

APPENDICES



Appendix 1. Permission Letter



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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 : 946/UN48.7.1/DT/2020

5 Juni 2020


Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Prodi Pendidikan Bahasa Inggris
di Singaraja

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

Nama	: NI MADE AYU MIRAH CAHYANI
NIM	: 1612021111
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: The Effect of Infographic on ELE Students' Speaking Competence

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T.,M.M.
NIP. 197305292001121001

Tembusan:

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

Appendix 2. Speaking Rubric Instrument

No	Criteria		Score
1	Fluency	Speak without any unnecessary pauses and repetitions	4
		Speak with few unnecessary pauses and repetitions	3
		Speak with some unnecessary pauses and repetitions	2
		Speak with lots unnecessary pauses and repetitions	1
2	Pronunciation	Pronounce all words correctly	4
		Pronounce words with few mistakes but doesn't distract the meaning	3
		Pronounce words with some mistakes and distract the meaning of the words	2
		Pronounce words with lots mistakes and hard to get the meaning	1
3	Grammar	Speak with correct structure	4
		Speak with less correct structure	3
		Speak with some correct structure	2
		Speak with few correct structure	1
4	Vocabulary	Use appropriate dictions with the content of the topic	4
		Use less appropriate dictions with the content of the topic	3
		Use some appropriate dictions with the content of the topic	2
		Use appropriate dictions with the content of the topic	1
5	Self-Confidence	Very confident	4
		Confident	3
		Fairly confident	2
		Less confident	1
Total Score= (Criteria 1 + Criteria 2 + Criteria 3 + Criteria 4 + Criteria 5) x 5			

Adapted from Hornby (1996)

Appendix 3. Students' Post-Test Score

- **Experiment Group**

No	SE	Rater		Average Score
		1 st	2 nd	
1	SE 1	80	80	80
2	SE 2	75	75	75
3	SE 3	88	88	88
4	SE 4	90	90	90
5	SE 5	83	83	83
6	SE 6	90	90	90
7	SE 7	85	85	85
8	SE 8	85	85	85
9	SE 9	88	88	88
10	SE 10	90	90	90
11	SE 11	78	78	78
12	SE 12	93	93	93
13	SE 13	80	80	80
14	SE 14	88	88	88
15	SE 15	75	75	75
16	SE 16	85	85	85
17	SE 17	82	82	82
18	SE 18	83	83	83
19	SE 19	78	78	78
20	SE 20	80	80	80
21	SE 21	90	90	90
22	SE 22	80	80	80
23	SE 23	77	77	77
24	SE 24	88	88	88
25	SE 25	85	85	85
26	SE 26	75	75	75
27	SE 27	70	70	70
28	SE 28	80	80	80

- **Control Group**

No	SC	Rater		Average Score
		1 st	2 nd	
1	SC 1	72	72	72
2	SC 2	80	80	80
3	SC 3	68	68	68
4	SC 4	68	68	68
5	SC 5	78	78	78
6	SC 6	65	65	65
7	SC 7	70	70	70
8	SC 8	67	67	67
9	SC 9	75	75	75
10	SC 10	77	77	77
11	SC 11	85	85	85
12	SC 12	75	75	75
13	SC 13	87	87	87
14	SC 14	75	75	75
15	SC 15	74	74	74
16	SC 16	77	77	77
17	SC 17	74	74	74
18	SC 18	74	74	74
19	SC 19	77	77	77
20	SC 20	80	80	80
21	SC 21	72	72	72
22	SC 22	75	75	75
23	SC 23	74	74	74
24	SC 24	80	80	80
25	SC 25	72	72	72
26	SC 26	80	80	80
27	SC 27	75	75	75
28	SC 28	75	75	75

Appendix 4. The Students' Post-test links

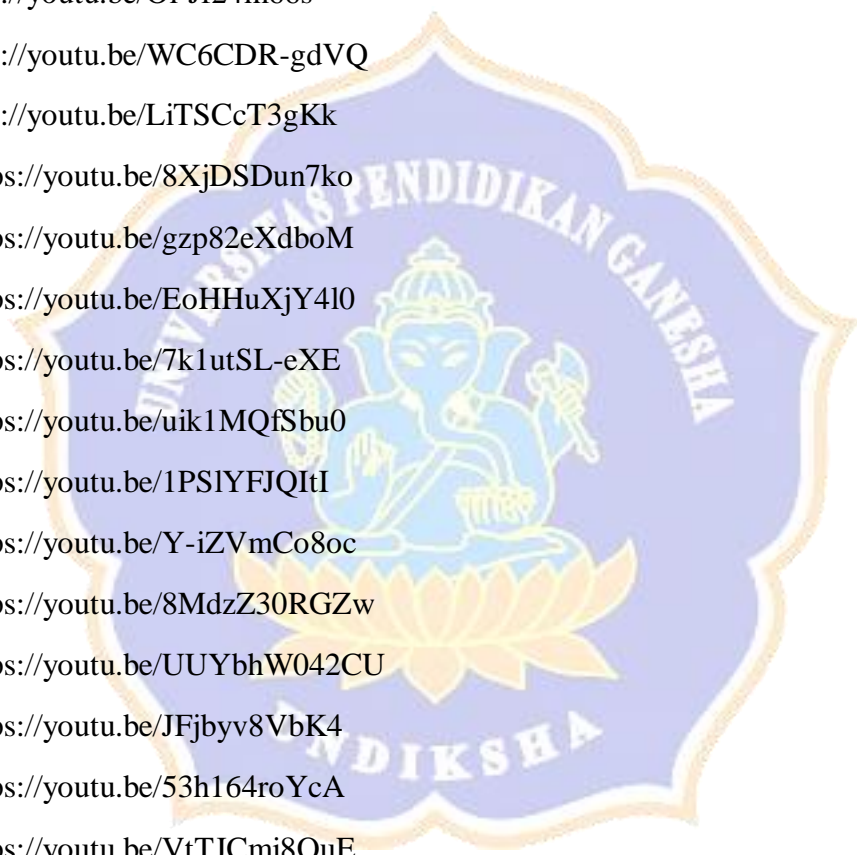
- **Experimental Group**

1. <https://youtu.be/B0x1rAUv77s>
2. <https://youtu.be/dDk63FoYGjk>
3. <https://youtu.be/lXeHjGU2qrw>
4. https://youtu.be/5RV70Q7E_hc
5. https://youtu.be/_EvoD-gWOFQ
6. <https://youtu.be/q4IBHrW7OkM>
7. <https://youtu.be/fdphSpJRUVQ>
8. https://youtu.be/icbBjI-E5_c
9. <https://youtu.be/VWWJcVMPIJ8>
10. <https://youtu.be/wI92o4VRAK4>
11. <https://youtu.be/Icd2LJvtVrc>
12. <https://youtu.be/q3UbeTr8qv0>
13. <https://youtu.be/nklfuXRG5F4>
14. <https://youtu.be/MDA7NKFy9SA>
15. <https://youtu.be/wAaxmb6yQE8>
16. <https://youtu.be/ZJFG7OsRugM>
17. <https://youtu.be/HsgLZZh-BF0>
18. <https://youtu.be/t19Bpjcx6TA>
19. <https://youtu.be/jRev4kzIHM0>
20. <https://youtu.be/UShXXrCQS50>
21. <https://youtu.be/aDMPYx6qirk>
22. <https://youtu.be/VRX2uO7zS40>
23. <https://youtu.be/XEgKSiXhLZ8>
24. <https://youtu.be/660Xy6s9Ytk>
25. https://youtu.be/FkoIJJl_49k
26. <https://youtu.be/YbCmHyFA9EE>
27. https://youtu.be/_HPcTFBpuM0
28. <https://youtu.be/rzx9DDjUyIM>



- **Control Group**

1. <https://youtu.be/kagjJB4GDOg>
2. <https://youtu.be/Y3PDINm4d6A>
3. <https://youtu.be/uQrh-9wJqHY>
4. https://youtu.be/_D82nN1t06s
5. <https://youtu.be/BYPEevDG8tk>
6. <https://youtu.be/mshy8W08JDs>
7. <https://youtu.be/Ol-Jf24m66s>
8. <https://youtu.be/WC6CDR-gdVQ>
9. <https://youtu.be/LiTSCcT3gKk>
10. <https://youtu.be/8XjDSDun7ko>
11. <https://youtu.be/gzp82eXdboM>
12. <https://youtu.be/EoHHuXjY4l0>
13. <https://youtu.be/7k1utSL-eXE>
14. <https://youtu.be/uik1MQfSbu0>
15. <https://youtu.be/1PSIYFJQItI>
16. <https://youtu.be/Y-iZVmCo8oc>
17. <https://youtu.be/8MdzZ30RGZw>
18. <https://youtu.be/UUYbhW042CU>
19. <https://youtu.be/JFjbyv8VbK4>
20. <https://youtu.be/53h164roYcA>
21. <https://youtu.be/VtTJCmi8OuE>
22. <https://youtu.be/7svxIR8VbQg>
23. <https://youtu.be/zuAhwWeyyQE>
24. <https://youtu.be/cVgrtJ5Lsvs>
25. <https://youtu.be/X6kmYUrVQIA>
26. <https://youtu.be/zt66X4fN8bo>
27. <https://youtu.be/i4U3LPyCzik>
28. <https://youtu.be/ykF7clENrl8>



Appendix 5. The Result of Students' Infographics

Things to do during Social Distancing



- ### 1. Cooking

You can try new recipes



What is a Social Distancing?

Sosial distancing is staying away from crowd or congregation of 10 or more people with the intent minimizing transmission of infectious disease out breaks


- ### 2. Watching Movie

You can watching movie without going to cinema.


- ### 3. Reading Books

You can read novels, motivational books, to comics.


- ### 5. Playing together with family

You can play cards, monopolies, puzzles or other games during the quarantine period.

This kind of game can also train focus and patience


- ### 4. Exercise at home

You can exercise without leaving the house, like yoga, running on a treadmill, or other aerobic exercise


- ### 6. Gardening

You can plant various types of plants to fruit trees



How does the coronavirus spread?

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.



