

## 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 : 5718 /UN48.7.1/ TA.00.03/2025 24 Desember 2025  
Hal : Permohonan Izin Penelitian

Yth.  
Kepala SMPN 2 Singaraja  
di Singaraja

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

Nama : Ni Komang Winduastuti  
NIM : 2212021038  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2025/2026  
Judul : The Effect Of Talkpal Ai On Eighth Grade Students' Speaking Skills At SMP Negeri 2 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 Scores Before Treatment

Experimental Class	
Code	Value
E01	90
E02	85
E03	70
E04	90
E05	85
E06	85
E07	90
E08	80
E09	80
E10	75
E11	70
E12	75
E13	90
E14	75
E15	90
E16	100
E17	85
E18	80
E19	85
E20	70
E21	75
E22	85
E23	80
E24	85
E25	90
E26	80
E27	75
E28	80
E29	80
E30	80
E31	85
E32	100
E33	80

Control Class	
Code	Value
C01	88
C02	87
C03	72
C04	89
C05	84
C06	86
C07	88
C08	82
C09	81
C10	76
C11	72
C12	77
C13	89
C14	74
C15	88
C16	98
C17	84
C18	82
C19	86
C20	72
C21	76
C22	87
C23	81
C24	83
C25	89
C26	78
C27	76
C28	79
C29	81
C30	82
C31	84
C32	98

### Appendix 3 Normality and Homogeneity Before Treatment

#### Tests of Normality

Value	Groups	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Experiment	.149	33	.060	.938	33	.059
	Control	.112	32	.200*	.955	32	.204

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

a. Lilliefors Significance Correction

#### Tests of Homogeneity of Variances

Value		Levene	df1	df2	Sig.
		Statistic			
	Based on Mean	.540	1	63	.465
	Based on Median	.356	1	63	.553
	Based on Median and with adjusted df	.356	1	59.094	.553
	Based on trimmed mean	.525	1	63	.471

#### Independent Samples Test

Value		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
	Equal variances assumed	-.117	63	.454	.907	-.205	1.761	-3.724	3.313
	Equal variances not assumed	-.117	62.476	.454	.907	-.205	1.757	-3.718	3.307

## Appendix 4 Post-test Scores Rater 1

Experimental Class 8.2						
Cod e	comprehensio n	vocabular y	fluenc y	pronunciatio n	gramma r	scor e
E01	4	4	4	4	4	80
E02	4	5	5	4	4	88
E03	5	5	4	5	5	96
E04	4	5	5	4	4	88
E05	4	4	5	5	5	92
E06	4	5	5	5	5	96
E07	5	4	5	4	5	92
E08	4	4	5	3	5	84
E09	5	4	5	5	4	92
E10	4	4	5	4	5	88
E11	4	4	5	4	4	84
E12	4	5	5	4	4	88
E13	4	5	5	5	4	92
E14	4	5	5	4	4	88
E15	4	3	5	4	5	84
E16	5	4	5	2	3	76
E17	4	4	3	4	4	76
E18	4	4	4	4	4	80
E19	4	3	5	4	5	84
E20	4	4	4	4	4	80
E21	4	5	5	4	5	92
E22	5	5	5	5	4	96
E23	4	4	4	4	4	80
E24	5	5	4	4	3	84
E25	4	5	5	3	5	88
E26	4	3	5	5	5	88
E27	4	5	5	4	5	92
E28	4	4	5	4	4	84
E29	5	5	5	4	3	88
E30	4	3	4	4	4	76
E31	5	4	4	3	5	84
E32	5	5	5	3	5	92
E33	4	3	4	5	5	84

Control Class 8.3						
Cod e	comprehensio n	vocabular y	fluenc y	pronunciatio n	gramma r	scor e
C01	3	5	4	4	4	80
C02	4	4	3	4	3	72
C03	5	4	5	3	4	84
C04	3	3	3	4	2	68
C05	5	4	5	3	4	84
C06	4	4	4	4	4	80
C07	5	4	3	4	4	80
C08	4	4	3	5	5	84
C09	4	4	4	4	4	80
C10	3	3	4	4	4	72
C11	5	4	5	3	4	84
C12	3	4	3	4	4	72
C13	5	5	3	4	4	84
C14	5	2	5	3	4	76
C15	5	2	4	3	5	76
C16	4	3	5	2	5	76
C17	3	2	3	3	4	68
C18	5	4	4	3	4	80
C19	3	4	3	4	4	72
C20	5	5	5	3	4	88
C21	4	5	4	3	4	80
C22	4	4	4	4	5	84
C23	4	4	4	3	4	76
C24	4	3	4	2	4	68
C25	5	4	4	4	4	84
C26	4	4	5	5	4	88
C27	4	4	4	4	3	76
C28	4	4	5	3	4	80
C29	3	4	4	3	4	72
C30	4	4	4	3	4	76
C31	4	4	5	5	4	88
C32	4	4	4	3	4	76

## Appendix 5 Post-Test Scores Rater 2

Experimental Class 8.2						
Cod e	comprehensio n	vocabular y	fluenc y	pronunciatio n	gramma r	scor e
E01	4	5	4	4	4	84
E02	4	5	5	4	4	88
E03	5	5	5	5	4	96
E04	4	5	5	4	4	88
E05	4	4	5	5	5	92
E06	4	5	5	5	5	96
E07	5	5	4	3	5	88
E08	4	4	5	3	5	84
E09	3	5	5	5	5	92
E10	4	4	5	4	5	88
E11	4	4	5	4	4	84
E12	4	5	5	4	4	88
E13	4	5	5	5	4	92
E14	4	5	5	4	4	88
E15	4	3	5	4	5	84
E16	5	4	5	2	3	76
E17	4	4	3	4	4	76
E18	4	4	4	4	4	80
E19	4	3	5	4	5	84
E20	4	5	4	3	3	76
E21	4	5	5	4	5	92
E22	5	5	4	4	5	92
E23	4	4	4	4	4	80
E24	5	5	4	4	3	84
E25	4	5	5	3	5	88
E26	4	3	5	5	5	88
E27	4	5	5	4	5	92
E28	4	4	5	4	4	84
E29	5	5	5	4	3	88
E30	4	4	5	4	3	80
E31	5	4	4	3	5	84
E32	5	5	5	3	5	92
E33	4	3	4	5	5	84

Control Class 8.3						
Cod e	comprehensio n	vocabular y	fluenc y	pronunciatio n	gramma r	scor e
C01	4	3	4	4	4	76
C02	3	3	4	4	3	68
C03	5	4	5	3	4	84
C04	3	3	3	4	3	64
C05	5	4	5	3	4	84
C06	5	3	5	3	4	80
C07	5	4	3	4	4	80
C08	4	4	3	5	5	84
C09	4	4	3	5	3	76
C10	3	4	4	3	4	72
C11	4	4	5	4	4	84
C12	3	4	3	4	4	72
C13	5	5	3	4	4	84
C14	5	2	5	3	4	76
C15	4	4	4	4	4	80
C16	4	3	4	3	4	72
C17	3	3	3	4	4	68
C18	5	4	4	3	4	80
C19	4	4	3	4	4	76
C20	5	5	5	3	4	88
C21	4	4	4	4	3	76
C22	4	4	4	4	5	84
C23	4	4	4	3	4	76
C24	4	3	4	2	4	68
C25	4	5	4	3	5	84
C26	4	4	5	5	4	88
C27	4	3	4	3	4	72
C28	4	4	5	3	4	80
C29	4	3	3	3	4	68
C30	3	4	3	3	5	72
C31	4	4	5	5	4	88
C32	4	4	4	3	4	76

### Appendix 6 Average Score of Post-Test

Experiment	Control
82	78
88	70
96	84
88	66
92	84
96	80
90	80
84	84
92	78
88	72
84	84
88	72
92	84
88	76
84	78
76	74
76	68
80	80
84	74
78	88
92	78
94	84
80	76
84	68
88	84
88	88
92	74
84	80
88	70
78	74
84	88
92	76
84	



## Appendix 7 Result of Analysis Data

### Statistics

		Experiment	Control
N	Valid	33	32
	Missing	0	1
Mean		86.48	77.94
Median		88.00	78.00
Mode		84 <sup>a</sup>	84
Std. Deviation		5.501	6.190
Variance		30.258	38.319
Range		20	22
Minimum		76	66
Maximum		96	88

a. Multiple modes exist. The smallest value is shown

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.164	32	.028	.949	32	.137
Control	.149	32	.069	.957	32	.222

a. Lilliefors Significance Correction

### Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	.409	1	63	.525
	Based on Median	.544	1	63	.463
	Based on Median and with adjusted df	.544	1	62.965	.463
	Based on trimmed mean	.402	1	63	.529

### Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Value	Experiment	33	86.55	5.729	.997
	Control	32	78.38	5.912	1.045

### 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
Value	Equal variances assumed	5.889	63	<.001	<.001	8.54735	1.45141	5.64693	11.44776
	Equal variances not assumed	5.878	61.639	<.001	<.001	8.54735	1.45408	5.64034	11.45435

### Independent Samples Effect Sizes

Value	Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
			Lower	Upper
Cohen's d	5.85014	1.461	.908	2.005
Hedges' correction	5.92095	1.444	.897	1.981
Glass's delta	6.19020	1.381	.779	1.968

- 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.

t-Test: Two-Sample Assuming Equal Variances		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	86,48484848	77,9375
Variance	30,25757576	38,31854839
Observations	33	32
Pooled Variance	34,2240861	
Hypothesized Mean Differenc	0	
df	63	
<b>t Stat</b>	<b>5,888989254</b>	
P(T<=t) one-tail	8,19014E-08	
<b>t Critical one-tail</b>	<b>1,669402222</b>	
P(T<=t) two-tail	1,63803E-07	
t Critical two-tail	1,998340543	

