting 3. The teacher ends the lesson with a prayer and a greeting. 	10 Minutes

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Guru Bahasa Inggris Kelas IX

Singaraja, 3 November 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

3.6 Lesson Plan Meeting 6 Experimental Group

School : SMPN 7 Singaraja

Subject : English

Class / Phase / Semester : IX / D / Ganjil

Chapter : Journey to Fantasy Worlds

Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers. 2. Check student attendance. 3. The teacher asked about yesterday's 	10 Minutes

	<p>activities.</p> <ul style="list-style-type: none"> - “Do you still remember what we have learned yesterday?” <p>4. The teacher explained today’s learning objectives, which is students are able to create narrative texts with complete structures according to their imagination.</p>	
Whilst Activity	<p>Listening – Speaking</p> <ol style="list-style-type: none"> 1. The teacher informs the students about the activity they will be doing, which is to create a narrative story with a complete structure according to their imagination with their chair mate and then do a 1-2 minutes story telling with their partner about the story they have created. 2. The teacher distributed worksheets to the students. <p>Writing</p> <ol style="list-style-type: none"> 3. The teacher asked the students to write their stories on the worksheets that had been distributed. 4. The students work on their assignment, which is to create a narrative story with their partner. <p>Presenting</p> <ol style="list-style-type: none"> 5. The teacher asked the students to present the stories they had created by storytelling with their partners in front of the class. 6. The teacher asked the students to collect the stories they had created to teacher. 	60 Minutes

Post Activity	<ol style="list-style-type: none"> 1. The teacher asks students to summarize the activities that have been done. 2. Teachers and students reflect on the learning that has taken place. 3. The teacher ends the lesson with a prayer and a greeting. 	10 Minutes
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Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 4 November 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

Appendix 4. Lesson Plan Control Group

4.1 Lesson Plan Meeting 1 Control Group

School : SMPN 7 Singaraja

Subject : English

Class / Phase / Semester : IX / D / Ganjil

Chapter : Journey to Fantasy Worlds

Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. The teacher begins the lesson with a greeting, prayer, and attendance check. 2. The teacher conducts an apperception with several questions such as the following: 	10 Minutes

	<ul style="list-style-type: none"> - Have you ever read a fictional story or watched a fictional movie? - What are some examples of fictional stories that you know? <p>3. The teacher explains by referring to the material to be studied and asks students how much they have learned about the material.</p> <p>4. The teacher conveys the objectives of the learning activity.</p>	
<p>Whilst Activity</p>	<p>Listening-Speaking</p> <ol style="list-style-type: none"> 1. The teacher explains narrative text material using PowerPoint and asks students to pay attention to the material being explained. 2. The teacher explains further by giving a brief example of a fictional story. 3. The teacher asks students to identify the narrative text structure in the story, identify the events in the story, and analyze the problems faced by the main character in the story. <p>Writing-Presenting</p> <ol style="list-style-type: none"> 4. Students write their own narrative story by writing the title of the story and creating one sentence from the story. <p>Listening-Speaking</p> <ol style="list-style-type: none"> 5. The teacher explains to the students the activity that will be done after creating one sentence of the story, which is to 	<p>60 Minutes</p>

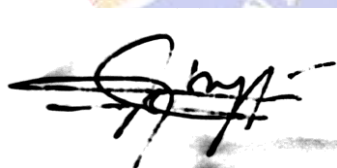
	<p>continue the story for the orientation section with their friends.</p> <ol style="list-style-type: none"> 6. The teacher demonstrates an example of creating a narrative story in pairs. 7. The teacher explains what students should do in the speaking exercise. 8. The teacher provides examples of stories and language expressions that students can use to create stories. 9. The teacher informs the students about the duration of the task (20 minutes) <p>Speaking-Presenting</p> <ol style="list-style-type: none"> 10. Students create stories in pairs based on their ideas. 11. Students practice speaking by reading the stories they created in pairs, taking turns reading one sentence each. Students are given 20 minutes to practice speaking. 12. The teacher observes the students, facilitates them if they encounter a problem or find something they don't understand, and ensures that the students are actually practicing. 13. Students present the narrative texts they have created in front of the class and share their experiences while creating the stories. 	
<p>Post Activity</p>	<ol style="list-style-type: none"> 1. The teacher gives students the opportunity to ask questions about things they do not understand. 	<p>10 Minutes</p>

	<ol style="list-style-type: none"> 2. The teacher provides feedback on the activities that have been done. 3. The teacher reflects by asking students about their feelings after writing stories in pairs. 4. The teacher gives homework. 5. The teacher informs students about the activities that will be done in the next meeting. 6. The teacher ends the lesson with a prayer and greeting led by one of the students. 	
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Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 25 September 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

4.2 Lesson Plan Meeting 2 Control Group

School : SMPN 7 Singaraja

Subject : English

Class / Phase / Semester : IX / D / Ganjil

Chapter : Journey to Fantasy Worlds

Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
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Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers 2. Check student attendance. 3. Conduct an assessment by asking: <ul style="list-style-type: none"> - Do you remember the story we discussed yesterday? What is the title of the story? - What happened to Andre? 4. The teacher conveys today’s learning objectives, which are to identify problems and solutions in the story “Andre and Princess Suripit.” 	10 Minutes
Whilst Activity	<p>Writing – Presenting</p> <ol style="list-style-type: none"> 1. The teacher asks the students about their homework. 2. The teacher asks students to present their homework results in front of the class. <p>Listening – Speaking</p> <ol style="list-style-type: none"> 3. Students listen to audio 3.3 to find out the rest of the story of Andre and Princess Suripit. 4. The teacher asks the students to fill out worksheet 3.5 and asks them to read the answers aloud. 5. The teacher leads the students in a discussion about the main problem Andre faced: “He can’t go home” before he completed his mission: “He must find the endangered black orchid.” <p>Writing-Presenting</p> <ol style="list-style-type: none"> 6. The teacher explains that students will work in groups of four to create their own 	60 Minutes

