

APPENDIX A. Research Instrument

1. Scoring Rubric

N o.	Aspects	5 - Excellent	4 - Good	3 - Fair	2 - Poor	1 – Very Poor
	Pronunciation	Says words clearly; sounds like a native speaker.	Says most words clearly; easy to understand.	Some words are unclear, but we understand.	Many words are hard to understand.	Very hard to understand when speaking.
6.	Grammar	Uses full and correct sentences.	Makes small mistakes, but it's okay.	Makes some mistakes that affect meaning.	Makes many grammar mistakes.	Cannot use correct sentences.
7.	Vocabulary	Uses many words; uses new or smart words.	Uses enough words to say what they mean.	Uses simple words; repeats words a lot.	Has a hard time thinking of the right words.	Knows very few words; hard to speak.
8.	Fluency	Speaks smoothly with no long pauses.	Speaks mostly smoothly with some pauses.	Speaks with many pauses and some repeats.	Stops often; hard to keep ideas going.	Stops all the time; very slow.
9.	Comprehension /Understanding	Understands all questions and answers well.	Understands most questions and responds okay.	Sometimes needs help understanding.	Often doesn't understand; gives wrong answer.	Doesn't understand the questions at all.

Brown, 2001

Instrument Validation

Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Speaking Competency	Pronunciation	√		
	Grammar	√		
	Vocabulary	√		
	Fluency	√		
	Comprehension	√		

Singaraja, 6 Januari 2026

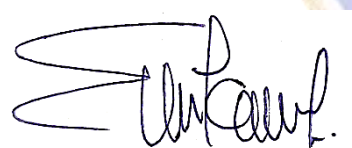
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2. Speaking Pre-Test

a. Learning Objective:

Students are able to speak about their daily activities, past experiences, and ongoing actions in a structured and fluent way using appropriate vocabulary, grammar, and pronunciation fluently and accurately.

b. Procedures:

(1) Choose one of the questions below to tell about your activities.

- What do you usually do every day?
- What did you do yesterday?
- What are you doing now?

(2) Describe your activity in English in 4–6 sentences.

(3) Perform it orally without reading any text. Use appropriate vocabulary and grammar with fluent pronunciation and accuracy.

c. Scoring Rubric

N o.	Aspects	5 - Excellent	4 - Good	3 - Fair	2 - Poor	1 – Very Poor
	Pronunciation	Says words clearly; sounds like a native speaker.	Says most words clearly; easy to understand.	Some words are unclear, but we understand.	Many words are hard to understand.	Very hard to understand when speaking.
2.	Grammar	Uses full and correct sentences.	Makes small mistakes, but it's okay.	Makes some mistakes that affect meaning.	Makes many grammar mistakes.	Cannot use correct sentences.
3.	Vocabulary	Uses many words; uses new or smart words.	Uses enough words to say what they mean.	Uses simple words; repeats words a lot.	Has a hard time thinking of the right words.	Knows very few words; hard to speak.

4.	Fluency	Speaks smoothly with no long pauses.	Speaks mostly smoothly with some pauses.	Speaks with many pauses and some repeats.	Stops often; hard to keep ideas going.	Stops all the time; very slow.
5.	Comprehension /Understanding	Understands all questions and answers well.	Understands most questions and responds okay.	Sometimes needs help understanding.	Often doesn't understand; gives wrong answer.	Doesn't understand the questions at all.

3. Speaking Post-Test

a. Learning Objective:

Students are able to speak about their daily activities, past experiences, and ongoing actions in a structured and fluent way using appropriate vocabulary, grammar, and pronunciation fluently and accurately.

b. Procedures:

(1) Choose one of the questions below to tell about your activities.

- What do you usually do on Sunday?
- What did you do last weekend?
- What is your friend doing now?

(2) Describe your activity in English in 4–6 sentences.

