

## APPENDIX 1

The teaching scenario of instructional activities on experimental group and control group.

Experimental Group (Community Language Learning Method)	Control Group (Conventional Method)
Observing	
<ol style="list-style-type: none"> <li>1. Teacher gives the students apperception.</li> <li>2. Teacher gives explanation about the topic.</li> <li>3. Teacher gives the example of conversation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher gives the students apperception.</li> <li>2. Teacher gives explanation about the topic.</li> <li>3. Teacher gives the example of conversation.</li> </ol>
Questioning	
<ol style="list-style-type: none"> <li>1. Teacher leads the students to asks about the topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads the students to asks about the topic.</li> </ol>
Exploring	
<ol style="list-style-type: none"> <li>1. Students identify the example of conversation.</li> <li>2. Teacher collect ideas about the topic by giving some questions directly to students.</li> <li>3. Teacher and students discuss about the topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students identify the example of conversation.</li> <li>2. Teacher collect ideas about the topic by giving some questions directly to students.</li> <li>3. Teacher and students discuss the exercise.</li> </ol>
Associating	
<ol style="list-style-type: none"> <li>1. Teacher introduces the steps of community language learning method and asks the students to make a group in pair.</li> <li>2. Teacher asks the students about their experience in making</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher gives the topic to each group using lottery.</li> <li>2. Teacher tells the students what they should do in learning process.</li> <li>3. Teacher gives the students</li> </ol>

<p>conversation to the other people.</p> <ol style="list-style-type: none"> <li>3. Teacher tells the students before the students are ready to record, they have to choose the subject and try to use in English, if the students feel uncomfortable, they can tell the teacher in their L1 what they would like to say and the teacher will come to translate into English.</li> <li>4. Teacher gives the students instruction, If the students feel comfortable enough they can say some of it directly in English based on the topic.</li> <li>5. Teacher gives the students microphone when they feel ready to speak and record their conversation.</li> <li>6. Teacher gives the students instruction, It repeated until all of the students have record their conversation.</li> </ol>	<p>picture about the topic.</p> <ol style="list-style-type: none"> <li>4. Teacher asks the students to observe the picture.</li> <li>5. Teacher asks the students to prepare a simple conversation.</li> <li>6. Teacher asks the students to perform their work in front of the class without text in pairs.</li> </ol>
<p>Communicating</p>	
<ol style="list-style-type: none"> <li>1. Teacher asks the students what they fell after the learning process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher asks the students their difficulties in speaking about the topic.</li> </ol>

## APPENDIX 2

### Speaking Scoring Rubric

No.	Indicators	Criteria	Score	Weight
1.	Content	Contains accurate and relevant information.	5	35%
		Contains relevant information with possible some minors error.	4	
		Contains partial relevant information.	3	
		Contains very low relevant information.	2	
		Contains irrelevant information.	1	
2.	Pronunciation	Pronunciation is fluent and effortless as that of native speaker.	5	25%
		Pronunciation is easy to understand through conscious of definite accent.	4	
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	
		Pronunciation hard to understand because of pronunciation problem must frequently be asked to repeat.	2	
		Pronunciation problems too severe as to make speech unintelligible.	1	
3.	Fluency	Speech is fluent and effortless as that of native speaker problems.	5	20%
		Speed of speech seems to be slightly affected by language problems.	4	
		Speed and fluency are rather strongly affected by language problems.	3	
		Usually hesitant, often forced into silence by language problems.	2	
		Speech is as halting and fragmentary as to make sentence virtually impossible.	1	

4.	Grammar	Make few noticeable errors of grammar or word order.	5	10%
		Occasionally makes grammatical and/or word order errors which do not obscure meaning.	4	
		Make frequent errors of grammar and word order, which obscure meaning.	3	
		Grammar and word orders make comprehension difficult to understand.	2	
		Errors in grammar and words order to severe as to make speech unintelligible.	1	
5.	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker.	5	10%
		Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4	
		Frequently uses the wrong words conversation somewhat limited because of inadequated vocabulary.	3	
		Misuse of words and very limited vocabulary makes comprehension quite difficult.	2	
		Vocabulary limitation so extreme as to make conversation virtually imposible.	1	

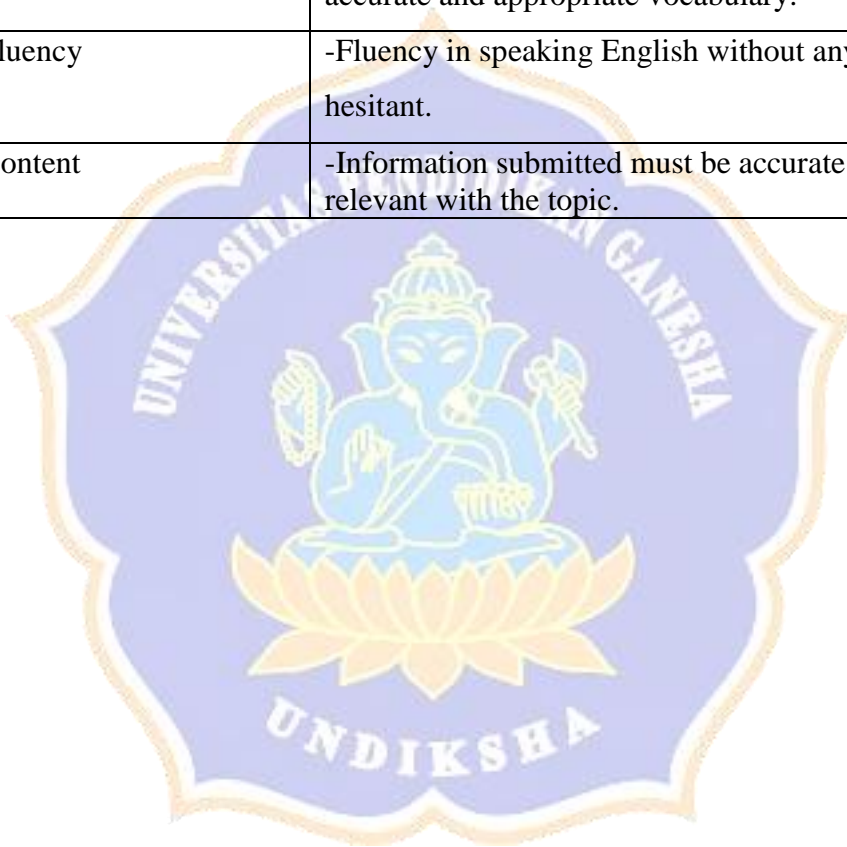
*Adapted from Hughes (1989) and Laskowski (2010)*

**Total Score** = Total number of sub-categories x 4

### APPENDIX 3

#### Blueprint of Speaking

No.	Dimensions	Indicators
1.	Pronunciation	-Accuracy in pronunciation makes the conversation clear and understandable.
2.	Grammar	- Accuracy of the use of grammar, especially the errors.
3.	Vocabulary	-Using a variety of vocabulary and able to use accurate and appropriate vocabulary.
4.	Fluency	-Fluency in speaking English without any hesitant.
5.	Content	-Information submitted must be accurate and relevant with the topic.



## APPENDIX 4

### The Name of the Students in Sample

No.	Experimental Group (VII B)	Control Group (VII E)
1.	I Gede Rio Budipradana	Desak Kadek Rastini
2.	I Gede Wiradana	Gede Agus Ramanta
3.	Ida Ayu Putu Oktavia Ardani	Gede Soma Nasa
4.	Ida Ayu Putu Ratih Pradnya Dewi	Gede Supriadnyana
5.	Kadek Arista Selma Putra	I Gede Herry Wiriawan
6.	Kadek Ayu Puspawati	I Gede Rizky Suka Darma
7.	Kadek Ayu Resminingsih	I Gede Wendy Ary Nugraha
8.	Kadek Ernia Cahyani	I Kadek Teddi Anggastia
9.	Kadek Martha Rahayu	Ida Ayu Kade Purnamawati
10.	Kadek Pryan Permana	Kadek Adi Guna
11.	Kadek Vani Wulandari	Kadek Ari Setiawan
12.	Kadek Viola Herlina	Kadek Bagus Suryawan
13.	Ketut Ayu Asiti Sari	Kadek Ria Artini
14.	Ketut Mita Widiastri	Ketut Adinda Mahayani
15.	Komang Haris Widiantara	Ketut Budiawan
16.	Komang Octa Setya Putra	Ketut Caniasih
17.	Komang Seni Adnyani	Ketut Dimas Puriana
18.	Komang Wina Ananta	Ketut Intariani
19.	Luh De Indah Setianingsih	Komang Abdi Ariasa
20.	Luh Putu Dian Tristyanti	Komang Aditya Pradipta
21.	Luh Sumbertini	Komang Anggreni
22.	Made Lola Parwati Candraningsih	Komang Budi Adnyana
23.	Ni Kadek Elia Dwi Febrianti	Komang Mas Try Handayani
24.	Ni Kadek Jelita Kartika Putri	Komang Tri Yoga Mahendra
25.	Ni Ketut Nisa Berliani	Komang Trisna Sari
26.	Ni Komang Devi Trijayanti	Luh Putu Sulistiawati
27.	Ni Luh Ananda Dyra Cyntya Pratiwi	Luh Sukrawi

28.	Ni Luh Eka Krisna Dewi	Ni Kadek Resa Agustini
29.	Ni Luh Putu Nia Pramesti	Ni Komang Seri Lestari Dewi
30.	Nyoman Intan Septiarini	Ni Luh Pipit Diah Anggreni
31.	Putu Amelia Putri	Ni Putu Ria Budi Agustini
32.	Putu Wahyou Widiadnyana	



## APPENDIX 5

### LESSON PLAN FOR EXPERIMENTAL GROUP

(1st meeting)

School : SMP Negeri 1 Sawan  
Subject : Bahasa Inggris  
Main Subject : Names of Public Places  
Class/Semester : VII/Genap  
Time Allocation : 2 X 40 Minutes

#### A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alami dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam	



	semangat belajar.	
2.	Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.	Menunjukkan sikap tanggungjawab, peduli, cinta damai, dan mau bekerjasama ketika berinteraksi dengan guru maupun teman dalam mempelajari bahasa Inggris.
3.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk meminta dan mengungkapkan pendapat.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam meminta dan mengungkapkan pendapat.
4.	Menyusun teks lisan dan tulis untuk meminta dan mengungkapkan pendapat dengan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun teks lisan dalam bentuk dialog tentang meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. MATERIAL

Theme : Names of Public Places

Focus Skill : Speaking Skill

#### **Names of Public Places:**

- School
- Bank
- Hospital

- Library
- Police Station
- Park
- Post Office
- Market
- Hotel
- Restaurant
- Gas Station
- Drugstore
- Bus Station
- Airport
- Harbour
- Beach
- University
- Museum

### Asking Places

- Where is the ...?
- Do you know where is ...?

### How to answer it

- Near ...
- Besides ...
- In front of ...
- Behind ...
- Between ...

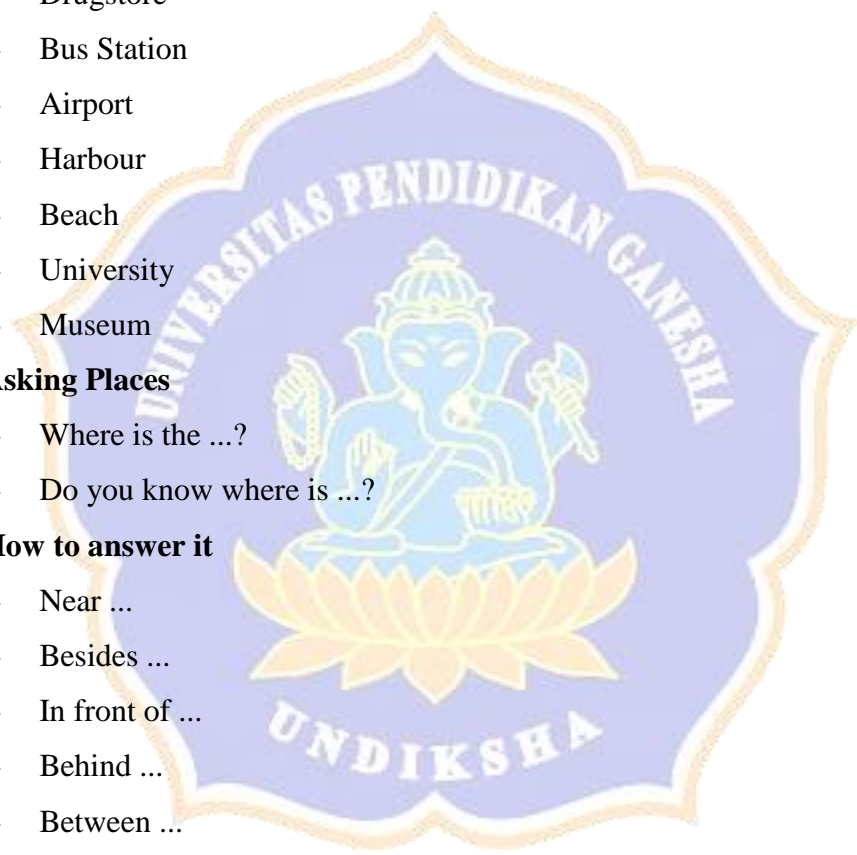
### Examples:

- The hospital is near the post office
- A bank is in front of the bakery

### Dialogue

#### Dialogue 1

- Diana : Excuse me, where is the bank?
- Bayu : The bank is near the school.
- Diana : So, the bank is near the school. Right?



Bayu : Yes, thank you.

Diana : You are welcome.