	<p>complications for the story “Andre and Princess Suripit,” each consisting of 5-7 sentences.</p> <p>7. The teacher asked students to think of a mission to create the beginning of the story’s complication: “Andre can go home after completing the mission. The mission is...”</p> <p>8. The students worked on the task by discussing it with their group.</p> <p>9. Students are asked to present their results in front of the class with their group.</p>	
Post Activity	<p>1. The teacher reflects by asking: “What was Andre’s problem? And what was the solution?”</p> <p>2. The teacher asks students to summarize the activities that have been done.</p> <p>3. The teacher informs the students about the learning activity for the next meeting: continue to unit 2 page 167.</p> <p>4. The teacher ends the lesson with a prayer and a greeting.</p>	10 Minutes

Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 23 Oktober 2025

I Putu Buderiasa, S.Pd

Ni Putu Sthira Candrika

4.3 Lesson Plan Meeting 3 Control Group

School : SMPN 7 Singaraja
Subject : English
Class / Phase / Semester : IX / D / Ganjil
Chapter : Journey to Fantasy Worlds
Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers. 2. Check student attendance. 3. The teacher asked about what had been learned last week. <ul style="list-style-type: none"> - “Last week we studied unit 2. What was it about?” 4. The teacher explains today’s learning objectives, which are to identify the parts or structure of a narrative story and to create an ending for the narrative story according to their creativity. <ul style="list-style-type: none"> - “Today we will continue learning unit 3. What is the title of unit 3?” 5. The teacher asks students about their knowledge of the Timun Mas story. <ul style="list-style-type: none"> - “Have you ever heard the story of Timun Mas? What is it about?” 	10 Minutes
Whilst Activity	Reading – Viewing <ol style="list-style-type: none"> 1. The teacher asks students to read “The Multiverse Story of Timun Mas” Parts 1 & 2. 	60 Minutes

	<p>Listening – Speaking</p> <ol style="list-style-type: none"> 2. The teacher invites the students to identify each part or structure of “The Multiverse Story of Timun Mas” and the previous narrative text that has been studied. 3. The teacher asks the students to form groups and explains the activity that the students will do, which is to create the ending of “The Multiverse Story of Timun Mas” according to their group’s creativity. <p>Writing – Presenting</p> <ol style="list-style-type: none"> 4. The students sit with their groups and work on the assignment namely creating an ending of “Timun Mas” story. 5. The teacher asks the students to present their results to the class. 	
Post Activity	<ol style="list-style-type: none"> 1. The teacher asks students to summarize the activities that have been done. 2. The teacher informs the students about the learning activity for the next meeting 3. The teacher ends the lesson with a prayer and a greeting. 	10 Minutes

Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 29 Oktober 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

4.4 Lesson Plan Meeting 4 Control Group

School : SMPN 7 Singaraja
Subject : English
Class / Phase / Semester : IX / D / Ganjil
Chapter : Journey to Fantasy Worlds
Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers. 2. Check student attendance. 3. The teacher asked about yesterday's activities. <ul style="list-style-type: none"> - “Do you still remember what we discussed yesterday?” - “What are the structures in a narrative text?” - “What components are included in the orientation section? What about the complication and resolution sections?” 4. The teacher explained today's learning objectives, which were to review their understanding of narrative texts through an interactive quiz and to express their opinions and personal reflections orally on the content and moral values of the narrative text “Andre and Princess Suripit.” 	10 Minutes
Whilst Activity	Listening – Speaking <ol style="list-style-type: none"> 1. The teacher asked the groups that did not present yesterday to give their presentations. 2. Students give group presentations for those 	60 Minutes

	<p>who have not yet presented.</p> <p>Listening - Speaking</p> <ol style="list-style-type: none"> 3. The teacher informs the students that they will answer several questions from an interactive quiz. 4. The teacher distributes sheets of paper containing the interactive quiz codes. 5. The teacher explains to the students how to answer the questions on the interactive quiz. <p>Presenting</p> <ol style="list-style-type: none"> 6. The students answer the questions on the interactive quiz by showing a sheet of paper containing the code. 7. The teacher scans the codes from the students' answers. <p>Speaking – Presenting</p> <ol style="list-style-type: none"> 8. The teacher explained to the students that the next activity was for them to practice speaking with their partner by answering several questions from their partner in turn. 9. Students practiced speaking in pair with their partner, 10. The teacher asked several students to present their answers in front of the class. 	
Post Activity	<ol style="list-style-type: none"> 1. The teacher asks students to summarize the activities that have been done. 2. The teacher informs the students about the learning activity for the next meeting. 	10 Minutes

	3. The teacher ends the lesson with a prayer and a greeting.	
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Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 30 Oktober 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