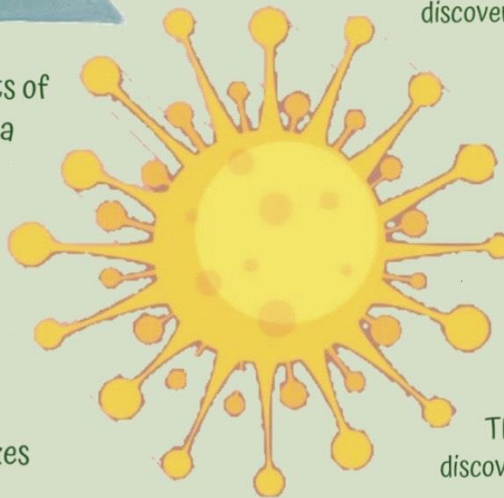
Droplets of saliva



Caughs



Sneezes



WUHAN

November 17, 2019

This virus was first discovered in Wuhan, China

COVID-19

Symptoms of covid-19

Fever

Tiredness

Dry cough

Shortness of breath

Have a cold



How to protect yourself

• Wash hand frequently

• Stay at home

• Wear mask


• Dont shake hands

• consumption of vitamins C


• Sunbathing

ONLINE CLASS
VS

LIKE




- MORE TIME AT HOME
- CLOSER TO FAMILY
- NOT TOO OFTEN FACE TO FACE
- CAN BE DONE WHILE DO SOMETHING



DISLIKE

- TIME CONSUMING OUT OF CLASS HOURS
- ALMOST EVERYTHING WAS REPLACED WITH AN ASSIGNMENT
- CONSUMING A LOT OF QUOTA
- HARD TO UNDERSTANDING MATERIAL
- USES A DIFFERENT APPLICATIONS







MY COMPLAINTS OF ONLINE CLASS

1. The course is very boring.

→ Sometimes the lecturer is only give the material so that's make me feel not motivated to study.



2. The lecturer is only give a lot of assignments than teaching the material!

→ During this online class, I think the lecturer is more focusing to give assignments rather than teaching about the material.

3. The deadline to submit the assignments is too short.

→ The assignment that given by the lecturer must to submit in short of time and I feel this is not in one course but in every courses.

4. this online learning system is not really effective for students but only make me feel stressed.

→ Due to a lot of assignments given by the lecturer, this is only make the students feel stressed these days.





Avocado toast with Scramble Egg

Ingredients



A Slice
of Bread



15 ml
of milk



2 eggs



1 Tomato



1 Avocado



100 grams
of mayonaise



100 grams
of butter



Sufficiently

Tools



Knife



Plate



Spatula



Butter Knife



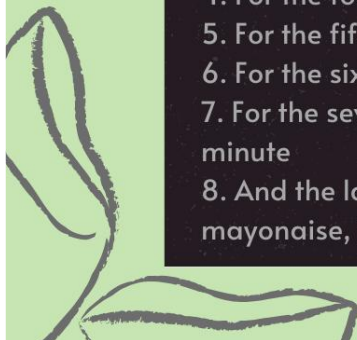
Spoon



Pan

Steps

1. First apply some butter on a slice of bread with a butter knife
2. For the second step is heat the pan and toast a bread for 2-3 minutes
3. For the third step is crush the avocado after that put on the top of bread
4. For the fourth step is break the egg into a bowl
5. For the fifth step is add milk , salt & peper
6. For the sixth step is heat a pan with little bit butter
7. For the seventh step is pour the egg and mix well for 1 minute
8. And the last served egg on a bread and garnish with mayonaise, tomato and spring onion.



By : Anjelbryan

ALBUM

- ~Explore (2015)
- ~Paradox (2017)
- ~Lexicon (2019)



singles

- ~Keep being you (2014)
- ~Tanah airku (2016)
- ~The way I love you (2017)
- ETC

ACHIEVEMENTS

- 1) 1st Winner, Professional Category, Ananda Sukarlan Poetic Song National Vocal Competition, Indonesia (2013)
 - 2) Gold Certificate, 5th Bangkok Opera Foundation Singing Competition Bangkok, Thailand (2013)
 - 3) Winner of Female Singer of the Year & Album of the Year, Indonesian Choice Awards (2016)
- ETC

ISYANA SARASVATI

May 2, 1993



graduates from **Nanyang Academy of Fine Arts, Singapore** and **Royal College of Music, UK**

Singer and composer of the Indonesia national anthem



https://id.wikipedia.org/wiki/Isyana_Sarasvati

Appendix 6. Expert Judge Sheet

No	Criteria	Score	Relevant	Irrelevant	Comment	
1	Fluency	Speak without any unnecessary pauses and repetitions	4	✓		
		Speak with few unnecessary pauses and repetitions	3	✓		
		Speak with some unnecessary pauses and repetitions	2	✓		
		Speak with lots unnecessary pauses and repetitions	1	✓		
2	Pronunciation	Pronounce all words correctly	4	✓		
		Pronounce words with few mistakes but doesn't distract the meaning	3	✓		
		Pronounce words with some mistakes and distract the meaning of the words	2	✓		
		Pronounce words with lots mistakes and hard to get the meaning	1	✓		
3	Grammar	Speak with correct structure	4	✓		
		Speak with less correct structure	3	✓		
		Speak with some correct structure	2	✓		
		Speak with few correct structure	1	✓		
4	Vocabulary	Use appropriate dictions with the content of the topic	4	✓		
		Use less appropriate dictions with the content of the topic	3	✓		
		Use some appropriate dictions with the content of the topic	2	✓		

		Use appropriate dictions with the content of the topic	1	✓		
5	Self-Confidence	Very confident	4	✓		
		Confident	3	✓		
		Fairly confident	2	✓		
		Less Confident	1	✓		
		Total Score= (Criteria 1 + Criteria 2 + Criteria 3 + Criteria 4 + Criteria 5) x 5				



Adapted from Hornby (1996)

Expert Judge I

Putu Adi Krisna Juniarta, S.Pd., M.Pd.
NIP. 198706122015041006

No	Criteria	Score	Relevant	Irrelevant	Comment	
1	Fluency	Speak without any unnecessary pauses and repetitions	4	✓		
		Speak with few unnecessary pauses and repetitions	3	✓		
		Speak with some unnecessary pauses and repetitions	2	✓		
		Speak with lots unnecessary pauses and repetitions	1	✓		
2	Pronunciation	Pronounce all words correctly	4	✓		
		Pronounce words with few mistakes but doesn't distract the meaning	3	✓		
		Pronounce words with some mistakes and distract the meaning of the words	2	✓		
		Pronounce words with lots mistakes and hard to get the meaning	1	✓		
3	Grammar	Speak with correct structure	4	✓		
		Speak with less correct structure	3	✓		
		Speak with some correct structure	2	✓		
		Speak with few correct structure	1	✓		
4	Vocabulary	Use appropriate dictions with the content of the topic	4	✓		
		Use less appropriate dictions with the content of the topic	3	✓		
		Use some appropriate dictions with the content of the topic	2	✓		
		Use appropriate dictions with the content of the topic	1	✓		
5	Self-Confidence	Very confident	4	✓		

	Confident	3	✓		
	Fairly confident	2	✓		
	Less Confident	1	✓		
Total Score= (Criteria 1 + Criteria 2 + Criteria 3 + Criteria 4 + Criteria 5) x 5					

Adapted from Hornby (1996)



Expert Judge II

Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

Appendix 7: SPSS Program Calculation Result

1. Normality and Homogeneity Before Treatment (Chapter III)

Tests of Normality^a

	Group	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Control	,159	28	,068	,921	28	,036
	Experime	,124	28	,200*	,926	28	,050

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

a. There are no valid cases for Score when Group = ,000. Statistics cannot be computed for this level.

b. Lilliefors Significance Correction

Test of Homogeneity of Variance^a

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	,126	1	54	,724
	Based on Median	,082	1	54	,776
	Based on Median and with adjusted df	,082	1	53,948	,776
	Based on trimmed mean	,115	1	54	,736

a. There are no valid cases for Score when Group = ,000. Statistics cannot be computed for this level.

2. Descriptive Stats Post Test

Descriptives^a

Group		Statistic	Std. Error
Nilai	Control	Mean	,95047
		95% Confidence Interval for Mean	
		Lower Bound	73,0855
		Upper Bound	76,9859
		5% Trimmed Mean	74,9286

	Median		75,0000	
	Variance		25,295	
	Std. Deviation		5,02941	
	Minimum		65,00	
	Maximum		87,00	
	Range		22,00	
	Interquartile Range		5,75	
	Skewness		,250	,441
	Kurtosis		,469	,858
Experime	Mean		82,8929	1,09392
	95% Confidence Interval for Mean	Lower Bound	80,6483	
		Upper Bound	85,1374	
	5% Trimmed Mean		83,0159	
	Median		83,0000	
	Variance		33,507	
	Std. Deviation		5,78849	
	Minimum		70,00	
	Maximum		93,00	
	Range		23,00	
	Interquartile Range		9,50	
	Skewness		-,234	,441
	Kurtosis		-,669	,858

a. There are no valid cases for Nilai when Group = ,000. Statistics cannot be computed for this level.

3. Normality and Homogeneity After Treatment

Tests of Normality^a

	Group	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Control	,146	28	,133	,965	28	,462
	Experime	,133	28	,200*	,963	28	,402

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

a. There are no valid cases for Nilai when Group = ,000. Statistics cannot be computed for this level.

b. Lilliefors Significance Correction

Test of Homogeneity of Variance^a

	Levene Statistic	df1	df2	Sig.
Nilai Based on Mean	1,953	1	54	,168
Based on Median	1,946	1	54	,169
Based on Median and with adjusted df	1,946	1	53,322	,169
Based on trimmed mean	1,924	1	54	,171

a. There are no valid cases for Nilai when Group = ,000. Statistics cannot be computed for this level.