### Dialogue 2

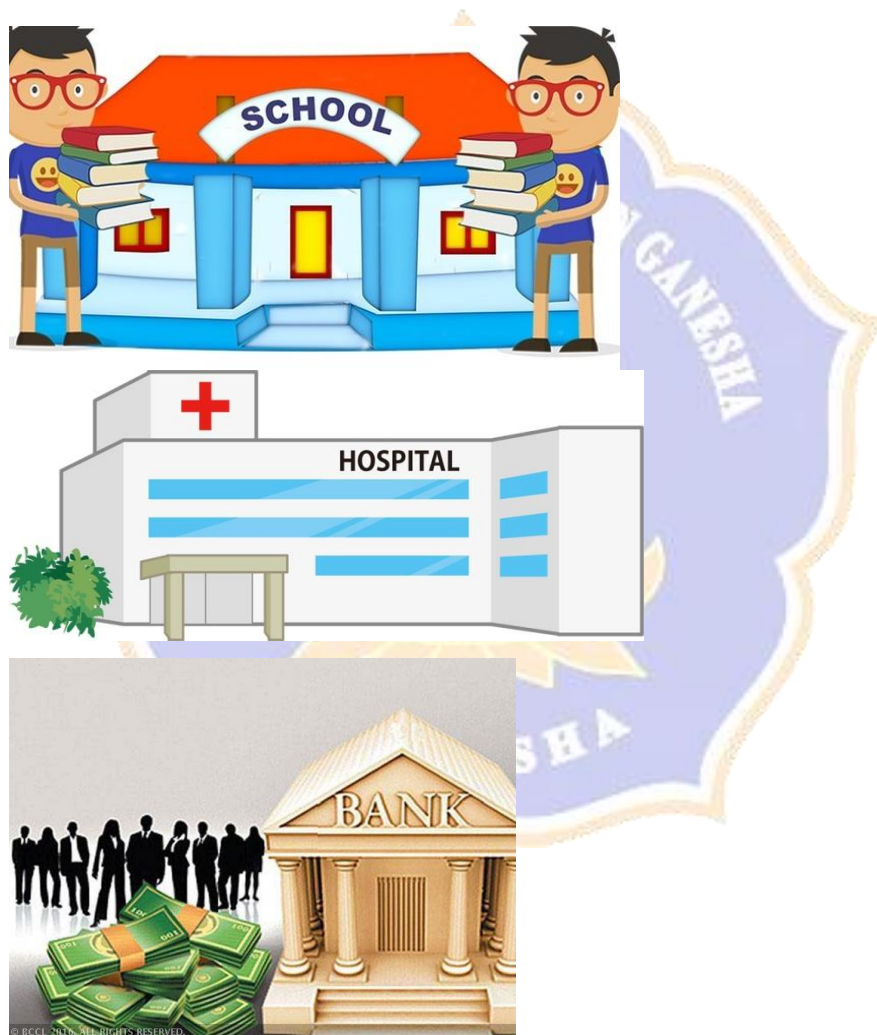
Bayu : Hello Dinda, Do you know where the post office is?

Dinda : Yes, the post office is in front of the school.

Bayu : Okay, thank you.

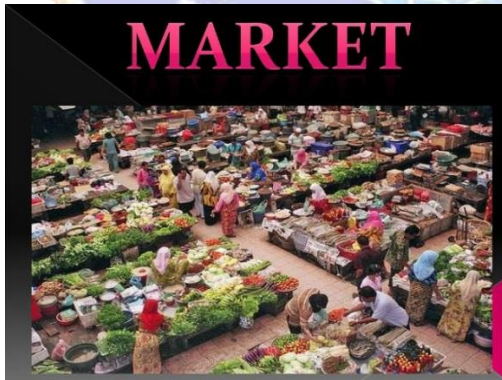
Dinda : You are welcome.

### The Pictures in Game:





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**D. Teaching Method**

1. Approach : Scientific Approach
2. Strategy : Tape Recording Students Conversation
3. Model : Community Language Learning Method
4. Technique : Discussion, Conversation, and Game

**E. MEDIA, TOOL, and SOURCE of LEARNING**

1. Media : Dictionary, Tape Recorder, Dialogue, and Game “Guess, what am I?”
2. Tools : Whiteboard, Boardmarker, and Eraser
3. Source : English Guide Book Curriculum 13 and Internet ([www.google.com](http://www.google.com)).

**F. Instructional Activities**

STEPS	ACTIVITY	TIME
Pre-Activity	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>-Greeting the students and asks one of the students to lead the pray</li> <li>- The teacher checks students attendance</li> <li>- Motivate students in learning by giving a game in which students are divided into two groups in one class then giving pieces of place pictures. The teacher gives clues related to public places, students must guess the place by using a given piece of picture.</li> <li>- Based on the game, students guess what material will be discussed.</li> </ul>	5 Minutes

Main Activity	<p>Reflection</p> <ul style="list-style-type: none"> <li>- Teacher asks the students about their experience in making conversation about names of public places to the other people.</li> <li>- Students are given an example of a conversation about names of public places and identify the asking places, how to answer it, and the places.</li> <li>- Teacher asks the students to find a partner with lottery numbers and tape recorder put on the table.</li> </ul>	70 Minutes
	<p>Recording</p> <ul style="list-style-type: none"> <li>- Before the students are ready to record, they have to choose the subject and try to use in English, if the students feel uncomfortable, they can tell the teacher in their L1 what they would like to say and the teacher will come to translate into English.</li> <li>- If the students feel comfortable enough they can say some of it directly in English based on the material.</li> <li>- When they feel ready to speak the students take the microphone and record their conversation.</li> <li>- It repeated until all of the students have record their conversation.</li> </ul>	
	<p>Discussion</p> <ul style="list-style-type: none"> <li>- The next is a discussion stage: Students discuss how they think the conversation went and how they felt about talking to a microphone, whether they felt more comfortable speaking aloud than they might</li> </ul>	

	<p>do normally.</p> <ul style="list-style-type: none"> <li>- The results of each group's recording conversation will be exchanged to the other group, and transcribe the result of the other group's conversation.</li> </ul>	
	<p>Transcription</p> <ul style="list-style-type: none"> <li>- Analyze the language in every sentence that they have written.</li> </ul>	
	<p>Language Analysis</p> <ul style="list-style-type: none"> <li>- This involves looking at the form of grammar rules and vocabulary used and why certain ones were chosen, but it will depend on the language produced by the students.</li> <li>- With the lower levels of the students, the teacher can guide the analysis by choosing the most common problems of the teacher noted in the recording stages or by using the final transcription.</li> </ul>	
	<p>Closing</p> <ul style="list-style-type: none"> <li>- Give flash back to the students toward the students' achievement about names of public places in their own group.</li> <li>- Give reinforcement/reward to students who are active in the classroom.</li> <li>- Ask the difficulty of the students about the lesson in teaching learning process.</li> <li>- Give some motivations to students who feel not active in the classroom.</li> </ul>	
Post Activity	<ul style="list-style-type: none"> <li>-The teacher guides to the students to conclude the material.</li> <li>- The teacher closes the lesson.</li> </ul>	5 Minutes

## G. ASSESSMENT

### 1. Affective Assessment

#### RUBRIC

No.	Assessment Aspect	Criteria	Score
1.	Responsible	Always shows responsible attitude	5
		Often shows responsible attitude	4
		Sometimes shows responsible attitude	3
		Rarely shows responsible attitude	2
		Never shows responsible attitude	1
2.	Team Work	Always shows team work	5
		Often shows team work	4
		Sometimes shows team work	3
		Rarely shows team work	2
		Never shows team work	1
3.	Discipline	Always shows discipline	5
		Often shows discipline	4
		Sometimes shows discipline	3
		Rarely shows discipline	2
		Never shows discipline	1

**Total Score:**

$$\text{Maximum Score: } 5 \times 3 = 15$$

$$15 \times 2 = 30$$

$$\frac{30}{3} = 10$$

### 2. Rubric for assessing students' speaking skill.

No.	Indicators	Criteria	Score	Weight
1.	Content	Contains accurate and relevant information.	5	35%
		Contains relevant information with possible some minors error.	4	
		Contains partial relevant information.	3	



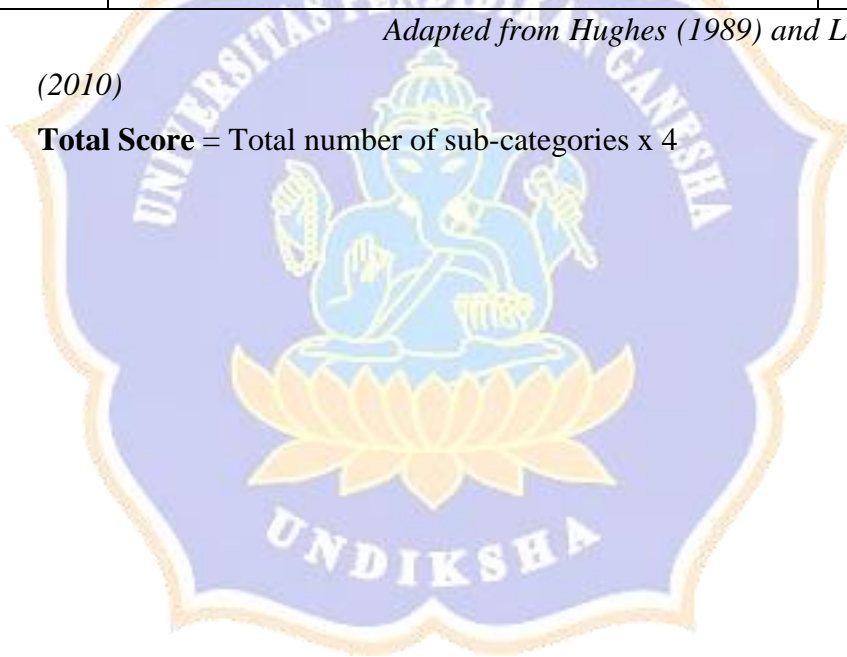
		Contains very low relevant information.	2	
		Contains irrelevant information.	1	
2.	Pronunciation	Pronunciation is fluent and effortless as that of native speaker.	5	25%
		Pronunciation is easy to understand through conscious of definite accent.	4	
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	
		Pronunciation hard to understand because of pronunciation problem must frequently be asked to repeat.	2	
		Pronunciation problems too severe as to make speech unintelligible.	1	
3.	Fluency	Speech is fluent and effortless as that of native speaker problems.	5	20%
		Speed of speech seems to be slightly affected by language problems.	4	
		Speed and fluency are rather strongly affected by language problems.	3	
		Usually hesitant, often forced into silence by language problems.	2	
		Speech is as halting and fragmentary as to make sentence virtually impossible.	1	
4.	Grammar	Make few noticeable errors of grammar or word order.	5	10%
		Occasionally makes grammatical and/or word order errors which do not obscure meaning.	4	
		Make frequent errors of grammar and word order, which obscure meaning.	3	
		Grammar and word orders make comprehension difficult to understand.	2	
		Errors in grammar and words order to severe as to	1	

		make speech unintelligible.		
5.	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker.	5	10%
		Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4	
		Frequently uses the wrong words conversation somewhat limited because of inadequated vocabulary.	3	
		Misuse of words and very limited vocabulary makes comprehension quite difficult.	2	
		Vocabulary limitation so extreme as to make conversation virtually imposible.	1	

*Adapted from Hughes (1989) and Laskowski*

(2010)

**Total Score** = Total number of sub-categories x 4



## LESSON PLAN FOR EXPERIMENTAL GROUP

(2nd meeting)

School : SMP Negeri 1 Sawan  
Subject : Bahasa Inggris  
Main Subject : Asking and Telling Times  
Class/Semester : VII/Genap  
Time Allocation : 2 X 40 Minutes

### A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alami dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	

2.	Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.	Menunjukkan sikap tanggungjawab, peduli, cinta damai, dan mau bekerjasama ketika berinteraksi dengan guru maupun teman dalam mempelajari bahasa Inggris.
3.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk meminta dan mengungkapkan pendapat.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam meminta dan mengungkapkan pendapat.
4.	Menyusun teks lisan dan tulis untuk meminta dan mengungkapkan pendapat dengan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun teks lisan dalam bentuk dialog tentang meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. MATERIAL

Theme : Asking and Telling Times

Focus Skill : Speaking Skill

#### The Expression

- Past
- To
- Quarter
- Half

### **Asking Times**

- What time?
- What time is it?

### **Telling Times**

- It is half past six
- It is two fifteen
- It is nine o'clock
- It is quarter to twelve

### **Dialogue**

- Dayu : Hello Clara, How are you today?  
Clara : I am fine thank you, and you?  
Dayu : Fine too thank you. When will we do our homework?  
Clara : How about tomorrow?  
Dayu : That's good idea. How about ni my house?  
Clara : That's okay, what time?  
Dayu : At half past six. What time is it now?  
Clara : It is nine o'clock.  
Dayu : I must go to meet Mike. Bye Clara.  
Clara : Bye. See you tomorrow.

