Appendix 1

Pretest

Time allocation 90 minutes
1. Work in group of 2-3 students.
2. Make a dialogue based on this topic.
3. Choose one situation of six situations (Inviting someone, accepting and refusing an invitation ) available:
   a) Inviting someone, accepting and refusing an invitation.
      a. You are going to invite someone in celebrating your birthday party.
      b. You are going to invite your friends to come to your house for dinner.
      c. You are going to accept your friends’ invitation to go to the beach.
      d. You are going to accept your friends’ invitation to watch movie.
      e. You are going to refuse your friends’ invitation to go swimming in Unila’s swimming pool.
      f. You are going to refuse your friends’ invitation to go to shopping.
   b) Meeting and parting.

Instruction!
1. You have 10 minutes for preparing your dialogue in group.
2. You are free to express your idea.
3. You are given 5 minutes in group to perform the dialogue in front of the class.
4. Speak clearly because your voice will be recorded.

The criteria in scoring; pronunciation, vocabulary, fluency, comprehension and grammar is 20% for each.

Good Luck
Posttest

Time allocation 90 minutes

4. Work in group of 2-3 students.
5. Make a dialogue based on this topic.
6. Choose one situation of six situations (Inviting someone, accepting and refusing an invitation) available:
   c) Inviting someone, accepting and refusing an invitation.
      a. You are going to invite someone in celebrating your birthday party.
      b. You are going to invite your friends to come to your house for dinner.
      c. You are going to accept your friends’ invitation to go to the beach.
      d. You are going to accept your friends’ invitation to watch movie.
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   d) Meeting and parting.

Instruction!

5. You have 10 minutes for preparing your dialogue in group.
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7. You are given 5 minutes in group to perform the dialogue in front of the class.
8. Speak clearly because your voice will be recorded.

The criteria in scoring; pronunciation, vocabulary, fluency, comprehension and grammar is 20% for each.

Good Luck!
Appendix 2

Table of rating scale

<table>
<thead>
<tr>
<th>Aspects of speaking</th>
<th>Rating scales</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
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The scores of each point were multiplied by four; Hence, the highest score was 100.

Here the identification of the scores
If the students got 5, so $5 \times 4 = 20$
4, so $4 \times 4 = 16$
3, so $3 \times 4 = 12$
2, so $2 \times 4 = 8$
1, so $1 \times 4 = 4$

For instance:
A student got 5 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 2 in Comprehension, and 2 in Grammar. Therefore, the student’s total score would be:

$\text{Pronunciation} \quad 4 \times 4 = 16$
$\text{Vocabulary} \quad 3 \times 4 = 12$
$\text{Fluency} \quad 3 \times 4 = 12$
$\text{Comprehension} \quad 4 \times 4 = 16$
$\text{Grammar} \quad 3 \times 4 = 12$
$\text{Total} \quad 68$

It means he or she got 68 for speaking.
LESSON PLAN 1

Subject : English
Topic : Inviting Someone, Accepting and Refusing an Invitation
Level : 1st Year of Senior High School
Time Allocation : 2 X 45 Minutes
Skill : Speaking

Standard Competence
The students are able to express information explicitly in English.

Basic Competences
- The students are able to invite someone in English.
- The students are able to accept an invitation.
- The students are able to refuse an invitation.

Objective
At the end of teaching learning process, the students are able to:
- Invite Someone in English
- Accept an Invitation
- Refuse an Invitation

Method
Cooperative Teaching Learning

Technique
STAD technique

Materials

Invitation
An invitation is a written or spoken request to participate, be present or to take part in something or somewhere. For example an invitation to lunch, an invitation
to diner, an invitation to go to someone’s birthday party, an invitation to go shopping, an invitation to go to someone’s married party and so on.

Invitation is divided into two categories:
1. Formal invitation
   Formal invitation is an invitation that is used by formal institution, formal event and for the people that is considered older than us. For example invitation from a university, invitation from a company and invitation of someone's married. Formal invitation must be used formal invitation expression.