4. t-Test



Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Sc Equal or variances assumed	1,953	,168	5,422	54	,000	7,85714	1,44916	4,95176	10,76253
Equal variances not assumed			5,422	52,967	,000	7,85714	1,44916	4,95046	10,76383

5. Intraclass Correlation Coefficient

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.895 ^a	.790	.949	18.358	28	28	.000
Average Measures	.944 ^c	.883	.974	18.358	28	28	.000

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. Rencana Pembelajaran Semester (RPS)

RENCANA PEMBELAJARAN SEMESTER (RPS)

I. IDENTITAS MATA KULIAH

Program Studi	: Pendidikan Bahasa Inggris
Mata Kuliah	: Speaking for Informal Interactions
Kode	: ING1105
Semester	: I
SKS	: 2
Prasyarat	: -
Dosen Pengampu	:

II. CP MATA KULIAH

A. CP Sikap

1. Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
2. Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika;
3. berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila
4. Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa;
5. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;
6. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan
7. Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara
8. Menginternalisasi nilai, norma, dan etika akademik;
9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri
10. Mempunyai ketulusan, komitmen, dan kesungguhan hati untuk mengembangkan sikap, nilai dan kemampuan peserta didik
11. Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.
12. Menunjukkan perilaku berdasarkan nilai moral luhur, bersikap empatik dan menghargai perbedaan, dan menjunjung tinggi nilai

kemanusiaan melalui pembentukan kepribadian dan interaksi sosial yang humanis

13. Menunjukkan sikap dan perilaku yang bertanggung jawab, beretika serta menghargai pendapat dan temuan orisinal orang lain.
14. Memiliki kepribadian dan interaksi sosial yang berempatik dan humanis
15. Menunjukkan sikap mental profesi dan perilaku taat hukum yang bertanggungjawab atas pekerjaan di bidang keahliannya dengan selalu mengutamakan peningkatan mutu kehidupan bermasyarakat dan berbangsa.

B. CP Pengetahuan

1. Mengetahui konsep-konsep kebahasaan, fungsi-fungsi bahasa, dan ekspresi bahasa dalam Bahasa Inggris yang digunakan dalam situasi informal.

C. CP Keterampilan Umum

1. Mampu berkomunikasi secara lisan menggunakan Bahasa Inggris dalam situasi informal.
2. Mampu menjalin hubungan profesional dan interpersonal secara konstruktif dan bertanggung jawab dalam berkomunikasi secara lisan menggunakan Bahasa Inggris
3. Mampu menentukan konsep kebahasaan yang tepat dan efektif yang digunakan dalam Bahasa Inggris secara lisan.
4. Mampu menggunakan Bahasa Inggris dalam komunikasi lisan sesuai dengan tuntutan konteks komunikasi dan menciptakan komunikasi interpersonal dan professional yang efektif dan produktif

D. CP Keterampilan Khusus

1. Mampu merancang komunikasi secara lisan yang digunakan dalam situasi informal.
2. Mampu menunjukkan keterampilan berbicara menggunakan Bahasa Inggris yang sesuai dengan konteks yang telah ditentukan.
3. Mampu menggunakan ekspresi bahasa yang tepat dan efektif dalam berbagai macam situasi informal.
4. Mampu memanfaatkan dan mengembangkan perangkat teknologi informasi dan komunikasi untuk mendukung pembelajaran Bahasa Inggris
5. Memiliki keahlian di bidang Penerjemahan dan Interpreting teks tertulis dan lisan dari Bahasa Inggris ke Bahasa Indonesia dan dari Bahasa Indonesia ke dalam Bahasa Inggris.

III. DESKRIPSI MATA KULIAH

Mata kuliah Speaking for Informal Interaction merupakan mata kuliah prasyarat yang menekankan pada kemampuan mahasiswa dalam berbicara. Berbicara merupakan salah satu keterampilan di antara empat keterampilan bahasa yang harus dikuasai oleh mahasiswa. Keempat keterampilan berbahasa tersebut adalah mendengarkan, berbicara, membaca, dan menulis. Dalam mata kuliah ini, siswa diajarkan untuk mengidentifikasi ekspresi-ekspresi bahasa yang digunakan dalam situasi informal. Setelah mahasiswa berhasil mengidentifikasi ekspresi bahasa, siswa diharapkan mampu menggunakan ekspresi bahasa tersebut dalam kehidupan sehari-hari.

IV. RINCIAN KEGIATAN PERKULIAHAN

Min ggu ke	Capaian Pembela jaran	Bahan Kajian	Metode Pembela jaran	Pengalam an belajar	Indikator Pencapai an	Alok asi Wak tu	Referen si
I	A1,2,3,4, 5, 6,7,8,9,1 0, 11,12,13 , 14,15 B1 C1,2,3,4 D1,2,3,4, 5	Kontrak kuliah dan silabus Ekspresi Bahasa Inggris yang digunakan pada saat: • Introduc ing oneself and others	Ceramah Diskusi Unjuk Keteram pilan melalui permain an The Whip Name	Mendeng arkan dan membuat kesepakat an tentang tata tertib perkuliaha n Memaha mi dan menggara kan berbagai ekspresi bahasa yang digunakan dalam: • Introdu cing oneself and others	Siswa mampu mendengar kan dan membuat kesepakata n tentang tata tertib perkuliaha n Siswa mampu memahami dan menggara kan berbagai ekspresi bahasa yang digunakan dalam: • in introduc ing oneself and others	2 x 50 men it	Ratmini ngsih, dkk., (2013). <i>Speakin g 1</i> . Singaraj a: Undiksh a Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speakin g Naturall y. USA:</i> Campbri dge Universi ty Press
II	A1,2,3,4, 5,	Ekspresi Bahasa	Ceramah Diskusi	Memaha mi dan	Siswa mampu	2 x 50	Ratmini ngsih,

	6,7,8,9,10, 11,12,13, 14,15 B1 C1,2,3,4 D1,2,3,4,5	Inggris yang digunakan pada saat: <ul style="list-style-type: none"> Talking about yourself and family 	Unjuk keterampilan	menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> Talking about yourself and family 	memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> talking about like and dislike talking about yourself and family - starting a conversation 	menit	dkk., (2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking Naturally</i> . USA: Cambridge University Press
III	A1,2,3,4,5, 6,7,8,9,10, 11,12,13, 14,15 B1 C1,2,3,4 D1,2,3,4,5	Ekspresi Bahasa Inggris yang digunakan pada saat: <ul style="list-style-type: none"> Starting a conversation Handling conversation techniques (factual knowledge) 	Ceramah Diskusi Unjuk Keterampilan melalui Role Play	Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> Starting a conversation Handling conversation techniques (factual knowledge) 	Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> Starting a conversation Handling conversation techniques (factual knowledge) 	2 x 50 menit	Ratminingsih, dkk., (2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking Naturally</i> . USA: Cambridge University Press
IV	A1,2,3,4,5,	Ekspresi Bahasa Inggris	Ceramah Diskusi	Memahami dan menggunakan	Siswa mampu	2 x 50	Ratminingsih, dkk.,

	6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	yang digunakan pada saat: <ul style="list-style-type: none"> • Making a date • Talking about like and dislike • Talking about daily activity and hobbies • Expressing enthusiasm 	Unjuk Keterampilan melalui pembuatan video	kan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Making a date • Talking about like and dislike • Talking about daily activity and hobbies • Expressing enthusiasm 	memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Making a date • Talking about like and dislike • Talking about daily activity and hobbies • Expressing enthusiasm 	menit	(2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking Naturally</i> . USA: Cambridge University Press
V	A1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	Ekspresi Bahasa Inggris yang digunakan pada saat: <ul style="list-style-type: none"> • discussing • Expressing enthusiasm 	Ceramah Diskusi Unjuk Keterampilan melalui role play	Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Discussing • Expressing enthusiasm 	Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Discussing • Expressing enthusiasm 	2 x 50 menit	Ratminingsih, dkk., (2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking Naturally</i> . USA: Cambridge

							Universi ty Press
VI	A1,2,3,4, 5, 6,7,8,9,1 0, 11,12,13 , 14,15 B1 C1,2,3,4 D1,2,3,4, 5	Ekspresi Bahasa Inggris yang digunakan pada saat: <ul style="list-style-type: none"> • Asking for informa tion • Giving directio n • Checkin g underst anding 	Ceramah Diskusi Unjuk Keteram pilan melalui kegiatan	Memaha mi dan mengguna kan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Asking for informat ion • Giving direction • Checking understa nding 	Siswa mampu memahami dan mengguna kan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Asking for informati on • Giving direction • Checking understan ding 	2 x 50 men it	Ratmini ngsih, dkk., (2013). <i>Speakin g 1</i> . Singaraj a: Undiksh a Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speakin g Naturall y</i> . USA: Campbri dge Universi ty Press
VII	A1,2,3,4, 5, 6,7,8,9,1 0, 11,12,13 , 14,15 B1 C1,2,3,4 D1,2,3,4, 5	Ekspresi Bahasa Inggris yang digunakan pada saat: <ul style="list-style-type: none"> • Getting people to do things • Offering to do somethi ng • Asking permissi on • Instructi ng people how to do things 	Ceramah Diskusi Unjuk Keteram pilan melalui role play	Memaha mi dan mengguna kan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Getting people to do things • Offering to do somethin g • Asking permissio n • Instructin g people 	Siswa mampu memahami dan mengguna kan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Getting people to do things • Offering to do somethin g • Asking permissi on 	2 x 50 men it	Ratmini ngsih, dkk., (2013). <i>Speakin g 1</i> . Singaraj a: Undiksh a Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speakin g Naturall y</i> . USA: Campbri dge

				how to do things	<ul style="list-style-type: none"> Instructing people how to do things 		Universiti Press
VIII	A1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	<p>Ekspresi Bahasa Inggris yang digunakan pada saat:</p> <ul style="list-style-type: none"> Complaining Apologizing and forgiving Expressing disappointment Dealing with moods and feelings 	<p>Ceramah Diskusi Unjuk Keterampilan melalui permainan</p>	<p>Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam:</p> <ul style="list-style-type: none"> Complaining Apologizing and forgiving Expressing disappointment Dealing with moods and feelings 	<p>Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam:</p> <ul style="list-style-type: none"> Complaining Apologizing and forgiving Expressing disappointment Dealing with moods and feelings 	2 x 50 menit	<p>Ratminingsih, dkk., (2013). <i>Speaking 1</i>. Singaraja: Undiksha Press.</p> <p>Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking Naturally</i>. USA: Cambridge University Press</p>
IX	UJIAN TENGAH SEMESTER						
X	A1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	<p>Ekspresi Bahasa Inggris yang digunakan pada saat:</p> <ul style="list-style-type: none"> Describing things Describing places Describing people 	<p>Ceramah Diskusi Unjuk Keterampilan melalui permainan Guessing</p>	<p>Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam:</p> <ul style="list-style-type: none"> Describing things Describing places 	<p>Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam:</p> <ul style="list-style-type: none"> Describing things Describing places 	2 x 50 menit	<p>Ratminingsih, dkk., (2013). <i>Speaking 1</i>. Singaraja: Undiksha Press.</p> <p>Tillit, Bruce, Bruder, M.N. (2004).</p>