### **Lyric of the Song**

- What time is it?  
What time is it?  
What time is it?  
Right now ...  
It's one o'clock  
It's two o'clock  
It's three o'clock  
It's four o'clock

### **D. Teaching Method**

1. Approach : Scientific Approach
2. Strategy : Tape Recording Students Conversation
3. Model : Community Language Learning Method

4. Technique: Discussion, Conversation, Song

**E. MEDIA, TOOL, and SOURCE of LEARNING**

1. Media : Dictionary, Tape Recorder, Dialogue, and Song
2. Tools : Whiteboard, Boardmarker, and Eraser
3. Source : English Guide Book Curriculum 13 and Internet  
(www.google.com)

**F. Instructional Activities**

STEPS	ACTIVITY	TIME
Pre-Activity	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>-Greeting the students and asks one of the students to lead the pray</li> <li>- The teacher checks students attendance</li> <li>- Grow the spirit of students learning by inviting students to sing together. The song sung is entitled “What time is it?”.</li> <li>- From the song, students guess what lesson will be discussed.</li> </ul>	5 Minutes
Main Activity	<p>Reflection</p> <ul style="list-style-type: none"> <li>- Teacher asks the students about their experience in making conversation of asking and telling times to the other people.</li> <li>- Students are given an example of a conversation about asking and telling times and identify the expression of asking and telling times.</li> <li>- Teacher asks the students to find a partner with lottery numbers and tape recorder put on the table.</li> </ul>	70 Minutes
	<p>Recording</p> <ul style="list-style-type: none"> <li>- Before the students are ready to record, they have to choose the subject and try to use in English, if the students feel</li> </ul>	

	<p>uncomfortable, they can tell the teacher in their L1 what they would like to say and the teacher will come to translate into English.</p> <ul style="list-style-type: none"><li>- If the students feel comfortable enough they can say some of it directly in English based on the material.</li><li>- When they feel ready to speak the students take the microphone and record their conversation.</li><li>- It repeated until all of the students have record their conversation.</li></ul>	
	<p>Discussion</p> <ul style="list-style-type: none"><li>- The next is a discussion stage: Students discuss how they think the conversation went and how they felt about talking to a microphone, whether they felt more comfortable speaking aloud than they might do normally.</li><li>- The results of each group's recording conversation will exchanged to the other group, and transcribe the result of the other group's conversation.</li></ul>	
	<p>Transcription</p> <ul style="list-style-type: none"><li>- Analyze the language in every sentence that they have written.</li></ul>	
	<p>Language Analysis</p> <ul style="list-style-type: none"><li>- This involves looking at the form of grammar rules and vocabulary used and why certain ones were chosen, but it will depend on the language produced by the students.</li><li>- With the lower levels of the students, the teacher can guide the analysis by choosing</li></ul>	

	the most common problems of the teacher noted in the recording stages or by using the final transcription.	
	<p>Closing</p> <ul style="list-style-type: none"> <li>- Give flash back to the students toward the students' achievement of asking and giving opinion in their own group.</li> <li>- Give reinforcement/reward to students who are active in the classroom.</li> <li>- Ask the difficulty of the students about the lesson in teaching learning process.</li> <li>- Give some motivations to students who feel not active in the classroom.</li> </ul>	
Post Activity	<ul style="list-style-type: none"> <li>-The teacher guides to the students to conclude the material.</li> <li>- The teacher closes the lesson.</li> </ul>	5 Minutes

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3.	Discipline	Always shows discipline	5



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**2. Rubric for assessing students' speaking skill.**

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		Contains very low relevant information.	2	
		Contains irrelevant information.	1	
2.	Pronunciation	Pronunciation is fluent and effortless as that of native speaker.	5	25%
		Pronunciation is easy to understand through conscious of definite accent.	4	
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	
		Pronunciation hard to understand because of pronunciation problem must frequently be asked to repeat.	2	
		Pronunciation problems too severe as to make	1	

		speech unintelligible.		
3.	Fluency	Speech is fluent and effortless as that of native speaker problems.	5	20%
		Speed of speech seems to be slightly affected by language problems.	4	
		Speed and fluency are rather strongly affected by language problems.	3	
		Usually hesitant, often forced into silence by language problems.	2	
		Speech is as halting and fragmentary as to make sentence virtually impossible.	1	
4.	Grammar	Make few noticeable errors of grammar or word order.	5	10%
		Occasionally makes grammatical and/or word order errors which do not obscure meaning.	4	
		Make frequent errors of grammar and word order, which obscure meaning.	3	
		Grammar and word orders make comprehension difficult to understand.	2	
		Errors in grammar and words order to severe as to make speech unintelligible.	1	
5.	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker.	5	10%
		Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4	
		Frequently uses the wrong words conversation somewhat limited because of inadequated vocabulary.	3	
		Misuse of words and very limited vocabulary makes comprehension quite difficult.	2	
		Vocabulary limitation so extreme as to make conversation virtually imposible.	1	

*Adapted from Hughes (1989) and Laskowski*

(2010)

**Total Score** = Total number of sub-categories x 4



## LESSON PLAN FOR EXPERIMENTAL GROUP

(3rd meeting)

School : SMP Negeri 1 Sawan  
Subject : Bahasa Inggris  
Main Subject : Expression of Asking and Giving  
Opinion  
Class/Semester : VII/Genap  
Time Allocation : 2 X 40 Minutes

### A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alami dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	

2.	Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.	Menunjukkan sikap tanggungjawab, peduli, cinta damai, dan mau bekerjasama ketika berinteraksi dengan guru maupun teman dalam mempelajari bahasa Inggris.
3.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk meminta dan mengungkapkan pendapat.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam meminta dan mengungkapkan pendapat.
4.	Menyusun teks lisan dan tulis untuk meminta dan mengungkapkan pendapat dengan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun teks lisan dalam bentuk dialog tentang meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. MATERIAL

Theme : Asking and Giving Opinion

Focus Skill : Speaking Skill

#### Expression of Asking and Giving Opinion

Asking Opinion	Giving Opinion	Refusing Opinion
- What's your opinion about ...?	-In my opinion, ...	- No. I don't think so
- What do you think	- I think ...	- I am not with you
	- My view is that ...	I am not in line with

about this ...?	- My reaction is that we should ...	you
- What are your views?	- My idea is a little different, I think ...	-I have different opinion about ...
- What is your reaction to ...?	- I feel sure that ...	- Absolutely no ...
- Do you have any idea?	- As I see it, ...	
- How do you feel about ...?	- I don't think ...	
- How do you see ...?	- I believe ...	
- How do you like ...?	- Personally, I think that ...	
- Any comments	- According to me ...	

### The example of conversation “Asking and Giving Opinion”

Bella : How are you?

Ricky : I am fine, how about you?

Bella : Fine too thanks

Ricky : Hey, **What do you think about my new bag?**

Bella : Wow, **I think it is a good bag with the newest style.** Where did you buy it, Ricky?

Ricky : My Auntie bought it for my birthday gift. **What's your opinion about the color?**

Bella : **Hmm...In my opinion, it has a bad color**

Ricky : Why? You know it's my Auntie's choice

Bella : Because the color is glamour and look too over for boy like you, but I appreciate it

Ricky : Yeah. Thanks for your opinion, Bella

Bella : No problem

## The pictures in doing apperception



### D. Teaching Method

1. Approach : Scientific Approach
2. Strategy : Tape Recording Students Conversation
3. Model : Community Language Learning Method
4. Technique: Discussion, Conversation

### E. MEDIA, TOOL, and SOURCE of LEARNING

1. Media : Dictionary, Pictures, Tape Recorder, Dialogue
2. Tools : Whiteboard, Boardmarker, and Eraser
3. Source : English Guide Book Curriculum 13 and Internet  
([www.google.com](http://www.google.com))

**F. Instructional Activities**

STEPS	ACTIVITY	TIME
Pre-Activity	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>-Greeting the students and asks one of the students to lead the pray</li> <li>- The teacher checks students attendance</li> <li>- The students are given apperception activities by teacher using pictures such as “What do you think about this picture?”</li> <li>- The teacher tells the students about the topic of the material</li> </ul>	5 Minutes
Main Activity	<p>Reflection</p> <ul style="list-style-type: none"> <li>- Teacher asks the students about their experience in making conversation of asking and giving opinion to the other people.</li> <li>- Students are given an example of a conversation about asking and giving opinion and identify the expression of opinion.</li> <li>- Teacher asks the students to find a partner with lottery numbers and tape recorder put on the table.</li> </ul> <p>Recording</p> <ul style="list-style-type: none"> <li>- Before the students are ready to record, they have to choose the subject and try to use in English, if the students feel uncomfortable, they can tell the teacher in their L1 what they would like to say and the teacher will</li> </ul>	70 Minutes



	<p>come to translate into English.</p> <ul style="list-style-type: none"><li>- If the students feel comfortable enough they can say some of it directly in English based on the material.</li><li>- When they feel ready to speak the students take the microphone and record their conversation.</li><li>- It repeated until all of the students have record their conversation.</li></ul>	
	<p>Discussion</p> <ul style="list-style-type: none"><li>- The next is a discussion stage: Students discuss how they think the conversation went and how they felt about talking to a microphone, whether they felt more comfortable speaking aloud than they might do normally.</li><li>- The results of each group's recording conversation will exchanged to the other group, and transcribe the result of the other group's conversation.</li></ul>	
	<p>Transcription</p> <ul style="list-style-type: none"><li>- Analyze the language in every sentence that they have written.</li></ul>	
	<p>Language Analysis</p> <ul style="list-style-type: none"><li>- This involves looking at the form of grammar rules and vocabulary used and why certain ones were chosen, but it will depend on the language produced by the students.</li></ul>	

	<ul style="list-style-type: none"> <li>- With the lower levels of the students, the teacher can guide the analysis by choosing the most common problems of the teacher noted in the recording stages or by using the final transcription.</li> </ul>	
	<p>Closing</p> <ul style="list-style-type: none"> <li>- Give flash back to the students toward the students' achievement of asking and giving opinion in their own group.</li> <li>- Give reinforcement/reward to students who are active in the classroom.</li> <li>- Ask the difficulty of the students about the lesson in teaching learning process.</li> <li>- Give some motivations to students who feel not active in the classroom.</li> </ul>	
Post Activity	<ul style="list-style-type: none"> <li>-The teacher guides to the students to conclude the material.</li> <li>- The teacher closes the lesson.</li> </ul>	5 Minutes

## G. ASSESSMENT

### 1. Affective Assessment

#### RUBRIC

No.	Assessment Aspect	Criteria	Score
1.	Responsible	Always shows responsible attitude	5
		Often shows responsible attitude	4
		Sometimes shows responsible attitude	3
		Rarely shows responsible attitude	2
		Never shows responsible attitude	1

2.	Team Work	Always shows team work	5
		Often shows team work	4
		Sometimes shows team work	3
		Rarely shows team work	2
		Never shows team work	1
3.	Discipline	Always shows discipline	5
		Often shows discipline	4
		Sometimes shows discipline	3
		Rarely shows discipline	2
		Never shows discipline	1

**Total Score:**

**Maximum Score: 5 x 3 = 15**

$$15 \times 2 = 30$$

$$\frac{30}{3} = 10$$

**2. Rubric for assessing students' speaking skill.**

No.	Indicators	Criteria	Score	Weight
1.	Content	Contains accurate and relevant information.	5	35%
		Contains relevant information with possible some minors error.	4	
		Contains partial relevant information.	3	
		Contains very low relevant information.	2	
		Contains irrelevant information.	1	
2.	Pronunciation	Pronunciation is fluent and effortless as that of native speaker.	5	25%
		Pronunciation is easy to understand through conscious of definite accent.	4	
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	

		Pronunciation hard to understand because of pronunciation problem must frequently be asked to repeat.	2	
		Pronunciation problems too severe as to make speech unintelligible.	1	
3.	Fluency	Speech is fluent and effortless as that of native speaker problems.	5	20%
		Speed of speech seems to be slightly affected by language problems.	4	
		Speed and fluency are rather strongly affected by language problems.	3	
		Usually hesitant, often forced into silence by language problems.	2	
		Speech is as halting and fragmentary as to make sentence virtually impossible.	1	
4.	Grammar	Make few noticeable errors of grammar or word order.	5	10%
		Occasionally makes grammatical and/or word order errors which do not obscure meaning.	4	
		Make frequent errors of grammar and word order, which obscure meaning.	3	
		Grammar and word orders make comprehension difficult to understand.	2	
		Errors in grammar and words order to severe as to make speech unintelligible.	1	
5.	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker.	5	10%
		Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4	
		Frequently uses the wrong words conversation somewhat limited because of inadequated vocabulary.	3	

		Misuse of words and very limited vocabulary makes comprehension quite difficult.	2	
		Vocabulary limitation so extreme as to make conversation virtually impossible.	1	

*Adapted from Hughes (1989) and Laskowski*

(2010)

**Total Score** = Total number of sub-categories x 4



## APPENDIX 6

### LESSON PLAN FOR CONTROL GROUP

(1st meeting)

School : SMP Negeri 1 Sawan  
Subject : Bahasa Inggris  
Main Subject : Names of Public Places  
Class/Semester : VII/Genap  
Time Allocation : 2 X 40 Minutes

#### A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alami dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam	

	semangat belajar.	
2.	Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.	Menunjukkan sikap tanggungjawab, peduli, cinta damai, dan mau bekerjasama ketika berinteraksi dengan guru maupun teman dalam mempelajari bahasa Inggris.
3.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk meminta dan mengungkapkan pendapat.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam meminta dan mengungkapkan pendapat.
4.	Menyusun teks lisan dan tulis untuk meminta dan mengungkapkan pendapat dengan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun teks lisan dalam bentuk dialog tentang meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. MATERIAL

Theme : Names of Public Places

Focus Skill : Speaking Skill

#### Names of Public Places:

- School
- Bank
- Hospital

- Library
- Police Station
- Park
- Post Office
- Market
- Hotel
- Restaurant
- Gas Station
- Drugstore
- Bus Station
- Airport
- Harbour
- Beach
- University
- Museum

### **Asking Places**

- Where is the ...?
- Do you know where is ...?

### **How to answer it**

- Near ...
- Besides ...
- In front of ...
- Behind ...
- Between ...

### **Examples:**

- The hospital is near the post office
- A bank is in front of the bakery

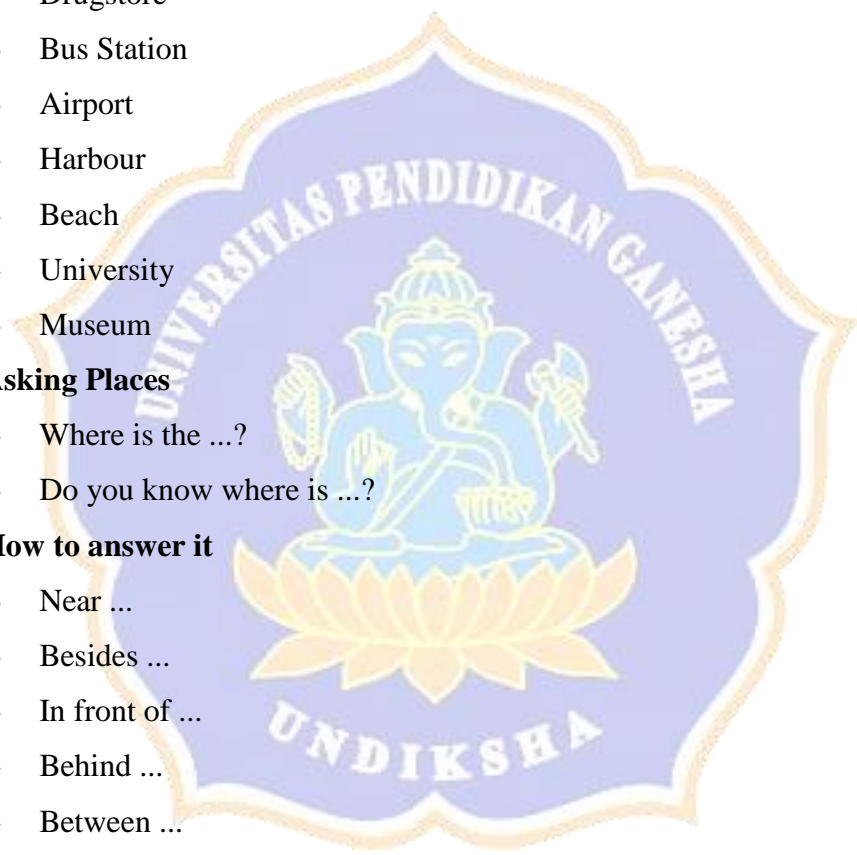
### **Dialogue**

#### Dialogue 1

Diana : Excuse me, where is the bank?