Appendix 8 Table of t Critical Value

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	0.67828	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

Adoption from Nuryadi et al. (2017)

## Appendix 9 Scores of Try Out Speaking Instrument

TEACHER 1

Class 8.4						
Code	P	V	F	G	C	Score
B01	2	1	2	2	2	36
B02	3	3	3	2	2	52
B03	4	4	3	3	3	68
B04	3	4	4	3	3	68
B05	4	4	3	4	4	76
B06	4	3	3	3	3	64
B07	4	3	3	4	4	72
B08	2	3	3	2	2	48
B09	4	2	2	3	3	56
B10	2	4	4	4	4	72
B11	4	4	3	4	4	76
B12	4	3	3	4	3	68
B13	4	4	3	4	4	76
B14	4	2	4	3	3	64
B15	3	1	3	2	2	44
B16	4	4	4	4	4	80
B17	4	4	3	4	4	76
B18	2	4	3	3	3	60
B19	2	3	3	3	3	56
B20	4	3	3	2	3	60
B21	4	4	3	3	3	68
B22	4	4	4	4	3	76
B23	3	2	2	3	3	52
B24	2	3	3	2	2	48
B25	4	3	2	2	3	56
B26	2	2	3	3	3	52
B27	4	3	3	2	3	60
B28	4	4	2	4	3	68
B29	3	4	3	2	3	60
B30	4	4	3	3	4	72

Note:

P: Pronunciation

V: Vocabulary

F: Fluency

G: Grammar

C: Comprehension

## TEACHER 2

Class 8.4						
Code	P	V	F	G	C	Score
C01	2	2	2	2	2	40
C02	4	4	3	2	2	60
C03	3	3	3	3	2	56
C04	3	4	4	2	3	64
C05	4	4	2	4	4	72
C06	4	3	3	3	3	64
C07	4	3	3	4	4	72
C08	2	3	3	2	2	48
C09	4	2	2	3	3	56
C10	2	4	4	3	4	68
C11	4	4	3	4	4	76
C12	4	3	3	4	3	68
C13	4	4	3	4	4	76
C14	4	2	4	3	3	64
C15	3	1	3	2	2	44
C16	4	4	4	4	4	80
C17	4	4	4	4	4	80
C18	2	4	3	3	3	60
C19	2	3	3	3	3	56
C20	4	3	3	2	3	60
C21	4	4	3	3	3	68
C22	4	4	4	4	3	76
C23	3	2	2	3	3	52
C24	2	3	3	3	2	52
C25	4	4	2	2	3	60
C26	2	2	3	3	3	52
C27	4	3	3	2	3	60
C28	2	4	2	4	3	60
C29	3	4	3	2	3	60
C30	4	4	3	3	4	72

Note:

P: Pronunciation

V: Vocabulary

F: Fluency

G: Grammar

C: Comprehension

## Appendix 10 Empirical Validity

		Correlations					
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
Pronunciation	Pearson Correlation	1	.243	.069	.335*	.457**	.627***
	Sig. (1-tailed)		.098	.359	.035	.006	<.001
	N	30	30	30	30	30	30
Grammar	Pearson Correlation	.243	1	.326*	.421*	.537**	.744***
	Sig. (1-tailed)	.098		.039	.010	.001	<.001
	N	30	30	30	30	30	30
Vocabulary	Pearson Correlation	.069	.326*	1	.220	.256	.488**
	Sig. (1-tailed)	.359	.039		.122	.086	.003
	N	30	30	30	30	30	30
Fluency	Pearson Correlation	.335*	.421*	.220	1	.720***	.774***
	Sig. (1-tailed)	.035	.010	.122		<.001	<.001
	N	30	30	30	30	30	30
Comprehension	Pearson Correlation	.457**	.537**	.256	.720***	1	.848***
	Sig. (1-tailed)	.006	.001	.086	<.001		<.001
	N	30	30	30	30	30	30
Total	Pearson Correlation	.627***	.744***	.488**	.774***	.848***	1
	Sig. (1-tailed)	<.001	<.001	.003	<.001	<.001	
	N	30	30	30	30	30	30

\*. Correlation is significant at the 0.05 level (1-tailed).

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

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



## Appendix 11 Critical Value of Pearson Product Moment Correlation

<i>df = n - 2</i>	LEVEL OF SIGNIFICANCE FOR ONE-TAILED TEST			
	.05	0.25	.01	.005
	LEVEL OF SIGNIFICANCE FOR TWO-TAILED TEST			
	.10	.05	.02	.01
1	.988	.997	.9995	.9999
2	.900	.950	.980	.990
3	.805	.878	.934	.959
4	.729	.811	.882	.917
5	.669	.754	.833	.874
6	.622	.707	.789	.834
7	.582	.666	.750	.798
8	.549	.632	.716	.765
9	.521	.602	.685	.735
10	.497	.576	.658	.708
11	.476	.553	.634	.684
12	.458	.532	.612	.661
13	.441	.514	.592	.641
14	.426	.497	.574	.623
15	.412	.482	.558	.606
16	.400	.468	.542	.590
17	.389	.456	.528	.575
18	.378	.444	.516	.561
19	.369	.433	.503	.549
20	.360	.423	.492	.537
21	.352	.413	.482	.526
22	.344	.404	.472	.515
23	.337	.396	.462	.505
24	.330	.388	.453	.496
25	.323	.381	.445	.487
26	.317	.374	.437	.479
27	.311	.367	.430	.471
28	.306	.361	.423	.463
29	.301	.355	.416	.456
30	.296	.349	.409	.449
35	.275	.325	.381	.418
40	.257	.304	.358	.393
45	.243	.288	.338	.372
50	.231	.273	.322	.354
60	.211	.250	.295	.325
70	.195	.232	.274	.302
80	.183	.217	.256	.283
90	.173	.205	.242	.267
100	.164	.195	.230	.254

Adopted from Gravetter &amp; Wallnau (1996)

## Appendix 12 Reliability Test

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

### Intraclass Correlation Coefficient

	Intraclass Correlation <sup>b</sup>	95% Confidence Interval		F Test with True Value 0			Sig
		Lower Bound	Upper Bound	Value	df1	df2	
Single Measures	.397 <sup>a</sup>	.268	.565	7.729	29	261	<,001
Average Measures	.868 <sup>c</sup>	.786	.929	7.729	29	261	<,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 13 Research Instrument

### Speaking (Post Test)

**Grade** : VIII

**Semester** : 1

**Subject** : English

**Time Allocation** : 2x40 minutes

### Prompt

- Please make a short dialogue at least 1-2 minutes with a partner. The dialogue must contain following topics:

a. Present Continuous Tense

And choose one of the following topics:

a. Action happening now

b. Temporary action

c. Future plans

And please choose one of the following situations:

a. At school

b. At home

- The preparation of the dialogue it will be given 15 minutes, and after that please perform in front of the class.

Thank you and good luck

### Speaking Scoring Rubric

Criteria	Scores	Indicators
Comprehension	1	Cannot understand even simple conversational English.
	2	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition.
	3	Understand what is being said with slower than average speed repetition.
	4	Understand what is said at average speed, but occasional repetition maybe necessary.
	5	Understand most of what is said at average speed.
Pronunciation	1	Pronunciation problem so severe that incomprehensible.

	2	Hard to understand because there some faults in pronunciation.
	3	Pronunciation problems require listening, sometimes leading to misunderstandings.
	4	There is minor pronunciation problem, but it is still understandable.
	5	Pronunciation is clear and understandable.
Fluency	1	Unable to maintain basic dialog, making conversation almost impossible.
	2	Sometimes hesitant and often silent due to language limitations.
	3	Speed and fluency are inhibited by language problems.
	4	Speech speed is slightly affected by language problems
	5	Able to use language fluently, rarely skips, and speech rate is at a normal level.
Grammar	1	Errors in grammar and word order so severe as to make speech almost unintelligible.
	2	Grammar and word order errors. Must repeat sentences often or limit to basic patterns.
	3	Frequently makes grammatical and word order errors, sometimes making unclear meanings.
	4	There are some grammatical errors but still understandable.
	5	Errors in grammatical are rarely.
Vocabulary	1	Vocabulary limitations that are so severe they make conversation almost impossible.
	2	Frequent misuse of words and limited vocabulary make comprehension quite difficult.
	3	Conversation is limited due to lack of vocabulary, and often uses the wrong word.
	4	Uses inappropriate terms or has to change ideas but is still understandable.
	5	Vocabulary used are in a proper use.

adapted from David P. Harris, 1969

Scores = *sub categories x 4*

### Appendix 14 Content Validity

Before conducting the speaking skill instrument try-out test, content validity was first assessed through expert judgment by two supervisors to determine the content validity of the student speaking ability test. The two experts assessed the teaching scenario and the content of the speaking test instrument in the post-test instructions and aspects of the speaking scoring rubric, marking (√) in the “relevant” column if the items was suitable for use and (x) in the “not relevant” column if the items was not suitable for use.

