SYLLABUS

Nama Sekolah	: MA NAHDLATUL ULAMA
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI

Semester : 1

Standar Kompetensi : Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Kompetensi	Materi	Kegiatan			Penilaian		Alokasi	Sumber/
Dasar	Pembelajaran	Pembelajaran	Indikator	Tehnik	Bentuk Instrumen	Contoh Instrumen	Waktu (Menit)	Bahan/ Alat
3.1 Mengungkap	Asking someone	• Mendiskusika	• Menggun	Informati	Uji Praktik	1. Practice	2 x 45	www.en
kan makna	feeling	n tindak tutur	akan	on Gap	Berbicara	the		<u>glishdail</u>
dalam	A: Are you Ok?	yang	tindak			converatio		<u>y626.co</u>
percakapan	B: I'm	digunakan	tutur			n with		<u>m</u>

transaksional	dissatisfied with	dan	menyamp		your	
(to get things	the customer.	responnya	aikan		partner	www.
done) dan		dalam	pendapat			Esl-lab
interpersonal	Mengungkapkan	percakapan			2. Make	
(bersosialisas	Kepuasan	yang didengar	• Menggun		conversati	Paper
i) resmi dan	A : Wow,	secara	akan		on based	LCD
berlanjut	Amazing. I really	berkelompok	tindak		on the	Laptop
(sustained)	satisfied with the		tutur		pictures	Whitebo
dengan	room	• Bermain	menyatak		with your	ard
menggunaka	B: Yes, I think	peran secara	an puas.		partner	
n ragam	so.	berkelompok				
bahasa lisan			• Merespo			
secara	Mengungkapkan		ntindak			
akurat,	Ketidakpuasan		tutur			
lancar dan	A: Horrible. The		menyatak			
berterima	taste of cake is		an puas			
dalam	bitter.					
konteks						
kehidupan						

sehari-hari	i				
dan					
melibatkan	n				
tindak tutur:	ır:				
menyampaik	aik				
an pendapat,	at,				
meminta					
pendapat,					
menyatakan	in				
puas, dan					
menyatakan	in				
tidak puas					
menyatakan puas, dan menyatakan tidak puas	in in				

Standar Kompetensi: Berbicara

Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive*dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi	Materi	Kegiatan			Penilaian		Alokasi	Sumber/
Dasar	Pembelajaran	Pembelajaran	Indikator	Tehnik	Bentuk Instrumen	Contoh Instrumen	Waktu (Menit)	Bahan/ Alat
4.2								1.Buku
Mengungkapkan	1. Teks	1. Mengembangka	1. Bertanya	Unjuk	Uji praktik	1. Please,	2x 45	teks
makna dalam	pendekberbentu	nkosakata,	danmenja	Kerja	berbicara,	describe		yang
monolog pendek	kdescriptive	tatabahasa	wabberba		bertanya	the picture		relevan
sederhana		terkaittopik /	gaiinfmasi	Unjuk	dan	until your		
dengan	2. Informasifaktua	jenis	secara	Kerja	menjawab	partner		2.Gamba
menggunakan	1,	teksdescriptive.	lisandala			whats the		r tentang
ragam	Informasirinci,		m	Tes lisan		thing that		ruang
bahasa lisan	Gagasanutama,		tekspende		Uji pratik	you		keluarga
secara	gagasan,	2. Melakukanmon	kberbentu		berbicara	describe		
akurat, lancar,	Pendukungpend	olog	k		mendeskrip			4.
dan	ekberbentuk <i>des</i>	dalambentuk	:descriptiv		sikan			Bendabe

berterima untuk	criptive	descriptive.	е	sesuatu		nda
berinteraksi						sekitar
dengan	3. Cirikebahasaant		2. Melakuka			
lingkungan	eks <i>descriptive</i>		n			
sekitar			monologp			
dalam teks	4. Langkah		endekdala			
berbentuk	retorika teks		mbentuk			
descriptive	descriptive.		-descriptive			
	5. Kosa kata					
	terkait tema					
	dan jenis teks					

SHEET OF TRY OUT

Directions:

It is the picture of living room. Please look at to the picture carefully because there are many things in the room. Then make conversation with your partner based the picture clues below. *For example*, you lost your glasses:

- A: "Where is my Glasses?"
- B: "Your glasses on the table".



Please ask the questions below to your partner!

- 1. Where is my glasses?
- 2. Where is my Cigeratte?
- 3. Where is my Radio?
- 4. Where is my Pillow?
- 5. Where is my Newspaper?
- 6. Where is my Umbrella?
- 7. Where is my Basket?

- 8. Where is my Accessories?
- 9. Where is my Wallet?
- 10. Where is my Glass?
- 11. Where is my shocks
- 12. Where is my book?
- 13. Where is my CD?

Directions:

It is the picture of living room. Please look at to the picture carefully because there are many things in the room. Then make conversation with your partner based the picture clues below. *For example*, you lost your glasses:

A: "Where is my Glasses?"

B: "Your glasses on the table"

Student B



Please ask the questions below to your partner!

- 14. Where is my brush?
- 15. Where is my pen?
- 16. Where is my cup?
- 17. Where is my chalk
- 18. Where is my gloves?
- 19. Where is my hat?
- 20. Where is my teapot?

- 21. Where is my sandal?
- 22. Where is my dustbin?
- 23. Where is my ball?
- 24. Where is my bag?
- 25. Where is my comb?

THE STUDENTS' LISTS OF TRYING OUT TEST

NO	STUDENTS'	CODE
NO	NAME	CODE
1	Adhea Putri Sundawa	R-02
2	Indah Iin	R-14
3	M. Iqbal Jazaki	R-17
4	Muhammad Jazuli	R-01
5	Afika Yanti	R-03
6	Khalimatus Sa'diyah	R-16
7	Maisyatun N.	R-20
8	Nailia Luthfiana	R-25
9	Ahmad Bahtiar Rifai	R-04
10	Vida Ariyani	R-30
11	M. Renaldo A.	R-18
12	Joelani Lukman K.	R-15
13	Miftahul Irvan F.	R-21
14	Muhammad Fikri	R-22
15	Ahmad Miftakhul Huda	R-05
16	Nor Faizi	R-27
17	Amirotun Nisa'	R-06
18	Ana Nuriyah F. J.	R-07
19	Aan Deny Susilo	R-23
20	Natasya Rizka A.	R-26
21	Annika Ariyanti	R-08
22	Dimas Wahyu P.	R-09
23	Faridatun Nurun Najah	R-10
24	Ika lusiana	R-12
25	Syaiful Arif	R-29
26	Zakibbatul Fahiroh	R-31
27	Hanik fitriyana	R-11
28	Novi Listyaningsih	R-28
29	Imroatul Hasanah	R-13
30	M. Ulil Amri	R-19
31	Muhammad Ulil Amri	R-24

THE COMPUTATION OF VALIDITY, RELIABILITY, DIFFICULTY LEVEL AND DISCRIMINATING POWER

No	Cada		Item Number														
INO	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	R-02	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
2	R-14	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1
3	R-17	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1
4	R-01	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	R-03	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1
6	R-16	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1
7	R-20	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1
8	R-25	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0
9	R-04	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1
10	R-30	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1
11	R-18	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1
12	R-15	1	0	1	0	0	1	1	1	1	0	1	1	0	1	1	1
13	R-21	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0
14	R-22	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1
15	R-05	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0
16	R-27	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1
17	R-06	0	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1
18	R-07	1	1	1	1	0	1	1	1	1	0	1	0	0	0	1	0
19	R-23	1	1	0	1	1	1	0	1	1	0	1	0	0	0	0	1
20	R-26	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0
21	R-08	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0
22	R-09	0	1	1	1	0	1	1	0	1	1	1	1	0	0	0	1
23	R-10	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	0
24	R-12	1	1	1	0	0	1	1	0	1	0	1	0	0	0	1	0
25	R-29	1	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0