Bayu : The bank is near the school.

Diana : So, the bank is near the school. Right?





Bayu : Yes, thank you.

Diana : You are welcome.

### Dialogue 2

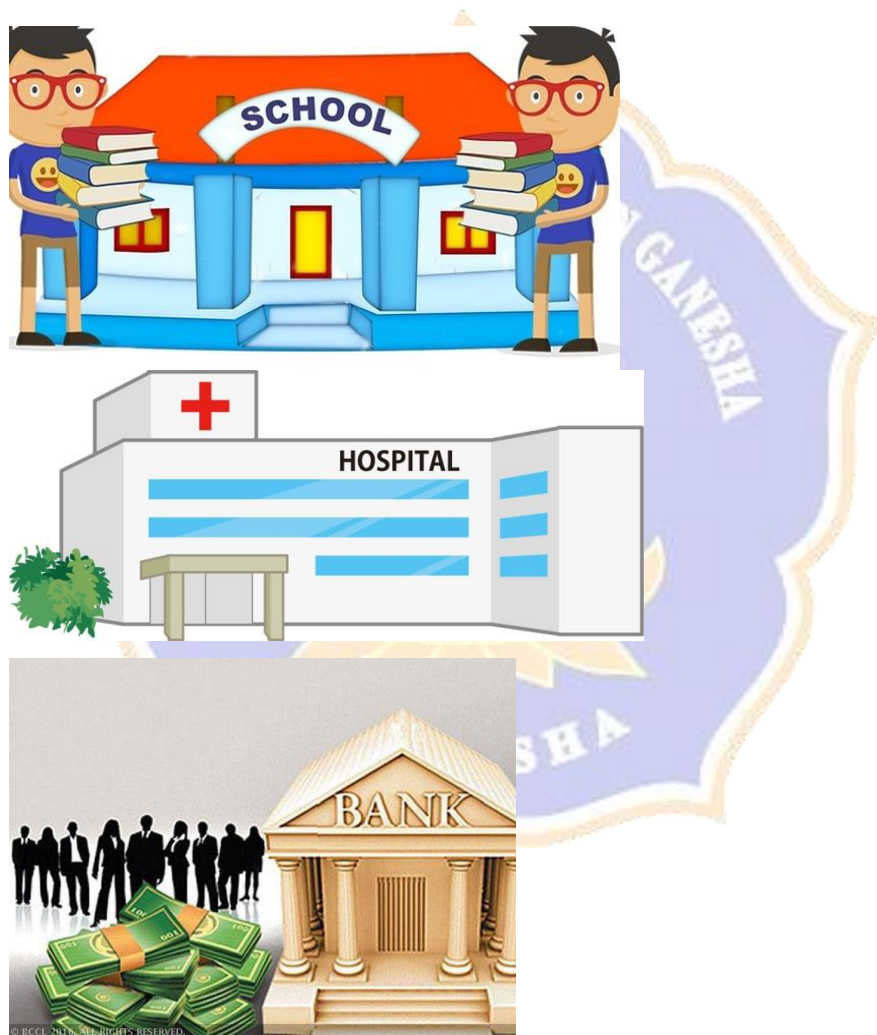
Bayu : Hello Dinda, Do you know where the post office is?

Dinda : Yes, the post office is in front of the school.

Bayu : Okay, thank you.

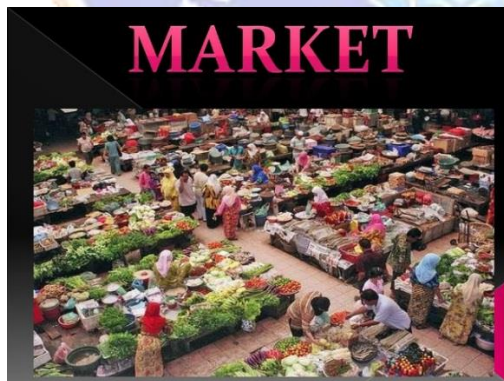
Dinda : You are welcome.

### The Pictures in Game:





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### Exercises:

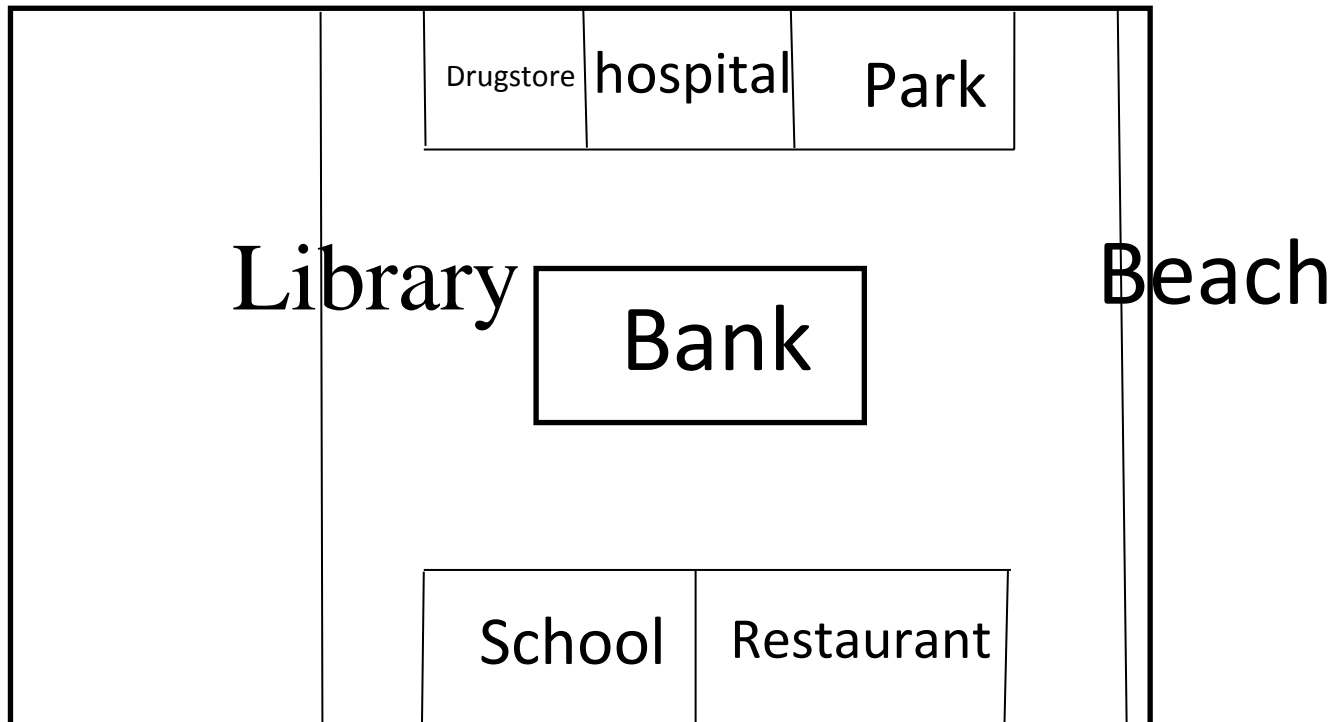
1. What the first dialogue talks about?
2. What the second dialogue talks about?
3. Please compare both dialogue, find the differences between the first and the second dialogue!
4. When you want to ask the places, what do you say?
5. If there is someone ask you about places, what do you say to answer it?
6. What other public places do you know?

### Key Answer:

1. Asking about the bank
2. Asking about the post office
3.
  - The people who involve the conversation  
In dialogue 1 : Diana dan Bayu  
In Dialogue 2 : Bayu dan Dinda
  - The place which is asked  
In dialogue 1 : Bank  
In dialogue 2 : Post Office
  - The way how to ask:  
In dialogue 1 : Where is the bank?  
In dialogue 2 : Do you know where the post office is?
4. Where is the school? Can you tell me where the school is? Do you know where the school is?

5. The school is in front of the bank, the school is between the library and drugstore
6. Drugstore, restaurant, library, beach, etc.

**The Pictures:**



**D. Teaching Method**

1. Approach : Scientific Approach
2. Strategy :
3. Model : Conventional Method
4. Technique : Question and Answer, Game, Dialogue

**E. MEDIA, TOOL, and SOURCE of LEARNING**

2. Media : Dictionary, Game “Guess, what am I?”, and Dialogue
3. Tools : Whiteboard, Boardmarker, and Eraser
4. Source : English Guide Book Curriculum 13 and Internet  
([www.google.com](http://www.google.com)).

## F. Instructional Activities

STEPS	ACTIVITY	TIME
Pre-Activity	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>-Greeting the students and asks one of the students to lead the pray</li> <li>- The teacher checks students attendance</li> <li>- Motivate students in learning by giving a game in which students are divided into two groups in one class then giving pieces of place pictures. The teacher gives clues related to public places, students must guess the place by using a given piece of picture.</li> <li>- Based on the game, students guess what material will be discussed.</li> </ul>	5 Minutes
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> <li>- Students are given a dialogue by the teacher and students are asked to understand the dialogue given by the teacher.</li> </ul>	70 Minutes
	<p>Questioning</p> <ul style="list-style-type: none"> <li>- After students understand the dialogue that has been given by the teacher, students are given the opportunity to ask questions that are not clear in the dialogue and students are asked to answer questions from the teacher.</li> </ul>	
	<p>Exploring</p> <ul style="list-style-type: none"> <li>- Students are shown a sketch</li> </ul>	

	<p>containing public places.</p> <ul style="list-style-type: none"> <li>- Students answer teacher's questions according to the sketch shown by the teacher.</li> <li>- Students are directed to show the place according to the map given by the teacher.</li> </ul>	
	<p>Associating</p> <ul style="list-style-type: none"> <li>- Students are asked to work in pairs in making a conversation about asking and stating public places using the map given by the teacher.</li> <li>- The teacher gives 15 minutes to complete the conversation.</li> </ul>	
	<p>Communicating</p> <ul style="list-style-type: none"> <li>- Students present their work with their partner in front of the class without text.</li> </ul>	
Post Activity	<ul style="list-style-type: none"> <li>- The teacher guides to the students to conclude the material.</li> <li>- The teacher closes the lesson.</li> </ul>	5 Minutes

## G. ASSESSMENT

### 1. Affective Assessment

#### RUBRIC

No.	Assessment Aspect	Criteria	Score
1.	Responsible	Always shows responsible attitude	5
		Often shows responsible attitude	4
		Sometimes shows responsible attitude	3
		Rarely shows responsible attitude	2
		Never shows responsible attitude	1
2.	Team Work	Always shows team work	5

		Often shows team work	4
		Sometimes shows team work	3
		Rarely shows team work	2
		Never shows team work	1
3.	Discipline	Always shows discipline	5
		Often shows discipline	4
		Sometimes shows discipline	3
		Rarely shows discipline	2
		Never shows discipline	1

**Total Score:**

**Maximum Score: 5 x 3 = 15**

$$15 \times 2 = 30$$

$$\frac{30}{3} = 10$$

**2. Rubric for assessing students' cognitive**

Value Information:

3: If the student's answer is correct.

2: If the student's answer is almost correct.

1: If the student's answer is incorrect.

Value of understanding:  $\frac{\text{Number of scores obtained} \times 10}{18}$

**3. Rubric for assessing students' speaking skill.**

No.	Indicators	Criteria	Score	Weight
1.	Content	Contains accurate and relevant information.	5	35%
		Contains relevant information with possible some minors error.	4	
		Contains partial relevant information.	3	
		Contains very low relevant information.	2	
		Contains irrelevant information.	1	

2.	Pronunciation	Pronunciation is fluent and effortless as that of native speaker.	5	25%
		Pronunciation is easy to understand through conscious of definite accent.	4	
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	
		Pronunciation hard to understand because of pronunciation problem must frequently be asked to repeat.	2	
		Pronunciation problems too severe as to make speech unintelligible.	1	
3.	Fluency	Speech is fluent and effortless as that of native speaker problems.	5	20%
		Speed of speech seems to be slightly affected by language problems.	4	
		Speed and fluency are rather strongly affected by language problems.	3	
		Usually hesitant, often forced into silence by language problems.	2	
		Speech is as halting and fragmentary as to make sentence virtually impossible.	1	
4.	Grammar	Make few noticeable errors of grammar or word order.	5	10%
		Occasionally makes grammatical and/or word order errors which do not obscure meaning.	4	
		Make frequent errors of grammar and word order, which obscure meaning.	3	
		Grammar and word orders make comprehension difficult to understand.	2	
		Errors in grammar and words order to severe as to make speech unintelligible.	1	
5.	Vocabulary	Use of vocabulary and idioms is virtually that of	5	10%



	native speaker.		
	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4	
	Frequently uses the wrong words conversation somewhat limited because of inadequated vocabulary.	3	
	Misuse of words and very limited vocabulary makes comprehension quite difficult.	2	
	Vocabulary limitation so extreme as to make conversation virtually imposible.	1	

*Adapted from Hughes (1989) and Laskowski*

(2010)

**Total Score** = Total number of sub-categories x 4



## LESSON PLAN FOR CONTROL GROUP

(2nd meeting)

School : SMP Negeri 1 Sawan  
Subject : Bahasa Inggris  
Main Subject : Asking and Telling Times  
Class/Semester : VII/Genap  
Time Allocation : 2 X 40 Minutes

### A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alami dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	

2.	Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.	Menunjukkan sikap tanggungjawab, peduli, cinta damai, dan mau bekerjasama ketika berinteraksi dengan guru maupun teman dalam mempelajari bahasa Inggris.
3.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk meminta dan mengungkapkan pendapat.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam meminta dan mengungkapkan pendapat.
4.	Menyusun teks lisan dan tulis untuk meminta dan mengungkapkan pendapat dengan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun teks lisan dalam bentuk dialog tentang meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. MATERIAL

Theme : Asking and Telling Times

Focus Skill : Speaking Skill

#### The Expression

- Past
- To
- Quarter
- Half

### **Asking Times**

- What time?
- What time is it?

