

Appendix 1. Research Permit



UNIVERSITAS MUHAMMADIYAH YOGYAKARTA FAKULTAS PENDIDIKAN BAHASA

Kampus Terpadu: Jl. Lingkar Barat, Tamantirto, Kasihan, Yogyakarta 55183
Telp. (0274) 387656 pswt 284 Fax, (0274) 387646

Nomor : 389/B.4/III/IV/2016
Hal : *Ijin Penelitian*

Kepada Yth.
Kepala Sekolah SMK N 1 Godean
Di tempat

Assalaamu'alaikum Wr. Wb.

Untuk mendapatkan gelar keserjanaan bagi mahasiswa, salah satu kewajibannya adalah menyusun Tulisan Ilmiah/Skripsi. Sehubungan dengan hal tersebut kami memohon dengan hormat kesediaan Bapak/Ibu berkenan untuk memberikan Ijin Penelitian kepada :

Nama : Reni Tri Wulandari
No. Mahasiswa : 20120540038
Program Studi : Pendidikan Bahasa Inggris
Dosen Pembimbing : Sri Sudarsi, S.S., M.InT

Lokasi Penelitian :

SMK N 1 GODEAN

Waktu Penelitian :

1 (Bulan) (16 Mei 2016- 6 Juni 2016)

Judul Penelitian :

"The use of pair-taping in improving students' speaking performance at SMK N 1 Godean"

Atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalaamu'alaikum Wr. Wb.

Yogyakarta, 30 April 2016
Dekan

Gendroyono, S.Pd., M.Pd.
NIK:1975012501010193004

Appendix 2. Research Completion



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLARHAGA
SMK NEGERI 1 GODEAN
 BIDANG KEAHLIAN : BISNIS DAN MANAJEMEN &
 TEKNOLOGI INFORMASI DAN KOMUNIKASI

*Alamat : Kowanan, Sidoagung, Godean, Sleman, Yogyakarta 55564 Telp (0274) 798274 Faksimile. 798274
 e-mail smkn1godean@yahoo.com website : www.smkn1godean.net*

SURAT KETERANGAN

Nomor : 070/1139

Yang bertanda tangan dibawah ini :

- | | | |
|------------|---|-------------------------|
| a. Nama | : | Drs. Agus Waluyo, M.Eng |
| b. NIP | : | 19651227 199412 1 002 |
| c. Jabatan | : | Kepala Sekolah |

Dengan ini menerangkan bahwa :

- | | | |
|------------------|---|--|
| a. Nama | : | Reni Tri Wulandari |
| b. NIM | : | 20120540038 |
| c. Program Studi | : | Pendidikan Bahasa Inggris |
| d. Instansi | : | Universitas Muhammadiyah Yogyakarta |
| e. Maksud | : | Telah melakukan Penelitian di SMK Negeri 1 Godean dengan judul "THE USE OF PAIR-TAPING IN IMPROVING STUDENTS' SPEAKING PERFORMANCE AT SMK NEGERI 1 GODEAN" |

Demikian surat keterangan ini dibuat untuk digunakan sebagai sebagaimana mestinya.

Godean, 29 Agustus 2016
Kepala Sekolah



Drs. Agus Waluyo, M.Eng
NIP. 19651227 199412 1 002

Appendix 3. Oral Proficiency Scoring Categories (Brown, 2001, pp.406-407)

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
0	Errors in grammar are frequent, and speaker cannot built sentences correctly	Speaking vocabulary are poor to express anything	Cannot understand simple question and have limited expression	Lack of confidence and still confuse in speaking	Cannot pronounce words clearly	Cannot ask and answer question although familiar topic.
I	Errors in grammar are frequent, but speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.
II	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.

III	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language
V	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

Appendix 4. Subcategories of Proficiency Scores

Subcategories of proficiency scores

Level	Description
0	Unable to function in the spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to face conversations on familiar topics
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken.

Appendix 5. Pretest and Posttest Oral Interview Guideline

Pretest/Posttest

1. Warm up:
 - How are you?
 - What's your name?
 - Where are you come from?
(let me tell you about this interview)
2. Level Check
 - How long have you been studying at your school?
 - Tell me about your family?
 - Do you have a hobby?
 - Tell me about your hobbies or interests?
 - I would like you to ask me some questions?

Please read the following paragraph. (test-taker reads aloud) what do you get from this paragraph?

Ahmad Al Ghazali Kohler is a famous artist from Indonesia. He always called Al. He is the eldest son from a famous musician Ahmad Dhani and Maia Estiyanti. He is very handsome, so he has many fans. He was born on September, 01, 1997 in Jakarta. He began his career with his brothers in the Lucky Laki band. Their first song was "Superman". After that he tried to be a solo career and the first single is "ku rayu bidadari." And now he is a movie actor and also singer. His films are RUNAWAY in 2014 and LDR in 2015.