26	R-31	0	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0
27	R-11	1	1	0	0	0	1	1	1	1	1	0	0	1	0	0	0
28	R-28	0	1	0	1	1	0	0	1	0	0	0	0	0	1	0	1
29	R-13	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0
30	R-19	1	0	0	1	0	0	0	1	0	0	0	0	1	0	1	0
31	R-24	0	1	0	0	0	0	1	1	1	0	1	0	1	0	0	0
	Correct ∑X	24	25	21	16	13	23	27	22	29	12	26	17	13	16	25	17
	∑X2	24	25	21	16	13	23	27	22	29	12	26	17	13	16	25	17
Validity	∑XY	429	421	402	256	253	425	481	395	507	216	465	329	220	313	451	329
v anunty	R _{xy}	0.3981	-0.0446	0.7320	-0.2211	0.4912	0.5986	0.5228	0.3646	0.4769	0.1936	0.4953	0.6096	-0.0024	0.6209	0.5159	0.6096
	r _{table}	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343
	Criteria	Valid	Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid
	•			•	•	•							•	•			•
	DA	15	10	16	5	10	14	16	15	16	7	16	13	7	12	1(10
	ВА	15	12	10	5	10	14	10	15	10	,	10	15	/	15	10	13
Discriminating	BA BB	9	12	5	5 11	5	9	10	15 7	10	5	10	4	6	13 3	10 9	13 4
Discriminating Power	BA BB DP	9 0,338	12 13 -0,117	5 0,667	-0,421	5 0,425	9 0,275	10 11 0,267	7 0,471	10 13 0,133	5 0,104	10 10 0,333	4 0,546	6 0,038	3 0,613	9 0,400	13 4 0,546
Discriminating Power	BA BB DP Criteria	9 0,338 Satisfa ctory	12 13 -0,117 Poor	5 0,667 Good	11 -0,421 Poor	5 0,425 Good	9 0,275 Satisfa ctory	10 11 0,267 Satisfa ctory	7 0,471 Good	13 0,133 Poor	5 0,104 Poor	10 10 0,333 Satisfa ctory	4 0,546 Good	6 0,038 Poor	13 3 0,613 Good	9 0,400 Satisfa ctory	13 4 0,546 Good
Discriminating Power	BA BB DP Criteria	9 0,338 Satisfa ctory	12 13 -0,117 Poor	5 0,667 Good	11 -0,421 Poor	5 0,425 Good	9 0,275 Satisfa ctory	10 11 0,267 Satisfa ctory	7 0,471 Good	10 13 0,133 Poor	5 0,104 Poor	10 10 0,333 Satisfa ctory	4 0,546 Good	6 0,038 Poor	3 0,613 Good	9 0,400 Satisfa ctory	13 4 0,546 Good
Discriminating Power Difficult Item	BA BB DP Criteria	9 0,338 Satisfa ctory 0,774	12 13 -0,117 Poor 0,806	5 0,667 Good 0,677	11 -0,421 Poor 0,516	10 5 0,425 Good 0,419	9 0,275 Satisfa ctory 0,742	10 11 0,267 Satisfa ctory 0,871	7 0,471 Good 0,710	10 13 0,133 Poor 0,935	5 0,104 Poor 0,387	10 10 0,333 Satisfa ctory 0,839	4 0,546 Good 0,548	6 0,038 Poor 0,419	3 0,613 Good 0,516	9 0,400 Satisfa ctory 0,806	13 4 0,546 Good 0,548
Discriminating Power Difficult Item	BA BB DP Criteria ID Criteria	9 0,338 Satisfa ctory 0,774 Easy	12 13 -0,117 Poor 0,806 Easy	5 0,667 Good 0,677 Medium	11 -0,421 Poor 0,516 Medium	0,425 Good 0,419 Medium	9 0,275 Satisfa ctory 0,742 Easy	10 11 0,267 Satisfa ctory 0,871 Easy	7 0,471 Good 0,710 Easy	10 13 0,133 Poor 0,935 Easy	5 0,104 Poor 0,387 Medium	10 10 0,333 Satisfa ctory 0,839 Easy	4 0,546 Good 0,548 Medium	7 6 0,038 Poor 0,419 Medium	13 3 0,613 Good 0,516 Medium	9 0,400 Satisfa ctory 0,806 Easy	13 4 0,546 Good 0,548 Medium
Discriminating Power Difficult Item	BA BB DP Criteria ID Criteria	9 0,338 Satisfa ctory 0,774 Easy	12 13 -0,117 Poor 0,806 Easy	5 0,667 Good 0,677 Medium	11 -0,421 Poor 0,516 Medium	0,425 Good 0,419 Medium	9 0,275 Satisfa ctory 0,742 Easy	10 11 0,267 Satisfa ctory 0,871 Easy	7 0,471 Good 0,710 Easy	10 13 0,133 Poor 0,935 Easy	7 5 0,104 Poor 0,387 Medium	10 10 0,333 Satisfa ctory 0,839 Easy	4 0,546 Good 0,548 Medium	7 6 0,038 Poor 0,419 Medium	13 3 0,613 Good 0,516 Medium	10 9 0,400 Satisfa ctory 0,806 Easy	13 4 0,546 Good 0,548 Medium
Discriminating Power Difficult Item	BA BB DP Criteria ID Criteria	9 0,338 Satisfa ctory 0,774 Easy 0,774	12 13 -0,117 Poor 0,806 Easy 0,806	10 5 0,667 Good 0,677 Medium 0,677	3 11 -0,421 Poor 0,516 Medium 0,516	10 5 0,425 Good 0,419 Medium 0,419	9 0,275 Satisfa ctory 0,742 Easy 0,742	10 11 0,267 Satisfa ctory 0,871 Easy 0,871	7 0,471 Good 0,710 Easy 0,710	10 13 0,133 Poor 0,935 Easy 0,935	7 5 0,104 Poor 0,387 Medium 0,387	10 10 0,333 Satisfa ctory 0,839 Easy 0,839	4 0,546 Good 0,548 Medium	7 6 0,038 Poor 0,419 Medium 0,419	13 3 0,613 Good 0,516 Medium	10 9 0,400 Satisfa ctory 0,806 Easy 0,806	13 4 0,546 Good 0,548 Medium
Discriminating Power Difficult Item	BA BB DP Criteria ID Criteria P q	9 0,338 Satisfa ctory 0,774 Easy 0,774 0,226	12 13 -0,117 Poor 0,806 Easy 0,806 0,194	10 5 0,667 Good 0,677 Medium 0,677 0,323	3 11 -0,421 Poor 0,516 Medium 0,516 0,484	0,425 Good 0,419 Medium 0,419 0,581	9 0,275 Satisfa ctory 0,742 Easy 0,742 0,258	10 11 0,267 Satisfa ctory 0,871 Easy 0,871 0,129	13 7 0,471 Good 0,710 Easy 0,710 0,290	10 13 0,133 Poor 0,935 Easy 0,935 0,965	7 5 0,104 Poor 0,387 Medium 0,387 0,613	10 10 0,333 Satisfa ctory 0,839 Easy 0,839 0,161	4 0,546 Good 0,548 Medium 0,548 0,452	7 6 0,038 Poor 0,419 Medium 0,419 0,581	13 3 0,613 Good 0,516 Medium 0,516 0,484	10 9 0,400 Satisfa ctory 0,806 Easy 0,806 0,194	13 4 0,546 Good 0,548 Medium 0,548 0,452

	ч	0,220	0,174	0,545	0,404	0,501	0,230	0,127	0,270	0,005	0,015	0,101	0,452	0,501	0,404	0,174	0,432
Reliability	pq	0,175	0,156	0,219	0,250	0,243	0,191	0,112	0,206	0,060	0,237	0,135	0,248	0,243	0,250	0,156	0,248
Kenability	pq	4,666															
	Vt	-269.875	5														
	r11	1.060															
	Criteria	Used	Unused	Used	Unused	Used	Used	Used	Used	Used	Unused	Used	Used	Unused	Used	Used	Used

			It	em Numbe	r				v	V2
17	18	19	20	21	22	23	24	25	1	12
1	1	1	0	1	1	1	1	1	23	529
1	1	1	0	1	1	1	1	1	22	484
1	1	1	0	1	1	1	1	1	22	484
1	0	1	1	1	1	0	1	1	22	484
1	1	1	0	1	1	1	1	1	21	441
1	1	1	0	1	1	1	1	1	21	441
1	1	1	0	1	1	1	1	1	21	441
1	1	1	0	1	1	1	1	1	21	441
1	1	1	0	1	1	1	1	1	21	441
1	1	1	1	1	1	1	1	1	21	441
1	1	1	0	1	0	1	1	1	20	400
1	1	1	0	1	1	1	1	1	19	361
1	0	1	1	1	1	1	1	1	19	361
1	1	1	0	1	0	1	1	1	19	361
1	1	1	0	1	1	1	1	1	18	324
1	0	1	0	1	1	0	1	1	18	324
1	1	1	1	0	1	1	1	1	18	324
1	0	1	1	1	0	1	1	1	17	289
1	1	0	0	1	1	1	1	1	16	256
1	0	1	0	0	0	1	1	1	16	256
1	0	1	1	1	1	0	0	0	15	225
1	1	1	0	0	0	0	1	1	15	225
1	0	1	1	1	0	0	0	0	14	196
1	0	1	0	0	0	1	1	1	13	169
1	0	1	0	1	1	1	1	1	13	169

