

APPENDICES

Appendix 1

Speaking Pre-test

Instruction

1. Works in pairs consist of 2 students
2. Make one conversation based on situation

The oral test direction

1. Each pair should get one role card
2. Each pair should make conversation based on the role in the role card.
3. Each pair is free to express their ideas and try to speak as clearly as you can.

Appendix II

Speaking Post-test

Instruction

1. Works in pairs consist of 2 students
2. Make one conversation based on situation

The oral test direction

1. Each pair should get one role card
2. Each pair should make conversation based on the role in the role card.
3. Each pair is free to express their ideas and try to speak as clearly as you can.

Appendix III

Role Card

Setting: At School

Role A

You are supporter of football games. Your friends is trying to invite you to watch on a football games. You want to go but you need to ask something to your friend.

Ask your friend about :

- The time
 - Where is the football games
 - Participants who watch the games
 - The players
 - Give your reason, if you accept or refuse this invitation
-

Role B

You are talking to a friend. You invite him or her to watch on a football game. He or She does seem very enthusiastic.

Answer your friend answer about

- The time
- Where is the football games
- Participants who watch the games
- The players
- Give your reason, if your friend accept or refuse this invitation

Appendix IV

Role Card

Setting: At Home

Role A

You are Mother . Your daughter is trying to get permission from you. Your Daughter or Son want to buy a item.

Ask your Daughter or Son about :

- The time
 - Use a vehicle or not
 - What is name of the market
 - What is the item
 - Give your reason, if you accept or refuse this permission
-

Role B

You are talking to your mother. You want to get permission by her to go Shopping at the market .

Answer your mother answer about

- The time
- Use a vehicle or not
- What is name of the market
- What is the item
- Give your reason, if your mother refuse your invitation

Appendix V

Role Card

Setting: At Hotel

Role A

You are Guest at Hotel . You want to know opinion about that hotel. You meet receptionist to stay at that hotel .

Ask receptionist about :

- How many type room
 - Facility
 - Cost
 - History
 - Talk about asking opinion
-

Role B

You are receptionist . Your guess want to know about the hotel

Answer your mother answer about

- How many type room
- Facility
- Cost
- History
- Talk about giving opinion

Appendix VI

Role Card

Setting : At a park

Role A

You are a visitor of a park. In that park you meet someone and talk to the person and introduce yourself. Then you ask him/her to know each other.

Ask him/her about:

- The complete also nick name
 - Place of origin
 - What kind of activity he/she likes/dislikes
-

Role B

You are another visitor in the park. You meet someone that introduces her/himself to you.

He/she ask you some question. He/she want to know more about you.

Answer his/her question about:

- Your complete and nick name
- Place of origin
- What kind of activity you like/dislike

Appendix VII

Role Card

Setting : At a school

Role A

You are Bobby, your friend named Andy was sad because of his bad examination score. As a close friend you want to make him smile again like before.

Cheer him up by:

- Encouraging him
 - Invite him to go to some interesting places
 - If he accept the invitation make a promise about the place and the time
 - If he refuse your invitation ask him the reason
-

Role B

You are Andy your friend wants to cheer you up to solve your problem. He invite you to go to some interesting place.

Response him if:

- You agree with the idea and promise to him that you will go
- You disagree with the idea and give your reason

Appendix VIII

Role Card

Setting : At home

Role A

You are a father. Your son named Budi wants to go with his friends this Saturday night to watch a concert and he asks permission to you.

Ask him about:

- How long he will go out?
 - How many friends go with him?
 - Where is the place of the concert?
 - Give your reason if you accept his permission or not
-

Role B

You are Budi. You want to go to a concert with your friends this Saturday night. You ask permission to your father. Your father will asks you some question

Answer your father question about:

- How long he will go out?
- How many friends go with him?
- Where is the place of the concert?