3. Probe
 - What are your goals with your hobbies?
 - Do you have a best friend?
 - Tell me about your best friend?
 - Could u tell about your daily activity?
4. Wind-down:
 - Did you feel okay about this interview?
 - Tell me about your factor which affect your English speaking fluency?
 - Any additional information?
(it was interesting to talk with you. Best wishes)

Appendix 6. Syllabus

SILABUS

NAMA SEKOLAH : SMK N 1 Godean
 MATA PELAJARAN : **BAHASA INGGRIS**
 KELAS/SEMESTER : XI / 1-2

STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

KODE KOMPETENSI :

ALOKASI WAKTU: 146 X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<p>Pertanyaan dengan pola <i>yes-no questions</i> dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar.</p> <p>Pertanyaan dengan pola <i>question tags</i> dalam konteks kegiatan sehari-hari diperagakan dengan benar.</p> <p>Pertanyaan dengan pola <i>question words</i> dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar.</p>	<p>Talking about hobbies and interests</p> <ul style="list-style-type: none"> - Do you like fishing? - What do you like doing in your spare time? <p>Guest handling</p> <ul style="list-style-type: none"> - What can I do for you, Sir? - Welcome to our hotel. - I hope you enjoy the food. <p>Grammar Review</p> <p>Yes – No questions</p> <ul style="list-style-type: none"> - Are you a secretary? <p>Question tags</p> <ul style="list-style-type: none"> - The board meeting starts at seven, doesn't it? <p>Questions with question words</p> <ul style="list-style-type: none"> - Where does the boss live? - Why do you come late? <p>Gerund as subjects and objects</p> <ul style="list-style-type: none"> - Smoking is dangerous. - I don't like fishing. 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Answering questions based on recorded materials. - Dialogues about guest handling • Speaking: <ul style="list-style-type: none"> - Telling about one's own daily activities. - Role playing about guest handling • Reading: <ul style="list-style-type: none"> - Answering questions about hobbies and interests 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Dialog berpasang-an • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Pilihan Ganda 				<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)

<p>2.2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat</p>	<p>Berbagai bentuk dan ungkapan digunakan dengan tepat untuk membicarakan kegemaran /hobi dan minat. Ungkapan untuk menangani tamu hotel, restoran, travel agency, dll. diperagakan dengan benar.</p> <ul style="list-style-type: none"> • Pesan (<i>message</i>) yang diterima lewat telepon dicatat dengan benar. • Pesan (<i>message</i>) yang diterima secara langsung dicatat dengan benar. 	<p>Gerund as complement: - Her job is sorting the mail. Gerund after preposition: - Are you interested in collecting stamps? Constructions with 'too' and 'enough' - The soup is too salty for me. - The hotel room is comfortable enough.</p> <ul style="list-style-type: none"> • Expressions dealing with telephone conversations <p>Grammar Review:</p> <ul style="list-style-type: none"> • Personal pronouns - I – me – my – mine - myself • Reported speech - He said that you had to pay for the tickets - He asked you to pay for the tickets. - He wanted to know if you would be available in the afternoon. - He wanted to know where you put his umbrella. ▪ Adjective Clause - Do you know the staff who will be promoted our new division manager? 	<ul style="list-style-type: none"> • Writing: - Writing descriptions of other's daily activities. - Writing sentences containing gerund . - Arranging sentences containing "too" and " enough" • Listening: - Listening for information from recorded materials. - Understanding telephone conversations • Speaking: - Telling the information obtained from recorded materials - Role playing on telephone conversations • Writing: - Writing messages based on telephone conversations - Composing sentences using reported speech, personal pronouns 	<ul style="list-style-type: none"> • Tes tertulis - Melengkapi kalimat - Membuat kalimat dengan reported speech - Mencatat pesan yang diterima • Tes lisan - Menceritakan pesan yang diterima 				<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)
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			and adjective clause.					
2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan	<ul style="list-style-type: none"> Bentuk kata kerja digunakan dalam <i>Simple Present</i> dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. Bentuk kata kerja digunakan dalam <i>Simple Past</i> dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi. <i>Curriculum Vitae</i> yang sederhana ditulis dengan benar. Berbagai ungkapan digunakan dengan tepat untuk menjelaskan fakta dan angka (<i>facts and figures</i>) pada suatu sajian data. 	<ul style="list-style-type: none"> Telling about people's job using the Simple present tense: <ul style="list-style-type: none"> - A cook prepares food. - Pilots fly aeroplanes. Telling about people's educational background using the Simple past tense. <ul style="list-style-type: none"> - She graduated from SMKN 8 Bandung. - The new secretary learned shorthand at the college. Samples of curriculum vitae Expressing facts and figures : <ul style="list-style-type: none"> - The graph shows that population growth has been high this last decade. - The latest data show that about three billion rupiahs have been spent for the construction of the factory. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> - Dictation - Answering dialogues given by the teacher Speaking <ul style="list-style-type: none"> - Explaining someone's profession Reading <ul style="list-style-type: none"> - Understanding and discussing diagrams containing facts and figures Writing <ul style="list-style-type: none"> - Rewriting someone else's curriculum vitae - Writing one's own curriculum vitae 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> - Menjelaskan profesi - Menjelaskan diagram Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat/ form - Menulis curriculum vitae 	20		<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa) ❖ English New Concept 	

<p>2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang</p>	<ul style="list-style-type: none"> • Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. • Ungkapan untuk mengemukakan kegiatan di masa datang digunakan dalam <i>Tense</i> yang benar. • Surat pribadi yang menceritakan tentang kehidupan masa lalu dan rencana di masa depan ditulis dengan benar. 	<ul style="list-style-type: none"> • Telling about past events <ul style="list-style-type: none"> - I saw the crowds were helping the accident victim. - We had locked the room when she came. Telling about future plans <ul style="list-style-type: none"> - The meeting will be over at two PM. - When you arrive at the office, I will be conducting a meeting. Sample of a personal letter (telling about past and future events) Grammar review: <ul style="list-style-type: none"> - Relevant tenses. 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Answering questions of one's past experiences. • Speaking <ul style="list-style-type: none"> - Telling one's own plans (future) • Reading <ul style="list-style-type: none"> - Reading for information: dialogues, passages • Writing <ul style="list-style-type: none"> - Composing personal letters - Translation 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menceritakan peristiwa masa lalu - Dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Membuat surat - Menerjemahkan 				<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)
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2.5.