1	0	0	1	0	1	0	0	1	12	144
1	1	1	0	0	0	0	1	0	12	144
0	0	1	1	0	1	0	0	1	10	100
1	0	1	0	1	0	1	0	1	10	100
1	0	0	0	1	0	1	0	0	8	64
0	0	0	0	1	1	0	0	0	8	64
29	17	27	9	24	21	22	24	26	525	9483
29	17	27	9	24	21	22	24	26		
507	330	481	148	429	381	399	448	468		
0.4769	0.6244	0.5228	-0.0178	0.3981	0.4004	0.4296	0.7336	0.5555		
0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	0.343	1	
Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid		

16	13	16	3	16	14	14	16	16
13	4	11	6	8	7	8	8	10
0,133	0,546	0,267	-0,213	0,467	0,408	0,342	0,467	0,333
Poor	Good	Satisfa	Poor	Good	Good	Satisfa	Good	Satisfa
		ctory	1 001	0000	0000	Ctory	000u	ctory

0,935	0,548	0,871	0,290	0,774	0,677	0,710	0,774	0,839
Easy	Medium	Easy	Difficult	Easy	Medium	Easy	Easy	Easy

0,935	0,548	0,871	0,290	0,774	0,677	0,710	0,774	0,839
0,065	0,452	0,129	0,710	0,226	0,323	0,290	0,226	0,161
0,060	0,248	0,112	0,206	0,175	0,219	0,206	0,175	0,135
Used	Used	Used	Unused	Used	Used	Used	Used	Used

THE PRODUCT MOMENT OF TRYING OUT TEST

	Correlations																	
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
	Pearson Correlation	1	265	,453 [*]	,369 [*]	.146	.210	.022	.334	.172	- ,363 [*]	,392 [*]	.130	010	.095	.321	.130	,486**
Q1	Sig. (2-tailed)		.150	.011	.041	.432	.256	.905	.066	.354	.045	.029	.486	.957	.613	.078	.486	.006
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	265	1	163	.016	080	.084	.055	133	.204	.054	.007	116	080	148	033	116	129
Q2	Sig. (2-tailed)	.150		.380	.933	.669	.652	.769	.474	.272	.773	.970	.533	.669	.428	.859	.533	.490
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
00	Pearson Correlation	,453*	163	1	254	.167	,382 [*]	,558**	.319	,381 [*]	- .018	,635**	.344	113	.298	,361 [*]	.344	,381 [*]
Q3	Sig. (2-tailed)	.011	.380		.168	.369	.034	.001	.080	.035	.922	.000	.058	.546	.103	.046	.058	.035
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	-,369*	.016	254	1	224	.019	180	335	254	- .026	249	100	.169	292	148	100	.008
Q4	Sig. (2-tailed)	.041	.933	.168		.226	.919	.332	.066	.167	.891	.177	.591	.364	.111	.428	.591	.964
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.146	080	.167	224	1	.053	063	,400 [*]	043	.130	.017	.114	060	,692**	.085	,508**	043
Q5	Sig. (2-tailed)	.432	.669	.369	.226		.777	.737	.026	.819	.486	.927	.540	.749	.000	.648	.003	.819
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Q6	Pearson Correlation	.210	.084	,382 [*]	.019	.053	1	,433 [*]	.110	,445 [*]	.015	.343	,502**	.053	.167	.271	.354	,445 [*]

	Sig. (2-tailed)	.256	.652	.034	.919	.777		.015	.556	.012	.938	.059	.004	.777	.371	.141	.051	.012
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.022	.055	,558**	180	063	,433 [*]	1	034	,682**	.306	.354	,424 [*]	.132	.205	.299	.037	.291
Q7	Sig. (2-tailed)	.905	.769	.001	.332	.737	.015		.855	.000	.094	.050	.017	.479	.269	.103	.842	.113
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.334	133	.319	335	,400 [*]	.110	034	1	168	- .075	.106	009	.111	.234	.046	.276	168
Q8	Sig. (2-tailed)	.066	.474	.080	.066	.026	.556	.855		.366	.687	.570	.961	.550	.205	.804	.132	.366
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.172	.204	,381 [*]	254	043	,445 [*]	,682**	168	1	.209	,599**	.289	043	.008	.204	.026	,466**
Q9	Sig. (2-tailed)	.354	.272	.035	.167	.819	.012	.000	.366		.260	.000	.114	.819	.964	.272	.892	.008
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	-,363 [*]	.054	018	026	.130	.015	.306	075	.209	1	192	.189	004	.107	.054	.056	.209
Q10	Sig. (2-tailed)	.045	.773	.922	.891	.486	.938	.094	.687	.260		.302	.309	.982	.567	.773	.766	.260
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	,392 [*]	.007	,635**	249	.017	.343	.354	.106	,599**	- .192	1	.307	.017	074	.229	.131	.242
Q11	Sig. (2-tailed)	.029	.970	.000	.177	.927	.059	.050	.570	.000	.302		.093	.927	.694	.215	.483	.190
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.130	116	.344	100	.114	,502**	,424 [*]	009	.289	.189	.307	1	017	,418 [*]	,376 [*]	,479**	.289
Q12	Sig. (2-tailed)	.486	.533	.058	.591	.540	.004	.017	.961	.114	.309	.093		.928	.019	.037	.006	.114
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Q13	Pearson Correlation	010	080	113	.169	060	.053	.132	.111	043	- .004	.017	017	1	093	.085	280	043

	Sig. (2-tailed)	.957	.669	.546	.364	.749	.777	.479	.550	.819	.982	.927	.928		.619	.648	.128	.819
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.095	148	.298	292	,692**	.167	.205	.234	.008	.107	074	,418 [*]	093	1	.343	,678**	.008
Q14	Sig. (2-tailed)	.613	.428	.103	.111	.000	.371	.269	.205	.964	.567	.694	.019	.619		.059	.000	.964
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.321	033	,361 [*]	148	.085	.271	.299	.046	.204	.054	.229	,376 [*]	.085	.343	1	.048	,536**
Q15	Sig. (2-tailed)	.078	.859	.046	.428	.648	.141	.103	.804	.272	.773	.215	.037	.648	.059		.799	.002
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.130	116	.344	100	,508**	.354	.037	.276	.026	.056	.131	,479**	280	,678**	.048	1	.026
Q16	Sig. (2-tailed)	.486	.533	.058	.591	.003	.051	.842	.132	.892	.766	.483	.006	.128	.000	.799		.892
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	,486**	129	,381°	.008	043	,445 [*]	.291	168	,466**	.209	.242	.289	043	.008	,536**	.026	1
Q17	Sig. (2-tailed)	.006	.490	.035	.964	.819	.012	.113	.366	.008	.260	.190	.114	.819	.964	.002	.892	
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.285	.048	.344	- ,490 ^{**}	,377 [*]	.354	.231	.276	.289	.189	.131	,479**	148	,548**	.048	,609**	.289
Q18	Sig. (2-tailed)	.120	.799	.058	.005	.036	.051	.212	.132	.114	.309	.483	.006	.426	.001	.799	.000	.114
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.252	.055	,558**	180	063	,433 [*]	,426 [*]	034	.291	.108	.354	,424 [*]	063	.205	.299	.231	.291
Q19	Sig. (2-tailed)	.171	.769	.001	.332	.737	.015	.017	.855	.113	.562	.050	.017	.737	.269	.103	.212	.113
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31

	Pearson Correlation	- ,504 ^{**}	.133	319	,477**	.033	.052	.034	217	121	.221	299	134	.033	.050	.133	134	121
Q20	Sig. (2-tailed)	.004	.474	.080	.007	.862	.780	.855	.241	.516	.232	.102	.474	.862	.787	.474	.474	.516
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	,446 [*]	265	.287	214	.146	.034	.022	.334	.172	- .204	,602**	.285	.146	.095	.321	.130	.172
Q21	Sig. (2-tailed)	.012	.150	.117	.247	.432	.855	.905	.066	.354	.270	.000	.120	.432	.613	.078	.486	.354
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	043	163	.114	116	,586**	092	.146	.319	.100	.123	.073	.206	113	,437 [*]	.011	.344	181
Q22	Sig. (2-tailed)	.820	.380	.540	.535	.001	.624	.433	.080	.594	.508	.698	.267	.546	.014	.952	.058	.329
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	,504**	133	,471 ^{**}	335	.111	.110	034	.217	.121	- .221	.299	009	177	.234	,406 [*]	.134	,411 [*]
Q23	Sig. (2-tailed)	.004	.474	.008	.066	.550	.556	.855	.241	.516	.232	.102	.961	.342	.205	.023	.474	.022
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	,446 [*]	069	,783**	214	.146	,563**	,483**	.334	,486**	.112	,392 [*]	.285	166	.249	.126	,440 [*]	,486**
Q24	Sig. (2-tailed)	.012	.711	.000	.247	.432	.001	.006	.066	.006	.547	.029	.120	.371	.177	.499	.013	.006
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	.183	.007	,635**	074	,373 [*]	.142	.093	.106	.242	- .012	.285	.131	- ,516 ^{**}	,453 [*]	.229	,483**	.242
Q25	Sig. (2-tailed)	.325	.970	.000	.694	.039	.445	.619	.570	.190	.951	.121	.483	.003	.011	.215	.006	.190
	Ν	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Pearson Correlation	,398 [*]	045	,732**	221	,491**	,599**	,523**	,365 [*]	,477**	.194	,495**	,610**	002	,621**	,516**	,610**	,477**
TOTAL	Sig. (2-tailed)	.027	.812	.000	.232	.005	.000	.003	.044	.007	.297	.005	.000	.990	.000	.003	.000	.007
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31

Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	TOTAL
.285	.252	- ,504 ^{**}	,446 [*]	043	,504**	,446 [*]	.183	,398 [*]
.120	.171	.004	.012	.820	.004	.012	.325	.027
31	31	31	31	31	31	31	31	31
.048	.055	.133	265	163	133	069	.007	045
.799	.769	.474	.150	.380	.474	.711	.970	.812
31	31	31	31	31	31	31	31	31
.344	,558**	319	.287	.114	,471**	,783 ^{**}	,635**	,732 ^{**}
.058	.001	.080	.117	.540	.008	.000	.000	.000
31	31	31	31	31	31	31	31	31
- ,490 ^{**}	180	,477**	214	116	335	214	074	221
.005	.332	.007	.247	.535	.066	.247	.694	.232
31	31	31	31	31	31	31	31	31
,377 [*]	063	.033	.146	,586**	.111	.146	,373 [*]	,491**
.036	.737	.862	.432	.001	.550	.432	.039	.005
31	31	31	31	31	31	31	31	31
.354	,433 [*]	.052	.034	092	.110	,563**	.142	,599**

.051	.015	.780	.855	.624	.556	.001	.445	.000	
31	31	31	31	31	31	31	31	31	
.231	,426 [*]	.034	.022	.146	034	,483**	.093	,523**	
.212	.017	.855	.905	.433	.855	.006	.619	.003	
31	31	31	31	31	31	31	31	31	
.276	034	217	.334	.319	.217	.334	.106	,365 [*]	
.132	.855	.241	.066	.080	.241	.066	.570	.044	
31	31	31	31	31	31	31	31	31	
.289	.291	121	.172	.100	.121	,486**	.242	,477**	
.114	.113	.516	.354	.594	.516	.006	.190	.007	
31	31	31	31	31	31	31	31	31	
.189	.108	.221	204	.123	221	.112	012	.194	
.309	.562	.232	.270	.508	.232	.547	.951	.297	
31	31	31	31	31	31	31	31	31	
.131	.354	299	,602**	.073	.299	,392 [*]	.285	,495**	
.483	.050	.102	.000	.698	.102	.029	.121	.005	
31	31	31	31	31	31	31	31	31	
,479**	,424 [*]	134	.285	.206	009	.285	.131	,610**	
.006	.017	.474	.120	.267	.961	.120	.483	.000	
31	31	31	31	31	31	31	31	31	

148	063	.033	.146	113	177	166	- ,516 ^{**}	002
.426	.737	.862	.432	.546	.342	.371	.003	.990
31	31	31	31	31	31	31	31	31
,548**	.205	.050	.095	,437 [*]	.234	.249	,453 [*]	,621**
.001	.269	.787	.613	.014	.205	.177	.011	.000
31	31	31	31	31	31	31	31	31
.048	.299	.133	.321	.011	,406 [*]	.126	.229	,516**
.799	.103	.474	.078	.952	.023	.499	.215	.003
31	31	31	31	31	31	31	31	31
,609**	.231	134	.130	.344	.134	,440 [*]	,483**	,610**
.000	.212	.474	.486	.058	.474	.013	.006	.000
31	31	31	31	31	31	31	31	31
.289	.291	121	.172	181	,411 [*]	,486**	.242	,477**
.114	.113	.516	.354	.329	.022	.006	.190	.007
31	31	31	31	31	31	31	31	31
1	.231	-,419*	.130	.206	,419 [*]	,595**	.307	,624**
	.212	.019	.486	.267	.019	.000	.093	.000
31	31	31	31	31	31	31	31	31
.231	1	.034	.022	060	.178	,483**	.354	,523**
.212		.855	.905	.749	.339	.006	.050	.003

31	31	31	31	31	31	31	31	31
- ,419 [*]	.034	1	164	.137	- ,374 [*]	334	106	072
.019	.855		.377	.461	.038	.066	.570	.701
31	31	31	31	31	31	31	31	31
.130	.022	164	1	.287	.334	.077	027	,398 [*]
.486	.905	.377		.117	.066	.679	.885	.027
31	31	31	31	31	31	31	31	31
.206	060	.137	.287	1	.015	.122	.260	,400*
.267	.749	.461	.117		.937	.512	.157	.026
31	31	31	31	31	31	31	31	31
,419 [*]	.178	-,374*	.334	.015	1	,504**	,492**	,430 [*]
.019	.339	.038	.066	.937		.004	.005	.016
31	31	31	31	31	31	31	31	31
,595**	,483**	334	.077	.122	,504**	1	,602**	,734**
.000	.006	.066	.679	.512	.004		.000	.000
31	31	31	31	31	31	31	31	31
.307	.354	106	027	.260	,492**	,602**	1	,556**
.093	.050	.570	.885	.157	.005	.000		.001
31	31	31	31	31	31	31	31	31
,624**	,523**	072	,398 [*]	,400 [*]	,430 [*]	,734**	,556**	1
.000	.003	.701	.027	.026	.016	.000	.001	
31	31	31	31	31	31	31	31	31

APPENDIX 6 COMPUTATION OF VALIDITY TEST

Formula:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \cdot \sum X^2 - (\sum X)^2\}\{(N \cdot \sum Y^2 - (\sum Y)^2\}}}}$$

The item test is valid if r_{xy}>r_{table}.

The following is the example of counting the validity of item number 1:

No	X	X ²	Y	Y ²	XY
1	1	1	23	529	23
2	1	1	22	484	22
3	1	1	22	484	22
4	1	1	22	484	22
5	1	1	21	441	21
6	1	1	21	441	21
7	1	1	21	441	21
8	1	1	21	441	21
9	1	1	21	441	21
10	1	1	21	441	21
11	1	1	20	400	20
12	1	1	19	361	19
13	0	0	19	361	0
14	1	1	19	361	19
15	1	1	18	324	18
16	1	1	18	324	18
17	0	0	18	324	0
18	1	1	17	289	17
19	1	1	16	256	16
20	1	1	16	256	16
21	1	1	15	225	15
22	0	0	15	225	0
23	0	0	14	196	0
24	1	1	13	169	13
25	1	1	13	169	13
26	0	0	12	144	0
27	1	1	12	144	12
28	0	0	10	100	0
29	1	1	10	100	10
30	1	1	8	64	8
31	0	0	8	64	0
Σ	24	24	525	9483	429

The value of r_{xy} is:

$$r_{xy} = \frac{(31)(429) - (24)(525)}{\sqrt{\{(31)(24) - (24)^2\}\{(31)(9483) - (525)^2\}}}$$

r_{xy} =0.3981

The item number one of the try-out test was valid because its $r_{xy} = 0.3981$ higher than the $r_{table} = 0.355$.

COMPUATATION OF RELIABILITY TEST

Formula:

$$r_{11=}\left(\frac{N}{N-1}\right)\left(1-\left(\frac{\sum pq}{\sigma_x^2}\right)\right)$$

The test is reliable if $r_{11} > r_{table}$.

Based on the try-out table, it can be gotten:

$$\sum pq = pq_1 + pq_2 + pq_3 + pq_4 + pq_5$$

= 0.175 + 0.156 + 0.219 + 0.250 + 0.135
= 4.666

Then,

$$V_t = \frac{525 - \frac{(525)^2}{31}}{31} = \frac{525 - \frac{275625}{31}}{31} = \frac{525 - 8891.129}{31} = \frac{-8366.1}{31}$$
$$= -269.875$$

The r₁₁ was:

$$r_{11} = \left(\frac{25}{25-1}\right) \left(1 - \left(\frac{4.666}{-269.875}\right)\right)$$
$$= \left(\frac{25}{24}\right) \left(1 - \left(\frac{4.666}{-269.875}\right)\right)$$
$$= (1.0416)(1 + 0.0172)$$
$$= (1.0416)(1.0172)$$
$$= 1.059$$

For $\alpha = 5\%$ with N = 31, since the result of the $r_{11}(1.059)$ was higher than r_{table} (0.355) it was concluded that the trying out instrument was reliable.