4.5 Lesson Plan Meeting 5 Control Group

School : SMPN 7 Singaraja
Subject : English
Class / Phase / Semester : IX / D / Ganjil
Chapter : Journey to Fantasy Worlds
Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> Greetings and Prayers. Check student attendance. The teacher asked about yesterday's activities. <ul style="list-style-type: none"> “Do you still remember what we have learned last week?” The teacher explained today's learning objectives, which were students are able to identify the use of the simple past tense, was/were, as well as direct and indirect speech correctly by answering the student worksheet and students are able to confidently change 	10 Minutes

	direct speech into indirect speech in simple conversations with their friends.	
Whilst Activity	<p>Listening – Speaking</p> <ol style="list-style-type: none"> 1. The teacher asks students to pair up. 2. The teacher instructs students to ask their partner three questions in direct speech, then their partner repeat what their partner asked using indirect speech. ask what their partner said using indirect speech. These roles are performed in turns. 3. The teacher gives students a prompt that they can use. 4. The teacher asked the students to present the results. <p>Listening - Speaking</p> <ol style="list-style-type: none"> 5. The teacher informs the students that the next activity is to complete the worksheets in their notebooks. <p>Writing - Presenting</p> <ol style="list-style-type: none"> 6. Students work on the worksheet individually in their own notebooks. <p>Presenting</p> <ol style="list-style-type: none"> 7. The teacher invites students to discuss the answers on the worksheet by using a spin wheel to select students who will answer the questions. 8. Students collect their notebooks from the teacher to be graded. 	60 Minutes
Post Activity	<ol style="list-style-type: none"> 1. The teacher asks students to summarize the activities that have been done. 	10 Minutes

	<ol style="list-style-type: none"> 2. The teacher informs the students about the learning activity for the next meeting 3. The teacher ends the lesson with a prayer and a greeting. 	
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Mengetahui,

Guru Bahasa Inggris Kelas IX

Singaraja, 5 November 2025



I Putu Buderiasa, S.Pd



Ni Putu Sthira Candrika

4.6 Lesson Plan Meeting 6 Control Group

School : SMPN 7 Singaraja

Subject : English

Class / Phase / Semester : IX / D / Ganjil

Chapter : Journey to Fantasy Worlds

Time Allocation : 2JP (2 x 40 Minutes)

Activity	Description	Time Allocation
Pre-Activity	<ol style="list-style-type: none"> 1. Greetings and Prayers. 2. Check student attendance. 3. The teacher asked about yesterday's activities. <ul style="list-style-type: none"> - "Do you still remember what we have learned yesterday?" 4. The teacher explained today's learning objectives, which is students are able to create 	10 Minutes

	narrative texts with complete structures according to their imagination.	
Whilst Activity	<p>Listening – Speaking</p> <ol style="list-style-type: none"> 1. The teacher informs the students about the activity they will be doing, which is to create a narrative story with a complete structure according to their imagination with their chair mate and then do a 1-2 minutes story telling with their partner about the story they have created. 2. The teacher distributed worksheets to the students. <p>Writing</p> <ol style="list-style-type: none"> 3. The teacher asked the students to write their stories on the worksheets that had been distributed. 4. The students work on their assignment, which is to create a narrative story with their partner. <p>Presenting</p> <ol style="list-style-type: none"> 5. The teacher asked the students to present the stories they had created by storytelling with their partners in front of the class. 6. The teacher asked the students to collect the stories they had created to teacher. 	60 Minutes
Post Activity	<ol style="list-style-type: none"> 1. The teacher asks students to summarize the activities that have been done. 2. Teachers and students reflect on the learning that has taken place. 3. The teacher ends the lesson with a prayer and a greeting. 	10 Minutes

Mengetahui,
Guru Bahasa Inggris Kelas IX

Singaraja, 6 November 2025

I Putu Buderiasa, S.Pd

Ni Putu Sthira Candrika

Appendix 5. Research Instrument

5.1 Speaking Test (Post-test) Instrument

Speaking Test (Post-test)

Grade : IX
Semester : 1
Subjects : English
Time allocation : 2 x 40 Minutes

Prompt

- Please create a 1-2 minutes story telling with a partner. The story telling must in the form of:
 - a. Narrative Text
 And choose one of the themes below:
 - a. Talking about human characters / magical characters
 - b. Talking about animal characters

5.2 Scoring Rubric Instrument

Scoring Rubric of Speaking Test

Criteria	Scores	Indicators
	5	Students have a slight pronunciation of foreign accents.
	4	Student have understandable pronunciation although not yet perfect.

Pronunciation	3	Students have pronunciation problems and sometimes cause misunderstandings.
	2	Students have pronunciation that is difficult to understand and must be asked to repeat.
	1	Students have very severe pronunciation problems that make speech unintelligible.
Grammar	5	Students make few and almost no noticeable errors in grammar or word order.
	4	Students do not make frequent errors in grammar or wording that sometimes obscure the meaning.
	3	Students make frequent errors in grammar and word order that sometimes obscure meaning.
	2	Students very often make errors in grammar and word order that are difficult to understand. Students often repeat sentences or students are limited to basic patterns.
	1	Students make severe errors in grammar and word order that make the speech unintelligible.
Vocabulary	5	Students use vocabulary or idioms well and almost the same as native speakers.
	4	Students sometimes use vocabulary or inappropriate terms.
	3	Students often use incorrect vocabulary and experience limited speech due to limited vocabulary.
	2	Student has a severe vocabulary level and often misuses words, has a very limited vocabulary and is difficult to understand.
	1	Students have such extreme vocabulary limitations that make conversations impossible.
Fluency	5	Student speaks very fluently and easily like a native speaker.
	4	Students' speaking speed is impaired due to language problems.
	3	Students experience limitations in speaking speed and fluency due to language issues.

	2	Student shows indecision and is often forced to remain silent due to language limitations.
	1	Students very often stop talking that makes conversation impossible.
Comprehension	5	Students understand what is being said without difficulty.
	4	Students understand what is being said but occasionally need repetition.
	3	Students understand what is being said but with repetition at below average speed.
	2	Students have difficulty in understanding what is being said, is spoken slowly and there is frequent repetition.
	1	Students do not understand English at all even with easy conversations.