<p>2.6. Mengungkapkan berbagai macam maksud hati</p>	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menyampaikan undangan digunakan dengan tepat. • Ungkapan-ungkapan untuk melakukan tawar-menawar (<i>bargaining</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan kepastian (<i>certainty</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk memberi dan merespon pujian digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan pendapat/opini digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan persetujuan (<i>agreeing-disagreeing</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan argumentasi digunakan dengan benar. 	<ul style="list-style-type: none"> • Giving invitations <ul style="list-style-type: none"> - Would you like to come to my place for dinner tonight, please? - With pleasure. - I'm afraid I can't, I've already got an appointment. • Bargaining <ul style="list-style-type: none"> - Is there any discount for this shirt? - How about fifty thousand rupiahs? • Expressing certainty <ul style="list-style-type: none"> - I'm sure that it's going to rain this afternoon. - It must be him who called. • Giving and responding to compliments <ul style="list-style-type: none"> - Fantastic! - You look beautiful tonight. - Thank you. • Expressing opinions <ul style="list-style-type: none"> - I think that's not true. - What I have in my mind is that • Expressing agreement/ disagreement: <ul style="list-style-type: none"> - You're right. - I'm afraid you've got wrong information, Sir. ▪ Expressing argument <ul style="list-style-type: none"> - Yes, but don't forget ... - That may be so but ... • Grammar review <ul style="list-style-type: none"> - Conjunctions / concessive relationship. 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Answering questions based on dialogues about giving invitations, bargaining, expressing certainty, compliments, expressing opinions, agreeing/disagreeing, and arguing • Speaking: <ul style="list-style-type: none"> - Performing dialogues based on given situations. • Reading: <ul style="list-style-type: none"> - Answering questions based on written texts. • Writing: <ul style="list-style-type: none"> - Writing dialogues based on given situations. 	<ul style="list-style-type: none"> • Tes lisan melalui role play / dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi dialog - Menjawab pertanyaan - Melengkapi kalimat - Membuat dialog 		<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)
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		<ul style="list-style-type: none">- Constructions with "used to":<ul style="list-style-type: none">a) be/get used to + V-ingb) used to + Verb 1- Noun clause as object:- I never believe that there will be another Rationalization.							
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<p>2.7. Memahami instruksi-instruksi sederhana</p>	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsinya suatu alat dikemukakan dengan benar. • Ungkapan-ungkapan untuk meminta dan memberi saran dan nasihat (<i>suggestion and advice</i>) digunakan secara tepat. • Ungkapan-ungkapan untuk menyatakan keharusan dan kewajiban (<i>necessity and obligation</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk meyakinkan dan membujuk orang lain (<i>convincing and persuading</i>) agar menerima pendapat atau usulan yang diajukan digunakan dengan tepat. 	<ul style="list-style-type: none"> • Expressions used in describing processes: <ul style="list-style-type: none"> - First, ... - Next, ... - Then... - Finally ... • Expressions used in asking for and giving suggestions and advice: <ul style="list-style-type: none"> - What do you recommend for a headache? - You'd better see a doctor. • Expressions used in asking necessity and obligation: <ul style="list-style-type: none"> - We must be there before the boss comes. - It is necessary for us to be there on time. • Expressions used in persuading and convincing: <ul style="list-style-type: none"> - Why don't you try our special drink <i>bandrek</i> to warm up your body. - If I were you, I would ... - I'm sure you are on the right track. - I bet you could do it. • Grammar review: <ul style="list-style-type: none"> - Degrees of comparison - Imperatives - Don't smoke at the petrol station - Keep silent; the baby is Sleeping 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Listening for information on how things work. - Dialogues about asking for and giving suggestions and advice, necessity and obligations, convincing and persuading • Speaking <ul style="list-style-type: none"> - Telling about how things work. - Role playing how to ask for and give suggestions and advice. - Interviewing dealing with convincing and persuading, necessity and obligations • Reading <ul style="list-style-type: none"> - Reading for information: dialogue passages • Writing <ul style="list-style-type: none"> - Making dialogues based on the situations provided. 	<ul style="list-style-type: none"> • Tes lisan Menjelaskan proses kerja / cara mengoperasikan alat • Tes tertulis <ul style="list-style-type: none"> - Menjawab pertanyaan - Pilihan ganda - Membuat dialog 		<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Angkasa) ❖ English New Concept
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<p>2.8. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima</p>	<ul style="list-style-type: none"> • Kata-kata dipilih dengan tepat dan dirangkai menjadi pesan pendek, petunjuk atau daftar • Kesimpulan dari suatu pembicaraan ditulis dengan benar menjadi suatu pesan pendek, petunjuk, atau daftar 	<ul style="list-style-type: none"> • Samples of short messages, directory, and lists. • Content, punctuation, and spelling. 	<ul style="list-style-type: none"> • Vocabulary game • Rearranging words / sentences • Composing short messages. Directions, or lists based on the situation given by the teacher. 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> – Menyampaikan pesan secara lisan ▪ Tes tertulis <ul style="list-style-type: none"> – Membuat pesan singkat dan atau petunjuk cara penggunaan alat secara tertulis. 				<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Angkasa) ❖ English New Concept
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Keterangan:

- TM : Tatapmuka
PS : Praktik di Sekolah (2 jam praktik di sekolah setara dengan 1 jam tatap muka)
PI : Praktek di Industri (4 jam praktik di Du/Di setara dengan 1 jam tatap muka)

Appendix 7. Students' Attendance List

DAFTAR HADIR SISWA SMK N 1 GODEAN

TAHUN PELAJARAN 2016/2017

Kelas: XI API (ADM. PERKANTORAN)

NO.	NIS	NAMA	L/P	PERTEMUAN			
				1	2	3	4
1.	11049	AHADA OKTAVIANI KUSUMASTUTI	P	Handwritten	Handwritten	Handwritten	Handwritten
2.	11050	ANISSA VYKA CAHYANI	P	Handwritten	Handwritten	Handwritten	Handwritten
3.	11051	ARMITA YANRIY MEVIANA	P	Handwritten	Handwritten	Handwritten	Handwritten
4.	11052	ASRI PARJIYANTI	P	Handwritten	Handwritten	Handwritten	Handwritten
5.	11053	ATMASARI FATARANI	P	Handwritten	Handwritten	Handwritten	Handwritten
6.	11054	AYU INDAH SAPUTRI	P	Handwritten	Handwritten	Handwritten	Handwritten
7.	11055	BEKTI MULYANI	P	Handwritten	Handwritten	Handwritten	Handwritten
8.	11056	DEWI SEPTIANINGRUM	P	Handwritten	Handwritten	Handwritten	Handwritten
9.	11057	DAH NUR ANNISA	P	Handwritten	Handwritten	Handwritten	Handwritten
10.	11058	DAH SEPTIANA	P	Handwritten	Handwritten	Handwritten	Handwritten
11.	11059	DIAN FITASARI	P	Handwritten	Handwritten	Handwritten	Handwritten
12.	11060	DIANA APRILIAWATI	P	Handwritten	Handwritten	Handwritten	Handwritten
13.	11061	ENY KUMALA SARI	P	Handwritten	Handwritten	Handwritten	Handwritten
14.	11062	FIRDA AL QUMAIRI	P	Handwritten	Handwritten	Handwritten	Handwritten
15.	11063	FITRIA EKA PUTRI	P	Handwritten	Handwritten	Handwritten	Handwritten
16.	11064	ISNA HIDAYATUL CHOIRIYAH	P	Handwritten	Handwritten	Handwritten	Handwritten
17.	11065	JHOSI DAMARIYANTI PUTRI	P	Handwritten	Handwritten	Handwritten	Handwritten
18.	11066	NIA SYABANIAH	P	Handwritten	Handwritten	Handwritten	Handwritten
19.	11067	NIMAS ADI PRADITA	P	Handwritten	Handwritten	Handwritten	Handwritten
20.	11068	NURUL FAUZIAH	P	Handwritten	Handwritten	Handwritten	Handwritten
21.	11069	NURUL NEVIKASARI	P	Handwritten	Handwritten	Handwritten	Handwritten
22.	11070	PARTININGSIH	P	Handwritten	Handwritten	Handwritten	Handwritten
23.	11071	RATNA SARI	P	Handwritten	Handwritten	Handwritten	Handwritten
24.	11072	RETNO DYAH SEKAR KARTIKA	P	Handwritten	Handwritten	Handwritten	Handwritten
25.	11073	SARTIKA ANAKA DEWI	P	Handwritten	Handwritten	Handwritten	Handwritten
26.	11074	SINTIA ROHMAWATI ANGGINI	P	Handwritten	Handwritten	Handwritten	Handwritten
27.	11075	SRI NINGSIH	P	Handwritten	Handwritten	Handwritten	Handwritten
28.	11076	VANIA NUR LISA	P	Handwritten	Handwritten	Handwritten	Handwritten
29.	11077	WINDIA TRI WULANDARI	P	Handwritten	Handwritten	Handwritten	Handwritten
30.	11078	WIWIT KURNIA INTAN SARI	P	Handwritten	Handwritten	Handwritten	Handwritten
31.	11079	YURIKA NUR CAHYANI	P	Handwritten	Handwritten	Handwritten	Handwritten
32.	11080	YUSRINA WIJAYANTI	P	Handwritten	Handwritten	Handwritten	Handwritten