   **Here Are some Expressions in Formal Invitation.**
   ✓ Would you like to come to my house?
   ✓ Would you like to attend my brother’s married party next week?
   ✓ Would you like come to my birth party?
   ✓ Would you mind to visit my village?
   ✓ Could you come to my house for having diner together with my family please?

2. Informal invitation
   Informal invitation is an invitation that is usually used in our daily life, for example invitation for our friends, classmate and others. This invitation usually uses informal expression.

   **Here Are some Expressions in Informal Dialogue.**
   ✓ Do you mind coming to my house?
   ✓ Will you come to her party with me?
   ✓ Can you diner with me?
   ✓ Are you interested in watching movie?
   ✓ Are you interested in visiting my village?

**Dialogue**

Students should work together in pairs in their group and read the following dialogue, one student reading one part, the other student reading the other. Finally after mastering and having good understanding about the dialogue, so they can perform it in front of the class. The dialogue can be used as a model to have similar conversations.

Adi : Putri, what are you doing on Sunday afternoon?
Putri : Not much, what did you have in mind?
Adi : The festival of Krakatau Mountain is going to be held on downtown. Would you like to go?
Putri : Sure, sounds like fun. What is it anyway?
Adi : Just vendors selling food, clothes, and what not, kind of like a carnival. There are also street musicians and free style of motorcycle. It's interesting to just walk around looking at the people and the sights.
Putri : What time and where do we meet?
Adi : The fair opens at 9:00, but I'm busy in the morning.
How about 1:00?

Putri : OK, should I meet you somewhere there?
Adi : Why don't I pick you up at your house?
Putri : Sounds good, see you then.

The Material for Pronunciation Practice

Would : /wʊd/
Like : /lɪk/  
Could : /kʊd/  
Come : /kʌm/  
Can : /kæn/  
Happy : /hæpi/  
House : /hauz/  
Nice : /nais/  
Meet : /miːt/  
To : /tu/  
Do : /du/  
Morning : /moʊnɪŋ/  
How : /hau/  

The teacher asks the learner to practice and pronounce the words above for several times.

Activities

A. Pre Activities

- The teacher greets the students.
- The teacher checks the student’s attendance list.
- The teacher asks the students” do you know how to invite someone and accept and refuse an invitation? What are the expressions that commonly used to it?
- The teacher gives a chance for some of the students to give their opinion.
- The teacher introduces the STAD Technique to the students and explains them about the rule how to study by using STAD Technique.
B. While Activities

- Teacher arranges the students into groups heterogeneously (a mix of boys and girls and different background of ability level) based on pretest result.
- The language teacher gives a brief summary of the content of the dialogue about invitation. The dialogue is not translated but equivalent translation of key phrase should be give in order for the language learners to comprehend the dialogue.
- The teacher gives expressions that are commonly used with the meaning related to an invitation and how to pronounce difficult words.
- The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times.
- The teacher shows the gesture and the facial expression about the action that is consisted in the invitation dialogue.
- The teacher asks the students to repeat each line of the sentences after the teacher mention it before.
- The teacher asks the student to comprehend the dialogue by discussing with their group and practice to overcome the skill.
- During the activity go on the teacher as a facilitator, monitors the activities and control the time.
- The teacher asks pairs of individual learners to go to the front of the classroom to act out the dialogue (by this time the learners should have memorized the text).

C. Post Activities

- The teacher asks them whether they have some difficulties related to the topic.
- The teacher asks them’ what they have learnt?” and asks some students to conclude the topic.
- The teacher ends the class.

Media

Picture, tape recorder and printed text

Sources


Assessment

- The students’ ability to invite someone.
- The students’ ability to accept an invitation.
- The students’ ability to refuse an invitation.
Scoring Procedures

Here were the rating scales based on Harris (1978: 84)

PRONUNCIATION

5 Speech is fluent and effortless as that native speaker.
4 Always intelligible though one is conscious of a definite accent.
3 Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
2 Very hard to understand because of pronunciation problem most frequently be asked to repeat.
1 Pronunciation problem so severe as to make speech unintelligible.