(3) Perform it orally without reading any text. Use appropriate vocabulary and grammar with fluent pronunciation and accuracy.

c. Scoring Rubric

No.	Aspects	5 - Excellent	4 - Good	3 - Fair	2 - Poor	1 – Very Poor
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	Pronunciation	Says words clearly; sounds like a native speaker.	Says most words clearly; easy to understand.	Some words are unclear, but we understand.	Many words are hard to understand.	Very hard to understand when speaking.
2.	Grammar	Uses full and correct sentences.	Makes small mistakes, but it's okay.	Makes some mistakes that affect meaning.	Makes many grammar mistakes.	Cannot use correct sentences.
3.	Vocabulary	Uses many words; uses new or smart words.	Uses enough words to say what they mean.	Uses simple words; repeats words a lot.	Has a hard time thinking of the right words.	Knows very few words; hard to speak.
4.	Fluency	Speaks smoothly with no long pauses.	Speaks mostly smoothly with some pauses.	Speaks with many pauses and some repeats.	Stops often; hard to keep ideas going.	Stops all the time; very slow.
5.	Comprehension / Understanding	Understands all questions and answers well.	Understands most questions and responds okay.	Sometimes needs help understanding.	Often doesn't understand; gives wrong answer.	Doesn't understand the questions at all.

Instrument Validation

Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Speaking Test	Questions are in line with the research objective (measuring speaking competency).	V		
	The language/instructions in the questions are clear and easy to understand	V		
	The number of questions is sufficient to measure student ability	V		
	The level of difficulty of the questions is appropriate for sixth-grade students	V		
	The questions cover speaking competency (fluency, grammar, vocabulary, pronunciation, comprehension)	V		

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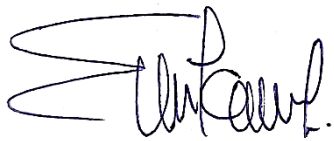
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4. Lesson Plan

Meeting 1 – Cici cooks in the kitchen (Simple Present Tense)

A. Informasi Umum

Nama Penyusun : Luh Putu Angelina Septiani

Instansi/Sekolah : SD Negeri 3 Bungkulan

Kelas/Semester : VI/1

Alokasi Waktu: 2 × 35 menit

Materi Pokok : Menggunakan Simple Present Tense untuk menyatakan kebiasaan atau fakta umum.

Keterampilan : Speaking

Link Quizlet :

<https://quizlet.com/id/958154837/simple-present-flash-cards>

<https://quizlet.com/il/366381855/simple-present-flash-cards/>

B. Komponen Inti

Capaian Pembelajaran: Peserta didik mampu menggunakan bahasa Inggris sederhana untuk menggunakan simple present tense untuk menyatakan kebiasaan atau fakta umum.

Tujuan Pembelajaran:

1. Siswa dapat mengidentifikasi kosakata sesuai topik.
2. Siswa dapat membuat kalimat sederhana sesuai pola.
3. Siswa dapat mempresentasikan hasil tugas dengan percaya diri.

C. Asesmen

Jenis: Unjuk kerja (speaking) & presentasi

Instrumen: Rubrik penilaian (Pronunciation, Grammar, Vocabulary, Fluency, Comprehension)

D. Strategi Pembelajaran

Model: Task-Based Language Teaching (TBLT) dengan integrasi Quizlet

E. Sarana & Media

- Quizlet set sesuai tema
- Flashcards bergambar
- Buku siswa / LKS

F. Langkah Kegiatan

- **Pendahuluan (10 menit):**

- Guru menyapa, berdoa, apersepsi sesuai topik.
- Menyampaikan tujuan pembelajaran.

- **Kegiatan Inti (50 menit):**

Pre-task (15 menit) :siswa mengenal kosakata melalui Quizlet (Flashcards + Match).

Task Cycle (20 menit) :siswa bekerja berpasangan/kelompok, menyusun kegiatan yang dilakukan sehari-hari.

- Task Type: Listing Tasks

Menyusun aktivitas sehari-hari menggunakan Simple Present Tense dan menyampaikannya ke depan kelas

Report: siswa mempresentasikan hasil.

Language Focus (15 menit) :guru menekankan aturan grammar & latihan ulang dengan Quizlet (Learn/Test).

- **Penutup (10 menit):**

- Refleksi siswa.
- Penguatan guru.
- Pemberian tugas rumah sederhana.

G. Refleksi

Refleksi Guru: apakah siswa mampu menggunakan kosakata & grammar dengan benar?

Refleksi Siswa: apa yang sudah dipelajari dan dirasakan?

Meeting 2 – I studied last night (Past Tense)

A. Informasi Umum

Nama Penyusun : Luh Putu Angelina Septiani

Instansi/Sekolah : SD Negeri 3 Bungkulan

Kelas/Semester : VI/1

Alokasi Waktu: 2 × 35 menit

Materi Pokok : Menggunakan Simple Past Tense untuk menceritakan kegiatan yang sudah dilakukan.