Score = sub categories x 4

Appendix 6. Instrument Validity

6.1 The Results of Validity Testing

CONTENT VALIDITY SPEAKING TEST

EXPERT JUDGE 1

Please put checklist (√) in column relevant if the items is relevant and if the items is not relevant, please put checklist (√) in the column irrelevant!

The instrument and rubric of language assessment orally can be divided into several aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension (adapted from David P. Harris, 1969).

No	Items	Description	Expert Response	
			Relevant	Irrelevant
1	Prompt	Please create a 1-2 minutes dialogue with a partner. The dialogue must in the form of: a. Narrative Text	√	

			And choose one of the themes below: a. Talking about human characters / magical characters b. Talking about animal characters		
	Criteria	Scores	Indicators		
2	Pronunciation	5	Students have a slight pronunciation of foreign accents.	√	
		4	Student have understandable pronunciation although not yet perfect.		
		3	Students have pronunciation problems and sometimes cause misunderstandings.		
		2	Students have pronunciation that is difficult to understand and must be asked to repeat.		
		1	Students have very severe pronunciation problems that make speech unintelligible.		
3	Grammar	5	Students make few and almost no noticeable errors in grammar or word order.	√	
		4	Students do not make frequent errors in grammar or wording that sometimes obscure the meaning.		
		3	Students make frequent errors in grammar and word order that sometimes obscure meaning.		
		2	Students very often make errors in grammar and word order that are difficult to understand. Students		

			often repeat sentences or students are limited to basic patterns.	
		1	Students make severe errors in grammar and word order that make the speech unintelligible.	
4	Vocabulary	5	Students use vocabulary or idioms well and almost the same as native speakers.	√
		4	Students sometimes use vocabulary or inappropriate terms.	
		3	Students often use incorrect vocabulary and experience limited speech due to limited vocabulary.	
		2	Student has a severe vocabulary level and often misuses words, has a very limited vocabulary and is difficult to understand.	
		1	Students have such extreme vocabulary limitations that make conversations impossible.	
5	Fluency	5	Student speaks very fluently and easily like a native speaker.	√
		4	Students' speaking speed is impaired due to language problems.	
		3	Students experience limitations in speaking speed and fluency due to language issues.	
		2	Student shows indecision and is often forced to remain silent due to language limitations.	
		1	Students very often stop talking that makes conversation impossible.	

6	Comprehension	5	Students understand what is being said without difficulty.	√	
		4	Students understand what is being said but occasionally need repetition.		
		3	Students understand what is being said but with repetition at below average speed.		
		2	Students have difficulty in understanding what is being said, is spoken slowly and there is frequent repetition.		
		1	Students do not understand English at all even with easy conversations.		

Score = *sub categories* x 4

CONTENT VALIDITY SPEAKING TEST

EXPERT JUDGE 2

Please put checklist (√) in column relevant if the items is relevant and if the items is not relevant, please put checklist (√) in the column irrelevant!

The instrument and rubric of language assessment orally can be divided into several aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension (adapted from David P. Harris, 1969).

No	Items	Description	Expert Response	
			Relevant	Irrelevant
1	Prompt	Please create a 1-2 minutes dialogue with a partner. The dialogue must in the form of: b. Narrative Text And choose one of the themes below:	√	

	Criteria	Scores	Indicators		
			<p>c. Talking about human characters / magical characters</p> <p>d. Talking about animal characters</p>		
2	Pronunciation	5	Students have a slight pronunciation of foreign accents.	√	
		4	Student have understandable pronunciation although not yet perfect.		
		3	Students have pronunciation problems and sometimes cause misunderstandings.		
		2	Students have pronunciation that is difficult to understand and must be asked to repeat.		
		1	Students have very severe pronunciation problems that make speech unintelligible.		
3	Grammar	5	Students make few and almost no noticeable errors in grammar or word order.	√	
		4	Students do not make frequent errors in grammar or wording that sometimes obscure the meaning.		
		3	Students make frequent errors in grammar and word order that sometimes obscure meaning.		
		2	Students very often make errors in grammar and word order that are difficult to understand. Students often repeat sentences or students are limited to basic patterns.		

		1	Students make severe errors in grammar and word order that make the speech unintelligible.	
4	Vocabulary	5	Students use vocabulary or idioms well and almost the same as native speakers.	√
		4	Students sometimes use vocabulary or inappropriate terms.	
		3	Students often use incorrect vocabulary and experience limited speech due to limited vocabulary.	
		2	Student has a severe vocabulary level and often misuses words, has a very limited vocabulary and is difficult to understand.	
		1	Students have such extreme vocabulary limitations that make conversations impossible.	
5	Fluency	5	Student speaks very fluently and easily like a native speaker.	√
		4	Students' speaking speed is impaired due to language problems.	
		3	Students experience limitations in speaking speed and fluency due to language issues.	
		2	Student shows indecision and is often forced to remain silent due to language limitations.	
		1	Students very often stop talking that makes conversation impossible.	
6		5	Students understand what is being said without difficulty.	

Comprehension	4	Students understand what is being said but occasionally need repetition.	√
	3	Students understand what is being said but with repetition at below average speed.	
	2	Students have difficulty in understanding what is being said, is spoken slowly and there is frequent repetition.	
	1	Students do not understand English at all even with easy conversations.	