VOCABULARY

5 Use of vocabulary and idiom virtually that is of native speaker.
4 Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary.
3 Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
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FLUENCY

5 Speech is fluent and effortless as that of native speaker.
4 Speed of speech seems rather strongly affected by language problems.
3 Speed and fluency are rather strongly affected by language problems.
2 Usually hesitant often forced into silence by language problems.
1 Speech is so halting and fragmentary as to make conversation virtually impossible.

COMPREHENSION

5 Appear to understand everything without difficulty.
4 Understand nearly everything at normal speed although occasionally repetition may be necessary.
3 Understand most of what is said at slower than normal speed with repetition.

2 Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition.

1 Can not be said to understand even simple conversation in English.

GRAMMAR

5 Grammar almost entirely in accurate phrases.

4 Constant errors control of very few major patterns and frequently preventing communication.

3 Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

2 Few errors, with no patterns of failure.

1 No more than two errors during the dialogue.

The scores of each point were multiplied by four;

Hence, the highest score was 100

Here the identification of the scores

If the students got 5, so $5 \times 4 = 20$

4, so $4 \times 4 = 16$

3, so $3 \times 4 = 12$

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For instance:

A student got 5 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 2 in Comprehension, and 2 in Grammar. Therefore, the student's total score would be:

Pronunciation $4 \times 4 = 16$

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Fluency $3 \times 4 = 12$

Comprehension $4 \times 4 = 16$

Grammar $3 \times 4 = 12$

Total 68

It means he or she got 68 for speaking.
LESSON PLAN 2

Subject: English

Topic: Invitation (Accepting an Invitation)

Level: 1st Year of Senior High School

Time Allocation: 2 X 45 Minutes

Skill: Speaking

Standard Competence
The students are able to express information explicitly in English.

Basic Competences
- The students are able to invite someone in English.
- The students are able to accept an invitation.
- The students are able to refuse an invitation.

Objective
At the end of teaching learning process, the students are able to:
- Invite someone in English
- Accept an invitation
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Method
Cooperative Teaching Learning

Technique
STAD technique

Materials

Invitation
An invitation is a written or spoken request to participate, be present or to take part in something or somewhere. For example an invitation to lunch, an invitation to diner, an invitation to go to someone’s birthday party, an invitation to go shopping, an invitation to go to someone’s married party and so on.
Accepting an Invitation

If we are interested or we have good intention to attend someone’s invitation, so we can accept the invitation. In accepting the invitation there are some expressions that can be used.

Here Are some Formal Accepting Invitation Expressions.

✔ It sounds interesting, and then I would like to attend your invitation happily.
✔ Sure, I could come to your birthday party.
✔ Yes, certainly. I would be happy to go to your brother party.
✔ Yes, sure. I could come to your house for dinner.

Here are Some Informal Accepting Invitation Expressions.

✔ It sounds good. I will come to you party.
✔ That is great idea. I can go there with you.
✔ That is great. I will come to your house.
✔ I will.
✔ Sure. I can.
✔ Ok. I follow you

This is an example of dialogue on how we accept an invitation from someone.

David : "Hello John, good morning!"
John : "O, hello David, good morning!"
David : "How are you today?"
John : "I'm fine, how about you?"
David : "Actually I'm getting better now. yesterday I got influence.
John : "O right, that's good, what's up David? Is there any good news?
David : "Yes, actually I would like to invite you that next Saturday there will be a party in my home; my little brother is going to celebrate his birthday. So, could you come and join the party,

David?

John : "Of course, I would like come to the party.
David : "Great! Thanks, now I have to go home, there will be a guest in my home, Good Bye!"
John : "You're welcome, bye!"

The material for pronunciation practice

Would : /wʊd/
Like : /laɪk/
Could : /kʊd/
Come: /kΛm/
Can: /kæn/
Happy: /hæpi/
House: /hauz/
Nice: /nais/
Meet: /mi:t
To: /tu/
Do: /du/
Morning: /mo:niŊ
How: /hau/

The teacher asks the learner to practice and pronounce the words above for several times.