				<ul style="list-style-type: none"> • Describing people 	<ul style="list-style-type: none"> • Describing people 		<i>Speaking Naturally</i> . USA: Cambridge University Press
XI	A1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	Ekspresi Bahasa Inggris yang digunakan pada saat: <ul style="list-style-type: none"> • Giving reasons • Giving opinions , agreeing and disagreeing Discussing	Ceramah Diskusi Unjuk Keterampilan melalui kegiatan Four Corners	Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Giving reasons • Giving opinions, agreeing and disagreeing Discussing	Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Giving reasons • Giving opinions, agreeing and disagreeing Discussing	2 x 50 menit	Ratminingsih, dkk., (2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking Naturally</i> . USA: Cambridge University Press
XII	A1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	Ekspresi Bahasa Inggris yang digunakan pada saat: <ul style="list-style-type: none"> • Talking about past events • Telling a story 	Ceramah Diskusi Unjuk Keterampilan melalui kegiatan I Have A Story	Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Talking about past events • Telling a story 	Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: <ul style="list-style-type: none"> • Talking about past events 	2 x 50 menit	Ratminingsih, dkk., (2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking</i>

					• Telling a story		<i>g</i> <i>Naturally</i> . USA: Cambridge University Press
XIII	A1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	Ekspresi Bahasa Inggris yang digunakan pada saat: • Talking about similarities, differences, and stating preferences • Persuading	Ceramah Diskusi Unjuk Keterampilan melalui permainan what's the different	Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: • Talking about similarities, differences, and stating preferences • Persuading	Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: • Talking about similarities, differences, and stating preferences • Persuading	2 x 50 menit	Ratminingsih, dkk., (2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking Naturally</i> . USA: Cambridge University Press
XIV	A1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	Ekspresi Bahasa Inggris yang digunakan pada saat: • Talking about jobs and occupation	Ceramah Diskusi Unjuk Keterampilan melalui role play	Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: • Talking about jobs and occupation	Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: • Talking about jobs and occupation	2 x 50 menit	Ratminingsih, dkk., (2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking</i>

							<i>Naturally</i> . USA: Cambridge University Press
XV	A1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 B1 C1,2,3,4 D1,2,3,4,5	Ekspresi Bahasa Inggris yang digunakan pada saat: • Talking about the future	Ceramah Diskusi Unjuk Keterampilan melalui role play	Memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: • Talking about the future	Siswa mampu memahami dan menggunakan berbagai ekspresi bahasa yang digunakan dalam: • Talking about the future	2 x 50 menit	Ratminingsih, dkk., (2013). <i>Speaking 1</i> . Singaraja: Undiksha Press. Tillit, Bruce, Bruder, M.N. (2004). <i>Speaking Naturally</i> . USA: Cambridge University Press
XVI	UJIAN AKHIR SEMESTER						

V. PENILAIAN (KRITERIA, INDIKATOR, BOBOT)

A. Penilaian Proses (bobot 60 %)

1. Sikap
2. Partisipasi dan aktivitas dalam proses pembelajaran
3. Penyelesaian Tugas-Tugas

B. Penilaian Produk (bobot 40%)

1. Ujian Tengah Semester
2. Ujian Akhir Semester

C. Acuan Penilaian

Acuan penilaian digunakan “Kisaran (*Antara*) Skala Lima” sebagai berikut.

Skor Persentil	Nilai Skala	Nilai Huruf
96 - 100	4,00	A
91 - 95	3,75	A-
86 - 90	3,25	B+
81 - 85	3,00	B
76 - 80	2,75	B-
65 - 75	2,00	C
40 - 64	1,00	D
0 - 39	0,00	E

Mengetahui Ketua Prodi

Dosen Pengasuh Mata Kuliah,

.....
NIP

.....
NIP



Appendix 9. Lesson Plan for Experimental Group

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Introducing oneself and others
Time Allotment	: 100 minutes (Meeting 1)

A. Core Competency

- Possessing sufficient knowledge on introducing oneself and others
- Being able to use introducing oneself and others expressions correctly to produce sentences either in a simple conversation.

B. Indicator:

Identifying the expressions of introducing oneself to others based on the conversation given

Analyzing the appropriate expression on how to use or implement the expressions in a correct way.

C. Learning Objective(s):

- Students are able to identify the expressions of introducing oneself to others
- Students are able to analyze the appropriate expression on how to use or implement the expressions in a correct way.

D. Learning Media and Technologies:

1. Infographic
2. Youtube videos
3. Laptop, LCD, and speaker

E. Instructional Material

1. Introducing yourself:

Here are expressions to introduce yourself:

- My name is ...
- I'm
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...

Introducing others:

Here are expressions to introduce others:

- Jack, please meet Nicolas.
- Jack, have you met Nicolas?
- I'd like you to meet Liza.
- I'd like to introduce you to Betty.
- Leila, this is Barbara. Barbara this is Leila.

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

Dialogue:

Alex is talking to the new manager and his assistant. Notice how they introduce themselves:

Alex:	Hi! My name is Alex Litterman, the new manager.
William:	Hi! I'm William O'Brian. Nice to meet you, Mr Alex Litterman.
John:	William, please meet Mr Steve Lynch, my assistant
Jack:	How do you do?
Nicolas:	How do you do?

F. Learning Method

1. Approach : Scientific Approach
2. Technique : Conventional teaching strategy
3. Method : Communicative Language Teaching with using Infographic

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. <https://www.youtube.com/watch?v=tZOgdnKJ5Sc>
3. <https://rachelsenglish.com/introduce-someone/>

H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1. Pre-Activity		
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good afternoon and asks the students' condition - The lecturer checks the students' attendance - The teacher checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	15 minutes
2. Main Activity		
	<ul style="list-style-type: none"> - The lecturer asks the students to pay attention on the video played - The students watch the video about self-introducing and how to introduce others - The lecturer asks the students' opinion about the video that they watched - The lecturer introduce an infographic and tell the students about how to use and design it. - The lecturer asks the students to speak with an infographic designed by the lecturer - The lecturer asks the other students to give comment or question - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3. Post-Activity		
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing the students' speaking competence, the lecturer asks students to introduce their idol/favorite person by using expressions given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes. The students should make an infographic then use it as their guidance in doing speaking.

J. Infographic



LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Daily Routines
Time Allotment	: 100 minutes (Meeting 2)

A. Core Competency

- Possessing sufficient knowledge on telling daily routines
- Being able to mention or tell daily activities with appropriate tense

B. Indicator:

- Identifying the expressions of telling daily activities based on the conversation given
- Analyzing the appropriate verb on how to tell daily activities.

C. Learning Objective(s):

- Students are able to identify the tense of telling daily activities
- Students are able to analyze the appropriate expression on how to tell their daily activities

D. Learning Media and Technologies:

1. Youtube videos
2. Infographic
3. Laptop, LCD, and speaker

E. Instructional Material

1. Daily Routines

When talking about everyday, habitual activities, we use the present simple tense. This shows that these are things we do on a regular basis. The present simple tense for daily routines is formed as follows:

Use the present simple form of the verb, e.g. "I eat breakfast at 7 o' clock."

Use "s" or "es" for 3rd person singular form (he, she, it), e.g. "He plays video game after school", "She watches T.V. in the evening"

For negatives, use the present simple form of the verb "do" as follows: do/does + not + infinitive without to, e.g. "I don't do homework on Saturdays", "She doesn't drink tea in the morning"

For questions, use the present simple form of the verb "do" as follows: do/does + subject + infinitive without to, e.g. "Do you play rugby on Tuesdays?", "Does Maria eat lunch at school?"

Examples

Simple Present	I always wake up at 5
Simple Present	She never goes to church
Simple Present	They play soccer with us in the afternoons
Simple Past	I woke up around 5
Simple past	I went to church with my cousins
Simple Past	They played soccer in the stadium

Daily Routines Vocabulary

These are some of the most common examples of daily routines:

To wake up	To have breakfast	To have lunch	To go to bed	To play video games
To get up	To go to school	To study for exams	To chat with friends	To comb my hair
To take a shower	To take the bus	To read a book	To get dressed	To clean up the room
To do homework	To watch TV	Listen to music	To hang out with friends	To get ready

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Communicative Language Teaching with using Infographic

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. <https://www.eslkidstuff.com/lesson-plans/daily-routines-times-of-the-day.html>
3. <https://englishpost.org/daily-routines/>
4. https://www.youtube.com/watch?v=MnIQ2_G8rxM