Expert 1: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

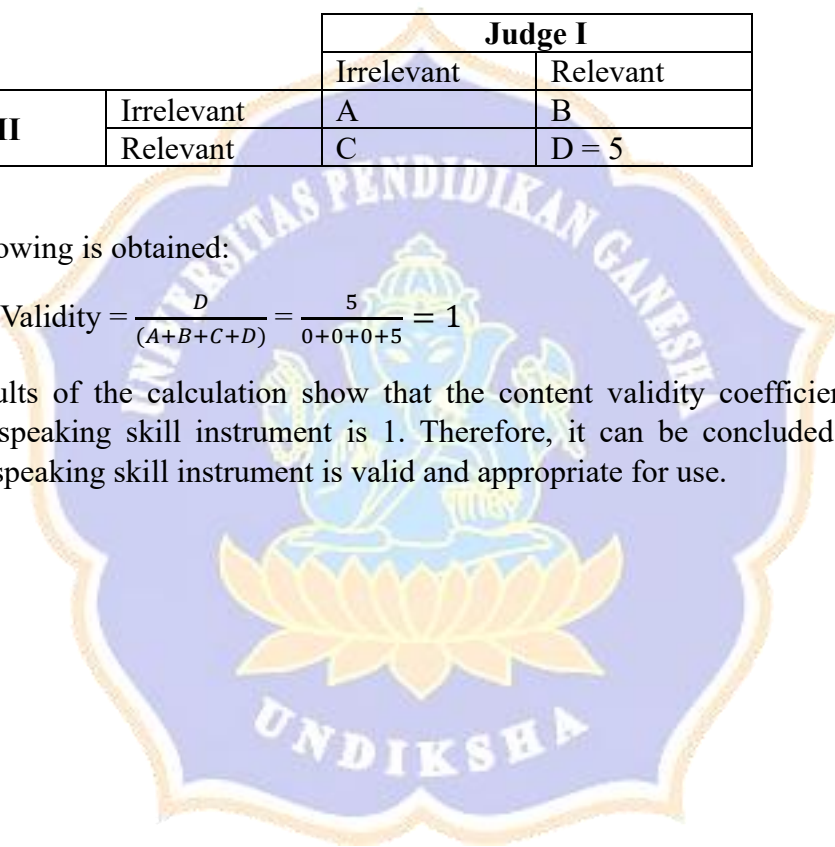
Expert 2: Ni Nyoman Artini, M.Pd.

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

The following is obtained:

$$\text{Content Validity} = \frac{D}{(A+B+C+D)} = \frac{5}{0+0+0+5} = 1$$

The results of the calculation show that the content validity coefficient of the student speaking skill instrument is 1. Therefore, it can be concluded that the student speaking skill instrument is valid and appropriate for use.



## Appendix 15 Content Validity Sheets for Judges

### TEACHING SCENARIO VALIDITY

#### EXPERT JUDGE 1

Name: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

*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!*

Experimental Group	Control Group	R	NR
<p><b>Pre-Activity</b></p> <ul style="list-style-type: none"> <li>- Teacher greets students, praying together, and checking students' attendance.</li> <li>- Explains the topic and learning objectives.</li> <li>- Teachers trigger students' prior knowledge by asking several questions related to the material to be discussed.</li> </ul>	<p><b>Pre-Activity</b></p> <ul style="list-style-type: none"> <li>- Teacher greets students, praying together, and checking students' attendance.</li> <li>- Explains the topic and learning objectives.</li> <li>- Teachers trigger students' prior knowledge by asking several questions related to the material to be discussed.</li> </ul>	√	
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>- Teacher explains about Talkpal.AI and functionalities to students. Before that, students were informed that they would be using gadgets in their learning.</li> <li>- Teacher explains the material through slides presentation.</li> <li>- Teachers give students the opportunity to ask questions if any material is unclear.</li> <li>- Teacher explains how to use Talkpal.AI briefly.</li> <li>- Teacher asks students to prepare their tablets for use Talkpal.AI.</li> <li>- Teacher asks students to practice their speaking skills through</li> </ul>	<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>- Teacher explains the material through slides presentation.</li> <li>- Teachers give students the opportunity to ask questions if any material is unclear.</li> <li>- Teacher asks students to find out their pairs.</li> <li>- Teacher asks students to practice their speaking skill through conversation with their pairs.</li> <li>- Teacher monitors and assist students during learning process.</li> </ul>	√	

conversation with Talkpal.AI. - Teacher monitors and assist students during learning process.			
<b>Post-Activity</b> - Teacher asks students for summarise what they learn and close the class.	<b>Post-Activity</b> - Teacher asks students for summarise what they learn and close the class.	√	

Note:

R= Relevant

NR= Not Relevant



## CONTENT VALIDITY OF SPEAKING TEST

## EXPERT JUDGE 1

Name: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

*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 comprehension, pronunciation, fluency, grammar, and vocabulary (adapted from David P. Harris, 1969).

N O	Items		Description	Expert Response	
				Relevant	Irrelevant
1	Prompt		Please make a short dialogue at least 1-2 minutes with a partner. The dialogue must contain following topics: <ol style="list-style-type: none"> <li>a. Present Continuous Tense</li> </ol> And choose one of the following topics: <ol style="list-style-type: none"> <li>a. Action happening now</li> <li>b. Temporary action</li> <li>c. Future plans</li> </ol> And please choose one of the following situations: <ol style="list-style-type: none"> <li>a. At school</li> <li>b. At home</li> </ol>	√	
	Criteria	Scores	Indicators		
2	Comprehension	1	Cannot understand even simple conversational English.	√	
		2	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition.		
		3	Understand what is being said with slower than average speed repetition.		
		4	Understand what is said at average speed, but occasional repetition maybe necessary.		

		5	Understand most of what is said at average speed.		
3	Pronunciation	1	Pronunciation problem so severe that incomprehensible.	√	
		2	Hard to understand because there some faults in pronunciation.		
		3	Pronunciation problems require listening, sometimes leading to misunderstandings.		
		4	There is minor pronunciation problem, but it is still understandable.		
		5	Pronunciation is clear and understandable.		
4	Fluency	1	Unable to maintain basic dialog, making conversation almost impossible.	√	
		2	Sometimes hesitant and often silent due to language limitations.		
		3	Speed and fluency are inhibited by language problems.		
		4	Speech speed is slightly affected by language problems		
		5	Able to use language fluently, rarely skips, and speech rate is at a normal level.		
5	Grammar	1	Errors in grammar and word order so severe as to make speech almost unintelligible.	√	
		2	Grammar and word order errors. Must repeat sentences often or limit to basic patterns.		
		3	Frequently makes grammatical and word order errors, sometimes making unclear meanings.		
		4	There are some grammatical errors but still understandable.		
		5	Errors in grammatical are rarely.		
6	Vocabulary	1	Vocabulary limitations that are so severe they make conversation almost impossible.	√	

		2	Frequent misuse of words and limited vocabulary make comprehension quite difficult.		
		3	Conversation is limited due to lack of vocabulary, and often uses the wrong word.		
		4	Uses inappropriate terms or has to change ideas but is still understandable.		
		5	Vocabulary used are in a proper use.		

Scores = *sub categories x 4*



## TEACHING SCENARIO VALIDITY

## EXPERT JUDGE 1

Name: Ni Nyoman Artini, M.Pd.

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!

Experimental Group	Control Group	R	NR
<b>Pre-Activity</b> <ul style="list-style-type: none"> <li>- Teacher greets students, praying together, and checking students' attendance.</li> <li>- Explains the topic and learning objectives.</li> <li>- Teachers trigger students' prior knowledge by asking several questions related to the material to be discussed.</li> </ul>	<b>Pre-Activity</b> <ul style="list-style-type: none"> <li>- Teacher greets students, praying together, and checking students' attendance.</li> <li>- Explains the topic and learning objectives.</li> <li>- Teachers trigger students' prior knowledge by asking several questions related to the material to be discussed.</li> </ul>	√	
<b>Main Activity</b> <ul style="list-style-type: none"> <li>- Teacher explains about Talkpal.AI and functionalities to students. Before that, students were informed that they would be using gadgets in their learning.</li> <li>- Teacher explains the material through slides presentation.</li> <li>- Teachers give students the opportunity to ask questions if any material is unclear.</li> <li>- Teacher explains how to use Talkpal.AI briefly.</li> <li>- Teacher asks students to prepare their tablets for use Talkpal.AI.</li> <li>- Teacher asks students to practice their speaking</li> </ul>	<b>Main Activity</b> <ul style="list-style-type: none"> <li>- Teacher explains the material through slides presentation.</li> <li>- Teachers give students the opportunity to ask questions if any material is unclear.</li> <li>- Teacher asks students to find out their pairs.</li> <li>- Teacher asks students to practice their speaking skill through conversation with their pairs.</li> <li>- Teacher monitors and assist students during learning process.</li> </ul>	√	

skills through conversation with Talkpal.AI. - Teacher monitors and assist students during learning process.			
<b>Post-Activity</b> - Teacher asks students for summarise what they learn and close the class.	<b>Post-Activity</b> - Teacher asks students for summarise what they learn and close the class.	√	

Note:

R= Relevant

NR= Not Relevant



## CONTENT VALIDITY OF SPEAKING TEST

## EXPERT JUDGE 1

Name: Ni Nyoman Artini, M.Pd.

*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 comprehension, pronunciation, fluency, grammar, and vocabulary (adapted from David P. Harris, 1969).

N O	Items		Description	Expert Response	
				Relevant	Irrelevant
1	Prompt		Please make a short dialogue at least 1-2 minutes with a partner. The dialogue must contain following topics: b. Present Continuous Tense And choose one of the following topics: d. Action happening now e. Temporary action f. Future plans And please choose one of the following situations: c. At school d. At home	√	
	Criteria	Scores	Indicators		
2	Comprehension	1	Cannot understand even simple conversational English.	√	
		2	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition.		
		3	Understand what is being said with slower than average speed repetition.		