Activities

A. Pre Activities
- The teacher greets the students.
- The teacher checks the student’s attendance list.
- The teacher asks the students’ do you know how to invite someone and accept and refuse an invitation? What are the expressions that commonly used to it?
- The teacher gives a chance for some of the students to give their opinion.
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B. While Activities
- Teacher arranges the students into groups heterogeneously (a mix of boys and girls and different background of ability level) based on pretest result.
- The language teacher gives a brief summary of the content of the dialogue about invitation. The dialogue is not translated but equivalent translation of key phrase should be give in order for the language learners to comprehend the dialogue.
- The teacher gives expressions that are commonly used with the meaning related to an invitation and how to pronounce difficult words.
- The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times.
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- The teacher asks the students to repeat each line of the sentences after the teacher mention it before.
The teacher asks the student to comprehend the dialogue by discussing with their group and practice to overcome the skill.

During the activity go on the teacher as a facilitator, monitors the activities and control the time.

The teacher asks pairs of individual learners to go to the front of the classroom to act out the dialogue (by this time the learners should have memorized the text).

C. Post Activities

- The teacher asks them whether they have some difficulties related to the topic.
- The teacher asks them’ what they have learnt?’ and asks some students to conclude the topic.
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Media

Picture, tape recorder and printed text

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<td></td>
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It means he or she got 68 for speaking.
Subject : English
Topic : Meeting and Parting.
Level : 1st Year of Senior High School
Time Allocation : 2 X 45 Minutes
Skill : Speaking

Standard Competence
The students are able to express information explicitly in English.

Basic Competences
- The students are able to greet in the meeting.
- The students are able to respond their friends in the meeting.
- The students are able to greet in the parting.
- The students are able to respond their friends in the parting.

Objective
At the end of teaching learning process, the students are able to:
- Greet in the meeting.
- Respond their friends in the meeting.
- Greet in the parting.
- Respond their friend in the parting.

Method
Cooperative Teaching Learning

Technique
STAD technique

Materials
Meeting and Parting

In maintaining our relation ship we should be able to show good and polite meeting and parting expression, when we meet people of course we need to greet them, say something to them in order to the relationship is maintained well.
There some expression that can be used in meeting and parting but it should be considered the situation when we are going to use the expression. If we greet our teacher or someone older, so then we should use polite expression. In other case, when we meet our friends then we can use daily expression.

**Here Are some Formal Expressions on How We Greet in Meeting**

How do you do!

How are you sir?

Good morning/ good afternoon/ good evening…

Excuse me sir.

**Here Are some Informal Expressions on How We Greet in Meeting**

How is your life?

How do you do!

Hi…

Hello…

Good morning/ good afternoon/ good evening…

Sorry…

**The Responses in Meeting**

Life’s good

How do you do

I am fine

Everything is ok

Good morning/ good afternoon/ good evening…

**Greet in the Parting**

See you later…

Nice to meet you…

It is nice to meet you…

Bye-bye…

Good bye…

Send my regards to…
Responses in the Parting

See you …

Nice to meet you too…

God bless you…

Bye…

Good bye…

These Are some Example of Dialogues about Meeting and Parting.

Students should work together in pairs and read the following dialogue, one student reading one part, the other student reading the other. Finally after mastering and having good understanding about the dialogue, so they can perform it in front of the class. The dialogue can be used as a model to have similar conversations.

Dialogue A

Student 1 : Hello. How are you?
Student 2 : Pretty well, thanks. And you!
Student 1 : I'm fine, thanks.
Student 2 : It's good to see you again.

Dialogue B

Student 1 : Where have you been lately?
Student 2 : I've been busy with extra work.
Student 1 : I've had a lot of work to do too.
Student 2 : Yes. I haven't seen you for quite a while either.

Dialogue C

Student 1 : Hello. How's everything?
Student 2 : Fine, thanks. How about you?
Student 1 : Just, fine. What's new?
Student 2 : There is nothing special.

