

APPENDIX 1

ATTACHMENT LETTERS



PEMERINTAH PROPINSI BALI
DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 SUKASADA

ALAMAT : JL. JELANTIK GINGSIR 81 B, TELP.(0362) 32788, KODE POS : 81161
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SURAT KETERANGAN

No.420/061202/SMAN 1SKSD/2020

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Sukasada Kabupaten Buleleng menerangkan :

N A M A : M Eggy Saputra
N I M : 1612021065
JURUSAN : Pendidikan Bahasa Asing
FAKULTAS : Bahasa dan Seni
UNIVERSITAS : Pendidikan Ganesha

JUDUL PENELITIAN : *The Implementation of Flipped Learning 3.0 and Self-Regulated Learning on Tenth Grade Students Speaking Performance in SMA Negeri 1 Sukasada*

Memang benar yang tersebut diatas telah melaksanakan penelitian dalam mata pelajaran Bahasa Inggris pada kelas XII MIA 1 di SMA Negeri 1 Sukasada, dari tanggal 21 Oktober s/d 20 Nopember 2019 tahun ajaran 2019/2020.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya

Sukasada, 12 Juni 20
Kepala SMA Negeri 1 Sukasada

Drs. Putu Dana, M.Si
NIP. 19620818 198903 1 011



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 : 3516/UN48.7.1/DT/2019

10 Oktober 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 1 Sukasada
di SMA Negeri 1 Sukasada

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

Nama : M. Eggy Saputra
NIM : 1612021065
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020

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. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA**

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Nomor : 3517/UN48.7.1/DT/2019

10 Oktober 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Sukasada
di Sukasada

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

Nama : M. Eggy Saputra
NIM : 1612021065
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020
Judul : Investigating the effect of flipped learning 3.0 and self regulated learning on tenth grade students' speaking performance in SMA Negeri 1 Sukasada

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.
3. Sub Bagian Pendidikan FBS

APPENDIX 2

LESSON PLAN (EXPERIMENTAL GROUP)

1st MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Correlative Conjunction
Time Allotment : 3 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction. 3.4. 2 Students be able to use social function, text structure and language feature of correlative conjunction.
4.4 Arranging interactional text oral or written that involve asking and giving information which contain an equivalent relationship between two things/actions, with regard to social function, text structure, and language feature	4.4.1 Students be able to create a simple dialog using correlative conjunction. 4.4.2 Students be able to do a conversation using correlative conjunction.

C. Learning Objective

1. Students are expected to be able to use language feature of correlative conjunction.
2. Students are expected to be able to use social function and text structure of correlative conjunction.
3. Students are expected to be able to create a simple dialog using correlative conjunction.
4. Students are expected to be able to present their work in front of the class by doing conversation.

D. Learning Material

1. Social function

To mention, describe, report and other of things/action

2. Text structure

a. Starting

b. Respond

❖ Structure of conjunction “both ... and ...”

- S + V + both + ... + and + ...
- Both ... + and ... + V + ...

❖ Structure of conjunction “either ... or ...”

- Either ... + or ...
- S + V + either ... + or ...
- S + either + V + or + V

❖ Structure of conjunction “neither ... nor ...”

- Neither ... + nor ... + V
- S + V + Neither ... + nor ...
- S + Neither ... + nor ...

❖ Structure off conjunction “not only ... but also ...”

- S + V + not only ... + but also ...
- Not only ... + but also ... + auxiliary verb + ...
- S + not only ... + but also ... + ...

3. Language feature

Statement and question about equal relationship between two thing or action which using “both ... and ...”, “not only ... but also ...”, “either ... or ...”, and “neither ... nor ...”

4. Topic

Daily activity of students that reflect core competence.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students' book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher's hand book

G. Interactional Activity

1. Online activity

- a. The students join the Schoology course before the class
- b. The students learn correlative conjunction from the slides that is provided by the teacher in the Schoology
- c. The students watch the video about the explanation and conversation of correlative conjunction. The link of the video is provided in the Schoology.
- d. The students discuss the difficult word, material and question in the comment

2. Face to face activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none">Teacher greets the students.Teacher ask students to pray together.Teacher check students' attendance.Teacher ask about students' preparation before starting the lesson.Teacher give brainstorming to the students.Teacher explain learning objective that will achieve	10 minutes
Main Activity	Observation <ul style="list-style-type: none">Students and teacher review the material	110 minutes

	<p>that already given before the class.</p> <ul style="list-style-type: none"> Students give their comment that related to the video <p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students the point that students do not understand. Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students work individually Student prepare some sentence and question for each conjunction that learn. Students play a game, namely “poison ball” <ul style="list-style-type: none"> Teacher will prepare a paper ball. It will throw to the students. The students that get the ball should answer the teacher question. The question about equivalent relationship between two things/actions. Thee students should answer by using “both, neither or either”. After the students answer, he/she throw it to the other students. And give a question like that. It will be repeated for several time. <p>Associating</p> <ul style="list-style-type: none"> Students work in pair. Students create a simple conversation about asking and giving information which contain an equivalent relationship between two things/actions. Students check the other group work. <p>Communicating</p> <ul style="list-style-type: none"> Students do a conversation in front of the class to present their work. The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> Teacher and students conclude the lesson. Teacher give an instruction about what they will to do at home and for the next meeting. Closing. 	10 minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction.	Oral test	What is the language feature that use in the dialog?
	3.4.2 Students be able to use social function, text structure and language feature of correlative conjunction.	Oral test	When do we use this sentence? What is the structure of this sentence?

2. Skill Competence

Assessment technique : Written and Oral test

Indicator	Assessment Technique	Question
4.4.1 Students be able to create a simple dialog using correlative conjunction.	Written test	Please make a dialog using correlative conjunction with your friend.
4.4.2 Students be able to do a conversation using correlative conjunction.	Oral test	Please present your work in front of the class!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen	Some errors in grammatical structures possibly caused by	Good level of description; all required information included

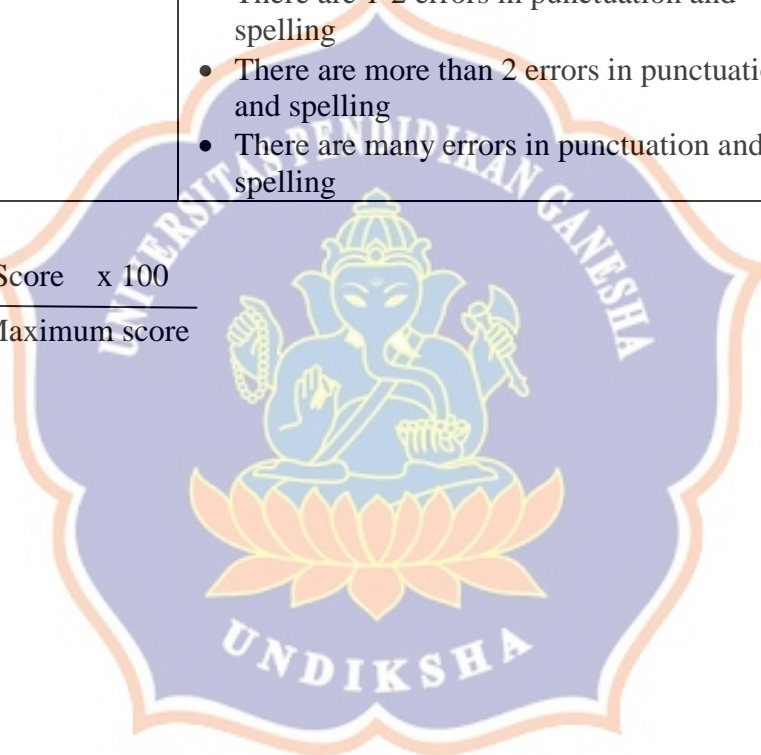
	word or two.		vocabulary	attempt to include a variety.	
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1

Text coherence	<ul style="list-style-type: none"> • Appropriate text coherence. • Text coherence are quite accurate. • Text coherence are less accurate • Text coherence is not accurate 	4 3 2 1
Vocabulary	<ul style="list-style-type: none"> • • Vocabulary selection is correct and accurate. • Vocabulary selection is sometimes incorrect but does not affect meaning. • Vocabulary selection is incorrect and influences meaning. • Vocabulary selection is incorrect so it is difficult to understand. 	4 3 2 1
Mechanic	<ul style="list-style-type: none"> • Correct punctuation and spelling • There are 1-2 errors in punctuation and spelling • There are more than 2 errors in punctuation and spelling • There are many errors in punctuation and spelling 	4 3 2 1

$$\text{Score} = \frac{\text{Score}}{\text{Maximum score}} \times 100$$



APPENDIX 3

LESSON PLAN (EXPERIMENTAL GROUP)

2nd MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Correlative Conjunction
Time Allotment : 3 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction. 3.4.2 Students be able to use social function, text structure and language feature of correlative conjunction.
4.4 Arranging interactional text oral or written that involve asking and giving information which contain an equivalent relationship between two things/actions, with regard to social function, text structure, and language feature	4.4.1 Students be able to create a simple dialog using correlative conjunction. 4.4.2 Students be able to do a conversation using correlative conjunction.

C. Learning Objective

1. Students are expected to be able to use language feature of correlative conjunction.
2. Students are expected to be able to use social function and text structure of correlative conjunction.
3. Students are expected to be able to create a simple dialog using correlative conjunction.
4. Students are expected to be able to present their work in front of the class by doing conversation.

D. Learning Material

1. Social function

To mention, describe, report and other of things/action

2. Text structure

- a. Starting

- b. Respond

❖ Structure of conjunction “both ... and ...”

- S + V + both + ... + and + ...
- Both ... + and ... + V + ...

❖ Structure of conjunction “either ... or ...”

- Either ... + or ...
- S + V + either ... + or ...
- S + either + V + or + V

❖ Structure of conjunction “neither ... nor ...”

- Neither ... + nor ... + V
- S + V + Neither ... + nor ...
- S + Neither ... + nor ...