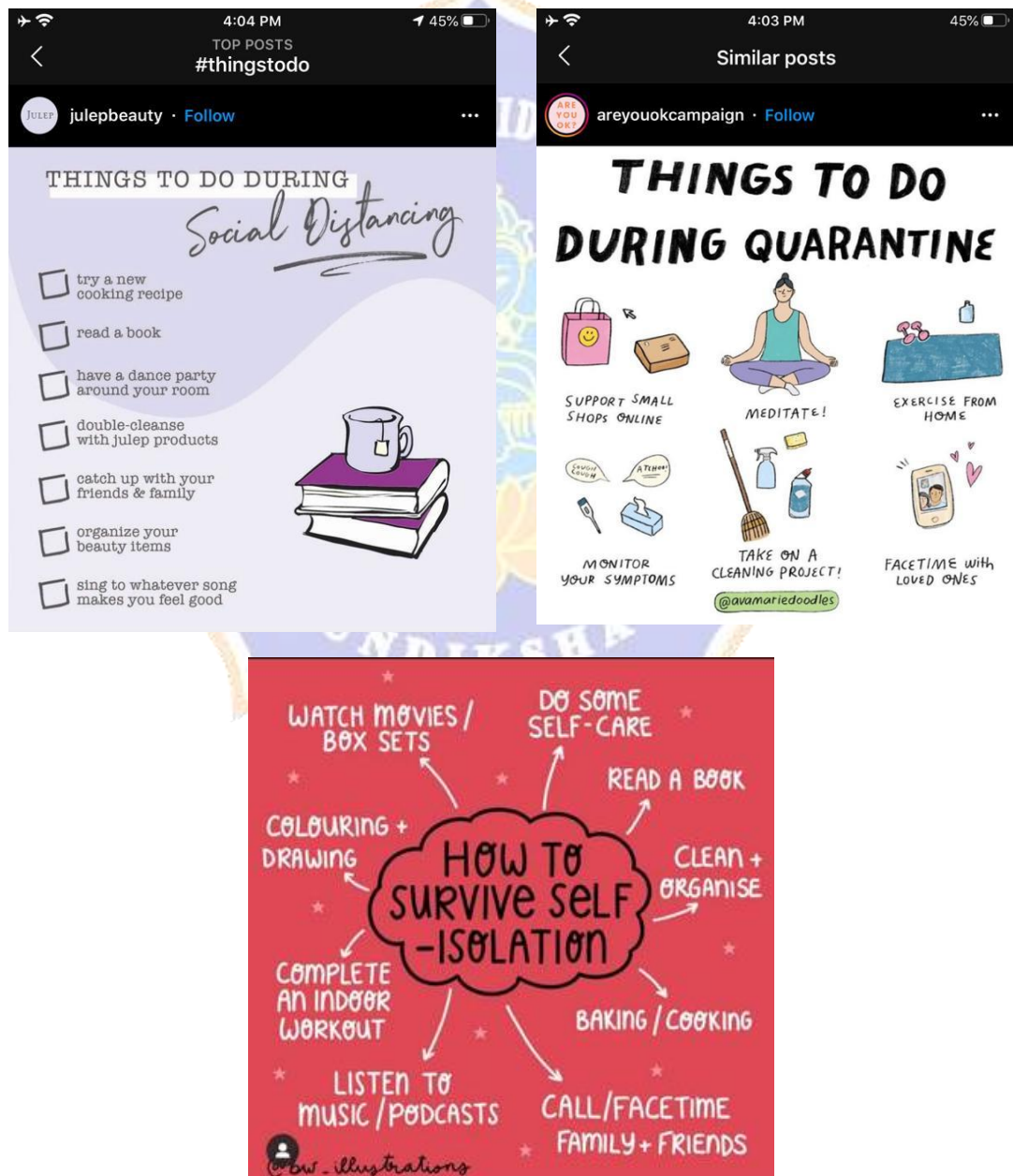
H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good afternoon and asks the students' condition - The lecturer checks the students' attendance - The teacher checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none"> - The lecturer asks the students about what the first thing they do after wake up - The lecturer asks to perform or present task or assignment given 1 week earlier before the meeting (if there's a task left) - The students watch the video about how to tell about daily routines. - The lecturer asks the students' opinion about the video that they watched - The lecturer asks the students to speak with using infographic given. - The lecturer asks the other students to speak with another infographic given - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3.	Post-Activity	
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing the students' speaking competence, the lecturer asks students to tell their daily activities by using expressions/verb given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes. The students should make an infographic then use it as their guidance in doing speaking.

J. Infographic



LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Asking and Giving Information
Time Allotment	: 100 minutes (Meeting 3)

A. Core Competency

- Possessing sufficient knowledge on asking and giving information
- Being able to mention or tell information with appropriate tense

B. Indicator:

Identifying the expressions of asking and giving information based on the conversation given

Analyzing the appropriate verb on how to ask and give information.

C. Learning Objective(s):

- Students are able to identify the expressions of asking and giving information
- Students are able to analyze the appropriate expression on how to ask and give information.

D. Learning Media and Technologies:

1. Youtube videos
2. Power point
3. Infographic
4. Laptop, LCD, and speaker

E. Instructional Material

1. Asking and Giving Information

Asking information	Giving information
Excuse me. Who is she?	She is my mother
Can you tell me where you live?	I live at Saraswati street number 10
Can you help me to find my spectacle?	I saw it in the living room an hour ago
Could anyone tell me what happen there?	There is any car accident
Sorry to trouble you, but do you know where my bag is?	Don't you remember that you've left it in my table
Do you happen to know where Mr. Kukuh is?	He goes to the post office
Do you see my new purple diary?	Here it is. I have found it in yard

<http://123english-corner.blogspot.com/2010/09/asking-and-giving-information.html>

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Communicative Language Teaching with using Infographic

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. <https://www.thoughtco.com/asking-for-information-1211121>
3. <https://youtu.be/xGh2RY9-sk4>

H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good afternoon and asks the students' condition - The lecturer checks the students' attendance - The teacher checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none"> - The lecturer asks to perform or present task given 1 week earlier before the meeting (if there's a task left) - The students watch the video about how to ask and give information. - The lecturer asks the students' opinion about the video that they watched - The lecturer asks the students to give information about a certain thing - The lecturer asks the students to speak with an infographic designed by the lecturer - The lecturer asks the other students to give comment or question - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3.	Post-Activity	
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing students' speaking competence, the lecturer asks students to give information by using expressions given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes. The students should make an infographic then use it as their guidance in doing speaking.

J. Infographic



LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Like and Dislike
Time Allotment	: 100 minutes (Meeting 4)

A. Core Competency

- Possessing sufficient knowledge on expression of like and dislike in a conversation
- Being able to mention or tell expression of like and dislike in a conversation

B. Indicator:

- Identifying the expressions of telling expression of like and dislike in a conversation on the conversation given
- Analyzing the appropriate expression of like and dislike in a conversation

C. Learning Objective(s):

- Students are able to identify the expression of like and dislike in a conversation
- Students are able to analyze the appropriate expression about like and dislike

D. Learning Media and Technologies:

4. Youtube videos
5. Infographic
6. Power point
7. Laptop, LCD, and speaker

E. Instructional Material

1. Like and Dislike Expressions

To talk about your likes and dislikes, you can use these expressions.

Expressing likes:

- I like...
- I love...
- I adore...
- I 'm crazy about...
- I'm mad about...
- I enjoy...
- I'm keen on...

Expressing dislikes:

- I don't like...
- I dislike...
- I hate...
- I abhor...
- I can't bear...
- I can't stand...
- I detest...
- I loathe...

Examples of likes and dislikes :

- I'm mad about basketball, but I can't bear ice hockey.
- I adore reading poetry, but I loathe doing the housework.

Things to remember about likes and dislikes:

1. When these expressions are followed by a verb, the latter is put in the -ing form.

Examples:

"I like listening to music."

"I hate wearing sunglasses."

I like	VERB+ING
I detest	
I don't mind	

2. Note that "very much" & "a lot" always come after the things you like.

Examples:

"I like basketball very much/a lot. NOT I like very much/a lot basketball."

3. Be careful when you use "I don't mind..."

Examples:

"Do you mind playing football?"

"No, I don't mind." (Although it's in a negative form, it means that it's ok for me. I neither love it nor hate it.)

Dialogue:

Steve is at home. His girlfriend comes in...Notice how they express their likes and dislikes

Steve:	Hello, darling. Do you fancy watching a film tonight?
Girlfriend:	Oh, no thanks, I don't really feel like watching a film tonight. How about going out instead.
Steve:	OK. Do you feel like going to the theater?
Girlfriend:	Oh, no. I hate it. Do you like eating at the new Chinese restaurant?
Steve:	I don't mind. The Chinese cuisine is alright.
Girlfriend:	Well I really love it. Let's go.

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Communicative Language Teaching with using Infographic

G. Learning Source

- 4. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
- 5. https://www.myenglishpages.com/site_php_files/communication-lesson-likes-dislikes.php
- 6. <https://www.youtube.com/watch?v=Da6MVHpabQY&t=13s>

H. Teaching and Learning Activity

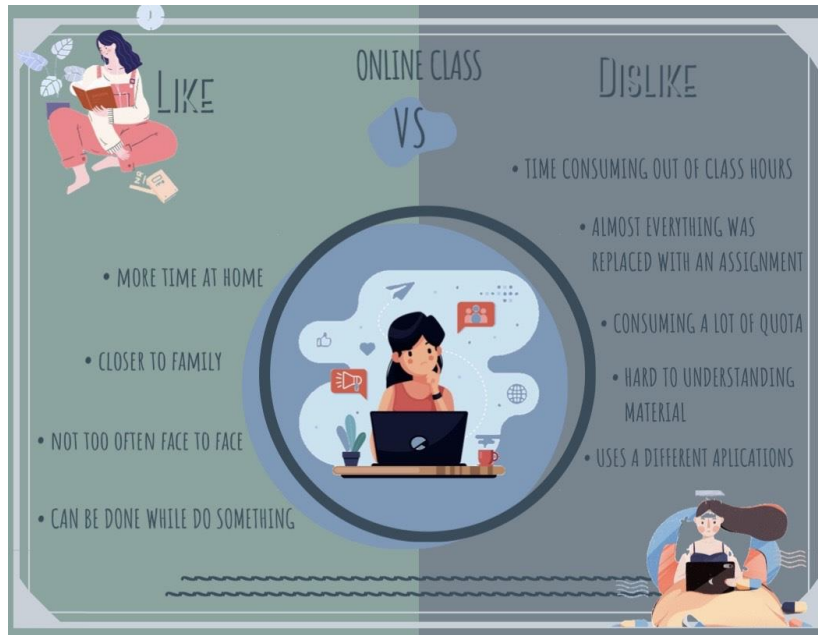
No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none">- The lecturer greets the students by saying good afternoon and asks the students' condition- The lecturer checks the students' attendance- The teacher checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	15 minutes
2.	Main Activity	

	<ul style="list-style-type: none"> - The lecturer asks to perform or present task given 1 week earlier before the meeting (if there's a task left) - The students watch the video about expressing like and dislike - The lecturer asks the students' opinion about the video that they watched - The lecturer asks the students to speak with infographic given by the lecturer - The lecturer asks the other students turn - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3. Post-Activity		
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing students' speaking competence, the lecturer asks students to express like and dislike about a certain thing by using expressions given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes. The students should make an infographic then use it as their guidance in doing speaking.