		4	Understand what is said at average speed, but occasional repetition maybe necessary.		
		5	Understand most of what is said at average speed.		
3	Pronunciation	1	Pronunciation problem so severe that incomprehensible.	√	
		2	Hard to understand because there some faults in pronunciation.		
		3	Pronunciation problems require listening, sometimes leading to misunderstandings.		
		4	There is minor pronunciation problem, but it is still understandable.		
		5	Pronunciation is clear and understandable.		
4	Fluency	1	Unable to maintain basic dialog, making conversation almost impossible.	√	
		2	Sometimes hesitant and often silent due to language limitations.		
		3	Speed and fluency are inhibited by language problems.		
		4	Speech speed is slightly affected by language problems		
		5	Able to use language fluently, rarely skips, and speech rate is at a normal level.		
5	Grammar	1	Errors in grammar and word order so severe as to make speech almost unintelligible.	√	
		2	Grammar and word order errors. Must repeat sentences often or limit to basic patterns.		
		3	Frequently makes grammatical and word order errors, sometimes making unclear meanings.		
		4	There are some grammatical errors but still understandable.		
		5	Errors in grammatical are rarely.		
6	Vocabulary	1	Vocabulary limitations that are so severe they make	√	

			conversation almost impossible.		
		2	Frequent misuse of words and limited vocabulary make comprehension quite difficult.		
		3	Conversation is limited due to lack of vocabulary, and often uses the wrong word.		
		4	Uses inappropriate terms or has to change ideas but is still understandable.		
		5	Vocabulary used are in a proper use.		

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
56-75	Fair
36-55	Poor
0-35	Very Poor

Scores = sub categories x 4



Singaraja,

*Ni Nyoman Artini*

Ni Nyoman Artini, M.Pd.  
NIP. 199611132024062002

## Appendix 16 Lesson Plan Experimental Class

## PERTEMUAN 1

SMP NEGERI 2 SINGARAJA  Subject: English  Class/Semester: VIII.2/I  Tema: What are You Doing?  Alokasi Waktu: 2x40 menit	<b>RENCANA PEMBELAJARAN</b>	
	Tujuan Pembelajaran	
	1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk verbal.  1. Peserta didik mampu menggambarkan kegiatan yang sedang berlangsung saat ini.	
	Aktivitas Pembelajaran	Alokasi Waktu
	<b>Kegiatan Awal:</b> <b>Menciptakan Situasi (Stimulasi)</b> 1. Guru membuka pembelajaran dengan salam dan doa. 2. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran. 3. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti: <ul style="list-style-type: none"> <li>• What they are doing?</li> <li>• What is happening around them?</li> </ul> 4. Guru menyampaikan tujuan pembelajaran.	10 menit
<b>Kegiatan Inti:</b> <b>Penyajian Kelas (Class Presentation)</b> 1. Guru meminta siswa untuk memperhatikan materi tentang present continuous secara umum. 2. Guru menjelaskan materi present continuous untuk peristiwa/aktivitas yang sedang terjadi sekarang, dan menjelaskan bagaimana contoh kalimat dan pengucapannya. 3. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan. 4. Guru memberikan penekanan tentang penggunaan present	60 menit	

	<p>continuous tentang peristiwa yang sedang terjadi sekarang, apabila ada siswa yang masih belum mengerti.</p> <p><b>Pengenalan Talkpal.AI</b></p> <ol style="list-style-type: none"> <li>5. Guru menjelaskan kepada siswa tentang penggunaan Talkpal.AI untuk latihan berbicara.</li> <li>6. Guru menjelaskan tentang apa yang harus dilakukam dalam latihan berbicara dengan Talkpal.AI.</li> <li>7. Guru juga memberitahu siswa durasi waktu latihan dengan Talkpal.AI.</li> </ol> <p><b>Aplikasi (Application)</b></p> <ol style="list-style-type: none"> <li>8. Guru meminta masing-masing siswa untuk membuka Talkpal.AI untuk berlatih berbicara tentang peristiwa yang sedang terjadi sekarang (present continuous).</li> <li>9. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan Talkpal.AI.</li> <li>10. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</li> <li>11. Guru mengecek percakapan yang telah dilakukan dan melakukan pembahasan.</li> </ol>	
	<p><b>Kegiatan Akhir:</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</li> <li>2. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</li> <li>3. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</li> <li>4. Guru mengakhiri pembelajaran dengan doa dan salam.</li> </ol>	10 menit

Present Continuous Tense Expression:

Kalimat verbal (action happening right now)

- (+) I am eating sandwich now.
- (+) She is asking question.
- (-) He is not drinking a water right now.
- (-) They are not reading a book.
- (?) Are you happy right now?
- (?) Is she sick right now?

Example dialogue of present continuous:

Putu : What are you doing?

Made : I am reading a book.

Putu : Great, and what are we doing now?

Putu : We are practicing speaking.

## PERTEMUAN 2

SMP NEGERI 2 SINGARAJA  Subject: English  Class/Semester: VIII.2/I  Tema: What are You Doing?  Alokasi Waktu: 2x40 menit	<b>RENCANA PEMBELAJARAN</b>	
	Tujuan Pembelajaran	
	1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk verbal. 2. Peserta didik mampu menggambarkan kegiatan yang sedang berlangsung sementara.	
	Aktivitas Pembelajaran	Alokasi Waktu
	<b>Kegiatan Awal:</b> <b>Menciptakan Situasi (Stimulasi)</b> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam dan doa.</li> <li>2. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran.</li> <li>3. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti:             <ul style="list-style-type: none"> <li>• What are you doing now?</li> <li>• What are you doing these day?</li> </ul> </li> </ol>	10 menit

	4. Guru menyampaikan tujuan pembelajaran.	
	<p><b>Kegiatan Inti:</b>  <b>Penyajian Kelas (<i>Class Presentation</i>)</b></p> <p>5. Guru meminta siswa untuk memperhatikan materi tentang present continuous.</p> <p>6. Guru menjelaskan materi present continuous untuk peristiwa/aktivitas yang terjadi sementara, dan menjelaskan bagaimana contoh kalimat dan pengucapannya.</p> <p>7. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan.</p> <p>8. Guru memberikan penekanan tentang penggunaan present continuous tentang peristiwa yang terjadi sementara, apabila ada siswa yang masih belum mengerti.</p> <p><b>Aplikasi (<i>Application</i>)</b></p> <p>9. Guru meminta masing-masing siswa untuk membuka Talkpal.AI untuk berlatih berbicara tentang peristiwa yang terjadi sementara (present continuous).</p> <p>10. Guru menjelaskan tentang apa yang harus dilakukan dalam latihan berbicara dengan Talkpal.AI.</p> <p>11. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan Talkpal.AI.</p> <p>12. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</p> <p>13. Guru mengecek percakapan yang telah dilakukan dan melakukan pembahasan.</p>	60 menit
	<p><b>Kegiatan Akhir:</b></p> <p>14. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</p>	10 menit

	<p>15. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</p> <p>16. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</p> <p>17. Guru mengakhiri pembelajaran dengan doa dan salam.</p>	
--	--	--

Present Continuous Tense Expressions:

Kalimat verbal (temporary actions)

- (+) I am practicing the exam for today
- (-) She is not working for a while
- (+) We are learning how to make pancake this week
- (-) He is sleeping at the moment
- (?) Are you sleeping at the moment?
- (?) is she wearing a necklace for today?

Example dialogue for temporary actions:

Jennie: "Why are you studying so hard today?"

Lisa: "Yes, I am preparing for the speaking test this week."

Jennie: "Great, are you practicing alone?"

Lisa: "Yes, but sometimes I am practicing with my classmates."

### PERTEMUAN 3

<p>SMP NEGERI 2 SINGARAJA</p> <p>Subject: English</p> <p>Class/Semester: VIII.2/I</p> <p>Tema: What are You Doing?</p> <p>Alokasi Waktu: 2x40 menit</p>	<b>RENCANA PEMBELAJARAN</b>	
	Tujuan Pembelajaran	
	<ol style="list-style-type: none"> <li>1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk verbal.</li> <li>2. Peserta didik mampu menggambarkan kegiatan yang direncanakan pasti di masa depan.</li> </ol>	
	Aktivitas Pembelajaran	Alokasi Waktu
<p><b>Kegiatan Awal:</b> <b>Menciptakan Situasi (Stimulasi)</b></p> <ol style="list-style-type: none"> <li>3. Guru membuka pembelajaran dengan salam dan doa.</li> <li>4. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran.</li> </ol>	10 menit	

	<p>5. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti:</p> <ul style="list-style-type: none"> <li>• What are you doing tommorow?</li> <li>• Do you have any plans this week?</li> </ul> <p>6. Guru menyampaikan tujuan pembelajaran.</p>	
	<p><b>Kegiatan Inti:</b>  <b>Penyajian Kelas (<i>Class Presentation</i>)</b></p> <p>7. Guru meminta siswa untuk memperhatikan materi tentang present continuous.</p> <p>8. Guru menjelaskan materi present continuous untuk peristiwa/aktivitas yang sudah direncanakan pasti di masa depan, dan menjelaskan bagaimana contoh kalimat dan pengucapannya.</p> <p>9. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan.</p> <p>10. Guru memberikan penekanan tentang penggunaan present continuous tentang peristiwa yang sudah direncanakan pasti di masa depan, apabila ada siswa yang masih belum mengerti.</p> <p><b>Aplikasi (<i>Application</i>)</b></p> <p>11. Guru meminta masing-masing siswa untuk membuka Talkpal.AI untuk berlatih berbicara tentang peristiwa yang sudah direncanakan pasti di masa depan (present continuous).</p> <p>12. Guru menjelaskan tentang apa yang harus dilakukam dalam latihan berbicara dengan Talkpal.AI.</p> <p>13. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan Talkpal.AI.</p>	60 menit

	<p>14. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</p> <p>15. Guru mengecek percakapan yang telah dilakukan dan melakukan pembahasan.</p>	
	<p><b>Kegiatan Akhir:</b></p> <p>16. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</p> <p>17. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</p> <p>18. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</p> <p>19. Guru mengakhiri pembelajaran dengan doa dan salam.</p>	10 menit

Present Continuous Tense Expressions:

Kalimat verbal (future plan)

- (+) I am meeting my teacher tomorrow.
- (-) She is having a dinner party for tomorrow.
- (+) We are visiting my grandparents' house next week.
- (-) They are practicing for the performance tonight.
- (?) Are you practicing for tomorrow?
- (?) Is He visiting his friend on Friday?