Appendix IX

Role Card

Setting : At school

Role A

You are Danny. Your friends named Dina Hass just lost her watch when she gets back from her grandmother house. She feels so sad that she can't speak any words because she is afraid of her father. And you say your sympathy for her and cheer her up.

Role B

You are Dina you have just lost your watch at the station when you gets back from your grandmother house. You feel so sad and you are also afraid of your father. You tell this accident to your friend Danny.

Appendix X

LESSON PLAN I

Education level : Senior High School

Subject : English

Grade/ semester : XI/ II

Skill : Speaking

Time allocation : 2x 45 minutes

I. Standard of competence

The students are able to express their ideas in transactional and interpersonal dialogue in daily life context.

II. Basic competence

The students are able to express their ideas transactional and interpersonal conversation accurately and acceptably in their life with accepting and refusing invitations

III. Indicators

- The students are able to identify sentences for accepting and refusing invitation.
- The students are able to make dialogue for accepting and refusing invitation
- The students are able to practice accepting and refusing dialogue using role-play technique.
- The students are able to express and act the dialogue in front of class

IV. Learning objective

- a. Students are able to express accepting and refusing dialogue from role card.
- b. Students are able to make conversation in front of class.

V. Instructional material

Topic:

1. Making an invitation
2. Accept an invitation
3. Refuse an invitation

VI. Instructional media

Role Card

VII. Technique

Role Play

VIII. Teaching Learning Procedures

Pre activity:

- Teacher greet the students.
- Teacher checks the students' attendance list.
- Teacher ask about their feeling

While Activity:

- Teacher gives example of expression of asking and giving opinion.
- Teacher discusses the vocabulary and language feature related to the theme.
- Teacher divides the students into pair.
- Teacher gives role card.

- Teacher gives the students few minutes to role play with other and work out their language.
- Teacher moves from one group to another and help students, for example in vocabulary and expression.
- Teacher asks the students to perform their role play in front of the class.
- Teacher makes the situation conducive to make the play run smoothly and ask students to make a note about misspelling pronunciation and wherever possible wrong grammar or difficult vocabulary that student need.

Post activity:

- Teacher asks students' difficulty related to the lesson
- Teacher delivers the summarization of the lesson
- Teacher closes the meeting.

Role Card

Setting: In Romi House

Role A:

You are Harry .

You want to go fishing in this morning

But, you don't have friends to accompany you

So, you invite Romi to go with you

Role B :

You are Romi

Your friend invites you to go to lake with him

But you cannot because you are going to school in this afternoon

Unfortunately, you refuse your friend's invitation politely.

Appendix XI

LESSON PLAN II

Education level	: Senior High School
Subject	: English
Grade/ semester	: XI/ II
Skill	: Speaking
Time allocation	: 2 x 45 minutes (two meetings)

VI. Standard of competence

The students are able to express their ideas in transactional and interpersonal dialogue in daily life context.

II. Basic competence

The students are able to express their ideas transactional and interpersonal conversation accurately and acceptably in their life.

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III. Indicators

- a. The students are able to express their opinions by using daily expression in giving and asking information.

- b. The students are able to work in group discussion to response daily expression in giving and asking information.
- c. The students are able to practice gives opinions dialogue using role-play technique.
- d. The students are able to express and act the dialogue in front of class

IV. Learning objective

- c. Students are able to express opinions dialogue from role card.
- d. Students are able to make conversation in front of class.

V. Instructional material

Topic:

- 1. Asking for opinion
- 2. Giving opinion

VI. Instructional media

Role Card

VII. Techniques

Role Play

VIII. Teaching Learning Procedures

Pre activity:

- Teacher greets the students.
- Teacher checks the students' attendance list.

- Teacher ask about their feeling

While Activity:

- Teacher gives example of expression of asking and giving opinion.
- Teacher gives role card
- Teacher discusses the vocabulary and language feature related to the theme.
- Teacher divides the students into pair.
- Teacher gives the students few minutes to role play with other and work out their language.
- Teacher moves from one group to another and help students, for example in vocabulary and expression.
- Teacher asks the students to perform their role play in front of the class.
- Teacher makes the situation conducive to make the play run smoothly and ask students to make a note about misspelling pronunciation and wherever possible wrong grammar or difficult vocabulary that student need.