Score = sub categories x 4

Criteria of Content Validity

Scale	Level
0.81 – 1	Very High
0.61 – 0.80	High
0.41 – 0.60	Average
0.21 – 0.40	Low
0.00 – 0.20	Very Low

The Results of The Content Validity

		Judge I	
		Irrelevant	Relevant
Judge II	Irrelevant	A	B
	Relevant	C	D = 5

$$\text{Content Validity} = \frac{5}{0+0+0+5} = 1$$

The Results of Empirical Validity

No	Variable	N	r stat (Pearson Correlation)	r table (1-tailed with a significance level of 0.05) df = (N-2)	Description
1	Vocabulary	40	0.687	0.263	Valid
2	Grammar		0.752		Valid
3	Fluency		0.454		Valid
4	Pronunciation		0.744		Valid
5	Comprehension		0.538		Valid

Appendix 7. Reliability Test Result

7.1 Students Grade by Two Raters

No	Student's Name	Student's Grade by Rater 1	Student's Grade by Rater 2
1	S01	80	80
2	S02	80	72
3	S03	92	88
4	S04	68	80
5	S05	96	96
6	S06	80	72
7	S07	96	88
8	S08	96	76
9	S09	92	88
10	S10	92	84
11	S11	96	92
12	S12	92	96
13	S13	80	84
14	S14	68	84

15	S15	96	92
16	S16	92	92
17	S17	80	68
18	S18	96	92
19	S19	92	80
20	S20	88	72
21	S21	88	88
22	S22	96	88
23	S23	88	88
24	S24	92	92
25	S25	88	80
26	S26	96	80
27	S27	96	84
28	S28	88	84
29	S29	96	80
30	S30	88	80
31	S31	84	80
32	S32	88	92
33	S33	92	92
34	S34	88	80
35	S35	80	92
36	S36	88	96
37	S37	96	92
38	S38	80	84
39	S39	80	88
40	S40	92	84

7.2 Reliability Test Result

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			Sig
		Lower Bound	Upper Bound	Value	df1	df2	
Single Measures	.160 ^a	.083	.278	2.994	39	351	<.001
Average Measures	.655 ^c	.476	.793	2.994	39	351	<.001

Two-way mixed effects model where people effects are random and measures effects are fixed.

- The estimator is the same, whether the interaction effect is present or not.
- Type A intraclass correlation coefficients using an absolute agreement definition.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Appendix 8. Students' English Score Before Treatment

No	Student's Name	IX A	IX B
1	S01	78	83
2	S02	80	78
3	S03	79	77
4	S04	79	76
5	S05	76	81
6	S06	79	79
7	S07	81	77
8	S08	83	82
9	S09	81	82
10	S10	82	80
11	S11	82	78
12	S12	77	84
13	S13	84	79
14	S14	78	81
15	S15	83	79
16	S16	83	80
17	S17	82	85
18	S18	80	85
19	S19	80	83
20	S20	77	80
21	S21	80	84
22	S22	81	82

23	S23	84	82
24	S24	82	84
25	S25	82	83
26	S26	81	81
27	S27	79	80
28	S28	84	81
29	S29	78	83
30	S30	80	80
31	S31	81	81
32	S32	80	

Appendix 9. Normality Test Before Treatment

Tests of Normality

SCORE	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	CLASS IX A	.102	32	.200 [*]	.966	32	.404
	CLASS IX B	.093	31	.200 [*]	.971	31	.539

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

a. Lilliefors Significance Correction

Appendix 10. Homogeneity Test Before Treatment

Tests of Homogeneity of Variances

SCORE		Levene	df1	df2	Sig.
		Statistic			
	Based on Mean	.236	1	61	.629
	Based on Median	.220	1	61	.641
	Based on Median and with adjusted df	.220	1	59.484	.641
	Based on trimmed mean	.219	1	61	.641

Appendix 11. Independent Samples T-Test Before Treatment

		Independent Samples Test							
		t-test for Equality of Means					95% Confidence Interval of the Difference		
		t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
				One-Sided p	Two-Sided p				
SCORE	Equal variances assumed	-.819	61	.208	.416	-.468	.571	-1.609	.674
	Equal variances not assumed	-.818	59.813	.208	.417	-.468	.572	-1.612	.676

Appendix 12. Researcher Fieldnotes

Experimental Group:

Date	Notes	
	Learning Activities	Observation & Reflection
Meeting 1, Monday, 20 October 2025	The teacher asked students to practice speaking using Talkpal.AI about a narrative text in the context of creating a simple orientation of the story being discussed.	At this early stage, the students are not yet familiar with Talkpal.AI, so it is important to provide them with a basic understanding of the platform, such as explaining its functions and how to use it. At this stage, the students are not yet very proficient in using Talkpal.AI, so they still need guidance. The students at this stage have a limited vocabulary and lack of confidence, which makes them sound less fluent when speaking. They often make mistakes when pronouncing words, get confused when trying to speak, and use incorrect grammar. However, they show enthusiasm for practicing their speaking skills.
Meeting 2, Tuesday, 21 October 2025	The teacher asked students to practice speaking using Talkpal.AI about a narrative text in the context of creating a simple complication of the story being discussed.	In this meeting, the students began to show a better understanding of how to use Talkpal.AI, as they were more confident in using it, although some students still needed guidance when logging in. During this session, the students also showed a slight improvement in their speaking skills, particularly in using vocabulary and responding to Talkpa.AI, though not yet perfectly. Their pronunciation was still not accurate, but showed gradual progress. In this session, some students already showed confidence and participated actively when asked, although some of them were still