❖ Structure off conjunction “not only ... but also ...”

- S + V + not only ... + but also ...
- Not only ... + but also ... + auxiliary verb + ...
- S + not only ... + but also ... + ...

3. Language feature

Statement and question about equal relationship between two thing or action which using “both ... and ...”, “not only ... but also ...”, “either ... or ...”, and “neither ... nor ...”

4. Topic

Daily activity of students that reflect core competence.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students' book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher's hand book

G. Interactional Activity

1. Online activity

- a. The students join the Schoology course before the class
- b. The students learn correlative conjunction from the slides that is provided by the teacher in the Schoology
- c. The students watch the video about the explanation and conversation of correlative conjunction. The link of the video is provided in the Schoology.
- d. The students discuss the difficult word, material and question in the comment

2. Face to face activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none">Teacher greets the students.Teacher ask students to pray together.Teacher check students' attendance.Teacher ask about students' preparation before starting the lesson.Teacher give brainstorming to the students.Teacher explain learning objective that will achieve	10 minutes
Main Activity	Observation <ul style="list-style-type: none">Students and teacher review the material that already given before the class.	105 minutes

	<ul style="list-style-type: none"> Students give their comment that related to the video <p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students the point that students do not understand. Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students work in pair Students explore some idea to create a conversation. <p>Associating</p> <ul style="list-style-type: none"> Students create a simple conversation about asking and giving information which contain an equivalent relationship between two things/actions. Students practice their conversation with their pair. <p>Communicating</p> <ul style="list-style-type: none"> Students do a conversation in front of the class to present their work. The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> Teacher gives a project to the students to create a video about asking and giving information which contain an equivalent relationship between two things/actions. Teacher and students conclude the lesson. Teacher give an instruction about what they will to do in the next meeting. Closing 	10 minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between	3.4.1 Students be able to use language feature of correlative conjunction.	Oral test	What is the language feature that use in the dialog?
	3.4.2 Students be able to use social function, text structure and	Oral test	When do we use this sentence?
			What is the

two things/actions in the context of its use.	language feature of correlative conjunction.		structure of this sentence?
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2. Skill Competence

Assessment technique : Written and Oral test

Indicator	Assessment Technique	Question
4.4.1 Students be able to create a simple dialog using correlative conjunction.	Written test	Please make a dialog using correlative conjunction with your friend.
4.4.2 Students be able to do a conversation using correlative conjunction.	Oral test	Please present your work in front of the class!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical Structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided

	words; volume wavers.				
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
		3
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	2
	• Vocabulary selection is incorrect and	

	influences meaning. • Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	<ul style="list-style-type: none"> • Correct punctuation and spelling • There are 1-2 errors in punctuation and spelling • There are more than 2 errors in punctuation and spelling • There are many errors in punctuation and spelling 	4 3 2 1

$$\text{Score} = \frac{\text{Score}}{\text{Maximum score}} \times 100$$



APPENDIX 4

LESSON PLAN (EXPERIMENTAL GROUP)

3rd MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Correlative Conjunction
Time Allotment : 3 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction. 3.4.2 Students be able to use social function, text structure and language feature of correlative conjunction.
4.4 Arranging interactional text oral or written that involve asking and giving information which contain an equivalent relationship between two things/actions, with regard to social function, text structure, and language feature	4.4.1 Students be able to create a simple dialog using correlative conjunction. 4.4.2 Students be able to do a conversation using correlative conjunction.

C. Learning Objective

1. Students are expected to be able to use language feature of correlative conjunction.
2. Students are expected to be able to use social function and text structure of correlative conjunction.
3. Students are expected to be able to create a simple dialog using correlative conjunction.
4. Students are expected to be able to present their work in front of the class by doing conversation.

D. Learning Material

1. Social function

To mention, describe, report and other of things/action

2. Text structure

- a. Starting

- b. Respond

❖ Structure of conjunction “both ... and ...”

- S + V + both + ... + and + ...
- Both ... + and ... + V + ...

❖ Structure of conjunction “either ... or ...”

- Either ... + or ...
- S + V + either ... + or ...
- S + either + V + or + V

❖ Structure of conjunction “neither ... nor ...”

- Neither ... + nor ... + V
- S + V + Neither ... + nor ...
- S + Neither ... + nor ...

❖ Structure off conjunction “not only ... but also ...”

- S + V + not only ... + but also ...
- Not only ... + but also ... + auxiliary verb + ...
- S + not only ... + but also ... + ...

3. Language feature

Statement and question about equal relationship between two thing or action which using “both ... and ...”, “not only ... but also ...”, “either ... or ...”, and “neither ... nor ...”

4. Topic

Daily activity of students that reflect core competence.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students' book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher's hand book

G. Interactional Activity

1. Online activity

- a. The students join the Flipgrid course before the class
- b. The students upload their video conversation about correlative conjunction in Flipgrid and share the link to Schoology.
- c. The students watch their friend video in Flipgrid.
- d. The students give comment about their friend video in the Schoology.

2. Face to face activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none">Teacher greets the students.Teacher ask students to pray together.Teacher check students' attendance.Teacher ask about students' preparation before starting the lesson.Teacher give brainstorming to the students.Teacher explain learning objective that will achieve	10 minutes
Main Activity	<p>Observation</p> <ul style="list-style-type: none">Students and teacher review the material that already given before the class. <p>Questioning</p> <ul style="list-style-type: none">Teacher asks students the point that students do not understand.	105 minutes

	<ul style="list-style-type: none"> Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students and teacher discuss the video that had been uploaded students upload in Flipgrid. <p>Associating</p> <ul style="list-style-type: none"> Students work in pair. Students create a simple conversation about asking and giving information which contain an equivalent relationship between two things/actions. Students practice their conversation with their pair. <p>Communicating</p> <ul style="list-style-type: none"> Students do a conversation in front of the class to present their work. The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> Teacher and students conclude the lesson. Teacher give an instruction about what they will to do in the next meeting. Closing 	10 minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction.	Oral test	What is the language feature that use in the dialog?
	3.4.2 Students be able to use social function, text structure and language feature of correlative conjunction.	Oral test	When do we use this sentence? What is the structure of this sentence?

2. Skill Competence

Assessment technique : Written and Oral test

Indicator	Assessment Technique	Question

4.4.1 Students be able to create a simple dialog using correlative conjunction.	Written test	Please make a dialog using correlative conjunction with your friend.
4.4.2 Students be able to do a conversation using correlative conjunction.	Oral test	Please present your work in front of the class!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical Structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand

1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand
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2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score} \times 100}{\text{Maximum score}}$$

APPENDIX 5

LESSON PLAN (EXPERIMENTAL GROUP)

4th MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Showing Intention
Time Allotment : 2 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention. 3.3.2 Students are able to find social function and text structure in the expression intention.
4.3 Arranging oral dan written text for expressing and asking question about intention to do something with regard to social function, text structure and language feature.	4.3.1 Students be able to create a simple dialog showing intention. 4.3.2 students be able to present their work in front of the class by doing a conversation.

C. Learning Objective

1. Students are expected to be able to identify the expression that use to show intention.
2. Students are expected to be able to find the social function and text structure in the expression intention

3. Students are expected to be able to create a dialog Showing intention.
4. Students are expected to be able to present showing intention by doing conversation.

D. Learning Material

1. Social function

To express and ask the intention.

2. Text structure

a. Starting

b. Respond

Expression can be used

- S + be going to + V1 + C
- S + plan + to + V1 + C
- S + Would like to + V1 + C
- S + Will + V1 + C

3. Language feature

a. Showing intention using modal “be going to”, “Would like”, “Will” and verb “plan”

b. Singular and plural nominal with or without “a”, “the”, “that”, “this”, “those”, “these”, etc.

4. Topic

Interaction of students and teacher inside and outside the class showing expression intention.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students’ book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher’s hand book

G. Interactional Activity

1. Online activity

- a. The students join the Schoology course before the class
- b. The students learn about Showing Intention from the slides that is provided by the teacher in the Schoology
- c. The students watch the video about the explanation and conversation of correlative conjunction. The link of the video is provided in the Schoology.
- d. The students discuss the difficult word, material and question in the comment

2. Face to face activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none"> Teacher greets the students. Teacher ask students to pray together. Teacher check students' attendance. Teacher ask about students' preparation before starting the lesson. Teacher give brainstorming to the students. Teacher explain learning objective that will achieve 	10 minutes
Main Activity	<p>Observation</p> <ul style="list-style-type: none"> Students and teacher review the material that already given before the class. Students give their comment that related to the video <p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students the point that students do not understand. Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students work individually Student prepare some sentence and question for each language feature that had been learn. Students play a game, namely "poison ball" <ul style="list-style-type: none"> Teacher will prepare a paper ball. It will throw to the students. The students that get the ball should answer the teacher question. The question about intention Thee students should answer by using expression showing Intention After the students answer, he/she 	70 minutes

	<p>throw it to the other students. And give a question like that. It will be repeated for several time.</p> <p>Associating</p> <ul style="list-style-type: none"> • Students work in pair • Students create a simple conversation about showing intention <p>Communicating</p> <ul style="list-style-type: none"> • Students do a conversation in front of the class to present their work. • The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> • Teacher and students conclude the lesson. • Teacher give an instruction about what they will to do in the next meeting. 	

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention.	Oral test	Can you mention some expression that showing intention?
	3.3.2 Students are able to find social function and text structure in the expression intention.	Oral test	<p>What is the structure of this sentence?</p> <p>What is the social function of this sentence?</p>

2. Skill Competence

Assessment technique : Written and Oral Test

Indicator	Assessment Technique	Question
4.3.1 Students be able to create a simple dialog showing intention.	Written test	Please make a dialog that show intention with your friend.
4.3.2 students be able to present	Oral test	Please present your work in

their work in front of the class by doing a conversation		front of the class by doing a conversation!
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I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly Lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

	speech; inaudible.				
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2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score} \times 100}{\text{Maximum score}}$$

APPENDIX 6

LESSON PLAN (EXPERIMENTAL GROUP)

5th MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Showing Intention
Time Allotment : 2 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention. 3.3.2 Students are able to find social function and text structure in the expression intention.
4.3 Arranging oral dan written text for expressing and asking question about intention to do something with regard to social function, text structure and language feature.	4.3.1 Students be able to create a simple dialog showing intention. 4.3.2 students be able to present their work in front of the class by do a conversation.

