



Appendix 1

Lesson Plan

**CP, ATP, MODUL AJAR FASE F BAHASA
INGGRIS
SMAN KEBERBAKATAN OLAAHRAGA KOTA
BENGKULU
Fase F XI**

Disusun oleh:
Muhammad Faqih Al Farisi



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Website: www.unfasbengkulu.ac.id

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Muhammad Faqih Al Farisi

NIM : 2111230081

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The Effect of Using the Project-Based Learning (PjBL) Method on Improving Students' Speaking Skills at SMAN Keberbakatan Olahraga Kota Bengkulu

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Bengkulu, Desember 2025

M. Hidayatullahman, M.Pd.I.

NIP. 197805202007101002



Muhammad Faqih Al Farisi

SRN. 2111230081

Bengkulu, 11 Desember 2025

Dipentasi oleh

Bhrozifirroz

Tadris Bahasa Inggris

MUHAMMAD FAQIH AL FARISI_2111230081_THE EFFECT OF USING THE PROJECT-BASED LEARNING (PJBL) METHOD ON

 MUHAMMAD FAQIH AL FARISI SRN. 2111230081

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Capaian Pembelajaran Fase F Per Elemen Bahasa Inggris

Menyimak-Berbicara	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
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CAPAIAN PEMBELAJARAN

NAMA SEKOLAH : SMPN KOTA BENGKULU

KELAS/SEMESTER : FASE F/XI

MATA PELAJARAN : BAHASA INGGRIS

TAHUN PELAJARAN : 2024/2025

Menyimak-Berbicara

CAPAIAN PEMBELAJARAN	KONTEN/ TOPIK	KOMPETENS I	FASE F
			K-XI
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan	1. Opinions	1. Siswa dapat Menyusun dan mempraktekkan dialog lisan sederhana tentang meminta dan memberi pendapat.	Semester 1

kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.			
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ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS

NAMA SEKOLAH : SMPN KOTA BENGKULU

KELAS/SEMESTER : FASE F

MATA PELAJARAN : BAHASA INGGRIS

TAHUN PELAJARAN : 2024/2025

CP	TP	KONTEN MATERI	PROFIL PP	ALOKASI JP
Menyimak-Berbicara				
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan	- Siswa mampu mengidentifikasi situasi dan konteks yang mendorong munculnya pendapat. - Siswa mampu mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan ungkapan meminta dan memberi pendapat.	Opinions	Beriman, Bertakwa, kepada Tuhan YME dan Berakhlak Mulia Mandiri Bernalar Kritis Kreatif Bergotong Royong Kebinekaan global	2 JP

terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas	3. Siswa mampu meminta dan memberikan pendapat dalam konteks yang tepat. 4. Siswa mampu mengungkapkan pendapatnya tentang lingkungan sekitar. 5. Siswa mampu menggunakan konjungsi subordinatif terutama dalam mengungkapkan pendapat.			
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konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.				
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MODUL 1

“OPINIONS”

NAMA SEKOLAH : SMAN KEBERBAKATAN
OLAHRAGA KOTA BENGKULU

KELAS/SEMESTER : FASE F/XI

MATA PELAJARAN : BAHASA INGGRIS

MATERI : Opinions

Alokasi Waktu : 2 JP (1 x Pertemuan)
1 JP (45 Menit)

A. Capaian Pembelajaran : Menyimak-Berbicara

Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan

pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

B. Kompetensi Awal :

1. Peserta didik mampu memahami dan menggunakan ungkapan-ungkapan dasar dalam interaksi sosial, seperti sapaan, pengenalan, dan ucapan terima kasih dalam bahasa Inggris.
2. Peserta didik dapat merespon pernyataan atau pertanyaan secara sederhana dalam bentuk lisan dan tulisan.