Appendix 8. Students' Pretest Score

Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task	Sum
P1	0	0	1	1	0	0	2
P2	1	1	2	1	1	1	7
P3	1	1	1	0	0	0	3
P4	0	1	1	0	1	1	4
P5	0	1	1	0	1	0	3
P6	1	1	1	1	1	1	6
P7	1	2	0	1	0	1	5
P8	1	1	1	0	1	1	5
P9	1	1	2	2	1	2	9
P10	1	1	1	1	1	1	6
P11	1	1	1	1	0	1	5
P12	1	1	1	0	2	1	6
P13	1	1	0	0	1	0	3
P14	1	2	2	1	1	1	8
P15	1	1	1	0	1	1	5
P16	2	2	1	0	1	1	7
P17	2	2	2	2	1	2	11
P18	1	1	1	1	1	1	6
P19	1	2	1	1	1	1	7
P20	1	1	1	2	2	1	8
P21	1	2	2	1	2	1	9
P22	2	3	2	2	2	1	12
P23	2	3	1	1	2	1	10
P24	2	2	1	1	3	1	10
P25	1	1	2	2	1	2	9
P26	1	1	1	1	2	1	7
P27	1	1	1	3	1	2	9
P28	2	1	0	0	2	1	6
P29	1	2	1	1	1	1	7
P30	1	2	1	1	1	2	8
P31	2	2	1	1	1	1	8
P32	1	1	1	1	2	2	8

Appendix 9. Students' Posttest Score

Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task	Sum
p1	2	2	2	1	1	2	10
p2	2	1	2	2	1	1	9
p3	3	1	1	1	1	1	8
p4	2	1	2	2	3	2	12
p5	1	1	1	1	2	0	6
p6	1	2	3	3	3	2	14
p7	1	2	2	2	2	3	12
p8	2	3	3	1	3	1	13
p9	3	4	3	2	3	3	18
p10	3	3	2	2	3	3	16
p11	1	2	3	3	4	1	14
p12	2	2	3	2	1	1	11
p13	3	1	3	3	2	3	15
p14	4	3	2	3	4	2	18
p15	1	1	1	1	3	2	9
p16	4	4	3	4	3	2	20
p17	4	2	3	3	3	3	18
p18	3	2	3	2	2	3	15
p19	3	3	3	3	2	4	18
p20	3	3	3	2	3	2	16
p21	2	2	2	3	4	3	16
p22	3	4	3	3	3	4	20
p23	3	2	1	4	2	4	16
p24	2	4	3	3	4	3	19
p25	4	3	3	4	3	4	21
p26	3	3	4	4	4	4	22
p27	2	2	3	4	2	4	17
p28	2	4	2	3	4	2	17
p29	3	3	2	2	3	2	15
p30	3	2	2	3	3	2	15
p31	2	3	2	2	2	1	12
p32	3	2	2	2	2	1	12

Appendix 10. Effect Size for All Speaking Elements

$$\text{Effect Size} = \frac{\sqrt{t^2}}{\sqrt{t^2+df}}$$

$$\text{Effect Size of Grammar} = \frac{\sqrt{t^2}}{\sqrt{t^2+df}} = \frac{8,576^2}{8,576^2+31} = \frac{73,548}{104,548} = 0,704$$

$$\text{Effect Size of Vocabulary} = \frac{\sqrt{t^2}}{\sqrt{t^2+df}} = \frac{5,750^2}{5,750^2+31} = \frac{33,0625}{64,0625} = 0,517$$

$$\text{Effect Size of comprehension} = \frac{\sqrt{t^2}}{\sqrt{t^2+df}} = \frac{8,158^2}{8,158^2+31} = \frac{66,553}{97,553} = 0,683$$

$$\text{Effect Size of Fluency} = \frac{\sqrt{t^2}}{\sqrt{t^2+df}} = \frac{9,321^2}{9,321^2+31} = \frac{86,882}{117,882} = 0,738$$

$$\text{Effect Size of Pronunciation} = \frac{\sqrt{t^2}}{\sqrt{t^2+df}} = \frac{8,747^2}{8,747^2+31} = \frac{76,51001}{107,51001} = 0,712$$

$$\text{Effect Size of Task} = \frac{\sqrt{t^2}}{\sqrt{t^2+df}} = \frac{6,682^2}{6,682^2+31} = \frac{44,6492}{75,6492} = 0,591$$