Post activity:

- Teacher asks students' difficulty related to the lesson
- Teacher delivers the summarization of the lesson
- Teacher closes the meeting.

Role Card

Setting: At Market

Role A:

You are Dina

You are Selly's Mother

You have a beautiful dress in your home. But it has been missed

So, you want to buy a new dress

You ask your daughter's opinion how if you buy a new dress.

Role B:

You are Selly

Your mother wants to buy a new dress

She asks you whether you agree or disagree.

Gives you reasons!

Appendix XII

LESSON PLAN III

Education level	: Senior High School
Subject	: English
Grade/ semester	: XI/ II
Skill	: Speaking
Time allocation	: 2 x 45 minutes (two meetings)

I. Standard of competence

The students are able to express their ideas in transactional and interpersonal dialogue in daily life context.

II. Basic competence

The students are able to express their ideas transactional and interpersonal conversation accurately and acceptably by using the expression of asking and giving information.

III. Indicators

- a. The students are able to express their permissions by using daily expression in giving and asking information.

- b. The students are able to work in group discussion to response daily expression in giving and asking information.
- c. The students are able to practice gives permission dialogue using role-play technique.
- d. The students are able to express and act the dialogue in front of class

IV. Learning objective

- e. Students are able to expressopinions dialogue from role card.
- f. Students are able to make conversation in front of class.

V. Instructional material

Topic:

- 1. Asking for permission
- 2. Giving permission
- 3. Refusing permission

VI. Instructional media

Role Card

VII. Techniques

Role Play

VIII. Teaching Learning Procedures

Pre activity:

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher ask about their feeling

While Activity:

- Teacher gives example of expression of asking and giving opinion.
- Teacher gives role card
- Teacher discusses the vocabulary and language feature related to the theme.
- Teacher divides the students into pair.
- Teacher gives the students few minutes to role play with other and work out their language.
- Teacher moves from one group to another and help students, for example in vocabulary and expression.
- Teacher asks the students to perform their role play in front of the class.
- Teacher makes the situation conducive to make the play run smoothly and ask students to make a note about misspelling pronunciation and wherever possible wrong grammar or difficult vocabulary that student need.

Post activity:

- Teacher asks students' difficulty related to the lesson
- Teacher delivers the summarization of the lesson
- Teacher closes the meeting.

Role Card

Setting: At Home

Role A:

You are William.

You are going to spend your Saturday night with your friend at the beach

You ask permission to your father to allow you to go to forest.

Role B:

You are Kevin

You are William's father

Your son asks your permission

You gives permission to William to go to the beach

APPENDIX XIII

TABLE OF RATING SHEET SCORE- Pre test

(R I)

S's Code	Pron. (1-20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1-20)	Compr. (1-20)	Total (1-100)
1. AAP	12	12	12	16	16	68
2. ADT	12	8	12	12	12	56
3. ANS	12	12	12	12	16	68
4. ANT	12	16	8	12	12	60
5. AQM	16	16	16	16	16	80
6. ASS	8	12	12	8	12	52
7. DMW	12	12	8	12	16	60
8. DSY	12	16	8	12	12	60
9. DTY	12	12	12	12	16	64
10. FDL	12	8	8	8	12	48
11. FDP	8	8	8	8	12	44
12. FTA	12	12	12	12	16	64
13. GFR	12	12	12	8	12	56
14. HDS	8	12	12	12	16	60
15. IND	12	8	8	8	12	48
16. IST	8	8	8	8	12	44
17. JNA	16	16	16	16	16	80
18. MAY	12	8	12	12	16	60
19. MDS	12	12	8	8	12	52
20. MKT	8	8	8	8	12	44
21. MLP	8	12	8	8	12	48
22. NDA	12	16	12	12	16	68
23. NFD	12	12	16	16	16	72
24. NFS	12	12	12	12	16	64
25. NRM	8	8	8	8	12	44
26. NVT	8	12	8	8	12	48
27. PI S	12	8	12	8	16	56
28. RNA	12	12	16	16	16	72
29. SPT	8	8	8	8	12	44
30. SRF	12	16	12	12	16	68
31. TRH	12	12	16	8	16	64
32. WDI	12	8	8	8	12	48