C. Learning Objective

1. Students are expected to be able to identify the expression that use to show intention.
2. Students are expected to be able to find the social function and text structure in the expression intention

3. Students are expected to be able to create a dialog Showing intention.
4. Students are expected to be able to present showing intention by do a conversation.

D. Learning Material

1. Social function

To express and ask the intention.

2. Text structure

a. Starting

b. Respond

Expression can be used

- S + be going to + V1 + C
- S + plan + to + V1 + C
- S + Would like to + V1 + C
- S + Will + V1 + C

3. Language feature

a. Showing intention using modal “be going to”, “Would like”, “Will” and verb “plan”

b. Singular and plural nominal with or without “a”, “the”, “that”, “this”, “those”, “these”, etc.

4. Topic

Interaction of students and teacher inside and outside the class showing expression intention.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students’ book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher’s hand book

G. Interactional Activity

1. Online activity

- a. The students join the Schoology course before the class
- b. The students learn correlative conjunction from the slides that is provided by the teacher in the Schoology
- c. The students watch the video about the explanation and conversation of correlative conjunction. The link of the video is provided in the Schoology.
- d. The students discuss the difficult word, material and question in the comment

2. Face to face activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none"> Teacher greets the students. Teacher ask students to pray together. Teacher check students' attendance. Teacher ask about students' preparation before starting the lesson. Teacher give brainstorming to the students. Teacher explain learning objective that will achieve 	
Main Activity	<p>Observation</p> <ul style="list-style-type: none"> Students and teacher review the material that already given before the class. Students give their comment that related to the video <p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students the point that students do not understand. Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students work in pair Students explore some idea to create a conversation. <p>Associating</p> <ul style="list-style-type: none"> Students create a simple conversation about showing intention Students practice their conversation with their pair. <p>Communicating</p> <ul style="list-style-type: none"> Students do a conversation in front of the class to present their work. 	

	<ul style="list-style-type: none"> The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> Teacher gives a project to the students to create a video about asking and giving information about Showing Intention. Teacher and students conclude the lesson. Teacher give an instruction about what they will to do in the next meeting. 	

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention.	Oral test	Can you mention some expression that showing intention?
	3.3.2 Students are able to find social function and text structure in the expression intention.	Oral test	What is the structure of this sentence? What is the social function of this sentence?

2. Skill Competence

Assessment technique : Written and Oral Test

Indicator	Assessment Technique	Question
4.3.1 Students be able to create a simple dialog showing intention.	Written test	Please make a dialog that show intention with your friend.
4.3.2 students be able to present their work in front of the class by doing a conversation.	Oral test	Please present your work in front of the class by doing a conversation!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly Lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score} \times 100}{\text{Maximum score}}$$

APPENDIX 7

LESSON PLAN (EXPERIMENTAL GROUP)

6th MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Showing Intention
Time Allotment : 2 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention. 3.3.2 Students are able to find social function and text structure in the expression intention.
4.3 Arranging oral dan written text for expressing and asking question about intention to do something with regard to social function, text structure and language feature.	4.3.1 Students be able to create a simple dialog showing intention. 4.3.2 students be able to present their work in front of the class by doing a conversation.

C. Learning Objective

1. Students are expected to be able to identify the expression that use to show intention.
2. Students are expected to be able to find the social function and text structure in the expression intention

3. Students are expected to be able to create a dialog Showing intention.
4. Students are expected to be able to present showing intention by doing a conversation.

D. Learning Material

1. Social function

To express and ask the intention.

2. Text structure

a. Starting

b. Respond

Expression can be used

- S + be going to + V1 + C
- S + plan + to + V1 + C
- S + Would like to + V1 + C
- S + Will + V1 + C

3. Language feature

- a. Showing intention using modal “be going to”, “Would like”, “Will” and verb “plan”
- b. Singular and plural nominal with or without “a”, “the”, “that”, “this”, “those”, “these”, etc.

4. Topic

Interaction of students and teacher inside and outside the class showing expression intention.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students’ book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher’s hand book

G. Interactional Activity

1. Online activity

- a. The students join the Flipgrid course before the class
- b. The students upload their video conversation about correlative conjunction in Flipgrid and share the link to Schoology.
- c. The students watch their friend video in Flipgrid.
- d. The students give comment about their friend video in the Schoology.

2. Face to face activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none"> Teacher greets the students. Teacher ask students to pray together. Teacher check students' attendance. Teacher ask about students' preparation before starting the lesson. Teacher give brainstorming to the students. Teacher explain learning objective that will achieve 	
Main Activity	<p>Observation</p> <ul style="list-style-type: none"> Students and teacher review the material that already given before the class. Students give their comment that related to the video <p>Questioning</p> <ul style="list-style-type: none"> Teacher asks students the point that students do not understand. Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students and teacher discuss the video that had been uploaded students upload in Flipgrid. <p>Associating</p> <ul style="list-style-type: none"> Students work in pair. Students create a simple conversation about Showing Intention. Students practice their conversation with their pair. <p>Communicating</p> <ul style="list-style-type: none"> Students do a conversation in front of the class to present their work. The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> Teacher and students conclude the lesson. 	

	<ul style="list-style-type: none"> Teacher give an instruction about what they will to do in the next meeting. Closing 	
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H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention.	Oral test	Can you mention some expression that showing intention?
	3.3.2 Students are able to find social function and text structure in the expression intention.	Oral test	What is the structure of this sentence? What is the social function of this sentence?

2. Skill Competence

Assessment technique : Written and Oral Test

Indicator	Assessment Technique	Question
4.3.1 Students be able to create a simple dialog showing intention.	Written test	Please make a dialog that show intention with your friend.
4.3.2 students be able to present their work in front of the class by doing a conversation.	Oral test	Please present your work in front of the class by doing a conversation!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly Lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score} \times 100}{\text{Maximum score}}$$

APPENDIX 8

LESSON PLAN (CONTROL GROUP)

1st MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Correlative Conjunction
Time Allotment : 3 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction. 3.4. 2 Students be able to use social function, text structure and language feature of correlative conjunction.
4.4 Arranging interactional text oral or written that involve asking and giving information which contain an equivalent relationship between two things/actions, with regard to social function, text structure, and language feature	4.4.1 Students be able to create a simple dialog using correlative conjunction. 4.4.2 Students be able to do a conversation using corelative conjunction.

C. Learning Objective

1. Students are expected to be able to use language feature of correlative conjunction.
2. Students are expected to be able to use social function and text structure of correlative conjunction.
3. Students are expected to be able to create a simple dialog using correlative conjunction.
4. Students are expected to be able to present their work in front of the class by doing conversation.

D. Learning Material

1. Social function

To mention, describe, report and other of things/action

2. Text structure

- a. Starting

- b. Respond

❖ Structure of conjunction “both ... and ...”

- S + V + both + ... + and + ...
- Both ... + and ... + V + ...

❖ Structure of conjunction “either ... or ...”

- Either ... + or ...
- S + V + either ... + or ...
- S + either + V + or + V

❖ Structure of conjunction “neither ... nor ...”

- Neither ... + nor ... + V
- S + V + Neither ... + nor ...
- S + Neither ... + nor ...

❖ Structure off conjunction “not only ... but also ...”

- S + V + not only ... + but also ...
- Not only ... + but also ... + auxiliary verb + ...
- S + not only ... + but also ... + ...

3. Language feature

Statement and question about equal relationship between two thing or action which using “both ... and ...”, “not only ... but also ...”, “either ... or ...”, and “neither ... nor ...”

4. Topic

Daily activity of students that reflect core competence.

Example conversation using correlative conjunction

Nia : Anna, have you seen any rare plants and rare animals this week?

Anna : No, I have not seen either rare plants or rare animals this week.

Nia : oh, too bad.

Anna : But I found interesting one!

Nia : Animals or plants?

Anna : Both of the! How about you?

Nia : I’ve seen neither interesting nor rare creature this week.

Anna : Let’s go to my house, I’ll show you the picture.

Nia : Okay!

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students’ book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher’s hand book

G. Interactional Activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none">• Teacher greets the students.• Teacher ask students to pray together.• Teacher check students’ attendance.• Teacher ask about students’ preparation before starting the lesson.• Teacher give brainstorming to the students.• Teacher explain learning objective that will achieve	
Main Activity	Observation <ul style="list-style-type: none">• Students are given a dialog with correlative conjunction.	