Appendix 11. Giving and Receiving Feedback

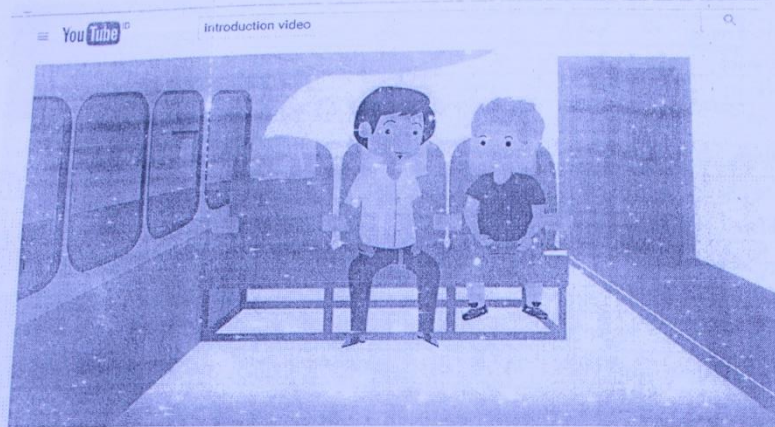
16

Nisa

Exercise 1. Yes-no question

1. He may qualify for the position.
 - a. Does he may qualify for the position? ~~✓~~ *Aux Veb + S + main verb*
 - b. May he qualify for the position? ✓
2. Jusuf Kalla was the 10th Vice President of Indonesia.
 - a. Was Jusuf Kalla the 10th Vice President of Indonesia? ✓
 - b. Did Jusuf Kalla be the 10th Vice President of Indonesia?
3. Veralia likes swimming.
 - a. Does Veralia like swimming? ✓
 - b. Does Veralia likes swimming? = *Do / Does + S + V1*
4. The passengers have been waiting for thirty minutes.
 - a. Have been the passengers waiting for thirty minutes?
 - b. Have the passengers been waiting for thirty minutes? ✓
5. A person can't drive a car on public roads without a driver's license.
 - a. Can't a person drive a car on public roads without a driver's license? ✓
 - b. Can a person not drive a car on public roads without a driver's license?
6. All the graduate students have finished their dissertation.
 - a. Have all the graduate students finish their dissertation?
 - b. Have all the graduate students finished their dissertation?
7. Aldo came late yesterday.
 - a. Did Aldo came late yesterday?
 - b. Did Aldo come late yesterday? *Did + S + V1*
8. They were so naughty.
 - a. Did they so naughty?
 - b. Were they so naughty?
9. The children are having their lunch now.
 - a. Do The children have their lunch now?
 - b. Are the children having their lunch now?
10. He will be working out at the gym tomorrow morning.
 - a. Will he be working out at the gym tomorrow morning? *Will + S + Be + Ving*
 - b. Will be he working out at the gym tomorrow morning?

Watching the video (<https://www.youtube.com/watch?v=tZOgdnKJ5Sc>)



Exercise 2. Watching a video and matching a conversation with fulfill the blank sentences.

- Gustavo : excuse me
- Hank : ~~Sorry about that~~ Sorry about that
- Gustavo : hi,I'm Gustavo How do you do?
- Henry : ~~.....I'm Henry Eddins. How do you do?~~ nice to meet you
- Gustavo : I'm sorry,? a bit slowly. can you say ^{that} again please?
- Henry : Henry Eddins.
- Gustavo : Hendry Eddins.
- Henry : That's it! ~~.....~~ But please call me Hank.
- Gustavo : Hank, ~~.....~~ nice to meet you
- Henry : Nice to meet you too.

Sin: Mingshi & Mia
to go to

23

Go to beach ^{kecil} my holiday aja.

Picture sequences 2. Make a story and practice it to your friend.



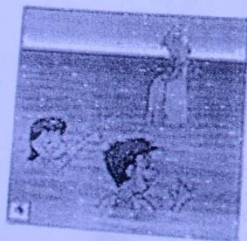
A few years ago, ^{kecil} On the holiday time ^{my holiday aja.} I
and my friends liked to went to
beach and have a nice day in there.
We and my friends always played in the sand
and play with dolphin and played in ^{the} sea shore
and swam in there and we enjoyed played
in the beach.



when me and my friend happily, suddenly
a dolphin to be stranded in ^{the} sand and me and
my friend shock when saw that, and we
to approached the dolphin and helped
the dolphin back to the sea and



when I was played in the beach
with my friend and the dolphin
I felt so happy and enjoy that it.
happen. After that, me and my
friend ^{saw} see an incredible dolphin,
vocal



The dolphin showed me a beautiful
jump when me in the sea
and me and my friend ^{to be?} excited
that and felt so happy because
that happened this experience.

Nb. to => diikuti Verb satu

Hati-hati dengan titik dan koma.

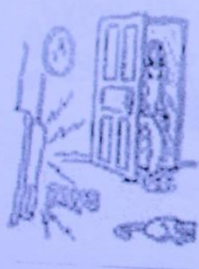
Jangan kebanyakan "And" maybe we can change it with another
conj. Sometimes we can use Fortunately, Continually, Finally, etc.

S + V nya jangan lupa dek.. :)

Perbedaan Noun, Adz, Verb harus diperhatikan.

Picture sequence 3. Make a story by seeing a picture and share it with your friends.

Picture sequences 1. Make a story and practice it to your friend.



ANGRY WITH MY CAT
 I was overslept because I slept late at night. ^{tidak boleh tepan} So I hurried ^{to pasangannya} to work up and prepared to ^{verb} go to school and I forgot to breakfast.

After school, I found my bedroom fall apart because my cat was random shuffle it.

I was angry. I was tried to caught ^{vi} it ^{kalimat} and I got ^{it}.

And I could ^{it} ^{-o membius??}

I wish to anesthetize it.

Finally I was anesthetize my cat. And my cat was fainted. I was felt very tired.

Nb: to =o diikuti Verb satu
 So =o tidak boleh diawal kalimat
 mungkin membedakan verb, kata sifat (adj), kata benda dan penggunaan "to be".

Material

Watching a video (<https://www.youtube.com/watch?v=-UX0X45sYe4>)



Worksheet 1.

Direction : Answer the question relate to the video that you have watched! Be carefull in hearing the conversation.

1. What are the boy's hobbies?

college stamps (several)

2. What is the girl's hobby?

read a book a lot
about science

3. How to ask about someone's hobby? Mention it based on the conversation.

what's your hobby , do you have a hobby
do you have any hobby's hobbies

what do you like to collect

why do you want all of the stamps

where do you collect stamps from

what's another hobby on yours

Worksheet 2. Picture



© Can Stock Photo - csp14825975

My hobby is painting. Since in kindergarten, I like to paint. I like painting many kind of picture.

I want to be a famous painter. My parents support me to my ~~best~~ ^{ambition} goal.

If I have a vacant time, I always ~~use~~ use to paint.