J. Infographic



LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Instruct others to do Things
Time Allotment	: 100 minutes (Meeting 5)

A. Core Competency

- Catching the meaning of the text procedures, oral and written, recipes and shaped, short and simple.
- Arranging procedure text, oral and written, short and simple, recipes and

B. Indicator:

- Understanding the social function of the procedure text according to the context of its use.
- Making oral procedure text, short and simple, recipes and manually shaped, with attention to social function, text structured correctly and in appropriate context.

C. Learning Objective(s):

- Students are able to identify the structure and social function of procedure text
- Students are able to make a simple procedure text about how to make or use something

D. Learning Media and Technologies:

8. Youtube videos
9. Infographic
10. Power point
11. Laptop, LCD, and speaker

E. Instructional Material

1. Procedure text

Procedure Text	Explanation
Definition	Procedure text is a piece of text that give us instructions for doing something. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.
Social purpose	The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to ahieve the goal
Purpose	The purpose of procedure text is to tell the reader how to do or make something through a sequence of actions or steps.
The structure	<ol style="list-style-type: none">1. Goal: showing the purpose of the procedure text2. Material/ingredients3. Steps
Language Features	<ol style="list-style-type: none">1. Use of imperative: enter, insert, mix, cut, stir.2. Use of action verb: turn, put, mix, shake, fill3. Use temporal conjunction: firstly, then, after taht, finally4. Use simple present tense

<https://fitrysuhana.wordpress.com/2018/01/14/lesson-plan-example-of-procedure-text/>

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Communicative Language Teaching with using Infographic

G. Learning Source

7. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
8. <https://www.youtube.com/watch?reload=9&v=qnQc4aWwfn0&feature=youtu.be>
9. <https://fitrysuhana.wordpress.com/2018/01/14/lesson-plan-example-of-procedure-text/>

H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none">- The lecturer greets the students by saying good afternoon and asks the students' condition- The lecturer checks the students' attendance- The teacher checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none">- The lecturer asks the students about how to do a simple thing- The lecturer asks to perform or present task or assignment given 1 week earlier before the meeting (if there's a task left)- The students watch the video about how to make something- The lecturer asks the students' opinion about the video that they watched- The lecturer asks the students to speak with an infographic designed by the lecturer- The lecturer asks the other students give comment- The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students.	65 minutes

3. Post-Activity		
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing the students' speaking competence, the lecturer asks students to make a simple procedure of making or doing something. The duration for each performance is not more than 5 minutes. The students should make an infographic then use it as their guidance in doing speaking.

J. Infographic



LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Complaining
Time Allotment	: 100 minutes (Meeting 6)

A. Core Competency

- Possessing sufficient knowledge on how to complain
- Being able to mention or tell the expression of complaining

B. Indicator:

- Identifying the expressions of complaining based on the conversation given
- Analyzing the appropriate expression on how to use or implement the expressions in a correct way.

C. Learning Objective(s):

- Students are able to identify the expression of complaining
- Students are able to analyze the appropriate expression on how to tell complaint

D. Learning Media and Technologies:

- | |
|------------------------------|
| 12. Youtube videos |
| 13. Infographic |
| 14. Power point |
| 15. Laptop, LCD, and speaker |

E. Instructional Material

1. Expressing Complaint

Complain (verb) to say that you are annoyed about something or not satisfied with it, for example, because it is unfair or not as good as it should be.

Complain about (followed by verb), e. g. Local residents have complained about the noise from the dormitory.

- Complain that, e.g. they always complain that the tenants make too much noise.
- Complain to (conditional sentence), e.g. If it isn't satisfactory, you should complain to the mayor.

Ø Adverbs that collocate with complain: bitterly, loudly, repeatedly, openly, privately. e. g. She complained bitterly about the lack to help she received.

Ø Make a complaint to tell someone in an official position that you are not satisfied with something that they are responsible for, e. g. Write to this address if you wish to make a complaint.

Ø Complaint (noun) something that you say or write when you are complaining, especially to someone in an official position.

Ø Protest = a public complaint about something that people think is wrong or unfair and should not be allowed to happen.

Ø Outcry = an angry protest by a lot people.

Ø Adjectives that collocate with complaint: serious, common, minor, major, chief, formal official, e. g. One of the chief complaints is the rooms.

Ø Verb that come before complaint: have, bring, get, receive, handle, hear, raise, respond to, ignore, reject, e. g. We have some serious complaints from parent.

Expression of complaining

✚ In formal situations:

Ø I'm sorry to have to say this, but.....

Example: I'm sorry to have to say this, but I didn't do mistakes (6); I'm sorry to have to say this, but this is unfair decision (12).

Ø I'm sorry to bother you, but

Example: I'm sorry to bother you, but I am totally fair in this problem (08); I'm sorry to bother you, but I think you should reconsider our decision (20)

Ø I think you might have forgotten to....

Example: I think you might have forgotten to bring your English text book; I think you might have forgotten to give warning first before expelling your student

Ø Excuse me if I'm out of line, but

Example: Excuse me if I'm out of line, but that is not my mistakes; Excuse me if I'm out of line, but you are not permitted to do smoking this room (09)

Ø There may have been a misunderstanding about

Example: There may have been a misunderstanding about reconsider our decision (18); There may have been a misunderstanding about discuss it first (22)

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Communicative Language Teaching with using Infographic

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. <https://www.thoughtco.com/asking-for-information-1211121>
3. <https://youtu.be/xGh2RY9-sk4>

H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good afternoon and asks the students' condition - The lecturer checks the students' attendance - The teacher checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none"> - The lecturer asks to perform or present task given 1 week earlier before the meeting (if there's a task left) - The students watch the video about how to complain. - The lecturer asks the students' opinion about the video that they watched - The lecturer asks the students speak with an infographic designed by the lecturer - The lecturer asks the other students to give comment or question - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3.	Post-Activity	

	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes
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I. Assessment

For assessing students' speaking competence, the lecturer asks students to give information by using expressions given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes. The students should make an infographic then use it as their guidance in doing speaking.

J. Infographic



Appendix 10. Lesson Plan of Control Group

LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Introducing oneself and others
Time Allotment	: 100 minutes (Meeting 1)

A. Core Competency

- Possessing sufficient knowledge on introducing oneself and others
- Being able to use introducing oneself and others expressions correctly to produce sentences either in a simple conversation.

B. Indicator:

Identifying the expressions of introducing oneself to others based on the conversation given

Analyzing the appropriate expression on how to use or implement the expressions in a correct way.

C. Learning Objective(s):

- Students are able to identify the expressions of introducing oneself to others
- Students are able to analyze the appropriate expression on how to use or implement the expressions in a correct way.

D. Learning Media and Technologies:

- | |
|----------------------------------------------------|
| 16. Youtube videos
17. Laptop, LCD, and speaker |
|----------------------------------------------------|

E. Instructional Material

1. Introducing yourself:

Here are expressions to introduce yourself:

- My name is ...
- I'm
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...

Introducing others:

Here are expressions to introduce others:

- Jack, please meet Nicolas.
- Jack, have you met Nicolas?
- I'd like you to meet Liza.
- I'd like to introduce you to Betty.
- Leila, this is Barbara. Barbara this is Leila.

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

Dialogue:

Alex is talking to the new manager and his assistant. Notice how they introduce themselves:

Alex:	Hi! My name is Alex Litterman, the new manager.
William:	Hi! I'm William O'Brian. Nice to meet you, Mr Alex Litterman.
John:	William, please meet Mr Steve Lynch, my assistant
Jack:	How do you do?
Nicolas:	How do you do?

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Question-answer relationship

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. <https://www.youtube.com/watch?v=tZOgdnKJ5Sc>
3. <https://rachelsenglish.com/introduce-someone/>

H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good afternoon and asks the students' condition - The lecturer checks the students' attendance - The teacher checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none"> - The lecturer asks the students to pay attention on the video played - The students watch the video about self-introducing and how to introduce others - The lecturer asks to perform or present task or assignment given 1 week earlier before the meeting (if there's a task left) - The lecturer asks the students' opinion about the video that they watched - The lecturer asks the students to introduce themselves with using expressions given from the video. - The lecturer asks the other students - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3.	Post-Activity	
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing the students' speaking competence, the lecturer asks students to introduce their idol/favorite person by using expressions given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes and they are not allowed to bring any note while doing the speaking.



LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Daily Routines
Time Allotment	: 100 minutes (Meeting 2)

A. Core Competency

- Possessing sufficient knowledge on telling daily routines
- Being able to mention or tell daily activities with appropriate tense

B. Indicator:

Identifying the expressions of telling daily activities based on the conversation given

Analyzing the appropriate verb on how to tell daily activities.

C. Learning Objective(s):

- Students are able to identify the tense of telling daily activities
- Students are able to analyze the appropriate expression on how to tell their daily activities

D. Learning Media and Technologies:

1. Youtube videos
2. Laptop, LCD, and speaker

E. Instructional Material

1. Daily Routines

When talking about everyday, habitual activities, we use the present simple tense. This shows that these are things we do on a regular basis. The present simple tense for daily routines is formed as follows:

Use the present simple form of the verb, e.g. "I eat breakfast at 7 o' clock."