	<ul style="list-style-type: none"> Students should analyze the social function, text structure and language feature of the dialog. <p>Questioning</p> <ul style="list-style-type: none"> Students ask some point that students do not understand. Teacher incites students to asking and/or confirm about that text. Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students work in a small group. Students search some example of equal relationship between two things/actions. Students analyze the conjunction that show about equal relationship between two things/actions. Students and teacher discuss their finding. <p>Associating</p> <ul style="list-style-type: none"> Students work in pair Students create a simple conversation about asking and giving information which contain an equivalent relationship between two things/actions. <p>Communicating</p> <ul style="list-style-type: none"> Students present their work in front of the class by do a conversation. The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> Students and teacher conclude the material that have learned. Teacher gives an instruction about what they will do in the next meeting. Closing 	

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information	3.4.1 Students be able to use language feature of correlative conjunction.	Oral test	What is the language feature that use in the dialog?
	3.4.2 Students be able to use social	Oral test	When do we use this sentence?

about equal relationship between two things/actions in the context of its use.	function, text structure and language feature of correlative conjunction.		What is the structure of this sentence?
--	---	--	---

2. Skill Competence

Assessment technique : Written and Oral test

Indicator	Assessment Technique	Question
4.4.1 Students be able to create a simple dialog using correlative conjunction.	Written test	Please make a dialog using correlative conjunction with your friend.
4.4.2 Students be able to do a conversation using correlative conjunction.	Oral test	Please present your work in front of the class!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in	Adequate description; some additional details should be provided

	rephrasing and searching for words; volume wavers.			structures	
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
		3
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	2
	• Vocabulary selection is incorrect and	

	influences meaning. • Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	<ul style="list-style-type: none"> • Correct punctuation and spelling • There are 1-2 errors in punctuation and spelling • There are more than 2 errors in punctuation and spelling • There are many errors in punctuation and spelling 	4 3 2 1

$$\text{Score} = \frac{\text{Score} \times 100}{\text{Maximum score}}$$



APPENDIX 9

LESSON PLAN (CONTROL GROUP) 2nd MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Correlative Conjunction
Time Allotment : 3 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction. 3.4. 2 Students be able to use social function, text structure and language feature of correlative conjunction.
4.4 Arranging interactional text oral or written that involve asking and giving information which contain an equivalent relationship between two things/actions, with regard to social function, text structure, and language feature	4.4.1 Students be able to create a simple dialog using correlative conjunction. 4.4.2 Students be able to do a conversation using corelative conjunction.

C. Learning Objective

1. Students are expected to be able to use language feature of correlative conjunction.

2. Students are expected to be able to use social function and text structure of correlative conjunction.
3. Students are expected to be able to create a simple dialog using correlative conjunction.
4. Students are expected to be able to present their work in front of the class by doing conversation.

D. Learning Material

1. Social function

To mention, describe, report and other of things/action

2. Text structure

a. Starting

b. Respond

❖ Structure of conjunction “both ... and ...”

- S + V + both + ... + and + ...
- Both ... + and ... + V + ...

❖ Structure of conjunction “either ... or ...”

- Either ... + or ...
- S + V + either ... + or ...
- S + either + V + or + V

❖ Structure of conjunction “neither ... nor ...”

- Neither ... + nor ... + V
- S + V + Neither ... + nor ...
- S + Neither ... + nor ...

❖ Structure off conjunction “not only ... but also ...”

- S + V + not only ... + but also ...
- Not only ... + but also ... + auxiliary verb + ...
- S + not only ... + but also ... + ...

3. Language feature

Statement and question about equal relationship between two thing or action which using “both ... and ...”, “not only ... but also ...”, “either ... or ...”, and “neither ... nor ...”

4. Topic

Daily activity of students that reflect core competence.

Example conversation using correlative conjunction

Kamil : Hey, Martin! What are you up to?

Martin : Hey Kamil. Hmmm I'm not sure what shoes should I bring tomorrow for camping.

Kamil : What's the problem? I see that you have many shoes.

Martin : Yeah, but here is the problem. Both me and my brother are going to camping tomorrow. Because we share the same size, he would like to take my most comfortable shoes.

Kamil : Ah I see. I think this problem is not only yours but also mine when I was a kid with my older brother.

Martin : Really, how?

Kamil : Yeah, my brother wanted only either my shoes or a new one. He didn't want to use his shoes. I don't understand why.

Martin : Apparently both of our brothers are having a little bit weird personality, huh?

Kamil : Haha yeah, I agree. By the way let's go for a food, we will think about how to fix your problem later. Okay.

Martin : Good idea!

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students' book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher's hand book

G. Interactional Activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none"> Teacher greets the students. Teacher ask students to pray together. Teacher check students' attendance. Teacher ask about students' preparation before starting the lesson. Teacher give brainstorming to the students. Teacher explain learning objective that will achieve 	10 minutes
Main Activity	<p>Observation</p> <ul style="list-style-type: none"> Students are given a dialog with correlative conjunction. Students should analyze the social function, text structure and language feature of the dialog. <p>Questioning</p> <ul style="list-style-type: none"> Students ask some point that students do not understand. Teacher incites students to asking and/or confirm about that text. Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students work individually Student prepare some sentence and question for each conjunction that learn. Students play a game, namely "poison ball" <ul style="list-style-type: none"> Teacher will prepare a paper ball. It will throw to the students. The students that get the ball should answer the teacher question. 	70 minutes

	<ul style="list-style-type: none"> • The question about equivalent relationship between two things/actions. • Thee students should answer by using “both, neither or either”. • After the students answer, he/she throw it to the other students. And give a question like that. It will be repeated for several time. <p>Associating</p> <ul style="list-style-type: none"> • Students work in pair • Students create a simple conversation about asking and giving information which contain an equivalent relationship between two things/actions. <p>Communicating</p> <ul style="list-style-type: none"> • Students present their work in front of the class by doing a conversation. • The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> • Students and teacher conclude the material that have learned. • Teacher gives an instruction about what they will do in the next meeting. • Closing 	10 minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information	3.4.1 Students be able to use language feature of correlative conjunction.	Oral test	What is the language feature that use in the dialog?
	3.4.2 Students be able to use social	Oral test	When do we use this sentence?

about equal relationship between two things/actions in the context of its use.	function, text structure and language feature of correlative conjunction.		What is the structure of this sentence?
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2. Skill Competence

Assessment technique : Written and Oral test

Indicator	Assessment Technique	Question
4.4.1 Students be able to create a simple dialog using correlative conjunction.	Written test	Please make a dialog using correlative conjunction with your friend.
4.4.2 Students be able to do a conversation using correlative conjunction.	Oral test	Please present your work in front of the class!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in	Adequate description; some additional details should be provided

	rephrasing and searching for words; volume wavers.			structures	
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and	2

	influences meaning. • Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	<ul style="list-style-type: none"> • Correct punctuation and spelling • There are 1-2 errors in punctuation and spelling • There are more than 2 errors in punctuation and spelling • There are many errors in punctuation and spelling 	4 3 2 1

$$\text{Score} = \frac{\text{Score} \times 100}{\text{Maximum score}}$$



APPENDIX 10

LESSON PLAN (CONTROL GROUP)

3rd MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Correlative Conjunction
Time Allotment : 3 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction. 3.4. 2 Students be able to use social function, text structure and language feature of correlative conjunction.
4.4 Arranging interactional text oral or written that involve asking and giving information which contain an equivalent relationship between two things/actions, with regard to social function, text structure, and language feature	4.4.1 Students be able to create a simple dialog using correlative conjunction. 4.4.2 Students be able to do a conversation using corelative conjunction.

C. Learning Objective

1. Students are expected to be able to use language feature of correlative conjunction.
2. Students are expected to be able to use social function and text structure of correlative conjunction.
3. Students are expected to be able to create a simple dialog using correlative conjunction.
4. Students are expected to be able to present their work in front of the class by doing conversation.

D. Learning Material

1. Social function

To mention, describe, report and other of things/action

2. Text structure

- a. Starting

- b. Respond

❖ Structure of conjunction “both ... and ...”

- S + V + both + ... + and + ...
- Both ... + and ... + V + ...

❖ Structure of conjunction “either ... or ...”

- Either ... + or ...
- S + V + either ... + or ...
- S + either + V + or + V

❖ Structure of conjunction “neither ... nor ...”

- Neither ... + nor ... + V
- S + V + Neither ... + nor ...
- S + Neither ... + nor ...

❖ Structure off conjunction “not only ... but also ...”

- S + V + not only ... + but also ...
- Not only ... + but also ... + auxiliary verb + ...
- S + not only ... + but also ... + ...

3. Language feature

Statement and question about equal relationship between two thing or action which using “both ... and ...”, “not only ... but also ...”, “either ... or ...”, and “neither ... nor ...”

4. Topic

Daily activity of students that reflect core competence.

Example conversation using corelative conjunction

Kamil : Hey, Martin! What are you up to?

Martin : Hey Kamil. Hmmm I’m not sure what shoes should I bring tomorrow for camping.

Kamil : What’s the problem? I see that you have many shoes.

Martin : Yeah, but here is the problem. Both me and my brother are going to camping tomorrow. Because we share the same size, he would like to take my most comfortable shoes.

Kamil : Ah I see. I think this problem is not only yours but also mine when I was a kid with my older brother.

Martin : Really, how?

Kamil : Yeah, my brother wanted only either my shoes or a new one. He didn’t want to use his shoes. I don’t understand why.

Martin : Apparently both of our brothers are having a little bit weird personality, huh?

Kamil : Haha yeah, I agree. By the way let’s go for a food, we will think about how to fix your problem later. Okay.

Martin : Good idea!

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students’ book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher’s hand book

G. Interactional Activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none"> Teacher greets the students. Teacher ask students to pray together. Teacher check students' attendance. Teacher ask about students' preparation before starting the lesson. Teacher give brainstorming to the students. Teacher explain learning objective that will achieve 	10 minutes
Main Activity	<p>Observation</p> <ul style="list-style-type: none"> Students are given a dialog with correlative conjunction. Students should analyze the social function, text structure and language feature of the dialog. <p>Questioning</p> <ul style="list-style-type: none"> Students ask some point that students do not understand. Teacher incites students to asking and/or confirm about that text. Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> Students work in pair Students explore some idea to create a conversation. <p>Associating</p> <ul style="list-style-type: none"> Students create a simple conversation about asking and giving information which contain an equivalent relationship between two things/actions. Students practice their conversation with their pair. <p>Communicating</p> <ul style="list-style-type: none"> Students present their work in front of the class by do a conversation. The other students and teacher give suggestion to the presenter. 	70 minutes
Closing	<ul style="list-style-type: none"> Students and teacher conclude the material that have learned. Teacher gives an instruction about what they will do in the next meeting. Closing 	10 minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.4 Applying social function, text structure, and language feature interactional text oral or written that involve asking and giving information about equal relationship between two things/actions in the context of its use.	3.4.1 Students be able to use language feature of correlative conjunction.	Oral test	What is the language feature that use in the dialog?
	3.4.2 Students be able to use social function, text structure and language feature of correlative conjunction.	Oral test	When do we use this sentence?
			What is the structure of this sentence?