COMPUTATION OF DISCRIMINATING POWER

The following is the example of computation of discriminating power of item number 1:

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	R-02	1	1	R-06	0
2	R-14	1	2	R-07	1
3	R-17	1	3	R-23	1
4	R-01	1	4	R-26	1
5	R-03	1	5	R-08	1
6	R-16	1	6	R-09	0
7	R-20	1	7	R-10	0
8	R-25	1	8	R-12	1
9	R-04	1	9	R-29	1
10	R-30	1	10	R-31	0
11	R-18	1	11	R-11	1
12	R-15	1	12	R-28	0
13	R-21	0	13	R-13	1
14	R-22	1	14	R-19	1
15	R-05	1	15	R-24	0
16	R-27	1			
,	Total	15	,	Total	9

Formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$
$$D = \frac{15}{16} - \frac{9}{15}$$
$$D = 0.338$$

The computation of difficulty level of try-out test of item number 1 is medium.

COMPUTATION OF DIFFICULTY LEVEL

Highest Group			Lowest Group		
No	Code	Score	No	Code	Score
1	R-02	1	1	R-06	0
2	R-14	1	2	R-07	1
3	R-17	1	3	R-23	1
4	R-01	1	4	R-26	1
5	R-03	1	5	R-08	1
6	R-16	1	6	R-09	0
7	R-20	1	7	R-10	0
8	R-25	1	8	R-12	1
9	R-04	1	9	R-29	1
10	R-30	1	10	R-31	0
11	R-18	1	11	R-11	1
12	R-15	1	12	R-28	0
13	R-21	0	13	R-13	1
14	R-22	1	14	R-19	1
15	R-05	1	15	R-24	0
16	R-27	1			
,	Total	15	,	Total	9

The following is the example of computation of item facility of item number 1:

Formula:

$$P = \frac{B}{JS}$$
$$P = \frac{24}{31}$$
$$P = 0.774$$

The computation of difficulty level of try-out test of item number 1 is medium.

APPENDIX 10 EXPERIMENTALGROUP LESSON PLAN I

School	: MA NAHDLATUL ULAMA
Grade/ Semester	: XI/ I
Subject	: English
Time Allocation	: 2 x 45 minutes
Skill	: Speaking
Theme	: Expressing Satisfaction and Dissatisfaction

I. CompetenceStandard

3.1 Speaking

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

II. CompetenceBasic

3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas

III. Indicators

After teaching learning process, the students are able to:

- 1. Express asking and giving opinion about something that related with daily life.
- 2. Express satisfaction and dissatisfaction about something that related in daily life.
- 3. Response someone opinion about something that related with daily life.

IV. Learning Material

Asking about Satisfaction		Asking about Dissatisfaction
	How do you like your	 Do you want to complain about
	room?	something?
•	Is everything O.K?	• Was something not to your satisfaction?
•	Is everything satisfactory?	• Are you dissatisfied with something?
	Are you satisfied?	Did you find our service satisfactory?

4 Expressing of Satisfaction

Definition:

is an expression for a feeling of happiness or pleasure because you have achieved something or got what you wanted.

Informal Situations	Formal Situations
Super!	• I really like my new hair cut
• Great!	 It was satisfactory.
 Terrific! 	 You did well
 Fantastic! 	 Your job is satisfactory
Smashing!	 I am so happy about this
 Perfect 	 I'm glad to what you've done
 Everything is fine 	 It's really satisfying
	It was okay. Not too bad.

For Example:

- Robert : How do you feel about this food? (Asking)
- Terry : Wow..... I am very satisfied. It's very delicious. Great!
- Robert : Yes, I think so. (*Response*) Would you have anymore?
- Terry : Yes, of course.

4 Expressing of Dissatisfaction

Definition

is a feeling we express when we do not get as enough as we hope and feel disappointed with some conditions, we must be dissatisfied.

Informal Situations	Formal Situations
 Horrible! 	• It is disappointing that!.
Very sad!	• It is unacceptable.
 Annoying! 	 Well, this is most unsatisfactory.
 Disappointing! 	 The concert is so boring.
 Frustrating! 	• What an awful meeting.
• How bad!	 It's not as good as I thought.
	 I'm not satisfied with work.
	• You haven't done well enough.
	• I am really disappointed.
	• Sorry, but your work is not satisfactory.

For Example:

Machiko	: The waiter was unfriendly, wasn't he? (Asking)
Roberto	: No, not unfriendly. He was rude. (Dissatisfied)
Roberto	: Large? This is small salad.
Machiko	: And this is sherbet instead of yoghurt.
Roberto	: The bread is hard.
Machiko	: It's not fresh at all. It's stale. I can't eat it.
Roberto	: And I can't drink this wine chilled. It's warm.
Machiko	: Terrible. There's no butter for the bread, either.
Roberto	: Where's the waiter?
Machiko	: I don't know. He's probably gone to lunch at another
	restaurant.

V. Exercise

Direction:

Please, make conversation based on the pictures. For example:

- **A** : (showing happy face)
- **B** : Are you satisfaction?.
- A : Yes, of course. I'm really satisfied with this beautiful dress. That's really amazing!.
- **B** : Wow you are great.

STUDENT A

EXPRESSING OF SATISFACTION AND DISSATISFACTION

	EXPRESSION	REASON
1		
2		
3		
4		

Direction:

Please, make conversation based on the pictures. For example:

- A : (showing happy face)
- **B** : Are you satisfaction?.
- A : Yes, of course. I'm really satisfied with this beautiful dress. That's really amazing!.
- **B** : Wow you are great.

<u>STUDENT B</u>

EXPRESSING OF SATISFACTION AND DISSATISFACTION

NO	EXPRESSION	REASON
1		
2		
3	T	
4		

VI. Method

Communicative Language Teaching

VII. Technique

Information Gap

VIII. Learning Activities (`90)

- Pre activities (`10)
 - 1. Opening and greeting
 - 2. Praying
 - 3. Introducing by checking students` attendance.
 - 4. Warming up by sing COCONUT song.

Main activities (`70)

10. Teacher directs students to the material by showing the picture then asking what are the expressions of the men in picture.





- 11. Teacher asks the students what are the definition of satisfaction and dissatisfaction expressing.
- 12. Teacher explains how to asking someone feeling about satisfaction and dissatisfaction.
- 13. Teacher explains how to express satisfaction and dissatisfaction.
- 14. Teacher gives chance to students to ask some questions.
- 15. Teacher gives the example in the short conversation about satisfaction and dissatisfaction expression.
- 16. Teacher shares pictures to students for giving exercises (doing conversation in pair based on the pictures).

- 17. Teacher explains the direction of the exercise.
- 18. Teacher asks some students to practice the conversation in front of the class.

• Post activities (`10)

- 1. Teacher reviews the material about expressing of satisfaction and dissatisfaction.
- 2. Closing and greeting.

IX. Resources and Media

- 1. Module
- 2. Relevant pictures
- 3. Laptop
- 4. LCD
- 5. Power point
- 6. Carton
- 7. Cards

X. Assessment

Elements of Scoring	Score	Aspect of scoring
	1	Speaker's errors in grammar are frequent, but it can be understood by a listener.
	2	Speaker does not have through or confident control the grammar.
Grammar	3	Speaker can control grammar and be able to speak the language with sufficient structural accuracy.
	4	Speaker is able to use the language accurately on all levels and errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker

	1	Speaking vocabulary inadequate to express	
	1	anything but the most elementary needs.	
	2	Has speaking vocabulary sufficient to express	
	Z	himself simply with some circumlocutions.	
	2	Vocabulary is broad enough that rarely has to	
Vocabulary	3	grope for a word.	
v ocubuiur y		Speaker can understand and participate in any	
	4	conversation with a high degree of precision of	
		vocabulary.	
		Speech on the levels is fully accepted by educated	
	5	native speakers in all it features including breath	
		of vocabulary.	
		Speaker can understand simple questions and	
	1	statements if delivered with slowed speech	
		repetition or paraphrase.	
	2	Speaker can get the gist of most conversations of	
Commenterier		non-technical subject.	
Comprehension	3	Comprehension is quite complete at a normal rate	
		of speech.	
	4	Speaker can understand any conversation within	
		the range of his experience.	
	5	Equivalent to that of an educated native speaker.	
	1	Speaker hasn't sufficient fluency description.	
	2	Speaker can handle with confidence but not with	
Fluency	Z	facility most social situations.	
	3	Speaker can discuss particular interests of	
		competence.	
	4	Speaker is able to use the language fluently. It is a	
		high degree of fluency.	
	5	Speaker has complete fluency in the language that	

		accepted by native speakers.
Pronunciation	1	Speaker pronunciation errors are frequent but can be understood by a native speaker.
	2	Speaker accent is intelligible through often quite faulty.
	3	Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