Appendix XIV

TABLE OF RATING SHEET SCORE- Post test

(R I)

S's Code	Pron. (1-20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1-20)	Compr. (1-20)	Total (1-100)
1. AAP	16	16	12	16	16	76
2. ADT	12	12	16	16	16	72
3. ANS	16	16	16	16	16	80
4. ANT	12	12	12	16	16	68
5. AQM	16	16	16	16	16	80
6. ASS	12	12	12	12	16	64
7. DMW	16	16	16	12	12	72
8. DSY	12	16	16	12	16	72
9. DTY	12	16	12	16	16	72
10. FDL	8	12	12	12	12	56
11. FDP	12	12	16	16	12	68
12. FTA	16	12	16	12	16	72
13. GFR	12	12	12	16	16	68
14. HDS	12	16	16	12	16	72
15. IND	12	12	16	16	16	72
16. IST	12	16	16	8	16	68
17. JNA	12	12	16	16	16	72
18. MAY	12	12	12	12	12	60
19. MDS	12	12	12	12	12	60
20. MKT	12	16	16	16	16	76
21. MLP	16	16	16	12	12	72
22. NDA	12	16	12	16	16	72
23. NFD	16	16	12	16	16	76
24. NFS	12	16	12	16	16	72
25. NRM	12	12	12	16	16	68
26. NVT	12	12	16	16	16	72
27. PI S	12	12	12	16	16	68
28. RNA	12	16	16	16	16	76
29. SPT	12	16	16	16	16	76
30. SRF	16	16	12	16	16	76
31. TRH	12	12	12	12	16	64
32. WDI	12	12	12	12	12	60

Appendix XV

TABLE OF RATING SHEET SCORE- Pre test

(R II)

S's Code	Pron. (1-20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1-20)	Compr. (1-20)	Total (1-100)
1. AAP	12	8	12	16	16	64
2. ADT	12	12	12	12	12	60
3. ANS	12	12	16	16	16	72
4. ANT	12	16	12	12	12	64
5. AQM	16	16	16	16	16	80
6. ASS	12	12	12	8	12	56
7. DMW	12	12	12	8	16	60
8. DSY	12	16	8	12	12	60
9. DTY	12	12	12	16	16	68
10. FDL	12	12	8	8	12	54
11. FDP	12	8	8	12	12	52
12. FTA	16	12	12	12	16	68
13. GFR	12	12	12	12	12	60
14. HDS	8	12	12	16	16	64
15. IND	12	8	12	8	12	54
16. IST	8	8	8	12	12	48
17. JNA	16	16	16	16	16	80
18. MAY	12	12	12	12	16	64
19. MDS	12	12	12	8	12	56
20. MKT	12	8	8	12	12	52
21. MLP	8	12	8	8	12	48
22. NDA	16	12	12	16	12	68
23. NFD	12	16	12	16	16	72
24. NFS	12	16	8	16	12	64
25. NRM	8	8	8	12	12	48
26. NVT	8	12	12	8	12	52
27. PI S	12	8	12	12	16	60
28. RNA	12	16	16	16	16	72
29. SPT	8	12	12	12	16	60
30. SRF	12	16	12	16	12	68
31. TRH	12	12	16	12	16	68
32. WDI	12	8	8	12	12	54

Appendix XVI

TABLE OF RATING SHEET SCORE- Post test

(R II)