If I feel boring, I also do it. This ~~is~~ ^{activity}

~~will~~ make me ^{very} happy. I ever follow the competition, and I ~~was~~ ^{became a} winner. I learn from my father. My father like paint too. I will do the best again.

bored
boring means
mentosankan

Handwriting practice lines consisting of multiple horizontal lines for writing.

Misa

Worksheet 2. Picture



My hobby is dancing

Hello my name is Misa I have a hobby I will tell you about my hobby My hobby is dancing I like dancing since Junior high school. I like traditional and modern dance. I like that because it is fun. It makes me feel happy, and I enjoy it. When I am dancing, I feel ^{that I} can

dance

forget about my problems. I like watch videos from Youtube. My friends like dancing too. We always dancing together after school. In the vocational high school, I join a dance extracurricular. I want to be a professional dancer.

My hobby

Worksheet 2. Picture



I have a hobby, playing
My hobby is play a
guitar. I like to play
guitar because it's
funny.

I am play a guitar
with my friend.
We can ever some songs

But it's need a long time and diligent ~~to~~ train ^{diligently.}

I think play a guitar can make me more
happy and it's beneficial for me.

I ever fell to give up, but my friend advise me to
never give up. She tell me about her experience which
full of strives, and she always do the best

tidak boleh
diabaikan

So now I never think to give up
I will to be a hard worker.

Blank lined writing area for the student's response.

Sis Ningsih

31

Worksheet 2. Picture



In Sunday, we and my father
 go to the pool for fishing. ^{the pool}
~~and~~ Me and my father go to ^{at}
 06.00 o'clock ~~and~~ ~~with~~ by foot
~~walking~~ because the pool is not far
 from my house ~~and~~ we bring
 some tools ^{that} we need to fishing fish
 and bring ~~we~~ worms for my bait
 and we ~~to~~ enjoy the day. gokusob.

After that we arrive in ^{the} pool and start ~~to~~
^{fish} fish and getting ~~the~~ worm in my fishhook, ~~and~~
 I'm fishing ~~with~~ slowly ~~and~~ be patient and enjoy with
 my father. ^{my father's fishhook looks}
 Suddenly the fishhook from my father moving firstly
~~and~~ my father is surprised and hurry up pick the
 fishhook. ~~and~~ he get a big fish, my father is
 very happy ~~about it~~ and I'm waiting my
 fishhook get ~~some~~ some fishes. After that Me and my
 father ^{finished} ~~over~~ ^{our} fishing time with my
 father.

Me and my father feel so happy because ^{we} ~~can~~
 spending my spare time together in Sunday morning
~~and~~ after that we and ^{we} ~~my~~ father go to home
 and ~~have~~ ^{take} a rest ~~at~~ in my home and
 take a nap.

a
 an vocal } sebusih

Nia.S

32

Worksheet 2. Picture



My name is Nia Supriyah. I am 16 years old.
My hobby is hunting a photo. Every day I always
take a picture. Like food, beverages, sun, the
sunset, sky, cloud, view, etc ~~etc~~.

Sometime I often take a picture hidden.
I often upload the picture on ~~the~~ Facebook,
Instagram, Twitter, etc.

I often dreaming if I ^{have} already adult, I want
to be a professional photographer.

I want to around the world and
can take a picture together ^{with} my idol.

I often spend ~~my~~ more time to ^{go to trip} vacation
to hunt a photo. I usually visit the place which have
a history. Example Candi Arjuna, Batu ratapan and in
Kawah sik-dang, Candi Borobudur, Museum, Market,
Restaurant, etc

If I go ^{to} everywhere, I ~~do not~~ ^{do not} over forget to take a picture
all ~~the~~ which exists in the surrounding area.

Introducing

Sri Ningsih
Nia Syahbaniah

A: Hai

B: Hello

A: What's your name?

B: My name is Sri Ningsih you can call me Sri, and you?

A: My name is Nia Syahbaniah you can call me Nia
and where do you live?B: I live in Sukunan Banyuwangi camping, what about
you nia?

A: I live in Sendari, How are you?

B: I am fine thanks and you? ↳ maybe if you ask
about someone's feeling
ask it in the beginning.

A: I am fine too

B: How old are you nia?

A: I am 16 years old and you?

B: I am 17 years old

A: What's your hobby Sri

B: My hobby's are swimming, playing and listening
music, and you nia

A: My hobby is listening music too

B: What your favorite food nia

A: My favorite food is meatball, and you?

B: My favorite food are meatball and chicken noodle

A: And, who is your idol Sri

B: My idol are Chanyeol from EXO and Kim Tae Hyung
from BTS boyband and you?

A: My favorite idol is Coldplay musician

- B: Do you have a best friend Nia?
- A: No I don't have, and you? → D study
- B: I have but she's not school in here
- A: what's your job in future years
- B: I want to get a best student and you good ^{malasudnya}
- child for my family, and you?
- A: I want to be promoted, tell me about your family?
- B: Eh... my family is very nice and very nice, very great to me and always love me and my father's name is Muslimin and my mother's name is Arsiya and you Nia? ^{they} subject?
- A: My family is kerel, teach me so hard and my family is everything and my father's name is Suparjo and my mother's name is Sumiyati
- B: Do you have a brother Nia?
- A: Yes I have and he's name is Nur Hidayanto and you?
- B: Yes my brother's name is Muhammad Ali Usman
- A: Do you have a favorite place?
- B: Yes I have and you?
- A: Yes I have, too
- B: What's your favorite place?
- A: My favorite place is Jogja City Mall and you?
- B: My favorite places are beach, mangunan garden, and Malloboro, and how long distance from your km?

go to
home to school?