2. Skill Competence

Assessment technique : Written and Oral test

Indicator	Assessment Technique	Question
4.4.1 Students be able to create a simple dialog using correlative conjunction.	Written test	Please make a dialog using correlative conjunction with your friend.
4.4.2 Students be able to do a conversation using corelative conjunction.	Oral test	Please present your work in front of the class!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required

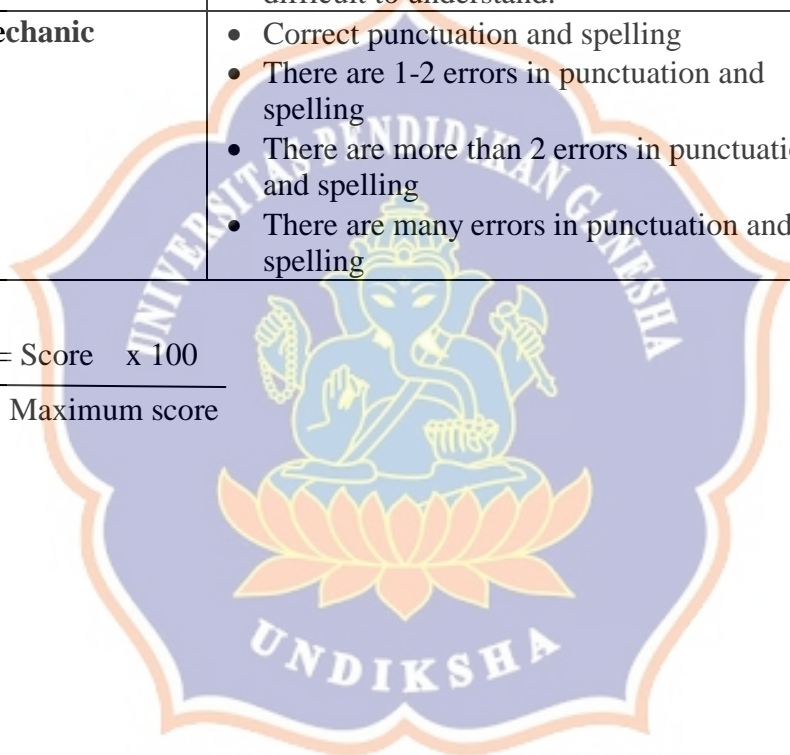
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3

	<ul style="list-style-type: none"> • Less accurate and affect the meaning. • Difficult to understand. 	2 1
Text coherence	<ul style="list-style-type: none"> • Appropriate text coherence. • Text coherence are quite accurate. • Text coherence are less accurate • Text coherence is not accurate 	4 3 2 1
Vocabulary	<ul style="list-style-type: none"> • • Vocabulary selection is correct and accurate. • Vocabulary selection is sometimes incorrect but does not affect meaning. • Vocabulary selection is incorrect and influences meaning. • Vocabulary selection is incorrect so it is difficult to understand. 	4 3 2 1
Mechanic	<ul style="list-style-type: none"> • Correct punctuation and spelling • There are 1-2 errors in punctuation and spelling • There are more than 2 errors in punctuation and spelling • There are many errors in punctuation and spelling 	4 3 2 1

$$\text{Score} = \frac{\text{Score}}{\text{Maximum score}} \times 100$$



APPENDIX 11

LESSON PLAN (EXPERIMENTAL GROUP)

4th MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Showing Intention
Time Allotment : 2 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention. 3.3.2 Students are able to find social function and text structure in the expression intention.
4.3 Arranging oral dan written text for expressing and asking question about intention to do something with regard to social function, text structure and language feature.	4.3.1 Students be able to create a simple dialog showing intention. 4.3.2 students be able to present their work in front of the class by doing a conversation.

C. Learning Objective

1. Students are expected to be able to identify the expression that use to show intention.

2. Students are expected to be able to find the social function and text structure in the expression intention
3. Students are expected to be able to create a dialog Showing intention.
4. Students are expected to be able to present showing intention by doing conversation.

D. Learning Material

1. Social function

To express and ask the intention.

2. Text structure

- a. Starting
- b. Respond

Expression can be used

- S + be going to + V1 + C
- S + plan + to + V1 + C
- S + Would like to + V1 + C
- S + Will + V1 + C

3. Language feature

- a. Showing intention using modal “be going to”, “Would like”, “Will” and verb “plan”
- b. Singular and plural nominal with or without “a”, “the”, “that”, “this”, “those”, “these”, etc.

4. Topic

Interaction of students and teacher inside and outside the class showing expression intention.

Example:

Fera: hy Elvi!

Elvi: Hy Fera

Fera: Do you already have any plan for this holiday?

Elvi:No really. How About You?

Fera: I am planning to spend my holiday at my hometown.

Elvi: Your hometown? Where is it?

Fera: Lampung. I missed my hometown so much. It has been a year since the last time I visit my hometown.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students' book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher's hand book

G. Interactional Activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none"> Teacher greets the students. Teacher ask students to pray together. Teacher check students' attendance. Teacher ask about students' preparation before starting the lesson. Teacher give brainstorming to the students. Teacher explain learning objective that will achieve 	10 minutes
Main Activity	<p>Observation</p> <ul style="list-style-type: none"> ➤ Students are given a dialog about Showing Intention. ➤ Students should analyze the social function, text structure and language feature of the dialog. <p>Questioning</p> <ul style="list-style-type: none"> ➤ Teacher asks students the point that students do not understand. ➤ Teacher incites students to asking and/or confirm about that text. ➤ Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none"> • Students work in a small group. • Students search some example of Showing Intention • Students analyze language feature, text structure, and social function of Showing Intention. • Students and teacher discuss their finding. <p>Associating</p> <ul style="list-style-type: none"> ➤ Students work in pair 	70 minutes

	<ul style="list-style-type: none"> ➤ Students create a simple conversation about Showing Intention ➤ Students check the other group work. <p>Communicating</p> <ul style="list-style-type: none"> ➤ Students do a conversation in front of the class to present their work. ➤ The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> • Students and teacher conclude the material that have learned. • Teacher gives an instruction about what they will do in the next meeting. • Closing 	10 minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention.	Oral test	Can you mention some expression that showing intention?
	3.3.2 Students are able to find social function and text structure in the expression intention.	Oral test	What is the structure of this sentence? What is the social function of this sentence?

2. Skill Competence

Assessment technique : Written and Oral Test

Indicator	Assessment Technique	Question
4.3.1 Students be able to create a simple dialog showing intention.	Written test	Please make a dialog that show intention with your friend.
4.3.2 students be able to present their work in front of the class by doing a conversation.	Oral test	Please present your work in front of the class by doing a conversation!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly Lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score} \times 100}{\text{Maximum score}}$$

APPENDIX 12

LESSON PLAN (EXPERIMENTAL GROUP)

5th MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Showing Intention
Time Allotment : 2 x 45 minutes

A. Core Competence

KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.

KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention. 3.3.2 Students are able to find social function and text structure in the expression intention.
4.3 Arranging oral dan written text for expressing and asking question about intention to do something with regard to social function, text structure and language feature.	4.3.1 Students be able to create a simple dialog showing intention. 4.3.2 students be able to present their work in front of the class by doing a conversation.

C. Learning Objective

1. Students are expected to be able to identify the expression that use to show intention.

2. Students are expected to be able to find the social function and text structure in the expression intention
3. Students are expected to be able to create a dialog Showing intention.
4. Students are expected to be able to present showing intention by doing conversation.

D. Learning Material

1. Social function

To express and ask the intention.

2. Text structure

- a. Starting
- b. Respond

Expression can be used

- S + be going to + V1 + C
- S + plan + to + V1 + C
- S + Would like to + V1 + C
- S + Will + V1 + C

3. Language feature

- a. Showing intention using modal “be going to”, “Would like”, “Will” and verb “plan”
- b. Singular and plural nominal with or without “a”, “the”, “that”, “this”, “those”, “these”, etc.

4. Topic

Interaction of students and teacher inside and outside the class showing expression intention.

Example:

Lia : Eva, have you heard that “Music Bank” concert will be held in Indonesia?

Eva : No, I haven’t heard that. Really?

Lia : Yes, really. I intend to save some money from now to buy the ticket.

Eva : I also will do it. So, we can watch the concert together.

Lia : Yeah. That’s great.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students' book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher's hand book

G. Interactional Activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none">Teacher greets the students.Teacher ask students to pray together.Teacher check students' attendance.Teacher ask about students' preparation before starting the lesson.Teacher give brainstorming to the students.Teacher explain learning objective that will achieve	10 minutes
Main Activity	<p>Observation</p> <ul style="list-style-type: none">Students are given a dialog with Showing Intention.Students should analyze the social function, text structure and language feature of the dialog. <p>Questioning</p> <ul style="list-style-type: none">Teacher asks students the point that students do not understand.Teacher incites students to asking and/or confirm about that text.Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none">Students work individuallyStudent prepare some sentence and question for each word that showing intention that had been learn.Students play a game, namely "poison ball"<ul style="list-style-type: none">Teacher will prepare a paper ball. It will throw to the students.The students that get the ball should answer the teacher question.The question about intentionThee students should answer by	70 minutes

	<p>using expression showing Intention</p> <ul style="list-style-type: none"> - After the students answer, he/she throw it to the other students. And give a question like that. It will be repeated for several time. <p>Associating</p> <ul style="list-style-type: none"> • Students work in pair • Students create a simple conversation about showing intention • Students check the other group work. <p>Communicating</p> <ul style="list-style-type: none"> • Students do a conversation in front of the class to present their work. • The other students and teacher give suggestion to the presenter. 	
Closing	<ul style="list-style-type: none"> • Teacher and students conclude the lesson. • Teacher give an instruction about what they will to do in the next meeting. 	10 minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention.	Oral test	Can you mention some expression that showing intention?
	3.3.2 Students are able to find social function and text structure in the expression intention.	Oral test	<p>What is the structure of this sentence?</p> <p>What is the social function of this sentence?</p>

2. Skill Competence

Assessment technique : Written and Oral Test

Indicator	Assessment Technique	Question
4.3.1 Students be able to create a simple dialog showing intention.	Written test	Please make a dialog that show intention with your friend.
4.3.2 students be able to present their work in front of the class by doing a conversation	Oral test	Please present your work in front of the class by doing a conversation!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly Lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand

1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand
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2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score} \times 100}{\text{Maximum score}}$$

APPENDIX 13

LESSON PLAN (EXPERIMENTAL GROUP)

6th MEETING

Name of School : SMA Negeri 1 Sukasada
Grade/Semester : X/1
Subject : English
Skill : Speaking
Material : Showing Intention
Time Allotment : 2 x 45 minutes

A. Core Competence

- KI-3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities, nationality, state, and civilization related to the cause of phenomenon and events, as well with the talent and interest to solve problem.
- KI-4 : Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention. 3.3.2 Students are able to find social function and text structure in the expression intention.
4.3 Arranging oral dan written text for expressing and asking question about intention to do something with regard to social function, text structure and language feature.	4.3.1 Students be able to create a simple dialog showing intention. 4.3.2 students be able to present their work in front of the class by doing a conversation.