S's Code	Pron. (1-20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1-20)	Compr. (1-20)	Total (1-100)
1. AAP	12	12	12	16	16	68
2. ADT	12	12	12	16	12	64
3. ANS	16	12	16	16	16	76
4. ANT	12	16	12	16	16	72
5. AQM	16	16	16	16	16	80
6. ASS	16	12	12	12	12	64
7. DMW	12	12	12	12	16	64
8. DSY	12	16	12	12	12	64
9. DTY	12	12	12	16	16	68
10. FDL	12	12	12	12	12	60
11. FDP	12	12	12	12	12	60
12. FTA	16	16	16	12	16	76
13. GFR	12	12	12	12	12	60
14. HDS	12	12	12	16	16	68
15. IND	12	12	12	12	12	60
16. IST	8	12	12	12	12	56
17. JNA	16	12	16	16	12	72
18. MAY	12	12	12	16	16	68
19. MDS	12	12	12	12	12	60
20. MKT	12	12	12	16	12	64
21. MLP	8	12	12	12	12	56
22. NDA	16	12	16	16	12	72
23. NFD	16	16	12	16	16	76
24. NFS	12	16	12	16	12	68
25. NRM	12	12	8	12	12	56
26. NVT	12	12	12	12	16	64
27. PI S	12	8	12	16	16	64
28. RNA	16	16	16	16	16	80
29. SPT	12	16	16	12	16	72
30. SRF	12	16	16	16	12	72
31. TRH	12	16	16	16	16	76
32. WDI	16	12	8	12	12	60

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6 (397.8)}{32 \cdot (1024 - 1)}$$

$$R = 1 - \frac{2386.8}{32736}$$

$$R = 1 - 0.0729105$$

$$R = 0.93 \text{ (Very high reliability)}$$

Note:

R = Reliability

N = Number of students

D = Different of tank correlation (mean score from rater1/R1-rater2/R2)

1-6 = Constant number

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6 (2101.75)}{32 \cdot (1024 - 1)}$$

$$R = 1 - \frac{12610.5}{32736}$$

$$R = 1 - 0.38522$$

$$R = 0.62 \text{ (High Reliability)}$$

Note:

R = Reliability

N = Number of students

D = Different of tank correlation (mean score from rater1/R1-rater2/R2)

1-6 = Constant number

Appendix XIX

The whole Result of Pre Test

Score	Frequency	Total
44	5	220
48	5	240
52	2	104
56	3	168
60	5	300
64	4	256
68	4	272
72	2	144
80	2	160
Total	32	1864
Mean	58.25	
Minimum	44	
Maximum	80	

Appendix XX

The Distribution of Students' Pronunciation Score in Pre Test

Statistics

Pronunciation

N	Valid	32
	Missing	0
Mean		11.13
Minimum		8
Maximum		16

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	9	28.1	28.1	28.1
	12	21	65.6	65.6	93.8
	16	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Appendix XXI

The Distribution of Students' Fluency Score in Pre Test

Statistics

fluency

N	Valid	32
	Missing	0
Mean		11.38
Minimum		8
Maximum		16

fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	11	34.4	34.4	34.4
	12	15	46.9	46.9	81.3
	16	6	18.8	18.8	100.0
	Total	32	100.0	100.0	

Appendix XXII

The Distribution of Students' Grammar Score in Pre Test

Statistics

Grammar

N	Valid	32
	Missing	0
Mean		10.88
Minimum		8
Maximum		16

Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	14	43.8	43.8	43.8
	12	13	40.6	40.6	84.4
	16	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Appendix XXIII

The Distribution of Students' Vocabulary Score in Pre Test

Statistics

Vocabulary

N	Valid	32
	Missing	0
Mean		10.75
Minimum		8
Maximum		16

Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	15	46.9	46.9	46.9
	12	12	37.5	37.5	84.4
	16	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Appendix XXIV

The Distribution of Students' Comprehension Score in Pre Test

Statistics

Comprehension

N	Valid	32
	Missing	0
Mean		14.00
Minimum		12
Maximum		16

Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	16	50.0	50.0	50.0
	16	16	50.0	50.0	100.0
	Total	32	100.0	100.0	