A: Approximately 5 km and you?

3?
B: Approximately 10 km, Do you like to go to cinema?

A: Yes I like because I like watching a movie

B: Do you agree to go to the cinema with me tomorrow? No

A: Yeah I agree with you and what's movie do you want to see in cinema

B: I want to see fast and furious movie and you?

A: yes I agree with you because I like to

B: Ok see you at 05:00 P.M and see you

A: Ok I meet you at 05:00 P.M see you too

~~See~~

인 스피리트

Hobby.

Dewi. S / Firda A.Q

Dewi

Firda

• Hello, How are you?

• I, Fine and you.

• Yes, me too, What's.

• My name is Firda

your name

and you.

• I'am Dewi. S.

• Yes, Sure.

can I ask something

for you?

• What's your hobby?

• My hobbies are

reading & listening

to ^{the} music

• Why do you like/ your

tanpa "s"

• Because that's

hobbies?

make me happy

• My hobby is drawing

And what's your

hobby?

• Because it's make me.

• Why do you like

not boring.

to drawing

• Oh, I'am Sorry I can't

• Oh, can you draw

• I just to draw.

my face

anime cartoon &

• Yes it's ok.

some view

• Nice to meet you Firda

• Nice to meet you

too, Dewi.

what was born

— & you

• Intinite

the same of key three

• And I

• Your idol

• I like A

• they are

• what's any

• draw

• hobby

• finishing


• why

• yes

• study

Practice makes perfect




 Sri Ningsih & Nia Septemah
 Holiday

No. _____ Date: _____

Monday Tuesday Wednesday Thursday Friday Saturday

A: Hi Sri. What did you do in previous holiday?
 B: Hi Nia. I want to ^{go to} Bali with my family. And you?
 A: Bali? Wow... Sound nice! I just stayed at home
 B: Why?
 A: Because my mom was sick.
 B: I'm sorry to hear that
 A: It's okay. Btw, what did you do there
 B: First, I went to Tanah Lot. I bought some clothes
 A: Was Tanah Lot is interesting?
 B: Sure
 A: Then? Where did you go after it?
 B: I went to hotel. My father booked it before we arrived in Bali
 A: Did your hotel near ~~with~~ ^{the} Samur Beach.
 B: No. It is near with Kuta Beach. o gale sopan pake want to.
 A: Next time I wanna be there too.
 B: Then, what did you do at home
 A: I cooked with my mom.
 B: It was sound boring condition
 A: I thought so.
 B: Where will you go in the next holiday
 A: I want to go to Pahawang
 B: Where is it?
 A: Lampung
 B: Is it beautiful place.

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Dwisi S / Nia S.

No. _____

Date: _____

Rec: Good morning. Welcome to Garuda Kencana Hotel

Guest: Hi good morning. I'd like to make a reservation for next weekend. Do you have any vacancies?

Rec: Yes, sir. We have several rooms available for next weekend, and what is the exact date of your arrival?

G: = The 4th next month.

R: = How long will you be staying?

G: = I'll be staying for two nights.

R: = How many people is the reservation for?

G: = There will be two of us.

R: = and would you like a room with twin beds or a double bed?

G: = a double bed, please.

R: = Great & we have a special offer. Would you prefer to have a room with a view of the ocean?

G: = I would love to have an ocean view. What's the rate for the room?

R: = That type of room is two thousand rupiah five hundred per night.

G: = OK I will take that room.

R: = Yes sir now what name will the reservation be listed under?

G: = Bedjo Utomo

R: = Could you spell your name for me please?



Appendix 12. The possible factors which affect on students' speaking performance

No.	Participants	Statement
1.	P1	Hobby (listening a music)
2.	P2	Join extra-curricular (English course)
3.	P3	Join extra-curricular (extracurricular in the school)
4.	P4	Familiarity of the questions
5.	P5	Hobby(watching movie)
6.	P6	Hobby (doing conversation to their friends)
7.	P7	Hobby (playing a game)
8.	P8	Hobby (watching movie)
9.	P9	Feedback
10.	P10	Familiarity of the questions
11.	P11	Familiarity of the questions
12.	P12	Hobby (listening a music)
13.	P13	Hobby (watching movie)
14.	P14	Familiarity of the questions
15.	P15	Familiarity of the questions
16.	P16	Hobby(watching movie)
17.	P17	High level of English mastery
18.	P18	Feedback
19.	P19	Feedback
20.	P20	Familiarity of the questions
21.	P21	Feedback
22.	P22	High level of English mastery
23.	P23	Hobby (reading a novel)
24.	P24	Feedback
25.	P25	Join extra-curricular (English course)
26.	P26	High level of English mastery
27.	P27	Feedback
28.	P28	Join extra-curricular (extracurricular in the school)
29.	P29	Hobby (reading a novel)
30.	P30	Familiarity of the questions
31.	P31	Feedback
32.	P32	Feedback

DOCUMENTATION

Research activity in the class



Activity in the class



Listening activity



Students finished an exercise



Students tried to do a conversation using difference pictures



Students recorded their conversation



Teacher gave an feedback



Giving and receiving feedback