### **Telling Times**

- It is half past six
- It is two fifteen
- It is nine o'clock
- It is quarter to twelve

### **Dialogue**

Dayu : Hello Clara, How are you today?  
Clara : I am fine thank you, and you?  
Dayu : Fine too thank you. When will we do our homework?  
Clara : How about tomorrow?  
Dayu : That's good idea. How about ni my house?  
Clara : That's okay, what time?  
Dayu : At half past six. What time is it now?  
Clara : It is nine o'clock.  
Dayu : I must go to meet Mike. Bye Clara.  
Clara : Bye. See you tomorrow.

### **Lyric of the Song**

What time is it?  
What time is it?  
What time is it?  
Right now ...  
It's one o'clock  
It's two o'clock  
It's three o'clock  
It's four o'clock

### **Exercises:**

1. What the dialogue talks about?
2. Is there any difficult word that you don't understand?
3. Which sentence in dialogue does show asking about time?

4. Which sentence in dialogue does show telling about time?

**Key Answer:**

1. Doing homework
2. Homework, half
3. What time? What time is it now?
4. At half past six, nine o'clock

**D. METODE PEMBELAJARAN**

1. Approach : Scientific Approach
2. Strategy :
3. Model : Conventional Method
4. Technique: Question and Answer, Dialogue, Song

**E. MEDIA, TOOL, and SOURCE of LEARNING**

1. Media : Dictionary, Dialogue, and Song
2. Tool : Whiteboard, Boardmarker, Eraser, Paper Clock
3. Source : English Guide Book Curriculum 13 and Internet ([www.google.com](http://www.google.com)).

**F. Instructional Activities**

STEPS	ACTIVITY	TIME
Pre-Activity	<p><b>Opening:</b></p> <ul style="list-style-type: none"><li>-Greeting the students and asks one of the students to lead the pray</li><li>- The teacher checks students attendance</li><li>- Grow the spirit of students learning by inviting students to sing together. The song sung is entitled “What time is it?”.</li><li>- From the song, students guess what lesson will be discussed.</li></ul>	5 Minutes
Main Activity	<p>Observing</p> <ul style="list-style-type: none"><li>- Students understand the conversation given by the teacher about time.</li></ul>	70 Minutes

	<p>Questioning</p> <ul style="list-style-type: none"> <li>-After students understand the conversation that has been given by the teacher, students are given the opportunity to ask questions related to the conversation that has been given. Students answer questions given by the teacher.</li> </ul> <p>Exploring</p> <ul style="list-style-type: none"> <li>- Students take the lottery that has been provided by the teacher, the lottery contains hours.</li> <li>- Students read the lottery in front of the class.</li> <li>- Students show the time according to the lottery that has been obtained in the "paper clock" provided by the teacher.</li> </ul> <p>Associating</p> <ul style="list-style-type: none"> <li>- Students are asked to make a conversation about time with their partner.</li> <li>- Students are given 15 minutes to complete the conversation.</li> </ul> <p>Communicating</p> <ul style="list-style-type: none"> <li>- Students are asked to memorize the conversations they make.</li> <li>- Students are asked to perform their conversation in front of the class without text.</li> </ul>	
Post Activity	-The teacher guides to the students to conclude the material.	6 Minutes

	- The teacher closes the lesson.	
--	----------------------------------	--

## G. ASSESSMENT

### 1. Affective Assessment

#### RUBRIC

No.	Assessment Aspect	Criteria	Score
1.	Responsible	Always shows responsible attitude	5
		Often shows responsible attitude	4
		Sometimes shows responsible attitude	3
		Rarely shows responsible attitude	2
		Never shows responsible attitude	1
2.	Team Work	Always shows team work	5
		Often shows team work	4
		Sometimes shows team work	3
		Rarely shows team work	2
		Never shows team work	1
3.	Discipline	Always shows discipline	5
		Often shows discipline	4
		Sometimes shows discipline	3
		Rarely shows discipline	2
		Never shows discipline	1

**Total Score:**

$$\text{Maximum Score: } 5 \times 3 = 15$$

$$15 \times 2 = 30$$

$$\frac{30}{3} = 10$$

## 2. Rubric for assessing students' cognitive

Value Information:

3: If the student's answer is correct.

2: If the student's answer is almost correct.

1: If the student's answer is incorrect.

Value of understanding:  $\frac{\text{Number of scores obtained} \times 100}{12}$

## 3. Rubric for assessing students' speaking skill.

No.	Indicators	Criteria	Score	Weight
1.	Content	Contains accurate and relevant information.	5	35%
		Contains relevant information with possible some minors error.	4	
		Contains partial relevant information.	3	
		Contains very low relevant information.	2	
		Contains irrelevant information.	1	
2.	Pronunciation	Pronunciation is fluent and effortless as that of native speaker.	5	25%
		Pronunciation is easy to understand through conscious of definite accent.	4	
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	
		Pronunciation hard to understand because of pronunciation problem must frequently be asked to repeat.	2	
		Pronunciation problems too severe as to make speech unintelligible.	1	
3.	Fluency	Speech is fluent and effortless as that of native speaker problems.	5	20%
		Speed of speech seems to be slightly affected by language problems.	4	
		Speed and fluency are rather strongly affected by language problems.	3	



		Usually hesitant, often forced into silence by language problems.	2	
		Speech is as halting and fragmentary as to make sentence virtually impossible.	1	
4.	Grammar	Make few noticeable errors of grammar or word order.	5	10%
		Occasionally makes grammatical and/or word order errors which do not obscure meaning.	4	
		Make frequent errors of grammar and word order, which obscure meaning.	3	
		Grammar and word orders make comprehension difficult to understand.	2	
		Errors in grammar and words order to severe as to make speech unintelligible.	1	
5.	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker.	5	10%
		Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4	
		Frequently uses the wrong words conversation somewhat limited because of inadequated vocabulary.	3	
		Misuse of words and very limited vocabulary makes comprehension quite difficult.	2	
		Vocabulary limitation so extreme as to make conversation virtually imposible.	1	

*Adapted from Hughes (1989) and Laskowski*

(2010)

**Total Score** = Total number of sub-categories x 4

## LESSON PLAN FOR CONTROL GROUP

(3rd meeting)

School : SMP Negeri 1 Sawan  
Subject : Bahasa Inggris  
Main Subject : Expression of Asking and Giving  
Opinion  
Class/Semester : VII/Genap  
Time Allocation : 2 X 40 Minutes

### A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alami dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

### B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	

2.	Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.	Menunjukkan sikap tanggungjawab, peduli, cinta damai, dan mau bekerjasama ketika berinteraksi dengan guru maupun teman dalam mempelajari bahasa Inggris.
3.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk meminta dan mengungkapkan pendapat.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam meminta dan mengungkapkan pendapat.
4.	Menyusun teks lisan dan tulis untuk meminta dan mengungkapkan pendapat dengan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun teks lisan dalam bentuk dialog tentang meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. MATERIAL

Theme : Asking and Giving Opinion

Focus Skill : Speaking Skill

#### Expression of Asking and Giving Opinion

Asking Opinion	Giving Opinion	Refusing Opinion
- What's your opinion about ...? - What do you think about	-In my opinion, ... - I think ... - My view is that ...	- No. I don't think so - I am not with you I am not in line with you

<p>this ...?</p> <ul style="list-style-type: none"> <li>- What are your views?</li> <li>- What is your reaction to ...?</li> <li>- Do you have any idea?</li> <li>- How do you feel about ...?</li> <li>- How do you see ...?</li> <li>- How do you like ...?</li> <li>- Any comments</li> </ul>	<ul style="list-style-type: none"> <li>- My reaction is that we should ...</li> <li>- My idea is a little different, I think ...</li> <li>- I feel sure that ...</li> <li>- As I see it, ...</li> <li>- I don't think ...</li> <li>- I believe ...</li> <li>- Personally, I think that ...</li> <li>- According to me ...</li> </ul>	<ul style="list-style-type: none"> <li>-I have different opinion about ...</li> <li>- Absolutely no ...</li> </ul>
--	--	--

**The example of conversation “Asking and Giving Opinion”**

Bella : How are you?

Ricky : I am fine, how about you?

Bella : Fine too thanks

Ricky : Hey, **What do you think about my new bag?**

Bella : Wow, **I think it is a good bag with the newest style.** Where did you buy it, Ricky?

Ricky : My Auntie bought it for my birthday gift. **What's your opinion about the color?**

Bella : **Hmm...In my opinion, it has a bad color**

Ricky : Why? You know it's my Auntie's choice

Bella : Because the color is glamour and look too over for boy like you, but I appreciate it

Ricky : Yeah. Thanks for your opinion, Bella

Bella : No problem

**The pictures in doing apperception**



**Exercises**

**Choose A, B, C, and D as the best answer.**

1. Who is Ricky bought a new bag?
  - a. Father
  - b. Uncle
  - c. Mother
  - d. Auntie
2. Which one is the expression of asking opinion?
  - a. What's your opinoin about my new bag?
  - b. What's your opinion about the color?
  - c. What's your opinion about my birthday?
  - d. What's your opinion about the style?

3. Who is talked to Ricky?
  - a. Bella                      b. Bila
  - b. Berlin                     d. Bintang
4. Which one is the expression of giving opinion?
  - a. I think it is a good bag with the modern style
  - b. I think it is a good bag with the oldest style
  - c. I think it is a good bag with the newest style
  - d. I think it is a good bag with the ancient style
5. What is Bella's opinion about Ricky's bag color?
  - a. It has a full color
  - b. It has a bad color
  - c. It has a new color
  - d. It has a good color

**Key Answer:**

1. D
2. B
3. A
4. C
5. B

**D. Teaching Method**

1. Approach : Scientific Approach
2. Strategy :
3. Model : Conventional Method
4. Technique: Pair Work, Question-Answer

**E. MEDIA, TOOL, and SOURCE of LEARNING**

1. Media :Dictionary, Pictures, Dialogue
2. Tool : Whiteboard, Boardmarker, and Eraser
3. Source : English Guide Book Curriculum 13 and Internet  
([www.google.com](http://www.google.com))

## F. Instructional Activities

STEPS	ACTIVITY	TIME
Pre-Activity	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>-Greeting the students and asks one of the students to lead the pray</li> <li>- The teacher checks students attendance</li> <li>- The students are given apperception activities by teacher using pictures such as “What do you think about this picture?”</li> <li>- The teacher tells the students about the topic of the material</li> </ul>	5Minutes
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> <li>- Students are given an example of a conversation about asking and giving opinion in pairs.</li> <li>- The teacher asks the students to read a dialogue about asking and giving opinion in pairs, it repeated about 3 times.</li> <li>- The teacher asks the students to identify the expression of asking and giving opinion in the dialogue that is read.</li> </ul> <p>Questioning</p> <ul style="list-style-type: none"> <li>- Students are asked to mention other expressions about asking and giving opinion.</li> <li>- Students answer the questions that have been provided by the teacher in accordance with the results of the discussion together with several questions.</li> <li>- Students are given the opportunity to ask about the material that they have not understand yet, to the teacher.</li> </ul>	70 Minutes

	<p>Exploring</p> <ul style="list-style-type: none"> <li>- Students are asked to answer the questions from the teacher about objects that are located around the classroom using the expressions of asking and giving opinion.</li> <li>- Students are asked to find a partner with lottery numbers.</li> <li>- Students take the lottery that has been provided by the teacher, the lottery is topic to make a simple conversation.</li> </ul> <p>Associating</p> <ul style="list-style-type: none"> <li>- Students are asked to make a simple conversation about asking and giving opinion with their partner.</li> <li>- Students are given 15 minutes to complete the conversation.</li> </ul> <p>Communicating</p> <ul style="list-style-type: none"> <li>- Students are asked to memorize the conversations they make.</li> <li>- Students are asked to perform their conversation in front of the class without text.</li> <li>- Give reinforcement/reward to students who are active in the classroom.</li> <li>- Ask the difficulty of the students about the lesson in teaching learning process.</li> <li>- Give some motivations to students who feel not active in the classroom.</li> </ul>	
Post Activity	<ul style="list-style-type: none"> <li>-The teacher guides to the students to conclude the material.</li> <li>- The teacher closes the lesson.</li> </ul>	5 Minutes



## G. ASSESSMENT

### 1. Affective Assessment

#### RUBRIC

No.	Assessment Aspect	Criteria	Score
1.	Responsible	Always shows responsible attitude	5
		Often shows responsible attitude	4
		Sometimes shows responsible attitude	3
		Rarely shows responsible attitude	2
		Never shows responsible attitude	1
2.	Team Work	Always shows team work	5
		Often shows team work	4
		Sometimes shows team work	3
		Rarely shows team work	2
		Never shows team work	1
3.	Discipline	Always shows discipline	5
		Often shows discipline	4
		Sometimes shows discipline	3
		Rarely shows discipline	2
		Never shows discipline	1