Dialogue D

Student 1 : I'm pleased to meet you.
Student 2 : The pleasure is mine.
Student 1 : I've heard John speak about you often.
Student 2 : Only good things, I hope.

Dialogue E

Student 1 : Look who's here!
Student 2 : Are you surprised to see me?
Student 1 : Sure. I thought you were in Europe.
Student 2 : I was, but I got back yesterday.
The Material for Pronunciation Practice

Nice : /nais/
Meet : /mi:t/
To : /tu/
Do : /du/
Morning : /moːniŋ/
How : /hau/
Like : /lʌɪk/
Could : /kəd/ 
Come : /kʌm/
Can : /kæn/
Happy : /hæpi/
House : /hauz/

The teacher asks the learner to practice and pronounce the words above for several times.

Activities

A. Pre Activities

- The teacher greets the students.
- The teacher checks the student’s attendance list.
- The teacher asks the students “do you know how to greet in meeting and parting? What are the expressions that commonly used to it?”
- The teacher gives a chance for some of the students to give their opinion.
- The teacher introduces the STAD Technique to the students and explains them about the rule how to study by using STAD Technique.

B. While Activities

- Teacher arranges the students into groups heterogeneously (a mix of boys and girls and different background of ability level) based on pretest result.
- The language teacher gives a brief summary of the content of the dialogue about invitation. The dialogue is not translated but equivalent translation of key phrase should be give in order for the language learners to comprehend the dialogue.
- The teacher gives expressions that are commonly used with the meaning related to an invitation and how to pronounce difficult words.
- The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times.
The teacher shows the gesture and the facial expression about the action that is consisted in the invitation dialogue.

The teacher asks the students to repeat each line of the sentences after the teacher mention it before.

The teacher asks the student to comprehend the dialogue by discussing with their group and practice to overcome the skill.

During the activity go on the teacher as a facilitator, monitors the activities and control the time.

The teacher asks pairs of individual learners to go to the front of the classroom to act out the dialogue (by this time the learners should have memorized the text).

C. Post Activities

The teacher asks them whether they have some difficulties related to the topic.

The teacher asks them’ what they have learnt?” and asks some students to conclude the topic.

The teacher ends the class.

Media

Picture, tape recorder and printed text

Sources


Assessment

- The students’ ability to greet in meeting.
- The students’ ability to respond their friends in the meeting.
- The students’ ability to greet in the parting.
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Scoring Procedures

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5  Speech is fluent and effortless as that native speaker.
4  Always intelligible though one is conscious of a definite accent.
3  Pronunciation problems necessitate concentrated listening and Occasionally lead to understanding.
2  Very hard to understand because of pronunciation problem most Frequently be asked to repeat.
1  Pronunciation problem so severe as to make speech unintelligible.
VOCABULARY
5  Use of vocabulary and idiom virtually that is of native speaker.
4  Sometimes use inappropriate terms and must rephrase ideas,  
    because of inadequate vocabulary.
3  Frequently use the wrong word, conversation somewhat limited  
    because of inadequate vocabulary.
2  Misuse of words and very limited vocabulary make comprehension  
    quite difficult.
1  Vocabulary limitations so extreme as to make conversation  
    virtually impossible.

FLUENCY
5  Speech is fluent and effortless as that of native speaker.
4  Speed of speech seems rather strongly affected by language  
    problems.
3  Speed and fluency are rather strongly affected by language  
    problems.
2  Usually hesitant often forced into silence by language problems.
1  Speech is so halting and fragmentary as to make conversation  
    virtually impossible.

COMPREHENSION
5  Appear to understand everything without difficulty.
4  Understand nearly everything at normal speed although  
    occasionally repetition may be necessary.
3  Understand most of what is said at slower that normal speed with  
    repetition.
2  Has great difficulty following what is said can comprehend only"  
    social conversation" spoken slowly and with frequent repetition.
1  Can not be said to understand even simple conversation in English.

GRAMMAR
5  Grammar almost entirely in accurate phrases.
4  Constant errors control of very few major patterns and frequently  
    preventing communication.
Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

Few errors, with no patterns of failure.