		hesitant. Overall, their fluency began to show improvement, although grammatical errors still occurred.
Meeting 3, Monday, 27 October 2025	The teacher asked students to practice speaking using Talkpal.AI about a narrative text in the context of creating an ending of the story being discussed.	In the third session, students began to familiarize themselves with Talkpal.AI and were already able to adapt to using it for speaking practice. They no longer required guidance and were better able to follow instructions. At this stage, students demonstrated progress in their speaking skills; they began to express their ideas more clearly using a wider range of vocabulary. Their pronunciation also improved, and students started correcting themselves when they made mistakes. At this stage, students were far more confident than in the previous stage, as evidenced by their boldness in speaking without hesitation. Although there were still some grammatical inaccuracies, their overall fluency and clarity in speaking were better than in previous sessions.
Meeting 4, Tuesday, 28 October 2025	The teacher asked students to practice speaking using Talkpal.AI about a narrative text, asking Talkpal.AI to provide some questions about the story being discussed.	In the fourth session, the students demonstrated a significant improvement in both their speaking skills and their self-confidence. They were able to interact with Talkpal.AI more naturally and efficiently. Their vocabulary became more diverse, and they were able to construct sentences more accurately. Their pronunciation also improved, and they made fewer mistakes. The students also spoke more fluently and with fewer pauses, indicating increased self-confidence. Most students participated actively and showed enthusiasm throughout the learning activities. At this stage, the students' communication was much clearer and more effective, although minor grammatical errors still occurred.
Meeting 5,	The teacher asked students to practice speaking using Talkpal.AI about a narrative text	In the fifth session, the students demonstrated significant progress in their speaking skills and self-

Monday, 3 November 2025	in the context of practice direct and indirect speech.	confidence. The students had become very familiar with Talkpal.AI and were able to use it independently without guidance. The students also showed a significant improvement in speaking fluency, as they were able to speak more fluently and in a more structured manner. They were also able to use vocabulary more accurately and with greater variety. Pronunciation was much more accurate and clearer, and students demonstrated high self-confidence as they spoke more spontaneously and were not afraid to make mistakes. At this stage, the students' speaking skills showed excellent development compared to the first session.
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Control Group:

Date	Notes	
	Learning Activities	Observation & Reflection
Meeting 1, Wednesday, 22 October 2025	The teacher asked students to practice speaking with their partner about a narrative text in the context of creating a simple orientation of the story being discussed.	At this stage, students will begin practicing speaking in pairs with their partner. Students still feel shy and lack confidence when speaking with their peers because they are hesitant, afraid to start, and wait for their partner to begin first. Their vocabulary is still limited, and they often make pronunciation and grammar mistakes. Additionally, interactions are sometimes poorly structured because students frequently pause because they do not know what to say. Some students show interest in participating in the activity.
Meeting 2, Thursday, 23 October 2025	The teacher asked students to practice speaking with their partner about a narrative text in the context of creating a simple complication of the story being discussed.	In the second session, the students appeared to be slightly more comfortable speaking with their partners. However, the interactions were still inconsistent, as some pairs were active while others remained passive. The students in this group received less immediate feedback than those in the experimental group,

		making it difficult for them to identify and correct their mistakes. Some students also still relied on their partners to keep the conversation flowing. There appeared to be a slight improvement in the students' confidence, but many students still struggled with fluency due to limited vocabulary and unclear pronunciation.
Meeting 3, Wednesday, 29 October 2025	The teacher asked students to practice speaking with their partner about a narrative text in the context of creating an ending of the story being discussed.	In the third session, the students showed progress in terms of their willingness to communicate. Many of them became more active in speaking than before, but the quality of interaction varied among the student pairs. Some students dominated the conversation, while others contributed only minimally. Additionally, grammatical and pronunciation errors were often not corrected, which could hinder the development of their speaking skills. Although confidence increased among some students, others still felt hesitant to speak.
Meeting 4, Thursday, 30 October 2025	The teacher asked students to practice speaking with their partner about a narrative text, asking their partner to provide some questions about the story being discussed, taking turns.	In this fourth session, the students demonstrated greater improvement in their speaking skills than in previous sessions. They became more confident in participating in pair conversations and began to sustain conversations for longer periods. However, the students still appeared to be reciting memorized lines and relying on their partners' assistance due to a lack of immediate feedback to refine their pronunciation. At times, some students still lacked structure when interacting.
Meeting 5, Wednesday, 5 November 2025	The teacher asked students to practice speaking with their partner about a narrative text in the context of practice direct and indirect speech.	In the fifth session, the students showed an increase in self-confidence and significantly better participation than before. Most students were more willing to initiate conversations and interact with their classmates. However, their fluency and accuracy still need further development. Their speech still tended to be less

		structured and less consistent compared to the experimental group. Grammar and pronunciation errors were still evident because the feedback provided during the activities was still limited. Some students were able to communicate effectively and more fluently but their progress was not as significant as that seen in the experimental group.
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Appendix 13. Post-Test Score of Two Groups

No	Student's Name	Experimental Group	Control Group
1	S01	84	74
2	S02	86	74
3	S03	76	68
4	S04	82	74
5	S05	82	74
6	S06	86	86
7	S07	82	82
8	S08	86	84
9	S09	94	74
10	S10	86	74
11	S11	82	76
12	S12	74	80
13	S13	92	78
14	S14	78	76
15	S15	86	78
16	S16	92	70
17	S17	88	86
18	S18	84	92
19	S19	88	86
20	S20	76	81
21	S21	86	90

22	S22	82	82
23	S23	92	82
24	S24	82	74
25	S25	94	88
26	S26	86	80
27	S27	74	80
28	S28	96	80
29	S29	78	86
30	S30	86	86
31	S31	88	90
32	S32	82	

Appendix 14. Descriptive Statistics Results

		Experimental	Control
N	Valid	32	31
	Missing	31	32
Mean		84.69	80.16
Median		86.00	80.00
Mode		86	74
Std. Deviation		5.761	6.197
Variance		33.190	38.406
Range		22	24
Minimum		74	68
Maximum		96	92
Sum		2710	2485