XI. Scoring Rubric

No	Code	Aspect of Scoring					Score Max	Score
	Couc	G	V	С	F	Р	(25)	Score
1	R-01							

 $Score = \frac{\text{Student Score}}{\text{Maximal Score}} X \ 100$

Grade	Criteria of Mastery	Level
A	90 - 100	very good
В	70 - 89	Good
C	60–69	enough
D	50 - 59	Poor
E	40-49	very poor

Jepara, 5 November 2017

English Teacher,

Researcher,

Toyib Rosyidi, S.Pd,. NUPTK. 8735749653110002 Mahfudiyyah NIM. 131320000034

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Head Master of MA NU Batealit

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APPENDIX 11 EXPERIMENTAL GROUP LESSON PLAN II

School	: MA NAHDLATUL ULAMA
Grade/ Semester	: XI/ I
Subject	: English
Time Allocation	: 2 x 45 minutes
Skill	: Speaking
Theme	: Vocabulary about Living Room

II. CompetenceStandard

Speaking : Understanding meaning in short and simple spoken text interactively and no interactively in formal and non formal situations in descriptive to communicate with the closest environment and/or in academic context and to build good behavior.

III. Basic Competence

Speaking : Understanding meaning with short spoken text accurately, fluently and acceptably in descriptive text related to the closest environment and/or in academic context in good character.

IV. Indicators

After teaching learning process, the students are able to:

- 1. Know the kinds of preposition.
- 2. Can apply the using of preposition in the spoken sentences.
- 3. Can give information about the place of things around us that related to daily life.

a. Learning Materials







Glass

Shelf

PREPOSITION



in (The book is in the shelf)



Behind (The cat is behind the box)



Between (The comb is between gloves and wallet)



Under (The CD is under the chair)



In front of (The ball is in front of

the shelf)



On (Bag is on the chair and beside

the lamp)



Over (The bird is over the box)

e. Exercises

SHEET 1st:

Student A

Direction:

In this table. There are some losing vocabularies such as *basket, pen, teapot, umbrella, cup, cigarrate, brush, radio and lamp.* Please find and fill the losing vocabularies in the table by asking your partner. <u>For example:</u>

Malika: Hi, do you see where is *my basket*?

Wisnu : *Your basket* is in the third number

			50
1	2. Dustbin	3	4. Glasses
		MÁLA	
5.Gloves	6	7. Chalk	8
9	10.Hat	11	12.Comb
13. Ball	14	15. Pillow	16
	NEWS		
17	18. Newspaper	19	20

Student B

Direction:

In this table. There are some losing vocabularies such as *chalk, gloves, newspaper, comb, hat, dustbin, glasses, CD, pillow and ball.* Please find and fill the losing vocabularies in the table by asking your partner. For example: Malika: Hi, do you see where is *my basket*?

Wisnu : *Your basket* is in the third number

Realize			
1. Radio	2	3. Basket	4
5	6. cigarrate	7	8. Umbrella
9. Cup	10	11. Socks	12
13	14. Teapot	15	16. Lamp
17. Brush	18	19. pen	20

f. Method

Communicative Language Teaching

g. Technique

Information Gap

h. Learning Activities (`90)

- Pre activities (`10)
 - 1. Opening and greeting
 - 2. Praying
 - 3. Introducing by checking students`attendance.
 - 4. Warming up

Main activities (`70)

1. Teacher directs students to the material byshowing the picture that will be describe.



- 2. Teacher asks the students to mention all of the things on the picture.
- 3. Teacher asks students "Please, guess whatis the room? Then please, mention one word to describe the room!".
- 4. Teacher reads vocabularies and asks students to repeat after her.
- 5. Teacher explains the definition of vocabularies.
- 6. Teacher checks students` understanding by giving exercises (doing conversation in pair).
- 7. Teacher asks some students to practice the conversation in front of the class.

• Post activities (`10)

- 1. Teacher reviews some material by asking some questions.
- 2. Closing and greeting

i. Resources and Media

- 1. Module
- 2. Relevant pictures
- 3. Laptop
- 4. LCD
- 5. Power point
- 6. Carton
- 7. Papers

j. Assessment

Elements of Scoring	Score	Aspect of scoring			
	1	Speaker's errors in grammar are frequent, but it can be understood by a listener.			
	2	Speaker does not have through or confide control the grammar.			
Grammar	3	Speaker can control grammar and be able to speak the language with sufficient structural accuracy.			
	4	Speaker is able to use the language accurately on all levels and errors in grammar are quite rare.			
	5	Equivalent to that of an educated native speaker			
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.			
Vocabulary	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.			
	3	Vocabulary is broad enough that rarely has to			

		grope for a word.			
	4	Speaker can understand and participate in any			
		conversation with a high degree of precision of			
		vocabulary.			
	5	Speech on the levels is fully accepted by educated			
	5	native speakers			
	1	Speaker can understand simple questions and			
	1	statements			
	2	Speaker can get the gist of most conversations of			
	2	non-technical subject.			
Comprehension	2	Comprehension is quite complete at a normal rate			
	3	of speech.			
	1	Speaker can understand any conversation within			
	4	the range of his experience.			
	5	Equivalent to that of an educated native speaker.			
	1	Speaker hasn't sufficient fluency description.			
	2	Speaker can handle with confidence but not with			
	Z	facility most social situations.			
Fluence	3	Speaker can discuss particular interests of			
Fillency	5	competence.			
	4	Speaker is able to use the language fluently.			
	5	Speaker has complete fluency in the language that			
	5	accepted by native speakers.			
	1	Speaker pronunciation errors are frequent but can			
	1	be understood by a native speaker.			
	2	Speaker accent is intelligible through often quite			
Pronunciation	2	faulty.			
	3	Accent may be obviously foreign.			
	4	Errors in pronunciation are quite rare.			
	5	Equivalent to and fully accepted by educated			

	native speakers.

XII.Scoring Rubric

No	o Code	Aspect of Scoring					Score Max
110		G	V	C	F	Р	(25)
1	R-01						

Scora -	Student Score x 100
50010 -	Maximal Score

Grade	Criteria of Mastery	Level
А	90 - 100	very good
В	70 - 89	good
С	60– 69	enough
D	50 - 59	poor
E	40 - 49	very poor

Jepara, 5 November 2017

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APPENDIX 12 EXPERIMENTAL GROUP LESSON PLAN III

School	: MA NAHDLATUL ULAMA
Grade/ Semester	: XI/ I
Subject	: English
Time Allocation	: 2 x 45 minutes
Skill	: Speaking
Theme	: Describing and guessing

a. Standard Competence

3.2 Speaking

Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.

b. Basic Competence

3.3 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

c. Indicators

After teaching learning process, the students are able to:

- 1. Describe the real thing and place around them that related with daily life.
- 2. Show and mention things about the living room in English.

V. Learning Materials

Descriptive Text

Definition

Is a text that tells about special characteristic of person, place and thing. For examples:

- *Person*: My Mother, Justin Bieber, My Teen Sister, etc.
- *Place*: Venice (Italy), Borrobudur, Mecca, etc.
- *Thing*: My Simple Dress, My Favorite Cup, My Cat, etc.

The purpose

Is to describe about person, place and thing particularly.

Generic Structure

Identification	: identifies about something that will be described.
Description	: describe about special characteristic of something which
	is describe.

Language Features

- \downarrow Use of simple present (V1)
- Use of Specific participant (I, my mother)
- **Use of epithet of adjective (white, big, beautiful)**

The ways to write descriptive text easily:

- 1. Choose object that you want to describe (person, place, thing)
- 2. Analyze and make some lists of the object, for example:
 - 4 Colors: white, blue, yellow, etc.
 - **4** Size: Big, medium, small, giant, etc.
 - 4 Look: beautiful, bad, handsome, etc.

- **4** Shapes: circle, oval, square, etc.
- **4** Noun: accessories, cat, dress, cup, etc.
- 3. Introducing something that you want to describe (identification)
- 4. Arrange some sentence with use some adjective to make particular description about something.

VI. Exercises



VII. Method

Communicative Language Teaching

VIII. Technique

Information Gap

IX. Learning Activities (`90)

- Pre activities (`10)
 - 1. Opening and greeting
 - 2. Praying
 - 3. Checking students` attendance.
 - 4. Warming up

- Main activities (`70)
 - 1. Teacher directs students to the material by describing thing.