Example dialogue for temporary actions:

Jennie: "Why are you studying so hard today?"

Lisa: "Yes, I am preparing for the speaking test this week."

Jennie: "Great, are you practicing alone?"

Lisa: "Yes, but sometimes I am practicing with my classmates."

#### PERTEMUAN 4

SMP NEGERI 2 SINGARAJA  Subject: English	<b>RENCANA PEMBELAJARAN</b>
	Tujuan Pembelajaran
	1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk nominal.

Class/Semester: VIII.2/I  Tema: What are You Doing?  Alokasi Waktu: 2x40 menit	2. Peserta didik mampu menyatakan keadaan, kondisi, atau sifat subjek baik dalam bentuk positive maupun negative.	
	Aktivitas Pembelajaran	Alokasi Waktu
	<b>Kegiatan Awal:</b> <b>Menciptakan Situasi (Stimulasi)</b> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam dan doa.</li> <li>2. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran.</li> <li>3. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti:           <ul style="list-style-type: none"> <li>• How is she now?</li> <li>• How are you feeling right now?</li> </ul> </li> <li>4. Guru menyampaikan tujuan pembelajaran.</li> </ol>	10 menit
<b>Kegiatan Inti:</b> <b>Penyajian Kelas (<i>Class Presentation</i>)</b> <ol style="list-style-type: none"> <li>5. Guru meminta siswa untuk memperhatikan materi tentang present continuous.</li> <li>6. Guru menjelaskan materi present continuous bentuk nominal untuk menjelaskan keadaan/sifat pada subjek, dan menjelaskan bagaimana contoh kalimat dan pengucapannya.</li> <li>7. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan.</li> <li>8. Guru memberikan penekanan tentang penggunaan present continuous bentuk nominal, apabila ada siswa yang masih belum mengerti.</li> </ol> <b>Aplikasi (<i>Application</i>)</b> <ol style="list-style-type: none"> <li>9. Guru meminta masing-masing siswa untuk membuka Talkpal.AI untuk berlatih berbicara tentang present</li> </ol>	60 menit	

	<p>continuous bentuk nominal positive.</p> <p>10. Guru menjelaskan tentang apa yang harus dilakukan dalam latihan berbicara dengan Talkpal.AI.</p> <p>11. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan Talkpal.AI.</p> <p>12. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</p> <p>13. Guru mengecek percakapan yang telah dilakukan dan melakukan pembahasan.</p>	
	<p><b>Kegiatan Akhir:</b></p> <p>14. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</p> <p>15. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</p> <p>16. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</p> <p>17. Guru mengakhiri pembelajaran dengan doa dan salam.</p>	10 menit

Present Continuous Tense Expressions:

Kalimat nominal

- (+) He is being funny.
- (+) Mother is being angry.
- (?) Is the wall being painted now?
- (?) Are they being noisy this day?

Example dialogue for temporary actions:

Kim: "Hi Justin, is the car being fixed by the mechanic?"

Justin: "Ya, I took my car yesterday to the mechanic."

Kim: "That was great."

### PERTEMUAN 5

<p>SMP NEGERI 2 SINGARAJA</p> <p>Subject: English</p> <p>Class/Semester: VIII.2/I</p> <p>Tema: What are You Doing?</p> <p>Alokasi Waktu: 2x40 menit</p>	<b>RENCANA PEMBELAJARAN</b>	
	<b>Tujuan Pembelajaran</b>	
	<ol style="list-style-type: none"> <li>1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk nominal.</li> <li>2. Peserta didik mampu menyatakan keadaan, kondisi, atau sifat subjek baik dalam bentuk positive maupun negative.</li> </ol>	
	<b>Aktivitas Pembelajaran</b>	<b>Alokasi Waktu</b>
	<p><b>Kegiatan Awal:</b> <b>Menciptakan Situasi (Stimulasi)</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam dan doa.</li> <li>2. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran.</li> <li>3. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti: <ul style="list-style-type: none"> <li>• How is she now?</li> <li>• How are you feeling right now?</li> </ul> </li> <li>4. Guru menyampaikan tujuan pembelajaran.</li> </ol>	10 menit
<p><b>Kegiatan Inti:</b> <b>Penyajian Kelas (Class Presentation)</b></p> <ol style="list-style-type: none"> <li>5. Guru meminta siswa untuk memperhatikan materi tentang present continuous.</li> <li>6. Guru menjelaskan materi present continuous bentuk nominal untuk menjelaskan keadaan/sifat pada subjek, dan menjelaskan bagaimana contoh kalimat dan pengucapannya.</li> <li>7. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan.</li> <li>8. Guru memberikan penekanan tentang penggunaan present continuous bentuk nominal,</li> </ol>	60 menit	

	<p>apabila ada siswa yang masih belum mengerti.</p> <p><b>Aplikasi (<i>Application</i>)</b></p> <ol style="list-style-type: none"> <li>9. Guru meminta masing-masing siswa untuk membuka Talkpal.AI untuk berlatih berbicara tentang present continuous bentuk nominal negative.</li> <li>10. Guru menjelaskan tentang apa yang harus dilakukam dalam latihan berbicara dengan Talkpal.AI.</li> <li>11. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan Talkpal.AI.</li> <li>12. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</li> <li>13. Guru mengecek percakapan yang telah dilakukan dan melakukan pembahasan.</li> </ol>	
	<p><b>Kegiatan Akhir:</b></p> <ol style="list-style-type: none"> <li>14. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</li> <li>15. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</li> <li>16. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</li> <li>17. Guru mengakhiri pembelajaran dengan doa dan salam.</li> </ol>	10 menit

Present Continuous Tense Expressions:

Kalimat nominal

- (+) She is not being serious.
- (+) We are not being careful today.
- (?) Is the cat not being friendly now?
- (?) Are they not being patient this day?

Example dialogue for temporary actions:

Tina: "Hello Erica, what are you doing?"

Erica: "Oh, hi Tina. I am sweeping the floor."

Tina: "Oh, I thought the floor has been swept by Lucas."

Erica: "Is the floor being swept by Lucas?"

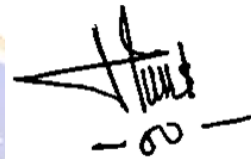
Tina: "I don't know. I think you need to ask him."

Mengetahui,  
Guru Bahasa Inggris

Singaraja, 20 September 2025



I Gede Sukranengrat, M.Pd.  
NIP.198101302008011006



Ni Komang Winduastuti  
NIM. 2212021038



## Appendix 17 Lesson Plan Control Class

## PERTEMUAN 1

SMP NEGERI 2 SINGARAJA  Subject: English  Class/Semester: VIII.2/I  Tema: What are You Doing?  Alokasi Waktu: 2x40 menit	<b>RENCANA PEMBELAJARAN</b>	
	Tujuan Pembelajaran	
	1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk verbal. 2. Peserta didik mampu menggambarkan kegiatan yang sedang berlangsung saat ini.	
	Aktivitas Pembelajaran	Alokasi Waktu
	<b>Kegiatan Awal:</b> <b>Menciptakan Situasi (Stimulasi)</b> 1. Guru membuka pembelajaran dengan salam dan doa. 2. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran. 3. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti: <ul style="list-style-type: none"> <li>• What they are doing?</li> <li>• What is happening around them?</li> </ul> 4. Guru menyampaikan tujuan pembelajaran.	10 menit
<b>Kegiatan Inti:</b> <b>Penyajian Kelas (Class Presentation)</b> 5. Guru meminta siswa untuk memperhatikan materi tentang present continuous. 6. Guru menjelaskan materi present continuous untuk peristiwa/aktivitas yang sedang terjadi sekarang, dan menjelaskan bagaimana contoh kalimat dan pengucapannya. 7. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan. 8. Guru memberikan penekanan tentang penggunaan present continuous tentang peristiwa	60 menit	

	<p>yang sedang terjadi sekarang, apabila ada siswa yang masih belum mengerti.</p> <p><b>Orientasi awal latihan <i>speaking</i></b></p> <ol style="list-style-type: none"> <li>9. Guru menjelaskan kepada siswa tentang berlatih berbicara dengan teman (pairing).</li> <li>10. Guru menjelaskan tentang apa yang harus dilakukam dalam latihan berbicara dengan teman.</li> <li>11. Guru juga memberitahu siswa durasi waktu latihan dengan teman.</li> </ol> <p><b>Aplikasi (<i>Application</i>)</b></p> <ol style="list-style-type: none"> <li>12. Guru meminta masing-masing siswa untuk berlatih berbicara tentang peristiwa yang sedang terjadi sekarang (present continuous) dengan teman.</li> <li>13. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan teman.</li> <li>14. Siswa berlatih berbicara sesuai topik di depan kelas.</li> <li>15. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</li> </ol>	
	<p><b>Kegiatan Akhir:</b></p> <ol style="list-style-type: none"> <li>16. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</li> <li>17. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</li> <li>18. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</li> <li>19. Guru mengakhiri pembelajaran dengan doa dan salam.</li> </ol>	10 menit

Present Continuous Tense Expression:

Kalimat verbal (action happening right now)

- (+) I am eating sandwich now.