Appendix XXV

The whole Result of Post-Test

Score	Frequency	Total	Percent
56	1	56	3.1
60	3	180	9.4
64	2	128	6.3
68	6	408	18.8
72	12	864	37.5
76	6	456	18.8
80	2	160	6.3
Total	32	2252.0	
Mean	70.38		
Minimum	56		
Maximum	80		

Appendix XXVI

The Distribution of Students' Pronunciation Score in Post-test

Statistics

Pronunciation

N	Valid	32
	Missing	0
Mean		12.88
Minimum		8
Maximum		16

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	3.1	3.1	3.1
	12	23	71.9	71.9	75.0
	16	8	25.0	25.0	100.0
	Total	32	100.0	100.0	

Appendix XXVII

The Distribution of Students' Fluency Score in Post-test

Statistics

fluency

N	Valid	32
	Missing	0
Mean		14.00
Minimum		12
Maximum		16

fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	16	50.0	50.0	50.0
	16	16	50.0	50.0	100.0
Total		32	100.0	100.0	

Appendix XXVIII

The Distribution of Students' Grammar Score in Post-test

Statistics

Grammar

N	Valid	32
	Missing	0
Mean		14.00
Minimum		12
Maximum		16

Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	16	50.0	50.0	50.0
	16	16	50.0	50.0	100.0
	Total	32	100.0	100.0	

Appendix XXIX

The Distribution of Students' Vocabulary Score in Post-test

Statistics

Vocabulary

N	Valid	32
	Missing	0
Mean		14.38
Minimum		8
Maximum		16

Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	3.1	3.1	3.1
	12	11	34.4	34.4	37.5
	16	20	62.5	62.5	100.0
	Total	32	100.0	100.0	

Appendix XXX

The Distribution of Students' Comprehension Score in Post-test

Statistics

Comprehension

N	Valid	32
	Missing	0
Mean		15.13
Minimum		12
Maximum		16

Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	7	21.9	21.9	21.9
	16	25	78.1	78.1	100.0
	Total	32	100.0	100.0	

Appendix XXXI

Transcript of the highest Students' Dialogue Score in Pre-Test

AQM : hello, good morning... I want to stay in this beauty hotel for a week

JNA : ok, we have 3 categories for the room, they are economic, VIP, and VVIP

AQM : ok, I will choose VIP room, how much for a week?

JNA : it's just ten millions rupiah miss

AQM : emmm...By the way, this hotel looks like a castle in middle age. When was this hotel built?

JNA : this building was built in 1798. But it was functioned as a hotel in 1995

AQM : could you tell me about hotel facilities?

JNA : we have salon, shopping center, and fitness center.

AQM : that is awesome; I will stay in this hotel right now

SCORE

AQM : 80

JNA : 80

Transcript of the highest Students' Dialogue Score in Post-Test

DMW : (Crying...) Oh no... My hand phone is lost

ANS : excuse me; is this your hand phone?

DMW : oh...it's my hand phone... by the way where do you find it?

ANS : I found it in the toilet.

DMW : Thank you very much...by the way, my name is DarmawatiRidho

You can call me Darma. I'm Javanese, I live at Gajah Mada Street no: 42...What about You? What is your name?

ANS : My name is Annisa, you can call me Icha.

DMW : eh...Where do you live?

ANS : I live at JalanRiyakudu no:27, Sukarama, Bandar Lampung.

DMW : What is your origin?

ANS : I'm Sundanese.

DMW : ohh..You're so cute

ANS : Thank you very much Darma.

DMW : What activities you like?

ANS : emmm...I like many activities, such as: Dancing, Cooking, Shopping, etc.

DMW : ohh...I think I must go now...Bye

ANS : Oh...Ok...Good bye Darma.

See you later.

SCORE

ANS : 80

DMW : 72

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