I'm a collecting of paper inside a cover. I'm medium size and my shape is square. I have so many colors such as red, blue and green. People write everything inside. They also bring me to school or office.

Who am I?

- 2. Teacher asks the students to guess the thing which describe by teacher.
- 3. Teacher explains the materials such as the definition, the generic structure, the purpose of the descriptive text.
- 4. Teacher explains how to describe easily.
- 5. Teacher shares the cards to students.
- 6. Teacher asks students to do speaking activities and explains the instruction.
- 7. After students finish to practice speaking in pair, teacher asks some students to practice the conversation in front of the class.

• Post activities (`10)

- 1. Teacher reviews some material by asking some questions.
- 2. Closing and greeting

X. Resources and Media

- 1. Module
- 2. Relevant pictures
- 3. Laptop
- 4. LCD
- 5. Power point
- 6. Carton
- 7. Papers

XI. Assessment

Elements of	Score	Aspect of scoring			
Scoring					
	1	Speaker's errors in grammar are frequent, but it			
		can be understood by a listener.			
	2	Speaker does not have through or confident			
	2	control the grammar.			
Grammar	2	Speaker can control grammar and be able to speak			
	5	the language with sufficient structural accuracy.			
	4	Speaker is able to use the language accurately on			
	4	all levels and errors in grammar are quite rare.			
	5	Equivalent to that of an educated native speaker			
	1	Speaking vocabulary inadequate to express			
		anything but the most elementary needs.			
	2	Has speaking vocabulary sufficient to express			
		himself simply with some circumlocutions.			
	3	Vocabulary is broad enough that rarely has to			
Vocabulary		grope for a word.			
	4	Speaker can understand and participate in any			
		conversation with a high degree of precision of			
		vocabulary.			
		Speech on the levels is fully accepted by educated			
		native speakers			
	1	Speaker can understand simple questions and			
	1	statements			
	2	Speaker can get the gist of most conversations of			
Comprehension	Z	non-technical subject.			
	3	Comprehension is quite complete at a normal rate			
		of speech.			
	4	Speaker can understand any conversation within			

		the range of his experience.				
	5	Equivalent to that of an educated native speaker.				
	1	Speaker hasn't sufficient fluency description.				
	2	Speaker can handle with confidence but not with				
	2	facility most social situations.				
Fluency	3	Speaker can discuss particular interests of				
Fluency	5	competence.				
	4	Speaker is able to use the language fluently.				
	5	Speaker has complete fluency in the language that				
		accepted by native speakers.				
	1	Speaker pronunciation errors are frequent but can				
	1	be understood by a native speaker.				
	2	Speaker accent is intelligible through often quite				
Duomunoistion	2	faulty.				
Pronunciation	3	Accent may be obviously foreign.				
	4	Errors in pronunciation are quite rare.				
	5	Equivalent to and fully accepted by educated				
	5	native speakers.				

XIII. Scoring Rubric

No	Code	Aspect of Scoring					Score Max	Score
110	coue	G	V	C	F	Р	(25)	Beore
1	R-01							

Scora -	Student Score X 100
50010 -	Maximal Score A 100

Grade	Criteria of Mastery	Level
А	90 - 100	very good
В	70 - 89	good
С	60– 69	enough
D	50 - 59	poor
E	40 - 49	very poor

Jepara, 5 November 2017

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APPENDIX 13 LESSON PLAN OF POSTTEST

School	: MA NAHDLATUL ULAMA
Grade/ Semester	: XI / I
Subject	: English
Time Allocation	: 2 x 45 minutes
Skill	: Speaking
Theme	: Posttest (guess and answer)

I. CompetenceStandard

3.4 Speaking

Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

3.5 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indicators

After teaching learning process, the students are able to:

- 1. Describe the real thing and place around them that related with daily life.
- 2. Show and mention things about the living room in English.

IV. Posttest

SHEET OF POSTTEST

Directions:

It is the picture of living room. Please look at to the picture carefully because there are many things in the room. Then make conversation with your partner based the picture clues below. *For example*, you lost your glasses:

- A: "Where is my Glasses?"
- B: "Your glasses on the table".





Please ask the questions below to your partner!

- 1. Where is my glasses?
- 2. Where is my comb?
- 3. Where is my radio?
- 4. Where is my book
- 5. Where is my shocks

- 6. Where is my Umbrella?
- 7. Where is my Basket?
- 8. Where is my Accessories?
- 9. Where is my Wallet?
- 10. Where is my Glass?

Directions:

It is the picture of living room. Please look at to the picture carefully because there are many things in the room. Then make conversation with your partner based the picture clues below. *For example*, you lost your glasses:

A: "Where is my Glasses?"

B: "Your glasses on the table"

Student B



Please ask the questions below to your partner!

- 1. Where is my brush?
- 2. Where is my pen?
- 3. Where is my cup?
- 4. Where is my chalk
- 5. Where is my gloves?

- 6. Where is my hat?
- 7. Where is my sandal?
- 8. Where is my dustbin?
- 9. Where is my ball?
- 10. Where is my bag?

V. Method

Communicative Language Teaching

VI. Technique

Information Gap

VII.Learning Activities (`90)

- Pre activities (`10)
 - 1. Opening and greeting
 - 2. Praying
 - 3. Checking students` attendance.
 - 4. Warming up

Main activities (`70)

- 1. Teacher gives sheet of posttest papers to students.
- 2. Teacher explains the directions of the posttests and students pay more attention to teacher.
- 3. Students start to practice their speaking activities or doing posttests in pair.
- 4. Teacher comes close to the students pair by pair for giving scores.

Post activities (`10)

- 3. Teacher asks one pair to practice the speaking activities in front of the class.
- 4. Closing and greeting

VIII. Resources and Media

- 1. Module
- 2. Relevant pictures
- 3. Laptop
- 4. LCD

- 5. Power point
- 6. Papers

IX. Assessment

Elements of	Score	Aspect of scoring			
Scoring					
	1	Speaker's errors in grammar are frequent, but it			
	1	can be understood by a listener.			
	2	Speaker does not have through or confident			
	2	control the grammar.			
Grammar	3	Speaker can control grammar and be able to speak			
	5	the language with sufficient structural accuracy.			
	4	Speaker is able to use the language accurately on			
		all levels and errors in grammar are quite rare.			
	5	Equivalent to that of an educated native speaker			
	1	Speaking vocabulary inadequate to express			
		anything but the most elementary needs.			
	2	Has speaking vocabulary sufficient to express			
		himself simply with some circumlocutions.			
	3	Vocabulary is broad enough that rarely has to			
Vocabulary		grope for a word.			
	4	Speaker can understand and participate in any			
		conversation with a high degree of precision of			
		vocabulary.			
	5	Speech on the levels is fully accepted by educated			
	5	native speakers			
	1	Speaker can understand simple questions and			
Comprehension	1	statements			
Comprenension	2	Speaker can get the gist of most conversations of			
		non-technical subject.			

	3	Comprehension is quite complete at a normal rate				
		of speech.				
	4	Speaker can understand any conversation within				
		the range of his experience.				
	5	Equivalent to that of an educated native speaker.				
	1	Speaker hasn't sufficient fluency description.				
	2	Speaker can handle with confidence but not with				
	<i>L</i>	facility most social situations.				
Fluency	3	Speaker can discuss particular interests of				
r inency	5	competence.				
	4	Speaker is able to use the language fluently.				
	5	Speaker has complete fluency in the language that				
		accepted by native speakers.				
	1	Speaker pronunciation errors are frequent but can				
		be understood by a native speaker.				
	2	Speaker accent is intelligible through often quite				
Dronunciation	4	faulty.				
Fronuncianon	3	Accent may be obviously foreign.				
	4	Errors in pronunciation are quite rare.				
	5	Equivalent to and fully accepted by educated				
	5	native speakers.				