- (+) She is asking question.
- (-) He is not drinking a water right now.
- (-) They are not reading a book.
- (?) Are you happy right now?
- (?) Is she sick right now?

Example dialogue of present continuous:

Putu : What are you doing?

Made : I am reading a book.

Putu : Great, and what are we doing now?

Putu : We are practicing speaking.

## PERTEMUAN 2

SMP NEGERI 2 SINGARAJA  Subject: English  Class/Semester: VIII.2/I  Tema: What are You Doing?  Alokasi Waktu: 2x40 menit	<b>RENCANA PEMBELAJARAN</b>	
	Tujuan Pembelajaran	
	1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk verbal. 2. Peserta didik mampu menggambarkan kegiatan yang sedang berlangsung sementara.	
	Aktivitas Pembelajaran	Alokasi Waktu
	<b>Kegiatan Awal: Menciptakan Situasi (Stimulasi)</b> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam dan doa.</li> <li>2. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran.</li> <li>3. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti:             <ul style="list-style-type: none"> <li>• What are you doing now?</li> <li>• What are you doing these day?</li> </ul> </li> <li>4. Guru menyampaikan tujuan pembelajaran.</li> </ol>	10 menit
<b>Kegiatan Inti: Penyajian Kelas (<i>Class Presentation</i>)</b>	60 menit	

	<ol style="list-style-type: none"> <li>5. Guru meminta siswa untuk memperhatikan materi tentang present continuous.</li> <li>6. Guru menjelaskan materi present continuous untuk peristiwa/aktivitas yang terjadi sementara, dan menjelaskan bagaimana contoh kalimat dan pengucapannya.</li> <li>7. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan.</li> <li>8. Guru memberikan penekanan tentang penggunaan present continuous tentang peristiwa yang sedang terjadi sementara, apabila ada siswa yang masih belum mengerti.</li> <li>11. Guru menjelaskan kepada siswa tentang berlatih berbicara dengan teman (pairing).</li> <li>12. Guru menjelaskan tentang apa yang harus dilakukam dalam latihan berbicara dengan teman.</li> <li>13. Guru juga memberitahu siswa durasi waktu latihan dengan teman.</li> </ol> <p><b>Aplikasi (<i>Application</i>)</b></p> <ol style="list-style-type: none"> <li>14. Guru meminta masing-masing siswa untuk berlatih berbicara tentang peristiwa yang terjadi sementara (present continuous) dengan teman.</li> <li>15. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan teman.</li> <li>16. Siswa berlatih berbicara sesuai topik di depan kelas.</li> <li>17. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</li> </ol>	
	<p><b>Kegiatan Akhir:</b></p> <ol style="list-style-type: none"> <li>18. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</li> </ol>	10 menit

	<p>19. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</p> <p>20. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</p> <p>21. Guru mengakhiri pembelajaran dengan doa dan salam.</p>	
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Present Continuous Tense Expressions:

Kalimat verbal (temporary actions)

- (+) I am practicing the exam for today
- (-) She is not working for a while
- (+) We are learning how to make pancake this week
- (-) He is sleeping at the moment
- (?) Are you sleeping at the moment?
- (?) is she wearing a necklace for today?

Example dialogue for temporary actions:

Jennie: "Why are you studying so hard today?"

Lisa: "Yes, I am preparing for the speaking test this week."

Jennie: "Great, are you practicing alone?"

Lisa: "Yes, but sometimes I am practicing with my classmates."

### PERTEMUAN 3

<p>SMP NEGERI 2 SINGARAJA</p> <p>Subject: English</p> <p>Class/Semester: VIII.2/I</p> <p>Tema: What are You Doing?</p> <p>Alokasi Waktu: 2x40 menit</p>	<b>RENCANA PEMBELAJARAN</b>	
	Tujuan Pembelajaran	
	<ol style="list-style-type: none"> <li>1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk verbal.</li> <li>2. Peserta didik mampu menggambarkan kegiatan yang direncanakan pasti di masa depan.</li> </ol>	
	Aktivitas Pembelajaran	Alokasi Waktu
<p><b>Kegiatan Awal:</b> <b>Menciptakan Situasi (Stimulasi)</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam dan doa.</li> <li>2. Guru mengecek kehadiran siswa serta menanyakan</li> </ol>	10 menit	

	<p>kesiapan siswa dalam mengikuti pembelajaran.</p> <p>3. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti:</p> <ul style="list-style-type: none"> <li>• What are you doing tommorow?</li> <li>• Do you have any plans this week?</li> </ul> <p>4. Guru menyampaikan tujuan pembelajaran.</p>	
	<p><b>Kegiatan Inti:</b>  <b>Penyajian Kelas (<i>Class Presentation</i>)</b></p> <p>5. Guru meminta siswa untuk memperhatikan materi tentang present continuous.</p> <p>6. Guru menjelaskan materi present continuous untuk peristiwa/aktivitas sudah direncanakan pasti di masa depan, dan menjelaskan bagaimana contoh kalimat dan pengucapannya.</p> <p>7. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan.</p> <p>8. Guru memberikan penekanan tentang penggunaan present continuous tentang peristiwa yang sudah direncanakan, apabila ada siswa yang masih belum mengerti.</p> <p>9. Guru menjelaskan kepada siswa tentang berlatih berbicara dengan teman (<i>pairing</i>).</p> <p>10. Guru menjelaskan tentang apa yang harus dilakukam dalam latihan berbicara dengan teman.</p> <p>11. Guru juga memberitahu siswa durasi waktu latihan dengan teman.</p> <p><b>Aplikasi (<i>Application</i>)</b></p> <p>12. Guru meminta masing-masing siswa untuk berlatih berbicara</p>	60 menit

	<p>tentang peristiwa sudah direncanakan di masa depan (present continuous) dengan teman.</p> <p>13. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan teman.</p> <p>14. Siswa berlatih berbicara sesuai topik di depan kelas.</p> <p>15. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</p>	
	<p><b>Kegiatan Akhir:</b></p> <p>16. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</p> <p>17. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</p> <p>18. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</p> <p>19. Guru mengakhiri pembelajaran dengan doa dan salam.</p>	10 menit

Present Continuous Tense Expressions:

Kalimat verbal (future plan)

- (+) I am meeting my teacher tomorrow.
- (-) She is having a dinner party for tomorrow.
- (+) We are visiting my grandparents' house next week.
- (-) They are practicing for the performance tonight.
- (?) Are you practicing for tomorrow?
- (?) Is He visiting his friend on Friday?

Example dialogue for temporary actions:

Jennie: "Why are you studying so hard today?"

Lisa: "Yes, I am preparing for the speaking test this week."

Jennie: "Great, are you practicing alone?"

Lisa: "Yes, but sometimes I am practicing with my classmates."

## PERTEMUAN 4

SMP NEGERI 2 SINGARAJA  Subject: English  Class/Semester: VIII.2/I  Tema: What are You Doing?  Alokasi Waktu: 2x40 menit	<b>RENCANA PEMBELAJARAN</b>	
	Tujuan Pembelajaran	
	1. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk nominal. 2. Peserta didik mampu menyatakan keadaan, kondisi, atau sifat subjek baik dalam bentuk positive maupun negative.	
	Aktivitas Pembelajaran	Alokasi Waktu
	<b>Kegiatan Awal:</b> <b>Menciptakan Situasi (Stimulasi)</b> 1. Guru membuka pembelajaran dengan salam dan doa. 2. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran. 3. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti: <ul style="list-style-type: none"> <li>• How is she now?</li> <li>• How are you feeling right now?</li> </ul> 4. Guru menyampaikan tujuan pembelajaran.	10 menit
<b>Kegiatan Inti:</b> <b>Penyajian Kelas (Class Presentation)</b> 5. Guru meminta siswa untuk memperhatikan materi tentang present continuous. 6. Guru menjelaskan materi present continuous bentuk nominal untuk menjelaskan keadaan/sifat pada subjek, dan menjelaskan bagaimana contoh kalimat dan pengucapannya. 7. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan. 8. Guru memberikan penekanan tentang penggunaan present continuous bentuk nominal,	60 menit	

	<p>apabila ada siswa yang masih belum mengerti.</p> <p>9. Guru menjelaskan kepada siswa tentang berlatih berbicara dengan teman (pairing).</p> <p>10. Guru menjelaskan tentang apa yang harus dilakukam dalam latihan berbicara dengan teman.</p> <p>11. Guru juga memberitahu siswa durasi waktu latihan dengan teman.</p> <p><b>Aplikasi (<i>Application</i>)</b></p> <p>9. Guru meminta masing-masing siswa untuk berlatih berbicara tentang present continuous bentuk nominal positive dengan teman.</p> <p>10. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan teman.</p> <p>11. Siswa berlatih berbicara sesuai topik di depan kelas.</p> <p>12. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</p>	
	<p><b>Kegiatan Akhir:</b></p> <p>13. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</p> <p>14. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</p> <p>15. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</p> <p>16. Guru mengakhiri pembelajaran dengan doa dan salam.</p>	10 menit

Present Continuous Tense Expressions:

Kalimat nominal

- (+) He is being funny.