**Total Score:**

$$\text{Maximum Score: } 5 \times 3 = 15$$

$$15 \times 2 = 30$$

$$\frac{30}{3} = 10$$

### 2. Rubric for assessing students' cognitive

The number of questions are 5

Each correct answer will be scored 2

$$\text{Maximum Score : } 5 \times 2 = 10$$

$$\text{Minimum Score : } 5 \times 0 = 0$$

### 3. Rubric for assessing students' speaking skill.

No.	Indicators	Criteria	Score	Weight
1.	Content	Contains accurate and relevant information.	5	35%
		Contains relevant information with possible some minors error.	4	
		Contains partial relevant information.	3	
		Contains very low relevant information.	2	
		Contains irrelevant information.	1	
2.	Pronunciation	Pronunciation is fluent and effortless as that of native speaker.	5	25%
		Pronunciation is easy to understand through conscious of definite accent.	4	
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	
		Pronunciation hard to understand because of pronunciation problem must frequently be asked to repeat.	2	
		Pronunciation problems too severe as to make speech unintelligible.	1	
3.	Fluency	Speech is fluent and effortless as that of native speaker problems.	5	20%
		Speed of speech seems to be slightly affected by language problems.	4	
		Speed and fluency are rather strongly affected by language problems.	3	
		Usually hesitant, often forced into silence by language problems.	2	
		Speech is as halting and fragmentary as to make sentence virtually impossible.	1	
4.	Grammar	Make few noticeable errors of grammar or word order.	5	10%

		Occasionally makes grammatical and/or word order errors which do not obscure meaning.	4	
		Make frequent errors of grammar and word order, which obscure meaning.	3	
		Grammar and word orders make comprehension difficult to understand.	2	
		Errors in grammar and words order to severe as to make speech unintelligible.	1	
5.	Vocabulary	Use of vocabulary and idioms is virtually that of native speaker.	5	10%
		Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4	
		Frequently uses the wrong words conversation somewhat limited because of inadequated vocabulary.	3	
		Misuse of words and very limited vocabulary makes comprehension quite difficult.	2	
		Vocabulary limitation so extreme as to make conversation virtually imposible.	1	

*Adapted from Hughes (1989) and Laskowski*

(2010)

**Total Score** = Total number of sub-categories x 4

## APPENDIX 7

### Speaking Test (Post-Test)

**Grade** : VII

**Semester** : II

**Subject** : English

**Time Allocation** : 2 X 40 Minutes

#### PROMPT

- Please make a dialogue in pair in relation to asking and giving opinion.
- You may choose one of the following topics:

Asking and giving opinion about:

- a. Vehicle
- b. Phone
- c. T-Shirt
- d. Food

- You will be given 15 minutes to prepare the dialogue and then perform it in front of the class.
- Please remember you have to pay attention on:
  1. Content
  2. Pronunciation
  3. Fluency
  4. Grammar
  5. Vocabulary

***DO YOUR BEST AND GOOD LUCK....😊***

## **SPEAKING**

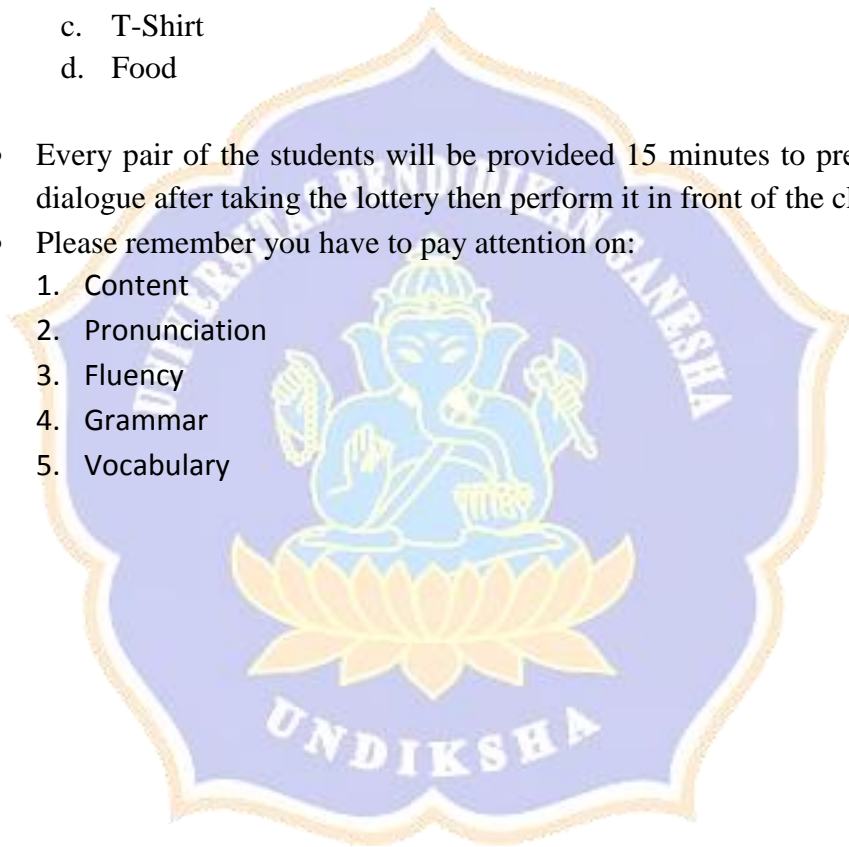
### **A. Instruksi**

- The students are asked to make a dialogue in pair in relation to asking and giving opinion.
- Every pair of the students will get different topics given by the teacher by using lottery. They don't know the topic yet. The topic will be:

Asking and giving opinion about:

- a. Vehicle
- b. Phone
- c. T-Shirt
- d. Food

- Every pair of the students will be provided 15 minutes to prepare the dialogue after taking the lottery then perform it in front of the class.
- Please remember you have to pay attention on:
  1. Content
  2. Pronunciation
  3. Fluency
  4. Grammar
  5. Vocabulary



## APPENDIX 8

Form of Content Validity

### CONTENT VALIDITY OF SPEAKING INSTRUMENTS

#### A. Cross Tabulation Table

Second Expert		First Expert	
		Irrelevant	Relevant
Irrelevant		A (0)	B (0)
Relevant		C (0)	D (6)

#### B. Calculation

$$\begin{aligned}\text{Content Validity} &= \frac{D}{A + B + C + D} \\ &= \frac{6}{0 + 0 + 0 + 6} \\ &= \frac{6}{6} \\ &= 1\end{aligned}$$

*Note:*

Column A : Disagreement between experts

Column B & C : Different agreement between experts

Column D : Agreement between experts

**APPENDIX 9****Students' Score Before Treatment**

No.	Experimental Group (VII B)		Control Group (VII E)	
	Students' Name	Score	Students' Name	Score
1.	I Gede Rio Budipradana	78	Desak Kadek Rastini	69
2.	I Gede Wiradana	80	Gede Agus Ramanta	73
3.	Ida Ayu Putu Oktavia Ardani	79	Gede Soma Nasa	67
4.	Ida Ayu Putu Ratih Pradnya Dewi	65	Gede Supriadnyana	66
5.	Kadek Arista Selma Putra	73	I Gede Herry Wiriawan	70
6.	Kadek Ayu Puspadewi	70	I Gede Rizky Suka Darma	68
7.	Kadek Ayu Resminingsih	78	I Gede Wendy Ary Nugraha	71
8.	Kadek Ernia Cahyani	65	I Kadek Teddi Anggastia	68
9.	Kadek Martha Rahayu	67	Ida Ayu Kade Purnamawati	65
10.	Kadek Pryan Permana	78	Kadek Adi Guna	68
11.	Kadek Vani Wulandari	66	Kadek Ari Setiawan	67
12.	Kadek Viola Herlina	69	Kadek Bagus Suryawan	72
13.	Ketut Ayu Asiti Sari	67	Kadek Ria Artini	78
14.	Ketut Mita Widiastri	71	Ketut Adinda Mahayani	76
15.	Komang Haris Widiantara	76	Ketut Budiawan	68
16.	Komang Octa Setya Putra	77	Ketut Caniasih	69
17.	Komang Seni Adnyani	80	Ketut Dimas Puriana	67
18.	Komang Wina Ananta	73	Ketut Intariani	64
19.	Luh De Indah Setianingsih	80	Komang Abdi Ariasa	70
20.	Luh Putu Dian Tristyanti	78	Komang Aditya Pradipta	67
21.	Luh Sumbertini	74	Komang Anggreni	64
22.	Made Lola Parwati Candraningsih	78	Komang Budi Adnyana	68
23.	Ni Kadek Elia Dwi Febrianti	80	Komang Mas Try Handayani	75
24.	Ni Kadek Jelita Kartika Putri	80	Komang Tri Yoga Mahendra	67
25.	Ni Ketut Nisa Berliani	80	Komang Trisna Sari	77

26.	Ni Komang Devi Trijayanti	72	Luh Putu Sulistiawati	67
27.	Ni Luh Ananda Dyra Cyntya Pratiwi	75	Luh Sukrawi	74
28.	Ni Luh Eka Krisna Dewi	78	Ni Kadek Resa Agustini	67
29.	Ni Luh Putu Nia Pramesti	67	Ni Komang Seri Lestari Dewi	72
30.	Nyoman Intan Septiarini	78	Ni Luh Pipit Diah Anggreni	64
31.	Putu Amelia Putri	68	Ni Putu Ria Budi Agustini	73
32.	Putu Wahyou Widiadnyana	80	-	-





## APPENDIX 10

### Students' Try Out Score

Rater 1 : Gede Raka

NIP. 19581231198011053

Rater 2 : Ida Ayu Kade Pradnyani Dewi

Students' Number	Score Rater 1	Score Rater 2
1.	70	70
2.	65	70
3.	70	70
4.	75	80
5.	85	80
6.	70	75
7.	75	70
8.	70	70
9.	65	65
10.	70	65
11.	70	70
12.	80	85
13.	75	70
14.	70	65
15.	85	75
16.	70	65
17.	80	85
18.	75	75
19.	85	75
20.	70	70
21.	75	75
22.	65	70
23.	85	85
24.	80	75

25.	70	70
26.	70	75
27.	80	80
28.	80	85
29.	70	70
30.	80	75
31.	75	80
32.	65	70



## APPENDIX 11

### RELIABILITY

```
/VARIABLES=Rater_1 Rater_2  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA  
/STATISTICS=CORR  
/SUMMARY=TOTAL
```

```
/ICC=MODEL(MIXED) TYPE(CONSISTENCY) CIN=95 TESTVAL=0.
```

## Reliability

[DataSet0]

### Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.842	2

Inter-Item Correlation Matrix

	Rater_1	Rater_2
Rater_1	1.000	.728
Rater_2	.728	1.000

### Intraclass Correlation Coefficient

	Intraclass Correlation <sup>a</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.727 <sup>b</sup>	.511	.857	6.333	31	31	.000
Average Measures	.842 <sup>c</sup>	.677	.923	6.333	31	31	.000

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

- Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- The estimator is the same, whether the interaction effect is present or not.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.



## APPENDIX 12

### TRANSCRIPT OF EXPERIMENTAL GROUP

#### Group 1

S. 22 : Hello, Intan. How are you?

S. 30 : Hi, Lola. I'm fine. How about you?

S. 22 : I'm fine too, thanks. Intan, what do you think about my new phone?

S. 30 : I think your new phone is very glamour, but I don't like the style.

S. 22 : Hm...I think so. I don't like the style. My father was bought that. Thanks for your opinion, Intan.

S. 30 : You are welcome.

#### Group 2

S. 07 : Hi, Asiti

S. 13 : Hello, Ayu

S. 07 : How are you?

S. 13 : I am fine, and you

S. 07 : I am fine too

S. 13 : Look. I have a new handphone. What is your opinion of my handphone?

S. 07 : Wow ... I think your handphone is very good and the colour is very beautiful

S. 13 : And than what do you think of this type?

S. 07 : This type is very unique and to attract

S. 13 : I think too, thanks for your opinion

S. 07 : You are welcome.

#### Group 3

S. 24 : Hi, Dayu. How are you today?

S. 03 : I'm very well now

S. 24 : Why you looking so happy today?

S. 03 : Cause My Mother bought me a new handphone. What do you think about my new handphone?

S. 24 : I think it is a good handphone, I like the color, that so cute

S. 03 : Thanks for your opinion, Jelita

S. 24 : You are welcome, Dayu

#### **Group 4**

S. 20 : Hello, Mita. How are you?

S. 14 : Hi, Dian, I'm fine, and you?

S. 20 : I'm fine too, thanks

S. 14 : Dian, what do you think about my handphone?

S. 20 : I think your phone is good technology

S.14 : Oh...Thank you Dian. You are my best friend. What's your opinion about the color?

S. 20 : In my opinion it has a good color

S. 14 : Okay. Thanks for your opinion, Dian

S. 20 : Oh...No problem.

#### **Group 5**

S. 26 : Hi, Sumber. How are you?

S. 21 : I'm fine, and how about you?

S. 26 : I'm fine too, thank you

S. 21 : Devi, what do you think about my new handphone?

S. 26 : I think your phone is expensive and look glamour

S. 21 : Thank you for your opinion. Wait, it's pin with me?

S. 26 : In my opinion it's like you

S. 21 : Thank you Devi, for your opinion

S. 26 : You are welcome

#### **Group 6**

S. 10 : Good morning, Rio

S. 01 : Good morning too, Ryan

S. 10 : How are you?

S. 01 : I'm fine. Thanks, and you?

S. 10 : I'm fine too. Rio, what do you think of my car?

S. 01 : I think your car is beautiful, I like that

S. 10 : Oh...Thank you

S. 01 : You are welcome

S. 10 : One more please, what's your opinion about the color?

S. 01 : In my opinion, your color car is beautiful and clean

S. 10 : Really?  
S. 01 : Yes  
S. 10 : Thanks for your information  
S. 01 : Okay ... You are welcome.

**Group 7**

S. 32 : Hi, Wira  
S. 02 : Hello, Wahyu  
S. 32 : How are you, Wira?  
S. 02 : I'm fine, and you?  
S. 32 : I'm fine too, thank you. Em ... Wira, look this picture  
S. 02 : Why?  
S. 32 : What do you think about the car?  
S. 02 : I think it is a wonderful car  
S. 32 : Yes, I think so. It is a wonderful car  
S. 02 : Do you have a car like that picture?  
S. 32 : Oh ... Sure, I don't have  
S. 02 : Hm ...  
S. 32 : And Wira, what's your opinion about the color?  
S. 02 : In my opinion, it has a good color. Btw red is my favorite color and how about you, Wahyu?  
S. 32 : Yes, I think so. It has a good color and thanks for your opinion, Wira  
S. 02 : Oh ... You are welcome.