X. Scoring Rubric

No	Code	Aspect of Scoring					Score Max	
		G	V	C	F	Р	(25)	
1	R-01							

$$Score = \frac{\text{Student Score}}{\text{Maximal Score}} X \ 100$$

Grade	Criteria of Mastery	Level
А	90 - 100	very good
В	70 - 89	good
C	60– 69	enough
D	50 - 59	poor
E	40 - 49	very poor

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Head Master of MA NU Batealit

Moh Subakir, S.Sos,. NUPTK. 6433745645110012

Na	Students'		Aspec	Seeme	Total			
INO	Code	G	V	С	F	Р	Score	Score
1	E-24	4	5	4	5	5	23	92
2	E-22	5	4	4	5	5	23	92
3	E-18	5	5	4	4	4	22	88
4	E-04	4	5	4	4	5	22	88
5	E-03	4	5	4	4	5	22	88
6	E-07	4	5	4	5	4	22	88
7	E-10	4	5	4	5	4	22	88
8	E-13	4	4	4	5	5	22	88
9	E-25	4	5	4	5	4	22	88
10	E-28	5	4	4	4	4	21	84
11	E-14	4	5	4	4	4	21	84
12	E-23	4	5	4	4	4	21	84
13	E-27	4	5	4	4	4	21	84
14	E-26	4	5	4	4	4	21	84
15	E-16	4	4	4	4	4	20	80
16	E-20	4	5	3	4	4	20	80
17	E-11	4	5	3	4	4	20	80
18	E-15	4	4	4	4	4	20	80
19	E-19	4	5	3	4	4	20	80
20	E-29	4	5	3	4	4	20	80
21	E-30	4	5	3	4	4	20	80
22	E-06	4	5	3	4	4	20	80
23	E-17	4	4	4	4	4	20	80
24	E-21	4	5	3	4	4	20	80
25	E-01	4	4	3	4	4	19	76
26	E-02	4	4	3	4	4	19	76
27	E-12	4	4	3	4	4	19	76
28	E-05	4	3	4	4	4	19	76
29	E-09	4	4	3	4	3	18	72
30	E-08	3	4	3	4	3	17	68

THE POSTTESTRESULT OF EXPERIMENTAL GROUP

For example the counting of E-24 code:

$$Score = \frac{\text{Student Score}}{\text{Maximal Score}} X \ 100$$

Score =
$$\frac{4+5+4+5+5}{25}$$
 X 100

Score
$$=\frac{23}{25}$$
X 100 = 92

Na	Students'		Aspec	C	Total			
NO	Code	G	V	С	F	Р	Score	Score
1	C-07	3	4	3	2	4	16	64
2	C-12	3	3	3	3	3	15	60
3	C-10	3	3	3	2	4	15	60
4	C-18	3	4	3	2	3	15	60
5	C-23	3	3	3	2	4	15	60
6	C-25	3	3	3	2	3	14	56
7	C-19	3	3	3	2	3	14	56
8	C-21	3	3	3	2	3	14	56
9	C-20	3	3	3	2	3	14	56
10	C-04	2	4	3	2	3	14	56
11	C-11	2	4	3	2	3	14	56
12	C-27	2	3	3	2	4	14	56
13	C-29	3	3	3	2	3	14	56
14	C-22	2	3	3	2	4	14	56
15	C-26	3	3	3	2	3	14	56
16	C-30	3	3	2	2	3	13	52
17	C-28	2	3	3	2	3	13	52
18	C-24	2	3	3	2	3	13	52
19	C-08	2	3	3	2	3	13	52
20	C-15	2	3	3	2	3	13	52
21	C-06	3	3	3	2	2	13	52
22	C-02	2	3	3	2	3	13	52
23	C-17	2	3	3	1	3	12	48
24	C-05	1	3	3	2	3	12	48
25	C-14	1	3	3	2	3	12	48
26	C-09	1	3	3	2	3	12	48
27	C-03	1	3	3	2	2	11	44
28	C-16	2	3	2	2	2	11	44
29	C-01	1	2	3	2	2	10	40
30	C-13	1	2	3	2	2	10	40

THE POSTTEST RESULT OF CONTROL GROUP

For example the counting of C-07code:

$$Score = \frac{\text{Student Score}}{\text{Maximal Score}} X \ 100$$

$$Score = \frac{3+4+3+2+4}{16} \times 100$$

Score
$$=\frac{16}{25}$$
X 100 = 64

THE DISTRIBUTION SCORE OF EXPERIMENTAL AND CONTROL GROUP

No	Experimental Group	Code	Post-	No	Control Group	Code	Post-
110	Students' Name		test	110	Students' Name	coue	test
1	Nur Hidayah	E-24	92	1	Ema Zakiya Mailani	C-07	64
2	Niswatun Khasanah	E-22	92	2	Lailis Sofa	C-12	60
3	Malikhatin	E-18	88	3	Kristian Rahmawati	C-10	60
4	Adistin Kusuma W.	E-04	88	4	Maisaroh	C-18	60
5	Adik Ifanka Andri A.	E-03	88	5	Putri Nawang W.	C-23	60
6	Cindy Andriani	E-07	88	6	Rizqy Nur Azizah	C-25	56
7	Febrianti	E-10	88	7	Nailis Sa'adah	C-19	56
8	Kristian Rahmawati	E-13	88	8	Novita Amalia	C-21	56
9	Reza Farida	E-25	88	9	Nanda Auliyan S. S.	C-20	56
10	Sri Nung Mariyati	E-28	84	10	Anggun Ariyanti	C-04	56
11	Maula Kartikasari	E-14	84	11	Laili Yustika S.	C-11	56
12	Nur Fatkhiyah	E-23	84	12	Sarifah Mutda'in	C-27	56
13	Siti Zaroh	E-27	84	13	Silviana Wahyu N.	C-29	56
14	Silviana Wahyu N.	E-26	84	14	Purti Mira Ariyani	C-22	56
15	M. Khumaidur R.	E-16	80	15	Roichatul Jannah	C-26	56
16	M.Miftakhul	E-20	80	16	Zuhrotul Aliayh	C-30	52
17	Izzul Maula D.	E-11	80	17	Sholikatun Nikmah	C-28	52
18	M. Abu Kholifah	E-15	80	18	Rizqy Ichwan	C-24	52
19	Muhammad Ainul Y.	E-19	80	19	Hendy Dwi Wibowo	C-08	52
20	Syafi' Anam	E-29	80	20	M. Mujib	C-15	52
21	Wisnu Izul Khaq	E-30	80	21	Efendi Syaiful Anam	C-06	52
22	Alwi Muzzaka	E-06	80	22	Ahmad Tarmuji	C-02	52
23	M. Nailul Asrofi	E-17	80	23	M. Zainal Abidin	C-17	48
24	Muhammad Nafik M.	E-21	80	24	Danang Ardiansyah	C-05	48
25	Afik Fauzul Khakim	E-01	76	25	M. Nafik Muzakki	C-14	48
26	Abdul Latif	E-02	76	26	Kholisatun Najah	C-09	48
27	Khoirul Amir	E-12	76	27	Alaika Shobron	C-03	44
28	Ahmad Ramadlan	E-05	76	28	M. Riza Adi Irmawan	C-16	44
29	Eko Sulistyanto	E-09	72	29	Agus Imam Marzuki	C-01	40
30	Efendi Saiful Anam	E-08	68	30	M. Luthfi Nuril H.	C-13	40
	Total	2464		Total		1588	
	Ν	30		Ν		30	
	Highest score	92		Highest score		64	
	Lowest score	68		Lowest score		40	
	Mean	82.13		Mean		52.93	
	Varian		32.81		Varian		34.96
	SD		5.73		SD		5.91

APPENDIX 17 T-TEST STATISTICAL ANALYSIS

Formula:

$$t = \frac{x_1 - x_2}{S X_{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}}$$

Which

$$S = \sqrt{\frac{(n1-1)S_1^2 + (n2-1)S_2^2}{n1+n2-2}}$$

Ho is accepted if t-value > t-table:

	Experimental Group	Control Group
SUM	2464	1588
Ν	30	30
Mean	82.13	52.93
Variance (S2)	32.81	34.96
Standard Deviation	5.73	5.91

$$S = \sqrt{\frac{(30 - 1)32.81 + (30 - 1) 34.96}{30 + 30 - 2}}$$
$$S = \sqrt{\frac{(29)32.81 + (29) 34.96}{60 - 2}}$$
$$S = \sqrt{\frac{951.49 + 1013.84}{58}}$$
$$S = \sqrt{\frac{1965.33}{58}}$$

$$S = \sqrt{33.88}$$
$$S = 5.82$$

Then t-test was computed as follows:

$$t = \frac{82.13 - 52.93}{5.82 X \sqrt{\frac{1}{30} + \frac{1}{30}}}$$
$$t = \frac{29.2}{5.82 X \sqrt{\frac{2}{60}}}$$
$$t = \frac{29.2}{3.36}$$
$$t = 8.69$$

The value of t-table with dk = 30 + 30 - 2 = 58, the significant level $\alpha = 5\%$ is 2.04. Based on the computation, it can be seen that the t-value (8.69) was higher than t-table (2.04). It can be concluded that there is significance difference achievement between experimental and control group.

APPENDIX 18 DOCUMENTATION



Media of first lessson plan



Media of third lesson plan



Practice Speaking in the first meeting

Practice Speaking in the second meeting





Teacher checked students' conversation one by one

Practice speaking in the third meeting





Conducted post test in experimental group

Conducted post test in control group