- (+) Mother is being angry.
- (?) Is the wall being painted now?
- (?) Are they being noisy this day?

Example dialogue for temporary actions:

Kim: “Hi Justin, is the car being fixed by the mechanic?”

Justin: “Ya, I took my car yesterday to the mechanic.”

Kim: “That was great.”

### PERTEMUAN 5

SMP NEGERI 2 SINGARAJA  Subject: English  Class/Semester: VIII.2/I  Tema: What are You Doing?  Alokasi Waktu: 2x40 menit	<b>RENCANA PEMBELAJARAN</b>	
	Tujuan Pembelajaran	
	3. Peserta didik mampu mengidentifikasi dan menggunakan present continuous tense pada bentuk nominal. 4. Peserta didik mampu menyatakan keadaan, kondisi, atau sifat subjek baik dalam bentuk positive maupun negative.	
	Aktivitas Pembelajaran	Alokasi Waktu
	<b>Kegiatan Awal: Menciptakan Situasi (Stimulasi)</b> 9. Guru membuka pembelajaran dengan salam dan doa. 10. Guru mengecek kehadiran siswa serta menanyakan kesiapan siswa dalam mengikuti pembelajaran. 11. Guru menunjukkan gambar dan memberikan pertanyaan pemantik kepada siswa yang berkaitan dengan materi seperti: <ul style="list-style-type: none"> <li>• How is she now?</li> <li>• How are you feeling right now?</li> </ul> 12. Guru menyampaikan tujuan pembelajaran.	10 menit
	<b>Kegiatan Inti: Penyajian Kelas (Class Presentation)</b> 13. Guru meminta siswa untuk memperhatikan materi tentang present continuous.	60 menit

	<p>14. Guru menjelaskan materi present continuous bentuk nominal untuk menjelaskan keadaan/sifat pada subjek, dan menjelaskan bagaimana contoh kalimat dan pengucapannya.</p> <p>15. Guru menyuruh siswa untuk mengamati dan mencatat materi yang telah dijelaskan.</p> <p>16. Guru memberikan penekanan tentang penggunaan present continuous bentuk nominal, apabila ada siswa yang masih belum mengerti.</p> <p>12. Guru menjelaskan kepada siswa tentang berlatih berbicara dengan teman (pairing).</p> <p>13. Guru menjelaskan tentang apa yang harus dilakukam dalam latihan berbicara dengan teman.</p> <p>14. Guru juga memberitahu siswa durasi waktu latihan dengan teman.</p> <p><b>Aplikasi (Application)</b></p> <p>17. Guru meminta masing-masing siswa untuk berlatih berbicara tentang present continuous bentuk nominal negative dengan teman.</p> <p>18. Siswa diberikan waktu selama 10 menit untuk berlatih berbicara dengan teman.</p> <p>19. Siswa berlatih berbicara sesuai topik di depan kelas.</p> <p>20. Guru mengamati dan memfasilitasi mereka apabila mereka menemukan masalah atau kurang memahami.</p>	
	<p><b>Kegiatan Akhir:</b></p> <p>21. Guru memberikan kesempatan kepada siswa apabila ada pertanyaan.</p> <p>22. Guru memberikan masukan tentang kegiatan yang telah dilakukan.</p>	10 menit

	<p>23. Guru memberitahu kegiatan yang akan dilakukan pada pertemuan selanjutnya.</p> <p>24. Guru mengakhiri pembelajaran dengan doa dan salam.</p>	
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Present Continuous Tense Expressions:

Kalimat nominal

- (+) She is not being serious.
- (+) We are not being careful today.
- (?) Is the cat not being friendly now?
- (?) Are they not being patient this day?

Example dialogue for temporary actions:

Tina: "Hello Erica, what are you doing?"

Erica: "Oh, hi Tina. I am sweeping the floor."

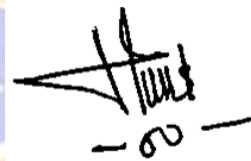
Tina: "Oh, I thought the floor has been swept by Lucas."

Erica: "Is the floor being swept by Lucas?"

Tina: "I don't know. I think you need to ask him."

Mengetahui,  
Guru Bahasa Inggris

Singaraja, 20 September 2025

I Gede Sukranengrat, M.Pd.  
NIP.198101302008011006

Ni Komang Winduastuti  
NIM. 2212021038

## Appendix 18 Researcher Fieldnote

Experimental Group:

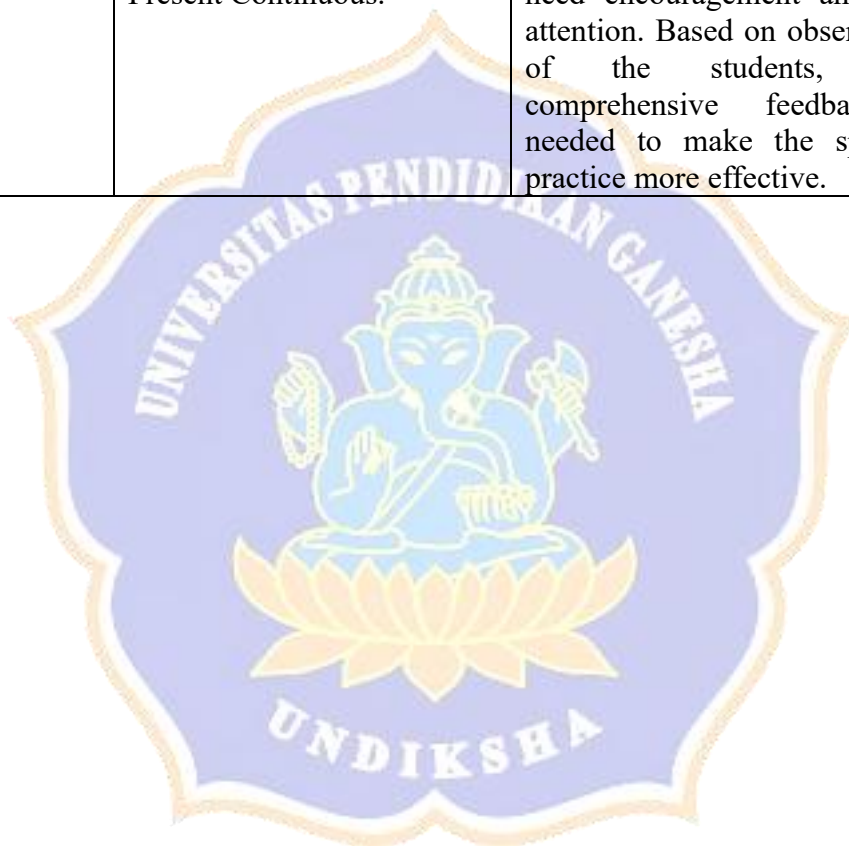
Date	Notes	
	Learning Activities	Observation & Reflection
Meeting 1, Wednesday, 24 September 2025	The teacher asked students to practice speaking with Talkpal.AI on the topic of the Simple Present Continuous in the context of events happening right now.	At the beginning, students are still unfamiliar with Talkpal.AI, so it is necessary to provide them with a basic understanding of this AI, as well as explain its purpose and how to use it. The students are still not very proficient in using Talkpal.AI, so they still need guidance. However, they remain enthusiastic about practicing their speaking skills.
Meeting 2, Thursday, 25 September 2025	The teacher asked the student to practice speaking with Talkpal.AI on the topic of the Simple Present Continuous in the context of temporary events.	The students have started to understand how to use Talkpal.AI and its feedback feature. However, there are still some students who do not use the voice feature, but instead type their conversations with Talkpal.AI. The learning environment is quite conducive, though there are occasionally network issues with students' devices, which can be resolved by using a cellular data connection.
Meeting 3, Wednesday, 1 October 2025	The teacher asked the student to practice speaking with Talkpal.AI on the topic of the Simple Present Continuous tense in the context of events that are planned for the future.	Most students actively practice with Talkpal.AI, but sometimes when they try to respond to Talkpal.AI, they face problems such as a lack of vocabulary, so they need guidance. However, Talkpal.AI can also provide vocabulary recommendations if the vocabulary used by students is not relevant enough.
Meeting 4, Thursday, 2 October 2025	The teacher asked the student to practice speaking with Talkpal.AI on the topic of the positive form of the Simple Present Continuous.	Some students have already been able to make optimal use of Talkpal.AI and effectively utilize its feedback feature while the classroom environment remains conducive.

Meeting 5, Wednesday, 8 October 2025	The teacher asked the student to practice speaking with Talkpal.AI on the topic of the positive form of the Simple Present Continuous.	The students seem to be practicing with Talkpal.AI with fluency. They appear confident when speaking. Based on the teacher's observations, the implementation of Talkpal.AI has helped students practice their language skills, particularly their speaking skills.
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## Control Group:

Date	Notes	
	Learning Activities	Observation & Reflection
Meeting 1, Thursday, 25 September 2025	The teacher asked students to practice speaking with pairs on the topic of the Simple Present Continuous in the context of events happening right now.	During the first meeting, the students seemed to have a bit of trouble practicing speaking with their classmates. The classroom atmosphere was quite conducive, but based on the results of their practice sessions with their classmates, there were still many errors, particularly in pronunciation and grammar.
Meeting 2, Friday, 26 September 2025	The teacher asked the student to practice speaking with pairs on the topic of the Simple Present Continuous in the context of temporary events	Students practice speaking with their peers based on context, but they need more guidance due to a lack of appropriate feedback during the practice sessions. Other factors, such as the large number of students, mean that feedback can only be provided to a few pairs of students who have the opportunity to come forward and participate in the dialogue. This is due to time limitations, as speaking practice cannot be completed in a short period of time.
Meeting 3, Thursday, 2 October 2025	The teacher asked the student to practice speaking with pairs on the topic of the Simple Present Continuous tense in the context of events that are planned for the future.	The students still seem to have difficulty engaging in conversation, particularly because their pronunciation is often incorrect. In addition, they lack confidence when speaking due to a fear of making mistakes. Therefore, these students need more reinforcement.