C. Learning Objective

1. Students are expected to be able to identify the expression that use to show intention.

2. Students are expected to be able to find the social function and text structure in the expression intention
3. Students are expected to be able to create a dialog Showing intention.
4. Students are expected to be able to present showing intention by doing conversation.

D. Learning Material

1. Social function

To express and ask the intention.

2. Text structure

a. Starting

b. Respond

Expression can be used

- S + be going to + V1 + C
- S + plan + to + V1 + C
- S + Would like to + V1 + C
- S + Will + V1 + C

3. Language feature

a. Showing intention using modal “be going to”, “Would like”, “Will” and verb “plan”

b. Singular and plural nominal with or without “a”, “the”, “that”, “this”, “those”, “these”, etc.

4. Topic

Interaction of students and teacher inside and outside the class showing expression intention.

Example:

Lia : Eva, have you heard that “Music Bank” concert will be held in Indonesia?

Eva : No, I haven’t heard that. Really?

Lia : Yes, really. I intend to save some money from now to buy the ticket.

Eva : I also will do it. So, we can watch the concert together.

Lia : Yeah. That’s great.

E. Learning Method

Approach : Scientific Approach

Technique : Class discussion, pair work, individual work

F. Media, Tool, and Learning Source

Media : Text and students' book

Tool : Board marker, LCD, and Laptop

Learning source : Teacher's hand book

G. Interactional Activity

Stage	Activity	Time Allotment
Introduction	<ul style="list-style-type: none">• Teacher greets the students.• Teacher ask students to pray together.• Teacher check students' attendance.• Teacher ask about students' preparation before starting the lesson.• Teacher give brainstorming to the students.• Teacher explain learning objective that will achieve	10 minutes
Main Activity	<p>Observation</p> <ul style="list-style-type: none">➤ Students are given a dialog with Showing Intention.➤ Students should analyze the social function, text structure and language feature of the dialog. <p>Questioning</p> <ul style="list-style-type: none">➤ Teacher asks students the point that students do not understand.➤ Teacher incites students to asking and/or confirm about that text.➤ Teacher gives clarification about social function, text structure, and language feature of the text. <p>Exploring</p> <ul style="list-style-type: none">• Students work in pair• Students explore some idea to create a conversation. <p>Associating</p> <ul style="list-style-type: none">• Students create a simple conversation about asking and giving information about showing intention.• Students practice their conversation with their pair. <p>Communicating</p> <ul style="list-style-type: none">• Students do a conversation in front of the class to present their work.• The other students and teacher give	70 minutes

	suggestion to the presenter.	
Closing	<ul style="list-style-type: none"> Teacher and students conclude the lesson. Teacher give an instruction about what they will to do in the next meeting. 	10 minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.3 Analyzing social function, text structure, and language feature to express ask question about intention to do something, according to the context its use.	3.3.1 Students be able to identify expression that using showing intention.	Oral test	Can you mention some expression that showing intention?
	3.3.2 Students are able to find social function and text structure in the expression intention.	Oral test	<p>What is the structure of this sentence?</p> <p>What is the social function of this sentence?</p>

2. Skill Competence

Assessment technique : Written and Oral Test

Indicator	Assessment Technique	Question
4.3.1 Students be able to create a simple dialog showing intention.	Written test	Please make a dialog that show intention with your friend.
4.3.2 students be able to present their work in front of the class by doing a conversation	Oral test	Please present your work in front of the class by doing a conversation!

I. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Comprehension
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native Accent	Weak language control; basic vocabulary choice with some words clearly Lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score}}{\text{Maximum score}} \times 100$$

APPENDIX 14

BLUEPRINT OF QUESTIONNAIRE

Variable	Phases	Dimensions	Indicators	Number of items	Total Item
Self-regulated Learning	Forethought Phase	Task Analysis	3. Students' ways to select their goal of learning. 4. Students' ability to plan and choose the strategies which are needed.	1, 2, 4, 5, 7	5
		Self-Motivation Beliefs	4. Students' belief about their personally ability to perform a task. 5. Students' belief about their success in doing a certain task. 6. Students' belief toward their learning purposes.	3, 6, 8, 9, 10	5
	Performance Phase	Self-control	1. Students' ability to use a specific strategy to do their task. 2. Students' ability to solve their problems in learning and asking for help when needed. 3. Students' ability to keep their willingness to put in effort and interest for their unprogressive task.	11, 15, 20, 22, 24	5
		Self-observation	3. Students' awareness toward	12, 13,	5

			<p>their strengths and weaknesses in the learning process</p> <p>4. Students' ability to monitor their understanding during the learning process.</p>	14, 17, 21	
	Self-reflection Phase	Self-Judgment	<p>1. Students' ability to assess their performance following the learning process.</p> <p>2. Students' ability to find the reasons for their success and/or failure of their learning.</p>	18, 19, 23, 27, 28	5
		Self-reaction	<p>1. Students' reaction toward the result of their learning through self-judgment.</p> <p>2. Students' willingness to learn, perform the task, and modify the learning strategies.</p>	16, 25, 26, 29, 30	

APPENDIX 15

QUESTIONNAIRE

Angket Penelitian Tingkat ‘Self-regulated Learning’ pada Siswa Sekolah Menengah Atas.

Kalian diminta untuk memberikan respon secara terbuka dan sejujurnya terhadap pernyataan-pernyataan di bawah ini dengan memberikan tanda centang (✓) pada pilihan yang paling mewakili tentang apa yang kalian lakukan dalam mengatur cara belajar kalian sendiri. Kuesioner ini **tidak akan mempengaruhi nilai akademik kalian**, maka tidak akan ada jawaban yang dianggap salah ataupun benar.

Nama Siswa :

No. Absen :

Kelas :

Keterangan

5 = Sangat sering

4 = Sering

3 = Kadang-kadang

2 = Jarang

1 = Tidak pernah

No.	Pernyataan	1	2	3	4	5
1.	Saya menyusun target belajar yang ingin saya capai.					
2.	Saya menentukan target nilai di setiap mata pelajaran.					
3.	Saya yakin saya akan memperoleh nilai yang bagus pada semua mata pelajaran.					
4.	Saya mencari materi pembelajaran sebelum diajarkan di kelas.					
5.	Saya mencoba memahami materi pembelajaran yang akan diajarkan di kelas.					

6.	Saya yakin saya mampu memahami setiap materi yang akan diajarkan di kelas.					
7.	Saya menjawab soal-soal yang ada di buku sebelum dibahas oleh guru.					
8.	Saya yakin akan kemampuan saya untuk mengerjakan tugas-tugas yang diberikan oleh guru.					
9.	Saya yakin saya mampu melakukan yang terbaik pada semua mata pelajaran.					
10.	Saya yakin atas kemampuan saya untuk mencapai target pembelajaran.					
11.	Saya memilih posisi tempat duduk yang nyaman saat belajar di kelas.					
12.	Saya aktif merespon pertanyaan yang diberikan oleh guru saat pembelajaran di kelas.					
13.	Saya berinisiatif untuk mencatat hal-hal penting dari penjelasan guru.					
14.	Saya meminjam catatan teman apabila catatan saya kurang lengkap ataupun saat saya tidak masuk sekolah.					
15.	Saya mencoba menyelesaikan permasalahan yang ditemukan saat belajar di kelas sebelum bertanya kepada guru di kelas.					
16.	Setelah mendapatkan materi di sekolah, saya membaca ulang materi tersebut di rumah.					
17.	Saya mendiskusikan jawaban yang saya miliki dengan teman di samping saya.					
18.	Saya tidak malu untuk membandingkan hasil belajar saya dengan teman saya.					
19.	Saya mau menerima masukan dari teman dan guru.					
20.	Saya berinisiatif menemukan jawaban dari sumber lain selain buku saat diskusi kelompok.					

21.	Saya menyampaikan pendapat saya dalam kegiatan diskusi kelompok.					
22.	Saya mengerjakan tugas yang diberikan guru tepat waktu.					
23.	Saya selalu kritis dalam mencari tahu kenapa saya mendapatkan hasil belajar seperti yang saya terima.					
24.	Berapapun nilai yang saya dapat, saya akan tetap belajar lebih giat lagi.					
25.	Saya akan tetap belajar lebih giat lagi jika mendapat skor (nilai) di bawah KKM.					
26.	Saya akan tetap giat belajar walaupun sudah mendapatkan nilai bagus.					
27.	Saya selalu mengevaluasi cara belajar saya.					
28.	Saya akan mengoreksi kembali kesalahan-kesalahan yang saya buat setelah proses belajar.					
29.	Saya selalu berusaha meningkatkan hasil belajar saya dengan mengikuti bimbingan belajar di luar jam sekolah.					
30.	Saya yakin akan mendapatkan hasil yang lebih memuaskan jika saya sering belajar dan berlatih.					