**Group 8**

S. 08 : Hi, Dayu  
S. 04 : Ouch ... Sorry Erni. What happen?  
S. 08 : What are you bring Dayu?  
S. 04 : Oh ... This is brochure. Can I get it?  
S. 08 : Hahaha ... It is impossible. I think it is expensive phone  
S. 04 : Hah ... I think so  
S. 08 : And what would you react with this brochure?  
S. 04 : I will trow it

### Group 9

S. 05 : Hello, Win. How are you?

S. 18 : Hi, Arista. I'm fine and you?

S. 05 : I'm fine too, thanks

S. 18 : Look, this is my car, what do you think about my car?

S. 05 : Wow, I think it is a very good and very clean

S. 18 : Thanks

S. 05 : Where did you buy it, Wina?

S. 18 : My Father bought it yesterday. What's your opinion about the colour?

S. 05 : In my opinion it has a good colour.

S. 18 : Thanks for your opinion

S. 05 : Yes, no problem

### Group 10

S. 16 : How are you?

S. 15 : I am fine, how about you?

S. 16 : I am fine too, thanks

S. 15 : Octa, what do you think about my new car?

S. 16 : Wow ... I think it is a good car

S. 15 : Octa, what is your opinion about my car?

S. 16 : In my opinion, it has a good car with red color

S. 15 : Oh ... Thanks for your opinion

S. 16 : No problem

### Group 11

S. 28 : Hi, Dyra. How are you?

S. 27 : I'm fine. How about you?

S. 28 : Fine too, thanks. Dyra, what do you think about my phone?

S. 27 : I think it is a smartphone and glamour

S. 28 : Thank you, Dyra. What is your opinion about the shape and the color?

S. 27 : In my opinion it has a shape unique and has a funny color

S. 28 : Thanks you, Dyra for opinion the my phone

S. 27 : You are welcome, Eka



### **Group 12**

S. 23 : Hello, Seni. How are you?

S. 17 : I'm fine, how about you?

S. 23 : Fine too, thanks

S. 17 : What do you think about my new phone?

S. 23 : I think it is a good and impressive with the casing is very unique. Where did you buy it, Seni?

S. 17 : My Father bought it for my birthday gift. What's your opinion about the color?

S. 23 : In my opinion it has a good color

S. 17 : Thank you for your opinion, Elia

S. 23 : No problem

### **Group 13**

S. 25 : How are you today?

S. 19 : I'm sick. How about you?

S. 25 : Fine, thanks. Hey, Luhde. What do you think about my handphone?

S. 19 : I think it is a beautiful handphone with a good color

S. 25 : I think so. Oh ... Yeah, what's your opinion about the shape?

S. 19 : In my opinion it has a good shape, small and very unique

S. 25 : Ok, Luhde. Thanks for your opinion

S. 19 : Ok

### **Group 14**

S. 12 : Hi, Martha

S. 09 : Hello, Viola

S. 12 : How are you?

S. 09 : I'm fine, and how about you?

S. 12 : I'm fine too. Thanks

S. 09 : Viola, what's your opinion about my new T-shirt?

S. 12 : Hm ... In my opinion, it has a good T-Shirt for you

S. 09 : Thanks for your opinion, Viola

S. 12 : You are welcome, Martha



**Group 15**

S. 06 : Good Morning, Nia

S. 29 : Good Morning, Ayu

S. 06 : How are you today?

S. 29 : I am fine, and you?

S. 06 : I am fine too, thanks. Nia, what do you think about this pizza?

S. 29 : Oh ... I think it is a delicious pizza

S. 06 : Really

S. 29 : Yes

S. 06 : Do you want to try it?

S. 29 : Sure

**Group 16**

S. 31 : Hi, Vani. How are you today?

S. 11 : Hi, Amel. I'm fine, and how about you?

S. 31 : I'm fine too. Thanks. Vani, what's your opinion about this cake?

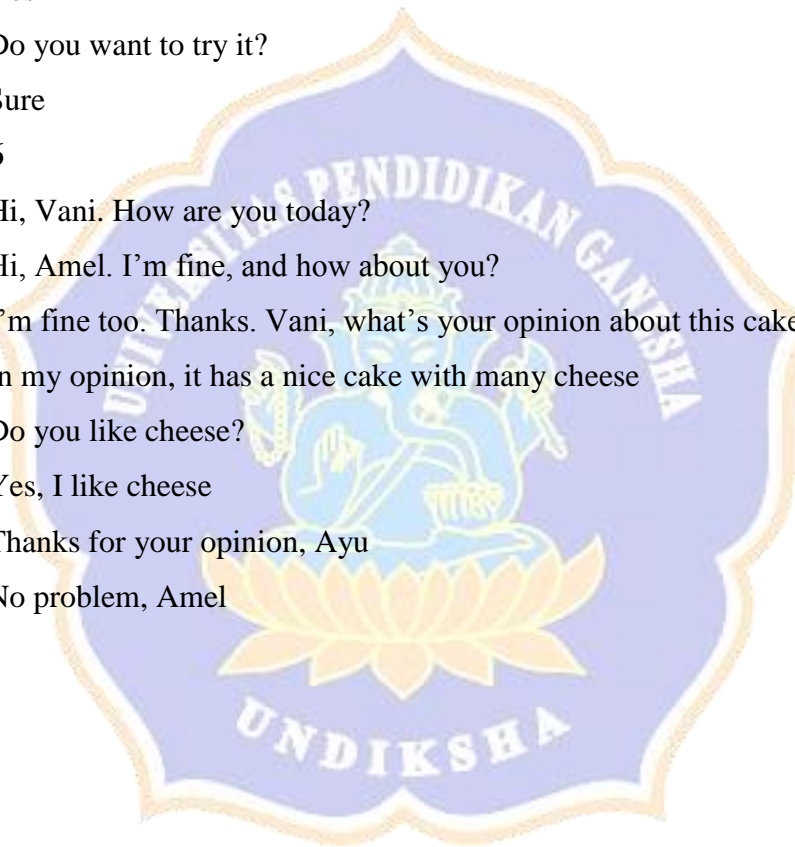
S. 11 : In my opinion, it has a nice cake with many cheese

S. 31 : Do you like cheese?

S. 11 : Yes, I like cheese

S. 31 : Thanks for your opinion, Ayu

S. 11 : No problem, Amel



## APPENDIX 13

### TRANSCRIPT OF CONTROL GROUP

#### Group 1

- S. 02 : How are you?  
S. 12 : I am fine, how about you?  
S. 02 : Fine too, thanks  
S. 12 : Hey, what do you think about my new car?  
S. 02 : Wow ... I think is a good car. Where did you buy it, Kusuma?  
S. 12 : My Uncle bought it for my birthday gift. What is your opinion about the color?  
S. 02 : Hm ... In my opinion, it has a bad color  
S. 12 : Because the color is glamour.  
S. 02 : Yeah ... Thanks for your opinion, Kusuma  
S. 12 : No problem

#### Group 2

- S. 29 : Hello, Ria. How are you?  
S. 31 : I am fine, how about you?  
S. 29 : Fine too, thanks  
S. 31 : Hey, what do you think about my phone?  
S. 29 : Wow ... I think is a good. Ria, where did you buy it?  
S. 31 : My father bought it for my new years gift.  
S. 29 : Oh ... Your phone is very good

#### Group 3

- S. 10 : How are you, Riski?  
S. 06 : I'm fine. How about you?  
S.10 : Fine too, thanks  
S. 06 : Hey, what do you think about my new car?  
S. 10 : Wow ... Your car is very good  
S. 06 : Thanks  
S. 08 : Hi, friends  
S. 06 : Hello ... Teddi  
S. 08 : Where are you doing?

- S. 06 : We just speaking car  
S. 08 : Wow ... Your car is perfect color  
S. 06 : Thanks

**Group 4**

- S. 03 : How are you?  
S. 11 : I am fine. How about you?  
S. 03 : Fine too. Thanks  
S. 11 : Hey, thatdo you think about my new car?  
S. 03 : Wow ... I think is a good car with the newest style.  
S. 11 : Thanks

**Group 5**

- S. 01 : Hello, good morning  
S. 16 : Good morning  
S. 01 : What do you handphone?  
S. 16 : Wow ... I think is a good phone with the newest style. Where did you buy  
it, Desak  
S. 01 : Thank you

**Group 6**

- S. 20 : How are you?  
S. 17 : I am fine. How about you?  
S. 20 : Fine too, thanks  
S. 17 : Hey, that do you think about my new bag?  
S. 20 : Wow ... I think is a good bag with the newest style. Where did you buy it,  
Dimas  
S. 17 : My Aunt bought it  
S. 20 : Thanks

**Group 7**

- S. 30 : Hello  
S. 21 : Hello  
S. 30 : How are you?  
S. 21 : I fine and you?  
S. 30 : I fine too

- S. 21 : You have handphone?  
S. 30 : Yes! And you have handphone?  
S. 21 : Yes  
S. 30 : You have application game?  
S. 21 : Yes  
S. 30 : Okay

### **Group 8**

- S. 05 : Hey, Who has this car?  
S. 19 : I don't know. I think this is Wendy's car  
S. 07 : This is My Father's car  
S. 19 : Really?  
S. 07 : Yeah, this My Father's car. What do you think about My Father's car?  
S. 05 : I think this car is an expensive car  
S. 19 : Yeah, I think so  
S. 07 : What about the color?  
S. 19 : I think it's to shanny  
S. 05 : I agree  
S. 07 : Thanks for your opinion  
S. 05,S. 19 : You are welcome

### **Group 9**

- S. 25 : Hi  
S. 13 : Hello  
S. 25 : How are you?  
S. 13 : I am fine. How about you?  
S. 25 : Fine too, thanks  
S. 13 : Hey, what do you think about my new handphone?  
S. 25 : Wow ... I think is a good phone. Where did you buy it, Ria?  
S. 13 : My Mother bought it for my birthday gift  
S. 25 : Congratulations  
S. 13 : Thank you

### Group 10

- S. 26 : Hello  
S. 28 : Hello  
S. 26 : How are you?  
S. 09 : I am fine. How about you?  
S. 26 : Fine too, thanks  
S. 28 : What do you think handphone?  
S. 09 : Yes  
S. 26 : What do think games?  
S. 18 : Yes  
S. 26 : Okay

### Group 11

- S. 04 : What you have the car?  
S. 24 : Yes  
S. 04 : How much many car?  
S. 24 : Two  
S. 04 : What may borrow one?  
S. 24 : Yes, no problem  
S. 04 : Thanks

### Group 12

- S. 23 : Hello, Sukrawi and Adinda. How are you?  
S. 27 : I am fine  
S. 14 : I am also fine. How about you?  
S. 23 : Fine too, thanks  
S. 14 : Hey, Sukrawi. What do you think about my new handphone?  
S. 27 : Wow ... I think is a good handphone with the red colour. Where did you buy it, Adinda?  
S. 14 : My Uncle bought it for my birthday gift. What is your opinion about the colour, Mang Mas?  
S. 23 : Hm ... In my opinion, it has a good colour  
S. 14 : Yeah ... Thanks for your opinion, Sukrawi and Mang Mas  
S. 27, S. 23 : You are welcome

**Group 13**

S. 15 : Hello, Budi

S. 22 : Hello, Awan

S. 15 : How are you?

S. 22 : I am fine, and you?

S. 15 : I am fine too. Thanks

S. 22 : Awan, what do you think about my new T-shirt?

S. 15 : I think your T-shirt is good

S. 22 : Thank you, Awan

S. 15 : You are welcome, Budi



## APPENDIX 14

### Students' Mispronunciation in Experimental Group

No.	Words	Frequency	Correct Pronunciation Based On Oxford Dictionary
1.	Hi	2	/haɪ/
2.	Hello	1	/hə'ləʊ/
2.	About	2	/ə'baʊt/
3.	Opinion	1	/ə'pɪnjən/
4.	Colour	1	/'kʌlə(r)/
5.	Unique	1	/'juːniːk/
6.	Brochure	2	/'brɒʃə(r)/
7.	Glamour	1	/'glæmə(r)/
8.	Technology	1	/tek'nɒlədʒi/
9.	Bought	1	/bɔ:t/
10.	Birthday	3	/'bɜ:θdeɪ/
11.	Gift	1	/gɪft/
12.	Now	2	/naʊ/
13.	Shape	1	/ʃeɪp/
14.	With	2	/wɪθ/
15.	Mother	2	/'mʌðər/
16.	Father	2	/'fa:ðər/
17.	Small	1	/smɔ:l/
18.	Of	1	/əv/
19.	Really	1	/'ri:əli/
20.	T-Shirt	7	/'ti:ʃɜ:t/
21.	Delicious	2	/dɪ'liʃəs/
22.	Sure	2	/ʃɜ:(r)/
23.	Cute	1	/kju:t/
24.	Pizza	1	/'pi:tə/
25.	Attract	1	/ə'trækt/



26.	Picture	2	/ˈpɪktʃə(r)/
27.	Problem	2	/ˈprɒbləm/
28.	Has	1	/həz/
29.	Was	2	/wəz/
30.	Impressive	2	/ɪmˈpresɪv/
31.	Impossible	1	/ɪmˈpɒsəbl/



## APPENDIX 15

### Students' Mispronunciation in Control Group

No.	Words	Frequency	Correct Pronunciation Based On Oxford Dictionary
1.	Hi	1	/haɪ/
2.	Hello	1	/hə'ləʊ/
3.	My	2	/maɪ/
4.	Think	1	/θɪŋk/
5.	About	1	/ə'baʊt/
6.	Opinion	1	/ə'pɪnjən/
7.	Colour	1	/'kʌlə(r)/
8.	Newest	2	/'nuəst/
9.	Glamour	1	/'glæmə(r)/
10.	Bought	2	/bɔ:t/
11.	Birthday	5	/'bɜ:θdeɪ/
12.	Gift	1	/gɪft/
13.	Uncle	1	/'ʌŋkl/
14.	Aunt	1	/ɑ:nt/
15.	Mother	3	/'mʌðər/
16.	Father	3	/'fa:ðər/
17.	Perfect	1	/'pɜ:fɪkt/
18.	Congratulation	2	/kən'grætʃu'leɪʃn/
19.	Years	1	/jɜ:r/
20.	New	1	/nju/
21.	With	3	/wɪð/
22.	May	2	/meɪ/
23.	Really	2	/'ri:əli/
24.	Shanny	1	/'ʃæni/
25.	Know	2	/nəʊ/
26.	Beautiful	2	/'bjʊ:tɪfl/