No more than two errors during the dialogue.

The scores of each point were multiplied by four;

Hence, the highest score was 100

Here the identification of the scores

If the students got 5, so $5 \times 4 = 20$

$4, so 4 \times 4 = 16$

$3, so 3 \times 4 = 12$

$2, so 2 \times 4 = 8$

$1, so 1 \times 4 = 4$

For instance:

A student got 5 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 2 in Comprehension, and 2 in Grammar. Therefore, the student's total score would be:

**Pronunciation** $4 \times 4 = 16$

**Vocabulary** $3 \times 4 = 12$

**Fluency** $3 \times 4 = 12$

**Comprehension** $4 \times 4 = 16$

**Grammar** $3 \times 4 = 12$

**Total** 68

It means he or she got 68 for speaking.
### The Result of Student Pretest

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## Appendix 5

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## Appendix 6

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Total: 252.72
The statistical formula is:

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

$$R = 1 - \frac{6(252.72)}{24(24^2 - 1)}$$

$$R = 1 - \frac{6(252.72)}{24(576 - 1)}$$

$$R = 1 - \frac{6(252.72)}{24575}$$

$$R = 1 - \frac{1516}{24575}$$

$$R = 1 - \frac{1516}{13800}$$

$$R = 0.90$$

$R$ = Reliability

$N$ = Number of students

$D$ = The different of rank correlation

1-6 = Constant number

(Shohamy, 1985)

*It mans that this pretest has very high reliability*
# Appendix 8

## Table of Score Inter-Rater Reliability of Posttest

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<td>2.8</td>
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Total: 120.64
The statistical formula is:

\[ R = 1 - \frac{6(d^2)}{N(n^2 - 1)} \]

\[ R = 1 - \frac{6(120.64)}{24(24^2 - 1)} \]

\[ R = 1 - \frac{6(120.64)}{24(576 - 1)} \]

\[ R = 1 - \frac{6(120.64)}{24.575} \]

\[ R = 1 - \frac{723.84}{24.575} \]

\[ R = 1 - \frac{723.84}{13800} \]

\[ R = 0.95 \]

\( R \) = Reliability

\( N \) = Number of students

\( D \) = The different of rank correlation

\( 1-6 \) = Constant number

(Shohamy, 1985)

*It mans that this posttest has very high reliability*
Appendix 9

The Distribution of the Pretest Score

### The Distribution of the Pretest Score in Aspect of Pronunciation

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Number of Students</th>
<th>Percentage %</th>
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<td>13</td>
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<td>12-14</td>
<td>11</td>
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### The Distribution of the Pretest Score in Aspect of Vocabulary

<table>
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<th>Percentage %</th>
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<td>8.3</td>
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### The Distribution of the Pretest Score in Aspect of Grammar

<table>
<thead>
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<th>Score Interval</th>
<th>Number of Students</th>
<th>Percentage %</th>
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<tr>
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### The Distribution of the Pretest Score in Aspect of Comprehension

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<tr>
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### The Distribution of the Pretest Score in Aspect of Fluency

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The Distribution of the Posttest Score

The Distribution of the Posttest Score in Aspect of Pronunciation

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The Distribution of the Posttest Score in Aspect of Vocabulary

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The Distribution of the Posttest Score in Aspect of Grammar

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The Distribution of the Posttest Score in Aspect of Comprehension

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The Distribution of the Posttest Score in Aspect of Fluency

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### Appendix 10

#### Frequencies of Pretest

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Appendix 11

T-Test

### Paired Samples Statistics

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<th>Std. Error Mean</th>
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Paired Samples Test

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<th>Std. Error Mean</th>
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T-Test Pronunciation

### Paired Samples Statistics

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Paired Samples Test

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T-Test Vocabulary

### Paired Samples Statistics

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### T-Test Fluency

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### T-Test Comprehension

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T-Test Grammar

Paired Samples Statistics

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Appendix 12

Students’ Voice Transcription in Pretest

YN and FR

YN : Good morning,....
FR : Morning.
YN : Do you have plan for next week,
FR : No, I don’t have, why?
YN : My family and I will go to pasir putih beach. Would you like to join us?
FR : I love beach, off course I will join you.
YN : Well see you next week.
FR : Ok, see you.