Keterampilan : Speaking

Link Quizlet :

<https://quizlet.com/id/958154837/simple-past-flash-cards>

<https://quizlet.com/279444086/simple-past-tense-verbs-negative-flash-cards/>

B. Komponen Inti

Capaian Pembelajaran: Peserta didik mampu menggunakan bahasa Inggris sederhana untuk menggunakan simple past tense untuk menceritakan kegiatan yang sudah dilakukan.

Tujuan Pembelajaran:

1. Siswa dapat mengidentifikasi kosakata sesuai topik.
2. Siswa dapat membuat kalimat sederhana sesuai pola.
3. Siswa dapat mempresentasikan hasil tugas dengan percaya diri.

C. Asesmen

Jenis :Unjuk kerja (speaking) & presentasi

Instrumen :Rubrik penilaian (Pronunciation, Grammar, Vocabulary, Fluency, Comprehension)

D. Strategi Pembelajaran

Model: Task-Based Language Teaching (TBLT) dengan integrasi Quizlet

E. Sarana & Media

- Quizlet set sesuai tema
- Flashcards bergambar
- Buku siswa / LKS

F. Langkah Kegiatan

• Pendahuluan (10 menit):

- Guru menyapa, berdoa, apersepsi sesuai topik.
- Menyampaikan tujuan pembelajaran.

• Kegiatan Inti (50 menit):

Pre-task (15 menit) :siswa mengenal kosakata melalui Quizlet (Flashcards + Match).

Task Cycle (20 menit) :siswa bekerja berpasangan/kelompok, membuat deskripsi dalam bentuk dialog.

- Task type :Sharing Personal Experiences

Mengorganisasi dan Menceritakan Pengalaman yang telah di alami siswa (sudah terjadi di masa lalu) sesuai kaidah simple past tense.

Report :siswa mempresentasikan hasil.

Language Focus (15 menit) :guru menekankan aturan grammar & latihan ulang dengan Quizlet (Learn/Test).

- **Penutup (10 menit):**
 - Refleksi siswa.
 - Penguatan guru.
 - Pemberian tugas rumah sederhana.

G. Refleksi

Refleksi Guru: apakah siswa mampu menggunakan kosakata & grammar dengan benar?

Refleksi Siswa: apa yang sudah dipelajari dan dirasakan?

Meeting 3 – I was in Bali last week (Was/Were)

A. Informasi Umum

Nama Penyusun : Luh Putu Angelina Septiani

Instansi/Sekolah : SD Negeri 3 Bungkulan

Kelas/Semester : VI/1

Alokasi Waktu: 2 × 35 menit

Materi Pokok : Menggunakan was/were untuk menceritakan keadaan atau keberadaan di masa lalu.

Keterampilan : Speaking

Link Quizlet :

<https://quizlet.com/id/958154837/was-were-flash-cards>

<https://quizlet.com/co/381585126/was-were-flash-cards/>

<https://quizlet.com/il/578245852/was-were-flash-cards/>

B. Komponen Inti

Capaian Pembelajaran: Peserta didik mampu menggunakan bahasa Inggris sederhana untuk menggunakan was/were untuk menceritakan keadaan atau keberadaan di masa lalu.

Tujuan Pembelajaran:

1. Siswa dapat mengidentifikasi kosakata sesuai topik.
2. Siswa dapat membuat kalimat sederhana sesuai pola.
3. Siswa dapat mempresentasikan hasil tugas dengan percaya diri.

C. Asesmen

Jenis: Unjuk kerja (speaking) & presentasi

Instrumen: Rubrik penilaian (Pronunciation, Grammar, Vocabulary, Fluency, Comprehension)

D. Strategi Pembelajaran

Model: Task-Based Language Teaching (TBLT) dengan integrasi Quizlet

E. Sarana & Media

- Quizlet set sesuai tema
- Flashcards bergambar
- Buku siswa / LKS

F. Langkah Kegiatan

- **Pendahuluan (10 menit):**

- Guru menyapa, berdoa, apersepsi sesuai topik.
- Menyampaikan tujuan pembelajaran.

- **Kegiatan Inti (50 menit):**

Pre-task (15 menit) :siswa mengenal kosakata melalui Quizlet (Flashcards + Match).

Task Cycle (20 menit) :siswa bekerja secara berpasangan/kelompok dalam membuat kalimat/dialog yang berhubungan dengan Lokasi, keadaan, atau hal yang telah terjadi.

- Task Type : Sharing Personal Experiences

Menceritakan Lokasi, keadaan, atau hal yang telah terjadi/dilakukan di masa lalu menggunakan *was/were*.