APPENDIX 16

BLUEPRINT OF SPEAKING TEST

No	Core Competence	Basic Competence	Indicator	Instruction
1	Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.	4.3 Arranging oral dan written text for expressing and asking question about intention to do something with regard to social function, text structure and language feature.	<ul style="list-style-type: none"> - Students are able to create a simple dialog showing intention. - Students are able to present their work in front of the class. - Use expression of giving intention (Would like...), (will ...), (intend to...), (plan to...), (be going to...). 	Please work in pair and prepare a dialog about asking and showing intention. After preparing the dialog, please perform in front of the class in 2-3 minutes.

APPENDIX 17

SPEAKING TEST

(POST-TEST)

Class : X
Semester : 1
Subject : English
Time Allotment : 90 minutes (1 meeting)

Please work in pair and prepare a dialog about asking and showing intention. After preparing the dialog, please perform in front of the class in 2-3 minutes.

While performing, please consider the following aspect for your speaking performance

1. Fluency : Speaking fluently and automatically.
2. Accuracy : Speak using a good grammar
3. Pronunciation : Speak clearly and the listener understand your speech
4. Vocabulary : Use enough and accurate vocabulary
5. Comprehension : The idea or the message that the speaker utterance

APPENDIX 18

SPEAKING SCORING RUBRIC

Criteria	Scale	Descriptor
Fluency	5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
	4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
	3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
	2	The student is quiet often hesitated and stops while performing the short conversation
	1	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
Pronunciation and accent	5	Pronunciation is excellent; good effort at accent
	4	Pronunciation is good; good effort at accent
	3	Pronunciation is good; Some effort at accent, but is definitely non-native
	2	Pronunciation is okay; No effort towards a native Accent
	1	Pronunciation is lacking and hard to understand; No effort towards a native accent
Vocabulary	5	Excellent control of language features; a wide range of well-chosen vocabulary
	4	Good language control; good range of relatively well-chosen vocabulary
	3	Adequate language control; vocabulary range is lacking
	2	Weak language control; basic vocabulary choice with some words clearly lacking
	1	Weak language control; vocabulary that is used does not match the task
Accuracy	5	Accuracy & variety of grammatical Structures
	4	Some errors in grammatical structures possibly caused by attempt to include a variety.
	3	Frequent grammatical errors that do not obscure meaning; little variety in structures
	2	Frequent grammatical errors even in simple structures that at times obscure meaning.
	1	Frequent grammatical errors even in simple structures; meaning is obscured.
Comprehension	5	The content is clear and the students understand the content of speaking.
	4	The content is clear and the students understand the content of speaking although there is repetition in certain parts of speaking.
	3	The content is quite easy to understand and there are some repetitions.
	2	The content is quite difficult to understand and there

		are a lot of repetitions.
	1	The Content is not clear and the students do not understand the content.



APPENDIX 19

FORM OF CONTENT VALIDITY

1st Expert

Name : Luh Diah Surya Adnyani, S.Pd., M.Pd.

Position : Lecturer in Ganesha University of Education

Please give a checklist mark in column relevant if the item is relevant and a checklist in column irrelevant if the item is irrelevant

No	Items	Relevant	Irrelevant
1	Lesson plan for experimental class		
2	Lesson plan for control class		
3	Questionnaire		
4	Speaking post-test		
5	Speaking scoring rubric		

First Expert

Luh Diah Surya Adnyani, S.Pd., M.Pd.

NIP.198309232008122001

FORM OF CONTENT VALIDITY

2nd Expert

Name : Luh Gd. Rahayu Budiarta, S.Pd., M.Pd

Position : Lecturer in Ganesha University of Education

Please give a checklist mark in column relevant if the item is relevant and a checklist in column irrelevant if the item is irrelevant

No	Items	Relevant	Irrelevant
1	Lesson plan for experimental class		
2	Lesson plan for control class		
3	Questionnaire		
4	Speaking post-test		
5	Speaking scoring rubric		

Second Expert

Luh Gd. Rahayu Budiarta, S.Pd., M.Pd

NIP. 199309192018032001

APPENDIX 20

THE RESULT OF POST TEST OF STUDENTS' SPEAKING SCORE AND STUDENTS SELF-REGULATED LEARNING IN EXPERIMENTAL GROUP

No	Number of the Subject	Speaking Score	Self-Regulated Learning	
			Score	Level
1	Student 1	72	98	Low
2	Student 2	84	109	High
3	Student 3	80	103	High
4	Student 4	76	105	High
5	Student 5	64	82	Low
6	Student 6	60	92	Low
7	Student 7	84	127	High
8	Student 8	96	111	High
9	Student 9	76	104	High
10	Student 10	76	97	Low
11	Student 11	88	104	High
12	Student 12	64	70	Low
13	Student 13	80	93	Low
14	Student 14	84	111	High
15	Student 15	72	116	High
16	Student 16	64	75	Low
17	Student 17	76	112	High
18	Student 18	84	95	Low
19	Student 19	68	82	Low
20	Student 20	64	96	Low
21	Student 21	72	107	High
22	Student 22	92	95	Low
23	Student 23	96	134	High
24	Student 24	72	129	High
25	Student 25	96	110	High
26	Student 26	84	110	High
27	Student 27	80	78	Low

**THE RESULT OF POST TEST OF STUDENTS' SPEAKING SCORE AND
STUDENTS SELF-REGULATED LEARNING IN CONTROL GROUP**

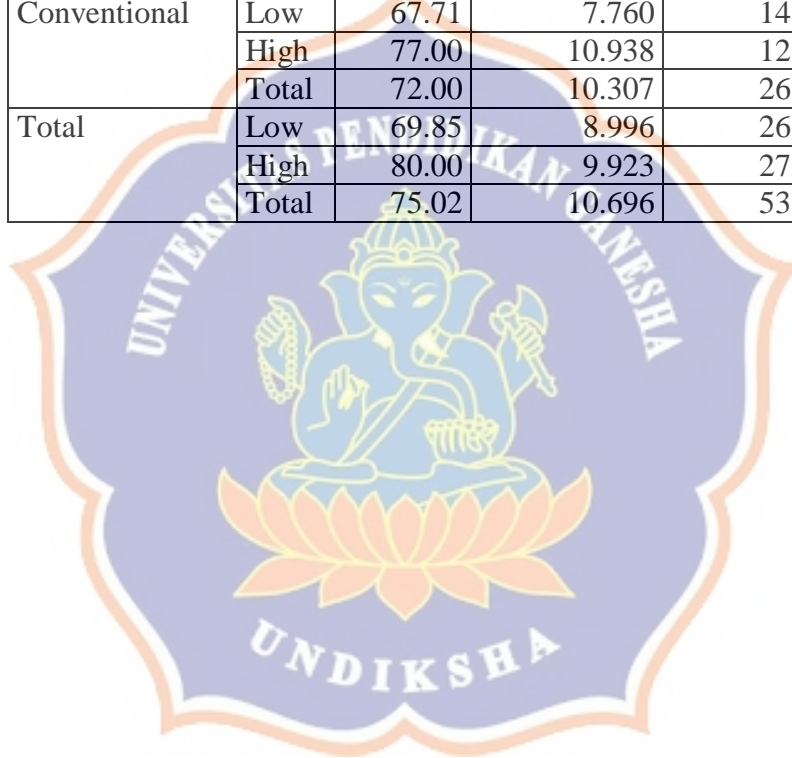
No	Number of the Subject	Speaking Score	Self-Regulated Learning	
			Score	Level
1	Student 1	64	83	Low
2	Student 2	72	99	Low
3	Student 3	88	115	High
4	Student 4	64	67	Low
5	Student 5	64	101	Low
6	Student 6	72	117	High
7	Student 7	88	112	High
8	Student 8	64	99	Low
9	Student 9	60	109	High
10	Student 10	68	96	Low
11	Student 11	88	119	High
12	Student 12	68	96	Low
13	Student 13	72	90	Low
14	Student 14	64	88	Low
15	Student 15	88	125	High
16	Student 16	64	93	Low
17	Student 17	88	107	High
18	Student 18	92	115	Low
19	Student 19	80	105	High
20	Student 20	60	98	Low
21	Student 21	64	100	Low
22	Student 22	72	103	High
23	Student 23	64	112	High
24	Student 24	64	117	High
25	Student 25	72	130	High
26	Student 26	68	87	Low

APPENDIX 21

DESCRIPTIVE STATISTICAL ANALYSIS OF STUDENTS' SCORE ON POST-TEST

Descriptive Statistics

Dependent Variable: Score				
Model	SRL	Mean	Std. Deviation	N
Flipped Learning	Low	72.33	10.012	12
	High	82.40	8.659	15
	Total	77.93	10.429	27
Conventional	Low	67.71	7.760	14
	High	77.00	10.938	12
	Total	72.00	10.307	26
Total	Low	69.85	8.996	26
	High	80.00	9.923	27
	Total	75.02	10.696	53



APPENDIX 22

ASSUMPTION TESTING OF STUDENTS'

SCORE ON POST-TEST

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Standardized Residual for Score	.150	53	.005	.964	53	.106
a. Lilliefors Significance Correction						

Test of Homogeneity

Levene's Test of Equality of Error Variances ^{a,b}					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.263	3	49	.093
	Based on Median	2.091	3	49	.113
	Based on Median and with adjusted df	2.091	3	41.738	.116
	Based on trimmed mean	2.292	3	49	.090
Tests the null hypothesis that the error variance of the dependent variable is equal across groups. a. Dependent variable: Score b. Design: Intercept + Model + SRL + Model * SRL					