HK and SS

HK : Good morning.....
SS : Morning.....
HK : You look so ......pale. Are you sick?
SS : Yes, I am not really well, I am sick.
HK : Actually, I would like to....hmmm, apa ya....to invite you to come in my father birthday party.
SS : That sounds great, but I am sick, so I must......istirahat...apa...ya....take a rest
HK : It is ok, I hope you will be better soon.
SS : Thank you.
MT and RH

MT : Do,,,,,emmm, do you have plan tomorrow?
RH : I think I don’t have,,,,,aduhhhhhhh,,, why?
MT : I wandr,,,eeeeee, you would come to picnic with my family
tomorrow?
RH : ohowwwww, Where will you go?
MT : We,,,we will go to motun beach.
RH : That would Be great, we will go!
MT : Hemmmm,,, We will have a good time together.
Appendix 13

Students’ Voice Transcription in Posttest

YN and FR

YN : Hello my friend.
FR : Hello.
YN : By the way……do you have a plan tonight? My family and I will
      „pesta,,,apa ,,,mmmmm,,,celebrate my father birthday. So, would you like
to come to my house for dinner?
FR : Actually, I am really happy for your invitation, but, I am so sorry;
      I already have a plan for,,ammmm,, maen,,,,,visiting my uncle in
      hospital tonight. May be next time I will join you.
YN : Ok. My be next time, thanks
FR : You are wellcome.

HK and SS

HK : Good morning my friend.
SS : Good morning.
HK : How are you…..
SS : I am fine, and you?
HK : I am fine too. What are you doing now?
SS : I am studying English now.
HK : Tomorrow,,apa ya,,,mmmm, there will be a music concert in
      Way Halim. Andika and I will,pergi,,,aaaa,,, go there, How if we
      join us?
SS: It sounds interesting, Ok. I will join you. But what time we will go there.

HK: jam stengah 4 ,,apa ya…At 3.30.

SS: Ok. Thank you very much.

HK: You are wellcome.

MT and RH

MT: Hi………

RH: Hi…..

MT: By the way…….,aaaa,, do you have plan for urrrr.. mksudnya,, our holiday next week? My ,,pamily,,ia maksudnya,, family and I will go to Bandung. Would you like to join us?

RH: I am so sorry; I already have a plan for,,eeeeeemmmmm,, visiting my grand mother in my village, in Kalianda. So I can not,,,,mmmmm,, may be next time I will join you.

MT: Ok. My be next time, thanks

RH: You are well come.
Nomor : /UN26/3/PL/2013 21 September 2013
Lampiran : satu berkas
Perihal : Izin Penelitian

Yth. Kepala SMK Yadika Natar
kab. Lampung Selatan
di
Natar

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung mohon izin mahasiswa:
nama : Nyoman Adi Irawan
NPM : 0743042029
jurusan : Pendidikan Bahasa dan Seni
program studi : Pendidikan Bahasa Inggris
semester : 12 (dua belas)
untuk melaksanakan penelitian di SMK Yadika Natar, kab. Lampung Selatan, sebagai syarat menyelesaikan studi.

Bersama ini kami lampirkan proposal penelitian mahasiswa tersebut.

Atas bantuan Saudara, kami ucapkan terima kasih.
Kepala SMK Yadika Natar, Lampung Selatan menyatakan bahwa :
Nama : Nyoman Adi Irawan
NPM : 0743042029
Jurusan : Pendidikan Bahasa dan Seni
Program Study : Pendidikan Bahasa Inggris
Semester : 12 (dua belas)

Benar sedang melakukan Penelitian di sekolah kami, terhitung dari tanggal 30 September 2013 s/d 11 Oktober 2013

Demikian surat ini di sampaikan, kiranya dapat di pergunakan sebagai mana mestinya.