Report: siswa mempresentasikan hasil.

Language Focus (15 menit) : guru menekankan aturan grammar & latihan ulang dengan Quizlet (Learn/Test).

- **Penutup (10 menit):**

- Refleksi siswa.

- Penguatan guru.
- Pemberian tugas rumah sederhana.

G. Refleksi

Refleksi Guru: apakah siswa mampu menggunakan kosakata & grammar dengan benar?

Refleksi Siswa: apa yang sudah dipelajari dan dirasakan?

Meeting 4 – What are you doing? (Present Continuous Tense)

A. Informasi Umum

Nama Penyusun : Luh Putu Angelina Septiani
 Instansi/Sekolah : SD Negeri 3 Bungkulan
 Kelas/Semester : VI/1
 Alokasi Waktu: 2 × 35 menit
 Materi Pokok : Menggunakan Present Continuous Tense untuk menyatakan kegiatan yang sedang berlangsung.
 Keterampilan : Speaking
 Link Quizlet :
<https://quizlet.com/id/958154837/present-continuous-flash-cards>
<https://quizlet.com/id/541742212/present-continuous-tense-verb-ing-flash-cards/>

B. Komponen Inti

Capaian Pembelajaran: Peserta didik mampu menggunakan bahasa Inggris sederhana untuk menggunakan present continuous tense untuk menyatakan kegiatan yang sedang berlangsung.

Tujuan Pembelajaran:

1. Siswa dapat mengidentifikasi kosakata sesuai topik.
2. Siswa dapat membuat kalimat sederhana sesuai pola.
3. Siswa dapat mempresentasikan hasil tugas dengan percaya diri.

C. Asesmen

Jenis : Unjuk kerja (speaking) & presentasi
 Instrumen : Rubrik penilaian (Pronunciation, Grammar, Vocabulary, Fluency, Comprehension)

D. Strategi Pembelajaran

Task-Based Language Teaching (TBLT) dengan integrasi Quizlet

E. Sarana & Media

- Quizlet set sesuai tema
- Flashcards bergambar
- Buku siswa / LKS

F. Langkah Kegiatan

- **Pendahuluan (10 menit):**

- Guru menyapa, berdoa, apersepsi sesuai topik.
- Menyampaikan tujuan pembelajaran.

- **Kegiatan Inti (50 menit):**

Pre-task (15 menit) :siswa mengenal kosakata melalui Quizlet (Flashcards + Match).

Task Cycle (20 menit) :siswa bekerja berpasangan/kelompok, membuat kalimat/dialog sesuai konteks situasi yang diberikan guru.

- Task Type :problem-solving tasks

Mencermati suatu situasi yang sedang terjadi (dalam bentuk teks) lalu menceritakan dan deskripsikan situasi tersebut.

Report :siswa mempresentasikan hasil.

Language Focus (15 menit) :guru menekankan aturan grammar & latihan ulang dengan Quizlet (Learn/Test).

- **Penutup (10 menit):**

- Refleksi siswa.
- Penguatan guru.
- Pemberian tugas rumah sederhana.

G. Refleksi

Refleksi Guru: apakah siswa mampu menggunakan kosakata & grammar dengan benar?

Refleksi Siswa: apa yang sudah dipelajari dan dirasakan?

Instrument Validation

Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Lesson Plan	Clear learning objectives	√		
	Learning steps in accordance with the TBLT framework	√		
	Quizlet integration is visible at all stages	√		
	Activities appropriate to the student level	√		

Singaraja, 6 Januari 2026

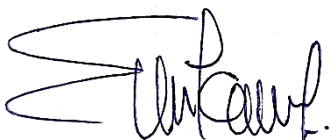
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APPENDIX B. Hasil Pre-Test dan Post-Test