Appendix 15. Normality Test After Treatment

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score						
Experimental Group	.133	32	.161	.958	32	.242
Control Group	.130	31	.194	.962	31	.333

a. Lilliefors Significance Correction

Appendix 16. Homogeneity Test After Treatment

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.415	1	61	.522
	Based on Median	.465	1	61	.498
	Based on Median and with adjusted df	.465	1	60.373	.498
	Based on trimmed mean	.418	1	61	.520

Appendix 17. Independent Sample T-Test After Treatment

Independent Samples Test

		t-test for Equality of Means							
		t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				One-Sided p	Two-Sided p			Lower	Upper
Score	Equal variances assumed	3.004	61	.002	.004	4.526	1.507	1.513	7.539
	Equal variances not assumed	3.000	60.334	.002	.004	4.526	1.509	1.509	7.544

Appendix 18. Independent Samples Effect Sizes

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Score	Cohen's d	5.980	.757	.242	1.266
	Hedges' correction	6.054	.748	.239	1.250
	Glass's delta	6.197	.730	.198	1.252

- a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

Appendix 19. t Table

Pr	0.250	0.100	0.050	0.025	0.010	0.005	0.001
df	0.500	0.200	0.100	0.050	0.020	0.010	0.002
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67598	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011

Appendix 20. Empirical Validity Result

		Correlations					
		VOCABULARY	GRAMMAR	FLUENCY	PRONUNCIATION	COMPREHENSION	TOTAL
VOCABULARY	Pearson Correlation	1	.413**	.060	.547***	.237	.687***
	Sig. (1-tailed)		.004	.356	<.001	.070	<.001
	N	40	40	40	40	40	40
GRAMMAR	Pearson Correlation	.413**	1	.137	.560***	.233	.752***
	Sig. (1-tailed)	.004		.199	<.001	.074	<.001
	N	40	40	40	40	40	40
FLUENCY	Pearson Correlation	.060	.137	1	.048	.097	.454**
	Sig. (1-tailed)	.356	.199		.384	.275	.002
	N	40	40	40	40	40	40
PRONUNCIATION	Pearson Correlation	.547***	.560***	.048	1	.216	.744***
	Sig. (1-tailed)	<.001	<.001	.384		.091	<.001
	N	40	40	40	40	40	40
COMPREHENSION	Pearson Correlation	.237	.233	.097	.216	1	.538***
	Sig. (1-tailed)	.070	.074	.275	.091		<.001
	N	40	40	40	40	40	40
TOTAL	Pearson Correlation	.687***	.752***	.454**	.744***	.538***	1
	Sig. (1-tailed)	<.001	<.001	.002	<.001	<.001	
	N	40	40	40	40	40	40