Meeting 4, Friday 3 October 2025	The teacher asked the student to practice speaking with pairs on the topic of the positive form of the Simple Present Continuous.	Some students have already shown improvement during practice and when performing dialogues in front of the class. However, they still need intensive guidance, and their vocabulary remains limited to specific contexts.
Meeting 5, Thursday, 9 October 2025	The teacher asked the student to practice speaking with pairs on the topic of the positive form of the Simple Present Continuous.	The students' speaking skills are already quite good, but there are still some students who are hesitant when speaking, so they need encouragement and extra attention. Based on observations of the students, more comprehensive feedback is needed to make the speaking practice more effective.



**Appendix 19 Documentation****Meeting 1 of Experimental Class Using Talkpal.AI****Meeting 1 of Control Class Using Conventional Learning****Meeting 2 of Control Class Using Conventional Learning****Meeting 2 of Experimental Class Using Talkpal.AI**



**Meeting 3 of Control Class Using Conventional Learning**



**Meeting 3 of Experimental Class Using Talkpal.AI**



**Meeting 4 of Control Class Using Conventional Learning**



**Meeting 4 of Experimental Class Using Talkpal.AI**



**Meeting 5 of Control Class Using Conventional Learning**



**Meeting 5 of Experimental Class Using Talkpal.AI**



**Meeting 6 of Control Class Post-test**

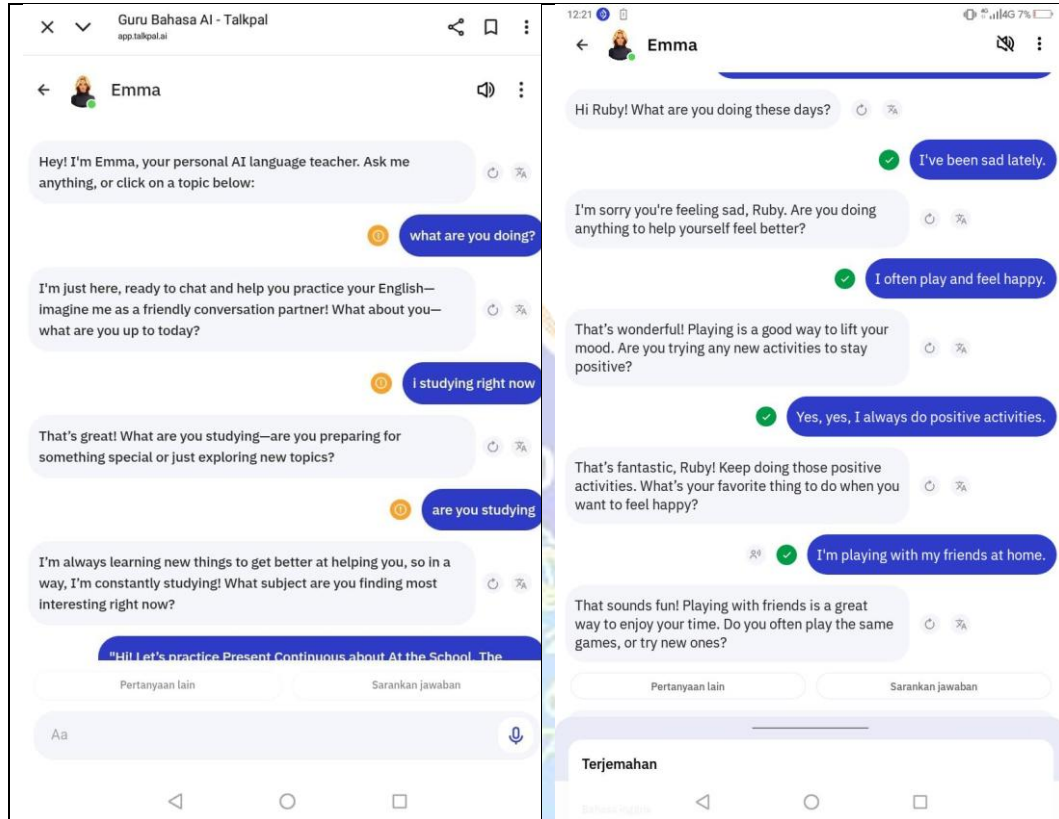


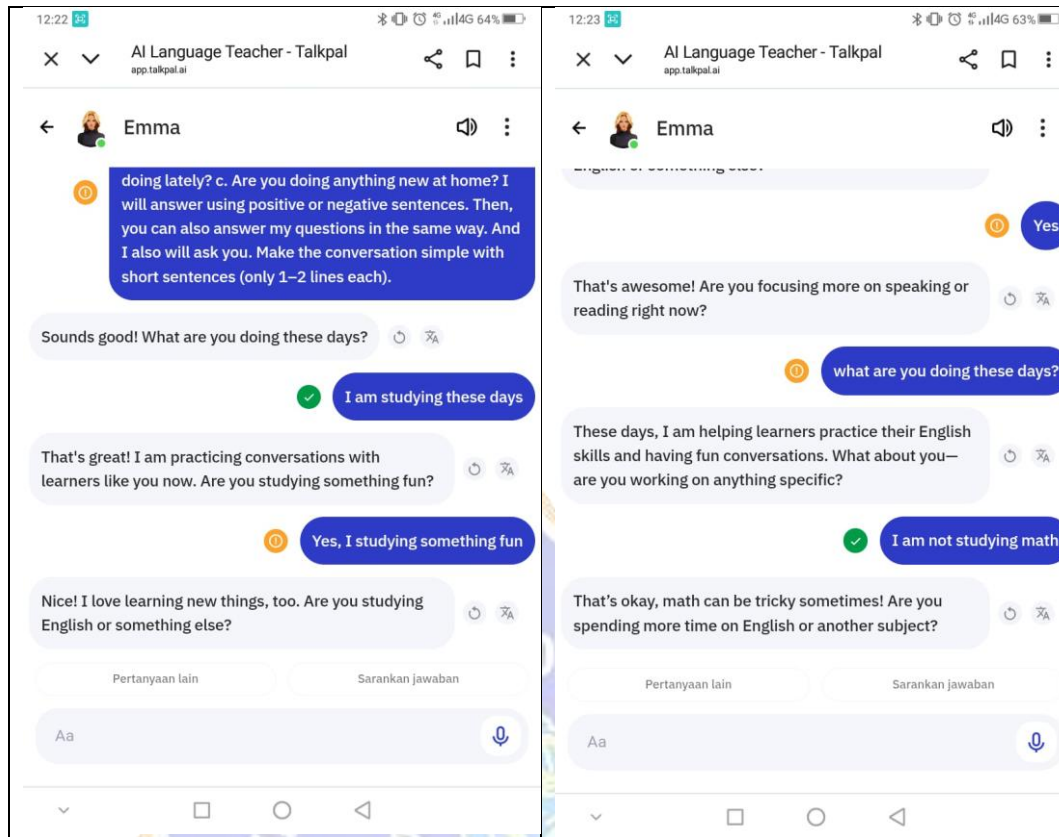
**Meeting 6 of Experimental Class Post-test**



## Appendix 20 Talkpal.AI

### Screenshot of Talkpal.AI Conversation





## RIWAYAT HIDUP



Ni Komang Winduastuti lahir di Telaga pada tanggal 26 Januari 2004. Penulis lahir dari pasangan suami istri I Wayan Badra dan Ni Nyoman Resi Artini. Penulis berkebangsaan Indonesia dan beragama Hindu. Saat ini penulis berdomisili di Br. Dinas Telaga, Desa Sibetan, Kecamatan Bebandem, Kabupaten Karangasem, Provinsi Bali. Penulis menempuh pendidikan sekolah dasar di SD Negeri 6 Sibetan dan lulus pada tahun 2016. Kemudian penulis melanjutkan pendidikan di SMP Negeri 1 Bebandem dan lulus pada tahun 2019. Pada tahun 2022 penulis lulus dari SMA Negeri 1 Bebandem dengan jurusan MIPA. Selanjutnya, penulis melanjutkan pendidikan di Universitas Pendidikan Ganesha dengan jurusan Pendidikan Bahasa Inggris dibawah Fakultas Bahasa dan Seni. Selama menempuh pendidikan di perguruan tinggi, penulis aktif mengikuti kegiatan organisasi. Penulis pernah menjabat sebagai Koordinator Sub- Bidang Lomba Bidang II Minat dan Bakat di Himpunan Mahasiswa Jurusan (HMJ) Bahasa Asing pada masa bakti 2023/2024. Pada semester delapan tahun 2026, penulis berhasil menyelesaikan skripsi yang berjudul “The Effect of Talkpal AI on Eighth Grade Students’ Speaking Skills at SMP Negeri 2 Singaraja.” Skripsi ini menjadi bentuk kontribusi penulis dalam pengembangan metode pembelajaran adaptive guna mendukung pelatihan berbicara bahasa Inggris siswa.