Hasil Pre-Test

No.	Name	Speaking Competency Aspect					Gain Score	Total Score (x4)
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension/ Understanding		
1.	Gede Arta Sastrawan	3	2	2	3	3	13	52
2.	Gede Semara Winaya	3	4	3	3	3	16	64
3.	I Gusti Ayu Agung Dinda Pradnya O.M.	4	5	5	5	5	24	96
4.	Ketut Agus Wibawe Saputra	2	3	2	3	3	13	52
5.	Kadek Adinda Kirana Prameswari	4	4	3	4	4	19	76
6.	Kadek Eva Sriwati	3	4	3	4	3	17	68
7.	Kadek Maharani Putri	3	4	3	3	4	17	68
8.	Kadek Werdiana	2	3	3	3	3	14	56
9.	Ketut Risma Ayu Dewi	3	4	3	4	4	18	72
10.	Komang Adi Artana	2	3	3	3	3	14	56
11.	Komang Astia Winartini	4	4	4	5	4	21	84
12.	Komang Ayu Suciani	4	4	4	4	5	21	84
13.	Komang Dipa Widiantera	3	3	3	3	3	15	60
14.	Komang Meisa Ulandari	3	4	3	4	4	18	72
15.	Komang Sharma Surya Maharani	3	3	2	2	3	13	52
16.	Komang Sofy Reza Ardana	3	4	3	4	4	18	72
17.	Komang Widiastuti	2	3	3	3	3	14	56

18.	Made Putra Alvinata	4	4	4	4	3	19	76
19.	Kadek Anggrelina F.	3	4	3	4	3	17	68
20.	Ni Kadek Avantika Dwi Wardani	3	4	3	3	3	16	64
21.	Savitri Hoky	4	4	4	4	4	20	80
22.	Nyoman Dhanesh Narendra B.	4	5	4	5	5	23	92
23.	Putu Adelya Cintya Bella	3	4	3	4	3	17	68
24.	Putu Ananda Putra D.	3	3	3	3	4	16	64
25.	Putu Ayu Linda Febriani	4	5	5	5	5	24	96
26.	Putu Pande Satria Wiguna	3	3	3	3	3	15	60
27.	Putu Putri Pratiwi	3	4	3	3	3	16	64
28.	Putu Wegi Aryandana	3	4	3	3	3	16	64
Total		88	105	90	101	100	484	1.936

Average:

Gain score/Jumlah Siswa = $484/28 = 17.3$

Total Score/Jumlah Siswa = $1.936/28 = 69.1$

Hasil Post-Test

No.	Name	Speaking Competency Aspect					Gain Score	Total Score (x4)
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension/ Understanding		
1.	Gede Arta Sastrawan	4	4	3	4	4	19	76
2.	Gede Semara Winaya	4	4	4	4	4	20	80
3.	I Gusti Ayu Agung Dinda Pradnya O.M.	4	5	5	5	5	24	96
4.	Ketut Agus Wibawe Saputra	3	3	3	4	3	16	64
5.	Kadek Adinda Kirana Prameswari	4	4	4	4	4	20	80
6.	Kadek Eva Sriwati	4	4	3	4	4	19	76
7.	Kadek Maharani Putri	4	4	4	3	4	19	76
8.	Kadek Werdiana	3	4	4	4	4	19	76
9.	Ketut Risma Ayu Dewi	4	4	4	4	4	20	80
10.	Komang Adi Artana	4	4	5	5	5	23	92
11.	Komang Astia Winartini	4	4	5	4	5	22	88
12.	Komang Ayu Suciani	4	4	4	4	5	21	84
13.	Komang Dipa Widianara	4	3	3	4	3	17	68
14.	Komang Meisa Ulandari	4	4	4	4	4	20	80
15.	Komang Sharma Surya Maharani	4	4	5	4	4	21	84
16.	Komang Sofy Reza Ardana	4	4	4	4	4	20	80
17.	Komang Widiastuti	3	4	4	3	4	18	72
18.	Made Putra Alvinata	4	4	4	5	5	22	88

19.	Kadek Anggrelina F.	4	4	3	4	4	19	76
20.	Ni Kadek Avantika Dwi Wardani	3	4	4	4	4	19	76
21.	Savitri Hoky	4	5	5	4	5	23	92
22.	Nyoman Dhanesh Narendra B.	4	5	4	5	5	23	92
23.	Putu Adelya Cintya Bella	4	4	4	4	4	20	80
24.	Putu Ananda Putra D.	4	5	4	5	5	23	92
25.	Putu Ayu Linda Febriani	4	4	4	5	5	22	88
26.	Putu Pande Satria Wiguna	4	4	4	3	4	19	76
27.	Putu Putri Pratiwi	4	4	4	4	4	20	80
28.	Putu Wegi Aryandana	4	4	4	4	4	20	80
Total		108	114	112	115	119	568	2.272

Average:

Gain score/Jumlah Siswa = $568/28 = 20.3$

Total Score/Jumlah Siswa = $2.272/28 =$

APPENDIX C. Documentation