** Correlation is significant at the 0.01 level (1-tailed).

*** Correlation is significant at the 0.001 level (1-tailed).



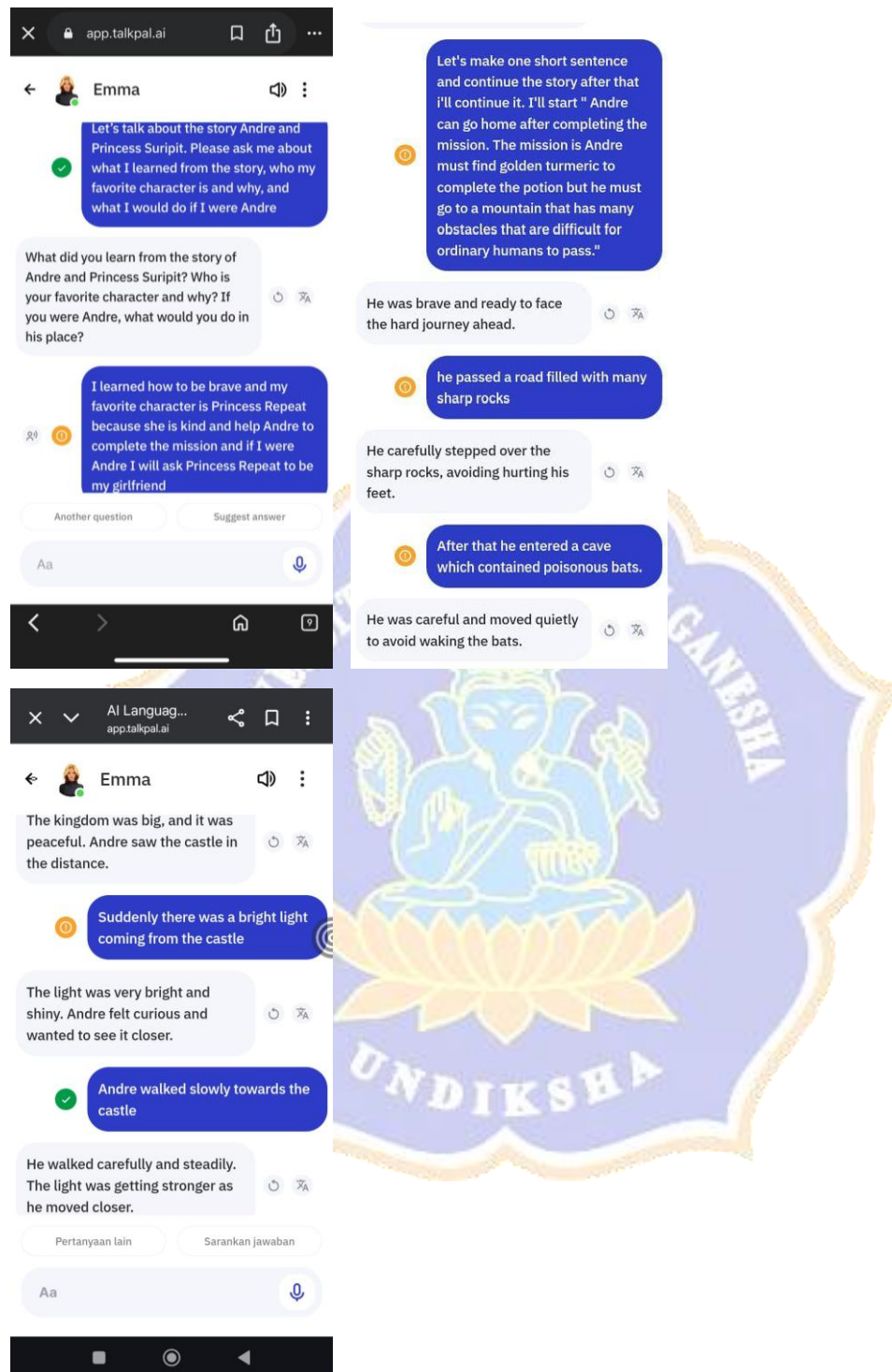
Appendix 21. r Table

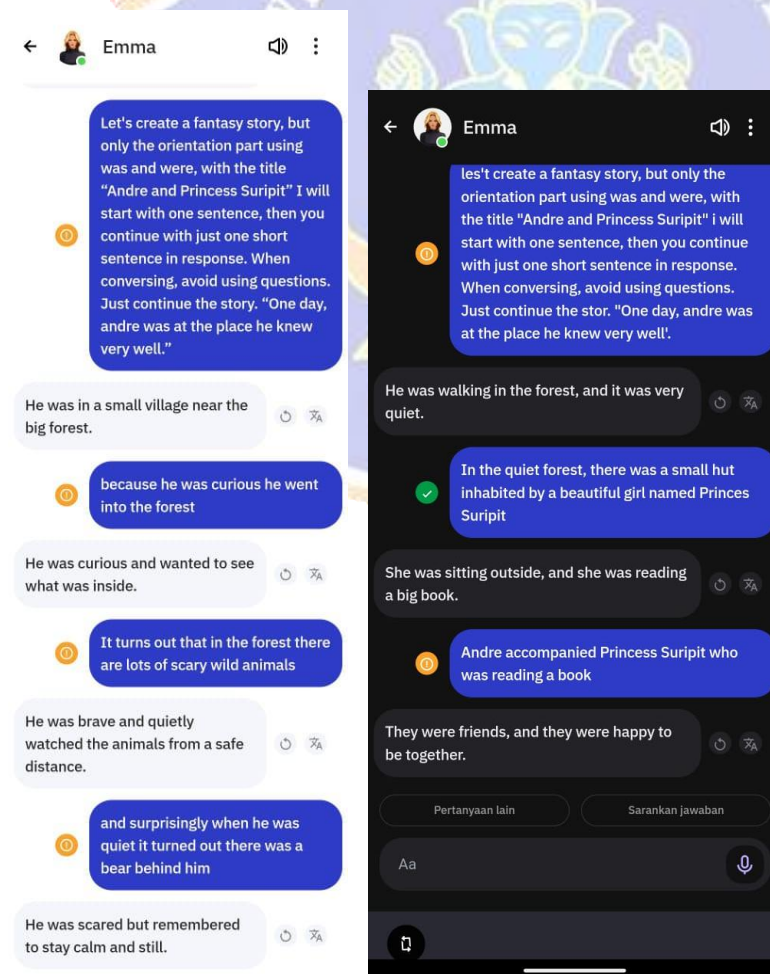
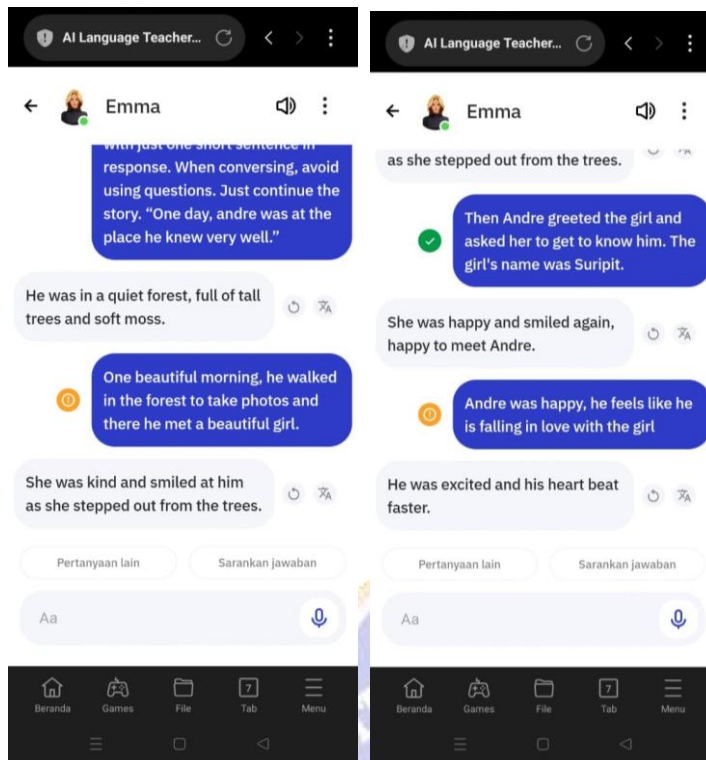
Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

<https://digilib.esaunggul.ac.id/public/UEU-Undergraduate-13846-LAMPIRAN%20%20Tabel%20R.Image.Marked.pdf>

Appendix 22. Talkpal.AI Interface When Used





Appendix 23. Documentation



Figure 7. Students Practice Speaking During Treatment Sessions



Figure 8. The Teacher Explained the Material



Figure 9. Post-test Session