Use "s" or "es" for 3rd person singular form (he, she, it), e.g. "He plays video game after school", "She watches T.V. in the evening"

For negatives, use the present simple form of the verb "do" as follows: do/does + not + infinitive without to, e.g. "I don't do homework on Saturdays", "She doesn't drink tea in the morning"

For questions, use the present simple form of the verb "do" as follows: do/does + subject + infinitive without to, e.g. "Do you play rugby on Tuesdays?", "Does Maria eat lunch at school?"

Examples

Simple Present	I always wake up at 5
Simple Present	She never goes to church
Simple Present	They play soccer with us in the afternoons
Simple Past	I woke up around 5
Simple past	I went to church with my cousins
Simple Past	They played soccer in the stadium

Daily Routines Vocabulary

These are some of the most common examples of daily routines:

To wake up	To have breakfast	To have lunch	To go to bed	To play video games
To get up	To go to school	To study for exams	To chat with friends	To comb my hair
To take a shower	To take the bus	To read a book	To get dressed	To clean up the room
To do homework	To watch TV	Listen to music	To hang out with friends	To get ready

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Question-answer relationship

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. <https://www.eslkidstuff.com/lesson-plans/daily-routines-times-of-the-day.html>
3. <https://englishpost.org/daily-routines/>
4. https://www.youtube.com/watch?v=MnIQ2_G8rxM

H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good afternoon and asks the students' condition - The lecturer checks the students' attendance - The teacher checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none"> - The lecturer asks the students about what the first thing they do after wake up - The lecturer asks to perform or present task or assignment given 1 week earlier before the meeting (if there's a task left) - The students watch the video about how to tell about daily routines. - The lecturer asks the students' opinion about the video that they watched - The lecturer asks the students to mention their daily activities - The lecturer asks the other students - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3.	Post-Activity	
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing the students' speaking competence, the lecturer asks students to tell their daily activities by using expressions/verb given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes and they are not allowed to bring any note while doing the speaking



LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Asking and Giving Information
Time Allotment	: 100 minutes (Meeting 3)

A. Core Competency

- Possessing sufficient knowledge on telling daily routines
- Being able to mention or tell daily activities with appropriate tense

B. Indicator:

Identifying the expressions of telling daily activities based on the conversation given

Analyzing the appropriate verb on how to tell daily activities.

C. Learning Objective(s):

- Students are able to identify the tense of telling daily activities
- Students are able to analyze the appropriate expression on how to tell their daily activities

D. Learning Media and Technologies:

1. Youtube videos
2. Power point
3. Laptop, LCD, and speaker

E. Instructional Material

1. Asking and Giving Information

Asking information	Giving information
Excuse me. Who is she?	She is my mother
Can you tell me where you live?	I live at Saraswati street number 10
Can you help me to find my spectacle?	I saw it in the living room an hour ago
Could anyone tell me what happen there?	There is any car accident
Sorry to trouble you, but do you know where my bag is?	Don't you remember that you've left it in my table
Do you happen to know where Mr. Kuku is?	He goes to the post office
Do you see my new purple diary?	Here it is. I have found it in yard

<http://123english-corner.blogspot.com/2010/09/asking-and-giving-information.html>

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Question-answer relationship

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. <https://www.thoughtco.com/asking-for-information-1211121>
3. <https://youtu.be/xGh2RY9-sk4>

H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good afternoon and asks the students' condition - The lecturer checks the students' attendance - The teacher checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none"> - The lecturer asks to perform or present task given 1 week earlier before the meeting (if there's a task left) - The students watch the video about how to ask and give information. - The lecturer asks the students' opinion about the video that they watched - The lecturer asks the students to give information about a certain thing - The lecturer asks the other students - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3.	Post-Activity	
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing students' speaking competence, the lecturer asks students to give information by using expressions given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes and they are not allowed to bring any note while doing the speaking.



LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Like and Dislike
Time Allotment	: 100 minutes (Meeting 4)

A. Core Competency

- Possessing sufficient knowledge on expression of like and dislike in a conversation
- Being able to mention or tell expression of like and dislike in a conversation

B. Indicator:

- Identifying the expressions of telling expression of like and dislike in a conversation on the conversation given
- Analyzing the appropriate expression of like and dislike in a conversation

C. Learning Objective(s):

- Students are able to identify the expression of like and dislike in a conversation
- Students are able to analyze the appropriate expression about like and dislike

D. Learning Media and Technologies:

Youtube videos Power point Laptop, LCD, and speaker

E. Instructional Material

1. Like and Dislike Expressions

To talk about your likes and dislikes, you can use these expressions.

Expressing likes:

- I like...
- I love...
- I adore...
- I 'm crazy about...
- I'm mad about...
- I enjoy...
- I'm keen on...

Expressing dislikes:

- I don't like...
- I dislike...
- I hate...
- I abhor...
- I can't bear...
- I can't stand...
- I detest...
- I loathe...

Examples of likes and dislikes :

- I'm mad about basketball, but I can't bear ice hockey.
- I adore reading poetry, but I loathe doing the housework.

Things to remember about likes and dislikes:

1. When these expressions are followed by a verb, the latter is put in the -ing form.

Examples:

"I like listening to music."

"I hate wearing sunglasses."

I like	VERB+ING
I detest	
I don't mind	

2. Note that "very much" & "a lot" always come after the things you like.

Examples:

"I like basketball very much/a lot. NOT I like very much/a lot basketball."

3. Be careful when you use "I don't mind..."

Examples:

"Do you mind playing football?"

"No, I don't mind." (Although it's in a negative form, it means that it's ok for me. I neither love it nor hate it.)

Dialogue:

Steve is at home. His girlfriend comes in... Notice how they express their likes and dislikes

Steve:	Hello, darling. Do you fancy watching a film tonight?
Girlfriend:	Oh, no thanks, I don't really feel like watching a film tonight. How about going out instead.
Steve:	OK. Do you feel like going to the theater?
Girlfriend:	Oh, no. I hate it. Do you like eating at the new Chinese restaurant?
Steve:	I don't mind. The Chinese cuisine is alright.
Girlfriend:	Well I really love it. Let's go.

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Question-answer relationship

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. https://www.myenglishpages.com/site_php_files/communication-lesson-likes-dislikes.php
3. <https://www.youtube.com/watch?v=Da6MVHpabQY&t=13s>

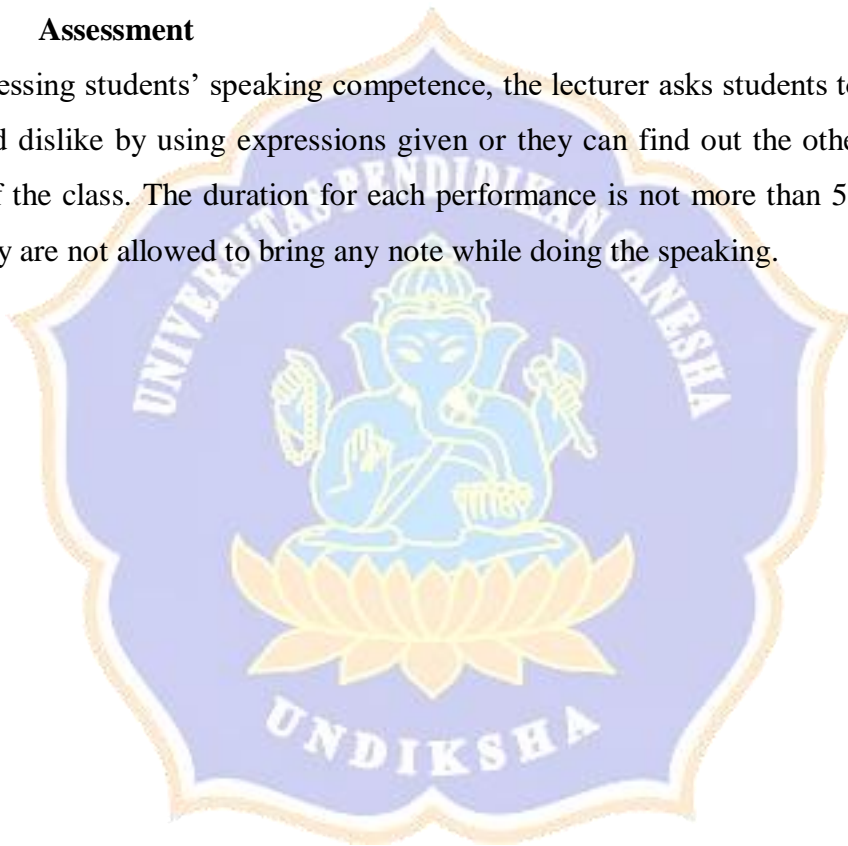
H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none">- The lecturer greets the students by saying good afternoon and asks the students' condition- The lecturer checks the students' attendance- The teacher checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none">- The lecturer asks to perform or present task given 1 week earlier before the meeting (if there's a task left)- The students watch the video about expressing like and dislike- The lecturer asks the students' opinion about the video that they watched- The lecturer asks the students to list what they like and dislike about a certain thing- The lecturer asks the other students to give comment on their friends' performance- The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students.	65 minutes

3. Post-Activity		
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing students' speaking competence, the lecturer asks students to deliver like and dislike by using expressions given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes and they are not allowed to bring any note while doing the speaking.



LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Instruct others to do things
Time Allotment	: 100 minutes (Meeting 5)

A. Core Competency

- Catching the meaning of the text procedures, oral and written, recipes and shaped, short and simple.
- Arranging procedure text, oral and written, short and simple, recipes and

B. Indicator:

- Understanding the social function of the procedure text according to the context of its use.
- Making oral procedure text, short and simple, recipes and manually shaped, with attention to social function, text structured correctly and in appropriate context.