27.	Also	1	/ˈɔlsəʊ/
28.	T-Shirt	13	/ˈti:ʃɜ:t/
29.	Borrow	2	/ˈbɒrəʊ/
30.	An	1	/ən/
31.	Are	1	/ə/
32.	Problem	3	/ˈprɒbləm/
33.	Speaking	1	/ˈspi:kɪŋ/
34.	Application	1	/ˌæplɪˈkeɪʃn/
35.	Much	1	/mʌtʃ/
36.	Has	2	/həz/
37.	Was	1	/wɒz/
38.	This	1	/ðɪs/
39.	Have	6	/həv;əv/
40.	Your	1	/jɔ:(r)/
41.	Friend	1	/frend/
42.	Phone	1	/fəʊn/
43.	Expensive	4	/ɪkˈspensɪv/
44.	Just	1	/dʒʌst/



## APPENDIX 16

### Students' Grammatical Problem in the Experimental Group

No.	Students' error	Frequency of error
1.	Using the suffix – s	7
2.	Sentence Structure	6



## APPENDIX 17

### Students' Grammatical Problem in the Control Group

No.	Students' error	Frequency of error
1.	Using the suffix – s	11
2.	Sentence Structure	21



**APPENDIX 18**

**STUDENTS' POST-TEST SCORE**

**EXPERIMENTAL GROUP (VII B)**

<b>No.</b>	<b>Student's Initial Name</b>	<b>Content</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Total</b>	<b>Score</b>
1.	I Gede Rio Budipradana	5	4	4	4	5	22	88
2.	I Gede Wiradana	5	4	4	5	5	23	92
3.	Ida Ayu Putu Oktavia Ardani	5	4	5	5	4	23	92
4.	Ida Ayu Putu Ratih Pradnya Dewi	3	4	4	3	4	18	72
5.	Kadek Arista Selma Putra	5	3	4	4	5	21	84
6.	Kadek Ayu Puspadewi	5	3	3	4	5	20	80
7.	Kadek Ayu Resminingsih	4	4	4	4	4	20	80
8.	Kadek Ernia Cahyani	3	4	4	3	4	18	72
9.	Kadek Martha Rahayu	5	3	3	5	4	20	80
10.	Kadek Pryan Permana	5	4	4	4	5	22	88
11.	Kadek Vani Wulandari	5	3	3	4	5	20	80
12.	Kadek Viola Herlina	5	3	3	5	4	20	80
13.	Ketut Ayu Asiti Sari	4	4	4	4	4	20	80
14.	Ketut Mita Widiastri	5	4	4	4	5	22	88
15.	Komang Haris Widiantera	5	3	4	5	4	21	84
16.	Komang Octa Setya Putra	5	3	4	5	4	21	84
17.	Komang Seni Adnyani	5	4	4	5	5	23	92
18.	Komang Wina Ananta	5	3	4	4	5	21	84
19.	Luh De Indah Setianingsih	5	4	4	5	5	23	92
20.	Luh Putu Dian Tristyanti	5	4	4	4	5	22	88
21.	Luh Sumbertini	5	4	4	4	4	21	84
22.	Made Lola Parwati Candraningsih	5	4	4	4	5	22	88

23.	Ni Kadek Elia Dwi Febrianti	5	4	4	5	5	23	92
24.	Ni Kadek Jelita Kartika Putri	5	4	5	5	4	23	92
25.	Ni Ketut Nisa Berliani	5	4	4	5	5	23	92
26.	Ni Komang Devi Trijayanti	5	4	4	4	4	21	84
27.	Ni Luh Ananda Dyra Cyntya Pratiwi	5	4	4	4	5	22	88
28.	Ni Luh Eka Krisna Dewi	5	4	4	4	5	22	88
29.	Ni Luh Putu Nia Pramesti	5	3	3	4	5	20	80
30.	Nyoman Intan Septiarini	5	4	4	4	5	22	88
31.	Putu Amelia Putri	5	3	3	4	5	20	80
32.	Putu Wahyou Widiadnyana	5	4	4	5	5	23	92

**THE STUDENTS' POST-TEST SCORE**  
**CONTROL GROUP (VII E)**

No.	Student's Initial Name	Content	Pronunciation	Fluency	Grammar	Vocabulary	Total	Score
1.	Desak Kadek Rastini	4	4	3	3	4	18	72
2.	Gede Agus Ramanta	5	4	4	4	4	21	84
3.	Gede Soma Nasa	5	4	4	3	4	20	80
4.	Gede Supriadnyana	3	4	4	3	3	17	68
5.	I Gede Herry Wiriawan	5	4	4	3	4	20	80
6.	I Gede Rizky Suka Darma	4	4	3	3	4	18	72
7.	I Gede Wendy Ary Nugraha	5	4	4	3	4	20	80
8.	I Kadek Teddi Anggastia	4	4	3	3	4	18	72
9.	Ida Ayu Kade Purnamawati	3	4	4	3	3	17	68

10.	Kadek Adi Guna	4	4	3	3	4	18	72
11.	Kadek Ari Setiawan	5	4	4	3	4	20	80
12.	Kadek Bagus Suryawan	5	4	4	4	4	21	84
13.	Kadek Ria Artini	5	4	4	5	4	22	88
14.	Ketut Adinda Mahayani	5	4	4	5	4	22	88
15.	Ketut Budiawan	5	3	3	4	4	19	76
16.	Ketut Caniasih	4	4	3	3	4	18	72
17.	Ketut Dimas Puriana	5	4	4	3	4	20	80
18.	Ketut Intariani	3	4	4	3	3	17	68
19.	Komang Abdi Ariasa	5	4	4	3	4	20	80
20.	Komang Aditya Pradipta	5	4	4	3	4	20	80
21.	Komang Anggreni	2	4	4	3	3	16	64
22.	Komang Budi Adnyana	5	3	3	4	4	19	76
23.	Komang Mas Try Handayani	5	4	4	5	4	22	88
24.	Komang Tri Yoga Mahendra	3	4	4	3	3	17	68
25.	Komang Trisna Sari	5	4	4	5	4	22	88
26.	Luh Putu Sulistiawati	3	4	4	3	3	17	68
27.	Luh Sukrawi	5	4	4	5	4	22	88
28.	Ni Kadek Resa Agustini	3	4	4	3	3	17	68
29.	Ni Komang Seri Lestari Dewi	5	4	4	4	4	21	84
30.	Ni Luh Pipit Diah Anggreni	2	4	4	3	3	16	64
31.	Ni Putu Ria Budi Agustini	5	4	4	4	4	21	84



## APPENDIX 19

```

EXAMINE VARIABLES=Score BY Group
/PLOT NPLOT SPREADLEVEL
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE

/NOTOTAL.
  
```

### Explore

[DataSet0]

### Group

**Case Processing Summary**

Group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Score	Experiment	32	100.0%	0	.0%	32	100.0%
	Control	31	100.0%	0	.0%	31	100.0%

**Descriptives**

Group			Statistic	Std. Error
Score	Experiment	Mean	85.2500	1.00703
		95% Confidence Interval for Mean		
		Lower Bound	83.1961	
		Upper Bound	87.3039	
		5% Trimmed Mean	85.6111	
		Median	86.0000	
		Variance	32.452	
		Std. Deviation	5.69663	
		Minimum	72.00	
		Maximum	92.00	
		Range	20.00	
		Interquartile Range	11.00	

	Skewness		- .595	.414
	Kurtosis		- .161	.809
Control	Mean		76.9032	1.39689
	95% Confidence Interval for Mean	Lower Bound	74.0504	
		Upper Bound	79.7561	
	5% Trimmed Mean		77.0036	
	Median		80.0000	
	Variance		60.490	
	Std. Deviation		7.77755	
	Minimum		64.00	
	Maximum		88.00	
	Range		24.00	
	Interquartile Range		16.00	
	Skewness		- .049	.421
	Kurtosis		- 1.293	.821

#### Tests of Normality

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Experiment	.185	32	.007	.888	32	.003
Control	.171	31	.022	.915	31	.018

a. Lilliefors Significance Correction

#### Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	6.162	1	61	.016
Based on Median	3.622	1	61	.062
Based on Median and with adjusted df	3.622	1	51.729	.063
Based on trimmed mean	6.088	1	61	.016

## APPENDIX 20

```
NPAR TESTS  
  /M-W= Score BY Group(1 2)  
  /STATISTICS=DESCRIPTIVES QUARTILES  
  
  /MISSING ANALYSIS.
```

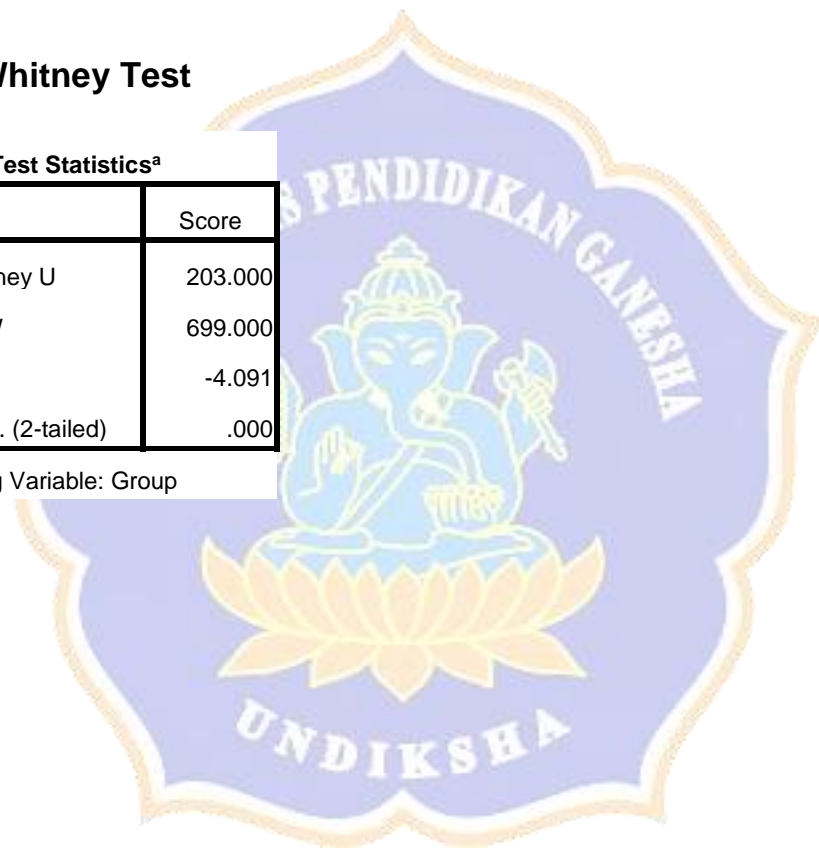
### NPar Tests

[DataSet0]

### Mann-Whitney Test

Test Statistics <sup>a</sup>	
	Score
Mann-Whitney U	203.000
Wilcoxon W	699.000
Z	-4.091
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Group



## APPENDIX 21



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**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 : 1050/UN48.7.1/DT/2018

12 Maret 2018

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 1 Sawan  
di Buleleng

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

Nama : Ida Ayu Kade Pradnyani Dewi  
NIM : 1312021233  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2017/2018

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih

Dekan,  
Kepala Bagian Tata Usaha,  


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

Tembusan:

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



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
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5 April 2018

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah SMP Negeri 1 Sawan  
di Buleleng

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

Nama : Ida Ayu Kade Pradnyani Dewi  
NIM : 1312021233  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2017/2018  
Judul : The Effect of Community Language Learning (CLL) Method on the Seventh Grade Students' Speaking Skill at SMP Negeri 1 Sawan

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.  
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PERINTAH KABUPATEN BULELENG  
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**SURAT KETERANGAN**  
NOMOR: 255/I.19.3.7/SMP.1/KS/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Sawan menerangkan dengan sebenarnya bahwa :

Nama : Ida Ayu Kade Pradnyani Dewi  
NIM : 1312021233  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Universitas : Pendidikan Ganesha Singaraja

Memang benar nama tersebut diatas telah melaksanakan penelitian pada tanggal 16 April 2018 sampai dengan 24 Mei 2018 di SMP Negeri 1 Sawan untuk penyusunan skripsi. Dimana judul penelitian yaitu "The Effect of Community Language Learning (CLL) Method on the Seventh Grade Students' Speaking Skill at SMP Negeri 1 Sawan"

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya

Singaraja, 21 Juli 2018  
Kepala SMP Negeri 1 Sawan  
  
Ketut Suardika, S.Pd.  
NIP. 19611224 198111 1 001

## APPENDIX 22

### Documentations









## Riwayat Hidup



Ida Ayu Kade Pradnyani Dewi lahir di Sawan pada tanggal 21 Juni 1994. Penulis lahir dari pasangan Bapak Ida Bagus Atmaja dan Ibu Ida Ayu Putu Putriadi. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini Penulis beralamat di Banjar Dinas Kanginan, Desa Sawan, Kecamatan Sawan, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan pendidikan taman kanak-kanak di TK Widya Dharma dan lulus pada tahun 2000. Setelah itu penulis melanjutkan pendidikan dasar di SD Negeri 2 Sawan dan lulus pada tahun 2006. Kemudian penulis melanjutkan di SMP Negeri 1 Sawan dan lulus pada tahun 2009. Pada tahun 2012, penulis lulus dari SMA Negeri 2 Singaraja dan melanjutkan ke S1 Jurusan Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha pada tahun 2013. Pada semester akhir tahun 2019 penulis telah menyelesaikan skripsi yang berjudul “The Effect of Community Language Learning (CLL) Method on the Seventh Grade Students’ Speaking Skill at SMP Negeri 1 Sawan”.