APPENDIX 23

HYPOTHESIS TESTING

Two-Way ANOVA Test

Tests of Between-Subjects Effects						
Dependent Variable: Score						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1697.857 ^a	3	565.952	6.523	.001	.285
Intercept	294226.001	1	294226.001	3391.356	.000	.986
Model	329.376	1	329.376	3.797	.057	.072
SRL	1228.876	1	1228.876	14.164	.000	.224
Model * SRL	2.001	1	2.001	.023	.880	.000
Error	4251.124	49	86.758			
Total	304224.000	53				
Corrected Total	5948.981	52				
a. R Squared = .285 (Adjusted R Squared = .242)						

APPENDIX 24

DOCUMENTATION




Treatment in Experimental Class




Treatment in Control Class



 **schoology**

COURSES GROUPS RESOURCES MORE :


Course Options

Materials

Updates

Gradebook

Grade Setup

Badges

Attendance

Members


Access Code
KJG2-NWCR-4QDVW
Reset


X MIA 1: Section 1
Discussion 1


Discussion 1


please give comment to your friends vide
Posted Wed Nov 6, 2019 at 6:48 pm


Comments


 **Egar Sagita**
<https://flipgrid.com/s/ae56d7b06a99>
Reply · Like · Delete · Tue Jan 7, 20
2:34 pm


 **Eggy Saputra**
you make a good video. But there are some uncorrect
pronunciation.
Like · Delete · Today at 9:02 pm

 **dayuu malikaa**
<https://flipgrid.com/s/0644b9152b9a>
Reply · Like · Delete · Tue Jan 7, 20
4:35 pm

 **Eggy Saputra**
there are some misspronoun, but it is ok. you just
need to practice again
Like · Delete · Today at 9:06 pm

 **putu anggieta vedanti anjasmara**
<https://flipgrid.com/s/27bb90afe681>
Reply · Like · Delete · Wed Jan 8, 20
11:33 am

 **Eggy Saputra**
your speaking is already good. keep practice
Like · Delete · Today at 9:04 pm

 **Cindy Marcella**
<https://flipgrid.com/s/252734de5a8d>

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63 views **0.8** hours of engagement

 Search Responses



Name



Cindy ...

3 views

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Egar S.

5 views

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14 views

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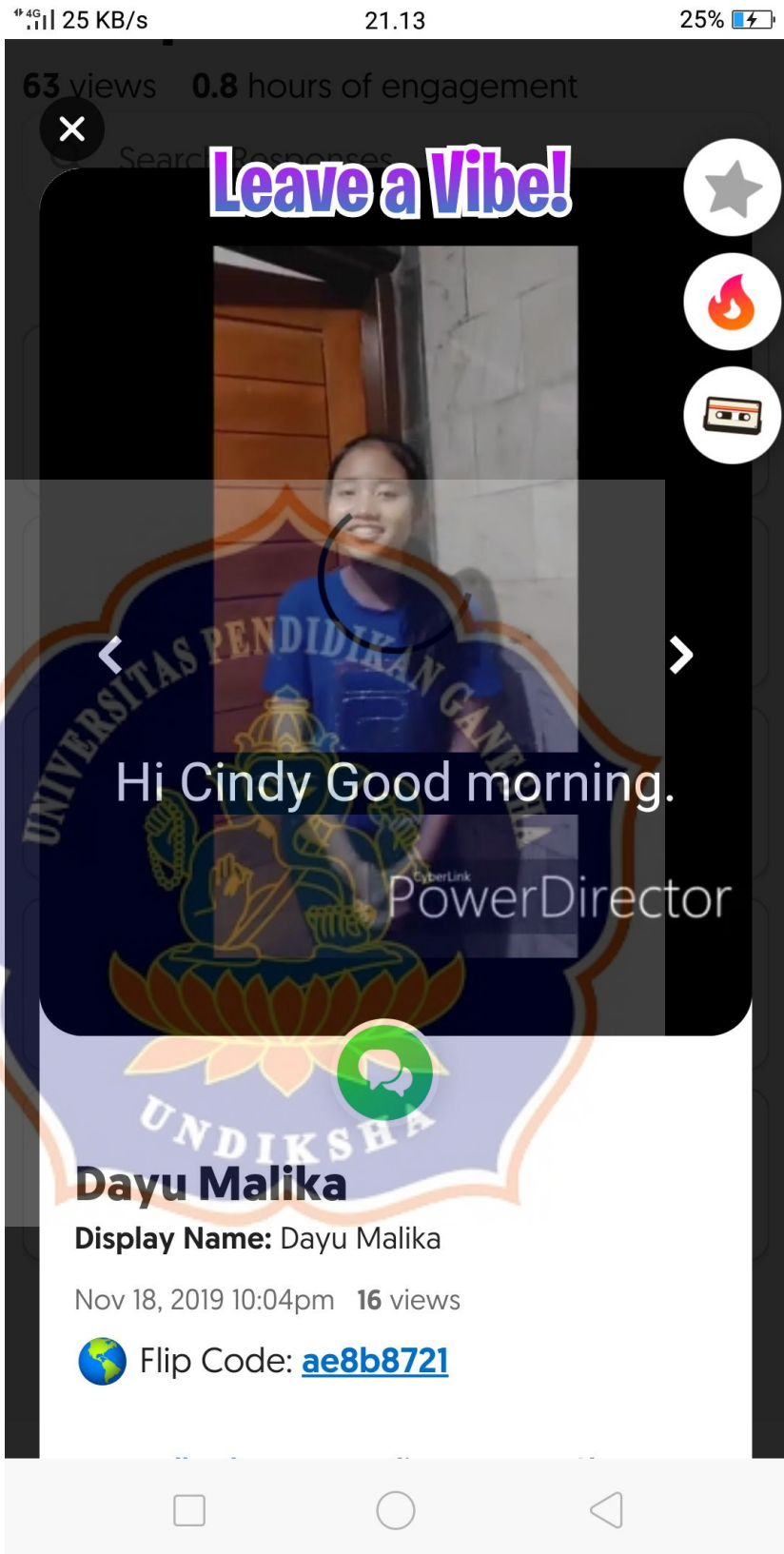
Dwiarta...

23 views

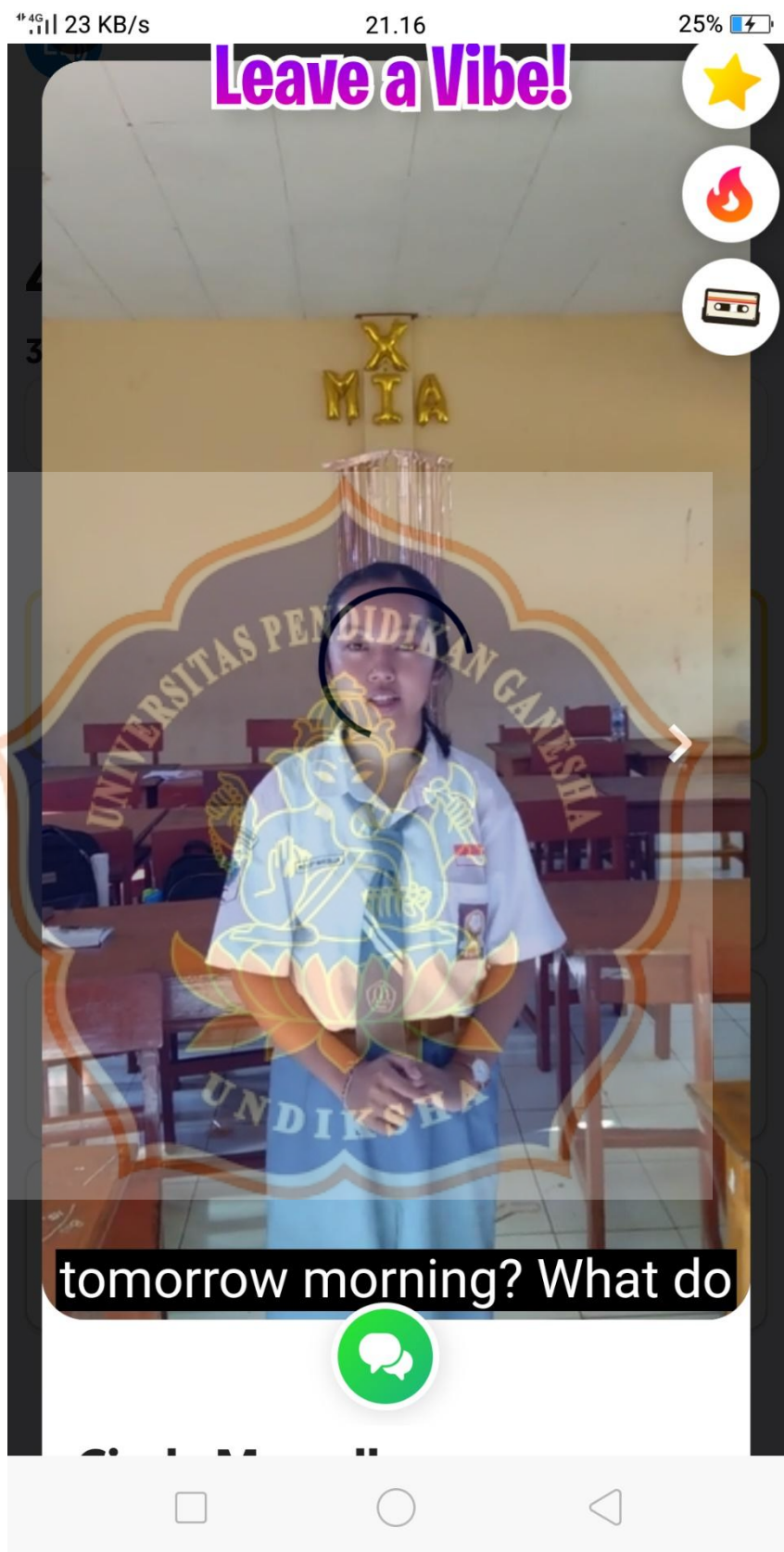
Actions ▾



Activity in Flipgrid



Student's Video on Flipgrid



Students' Video on Flipgrid