C. Learning Objective(s):

- Students are able to identify the structure and social function of procedure text
- Students are able to make a simple procedure text about how to make or use something

D. Learning Media and Technologies:

Youtube videos Power point Laptop, LCD, and speaker

E. Instructional Material

1. Procedure text

Procedure Text	Explanation
Definition	Procedure text is a piece of text that give us instructions for doing something. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.
Social purpose	The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal
Purpose	The purpose of procedure text is to tell the reader how to do or make something through a sequence of actions or steps.
The structure	<ol style="list-style-type: none">4. Goal: showing the purpose of the procedure text5. Material/ingredients6. Steps
Language Features	<ol style="list-style-type: none">5. Use of imperative: enter, insert, mix, cut, stir.6. Use of action verb: turn, put, mix, shake, fill7. Use temporal conjunction: firstly, then, after taht, finally8. Use simple present tense

<https://fitrysuhana.wordpress.com/2018/01/14/lesson-plan-example-of-procedure-text/>

F. Learning Method

- a. Approach : Scientific Approach
- b. Technique : Conventional teaching strategy
- c. Method : Question-answer relationship

G. Learning Source

1. Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
2. <https://www.youtube.com/watch?reload=9&v=qnQc4aWwfn0&feature=youtu.be>
3. <https://fitrysuhana.wordpress.com/2018/01/14/lesson-plan-example-of-procedure-text/>

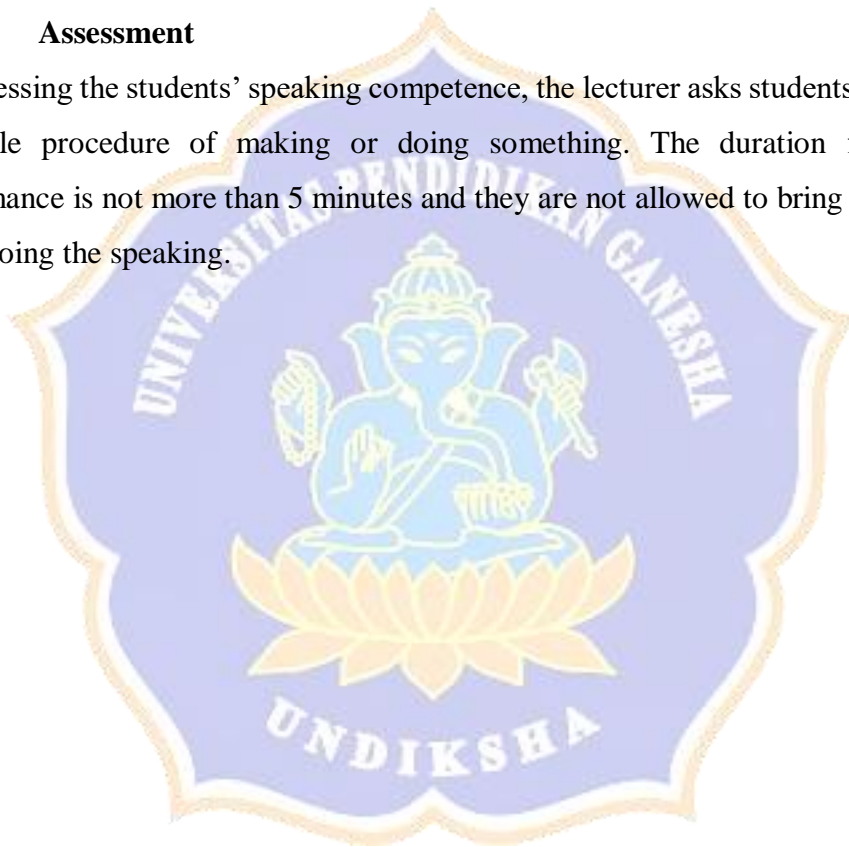
H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none">- The lecturer greets the students by saying good afternoon and asks the students' condition- The lecturer checks the students' attendance- The teacher checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none">- The lecturer asks the students about how to do a simple thing- The lecturer asks to perform or present task or assignment given 1 week earlier before the meeting (if there's a task left)- The students watch the video about how to make something- The lecturer asks the students' opinion about the video that they watched- The lecturer asks the students to mention the structure include its part- The lecturer asks the other students give comment- The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students.	65 minutes

3.	Post-Activity	
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing the students' speaking competence, the lecturer asks students to make a simple procedure of making or doing something. The duration for each performance is not more than 5 minutes and they are not allowed to bring any note while doing the speaking.



LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 2 nd Semester
Subject	: Speaking for Social Interaction
Topic	: Complaining
Time Allotment	: 100 minutes (Meeting 6)

A. Core Competency

- Possessing sufficient knowledge on telling complaining
- Being able to mention or tell complaints with appropriate tense

B. Indicator:

Identifying the expressions of telling complaining based on the conversation given

Analyzing the appropriate verb on how to tell complain.

C. Learning Objective(s):

- Students are able to identify the tense of telling daily activities
- Students are able to analyze the appropriate expression on how to tell their daily activities

D. Learning Media and Technologies:

Youtube videos Power point Laptop, LCD, and speaker

E. Instructional Material

1. Asking and Giving Information

Asking information	Giving information
Excuse me. Who is she?	She is my mother
Can you tell me where you live?	I live at Saraswati street number 10
Can you help me to find my spectacle?	I saw it in the living room an hour ago
Could anyone tell me what happen there?	There is any car accident
Sorry to trouble you, but do you know where my bag is?	Don't you remember that you've left it in my table
Do you happen to know where Mr. Kukuluh is?	He goes to the post office
Do you see my new purple diary?	Here it is. I have found it in yard

<http://123english-corner.blogspot.com/2010/09/asking-and-giving-information.html>

F. Learning Method

- Approach : Scientific Approach
- Technique : Conventional teaching strategy
- Method : Question-answer relationship

G. Learning Source

- Tillit, Bruce, Bruder, M.N. (2004). Speaking Naturally. USA: Cambridge University Press
- <https://www.thoughtco.com/asking-for-information-1211121>
- <https://youtu.be/xGh2RY9-sk4>

H. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1.	Pre-Activity	
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good afternoon and asks the students' condition - The lecturer checks the students' attendance - The teacher checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	15 minutes
2.	Main Activity	
	<ul style="list-style-type: none"> - The lecturer asks to perform or present task given 1 week earlier before the meeting (if there's a task left) - The students watch the video about how to ask and give information. - The lecturer asks the students' opinion about the video that they watched - The lecturer asks the students to give information about a certain thing - The lecturer asks the other students - The lecture clarifies the student's answer by explaining the material related to the question and giving additional questions related to the material to the students. 	65 minutes
3.	Post-Activity	
	<ul style="list-style-type: none"> - The lecturer evaluates the students by giving feedback and suggestion to the students - The lecturer and the students conclude the lesson together by asking if there is something that the students have not understand yet - The lecturer informs the students there will be some task given as follow-up activity 	20 minutes

I. Assessment

For assessing students' speaking competence, the lecturer asks students to give complaint by using expressions given or they can find out the other one in front of the class. The duration for each performance is not more than 5 minutes and they are not allowed to bring any note while doing the speaking.



Appendix 11. Documentation

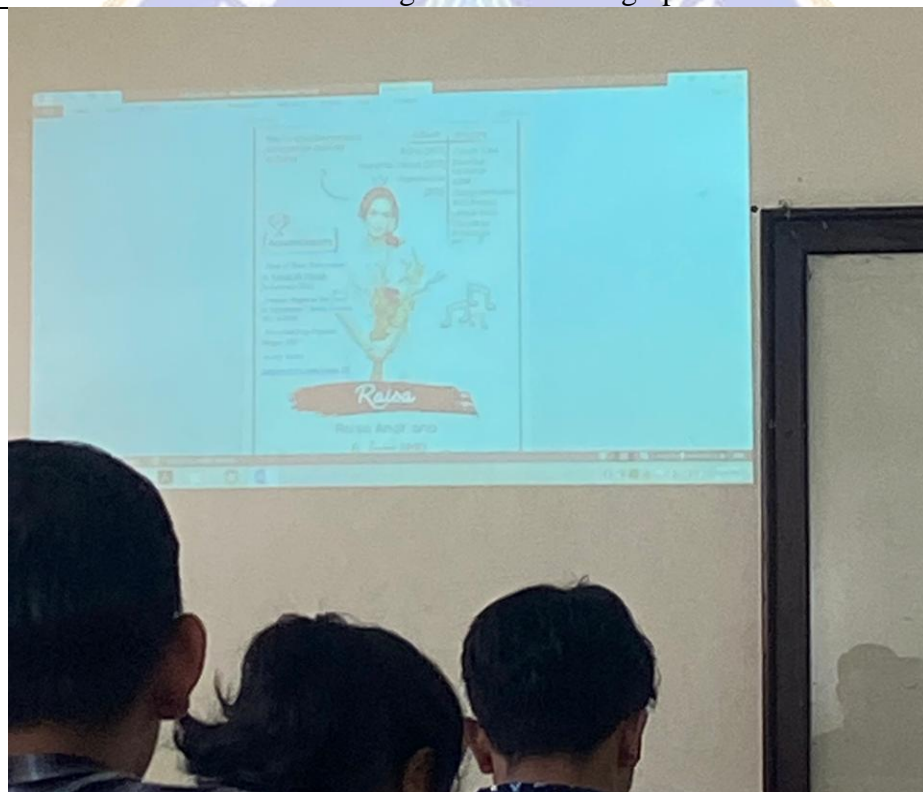


Picture 1. The lecturer introduce about infographic to the students





Picture 2 and 3. The students design their own infographic



Picture 4. The lecturer shown an example of infographic



Picture 5. The students in experimental group spoke with using infographic



Picture 6. The students in control group spoke without using infographic

RIWAYAT HIDUP PENULIS



Ni Made Ayu Mirah Cahyani lahir pada 18 Juni 1998 di Denpasar, Bali. Penulis merupakan anak kedua dari Alit Perkasa dan Ni Luh Suantini. Saat ini penulis tinggal di Jl. Parikesit II No. 16, Singaraja, Bali. Penulis menyelesaikan pendidikan dasar di SDN 2 Tunjuk pada tahun 2010. Kemudian melanjutkan ke jenjang sekolah menengah pertama di SMP Negeri 1 Tabanan (2013). Kemudian lulus dari SMA Negeri 1 Tabanan pada tahun 2016. Selanjutnya dari tahun 2016 sampai dengan penulisan skripsi ini, penulis masih tercatat sebagai mahasiswa aktif di program studi Pendidikan Bahasa Inggris (*English Language Education*) Universitas Pendidikan Ganesha.