C. Sarana dan Prasarana :

1. Buku Talk Active
2. Handphone

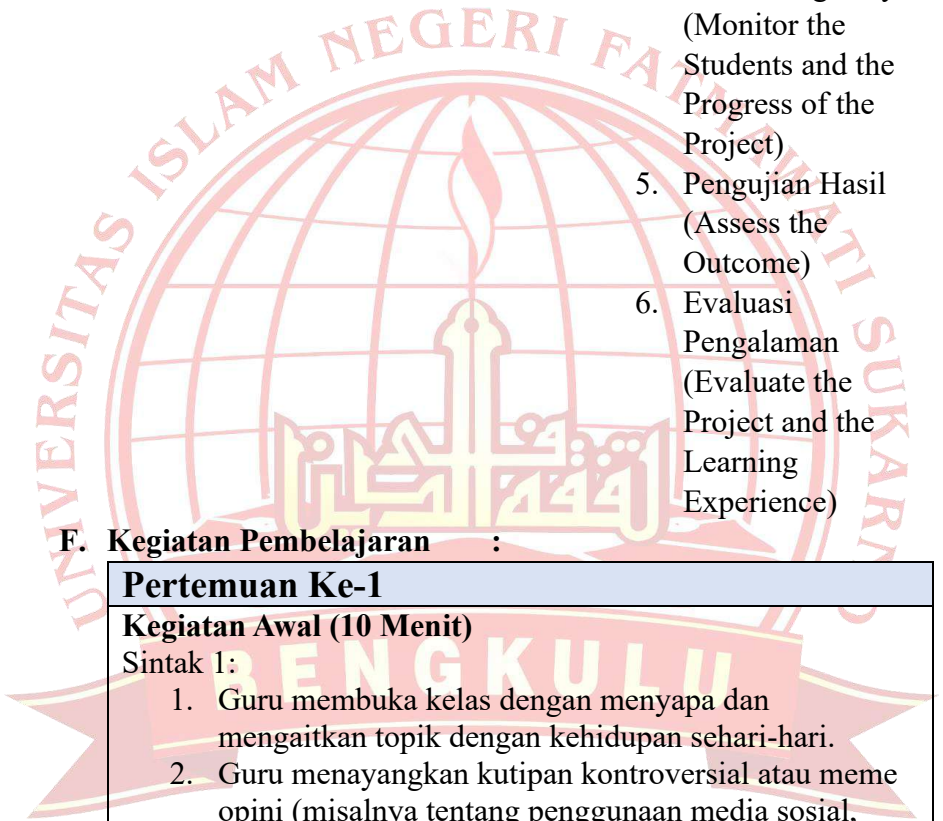
D. Materi Pembelajaran :

Opinions

E. Model Pembelajaran : Project-Based Learning

Sintak :

1. Pertanyaan Mendasar (Start with the Essential Question)

- 
2. Perencanaan Proyek (Design a Plan for the Project)
 3. Penyusunan Jadwal (Create a Schedule)
 4. Monitoring Proyek (Monitor the Students and the Progress of the Project)
 5. Pengujian Hasil (Assess the Outcome)
 6. Evaluasi Pengalaman (Evaluate the Project and the Learning Experience)

F. Kegiatan Pembelajaran :

Pertemuan Ke-1

Kegiatan Awal (10 Menit)

Sintak 1:

1. Guru membuka kelas dengan menyapa dan mengaitkan topik dengan kehidupan sehari-hari.
2. Guru menayangkan kutipan kontroversial atau meme opini (misalnya tentang penggunaan media sosial, ujian nasional, atau gaya hidup sehat).
3. Guru mengajukan pertanyaan pemantik: *“Do you agree or disagree with this opinion? Why?”*
4. Siswa menjawab secara spontan menggunakan kalimat sederhana.
5. Guru menjelaskan bahwa hari ini mereka akan membuat diskusi singkat dalam kelompok yang menunjukkan kemampuan mereka dalam memberikan dan menanggapi opini secara sopan.

Kegiatan Inti (70 Menit)

Sintak 2:

1. Guru menjelaskan proyek: Membuat percakapan berdurasi 1–2 menit yang menunjukkan 2–3 siswa sedang berdiskusi dan saling memberikan serta menanggapi opini dengan bahasa Inggris.
2. Siswa dibagi dalam kelompok (2–3 orang).
3. Masing-masing kelompok:
 - a. Memilih topik diskusi (misalnya: online learning, dress code, fast food, etc.)
 - b. Menentukan skrip: siapa mengatakan apa, ekspresi apa yang digunakan.
4. Guru memberikan contoh ekspresi opini:
 - a. *In my opinion, I think, I believe that, From my point of view...*
 - b. *I agree with you, That's a good point, I don't think so, I'm afraid I disagree...*

Sintak 3:

1. Siswa membuat jadwal kerja:
 - a. 5 menit latihan skrip
 - b. 20–25 menit perekaman video
 - c. 10 menit penyuntingan ringan (jika sempat)
2. Guru memastikan timeline realistis dan semua siswa punya peran.

Sintak 4:

1. Siswa berlatih dialog di ruang kelas
2. Guru memantau:
 - a. Apakah mereka menggunakan ekspresi opini yang tepat?
 - b. Apakah pengucapan dan intonasi mereka sesuai?
3. Guru memberi umpan balik cepat selama latihan atau saat proses syuting.

Sintak 5:

1. Beberapa kelompok maju ke depan kelas untuk berdialog (2–3 kelompok tergantung waktu).
2. Guru dan siswa lain memberikan komentar positif dan saran.
3. Guru menilai berdasarkan rubrik.

Penutup (10 menit)

Sintak 6:

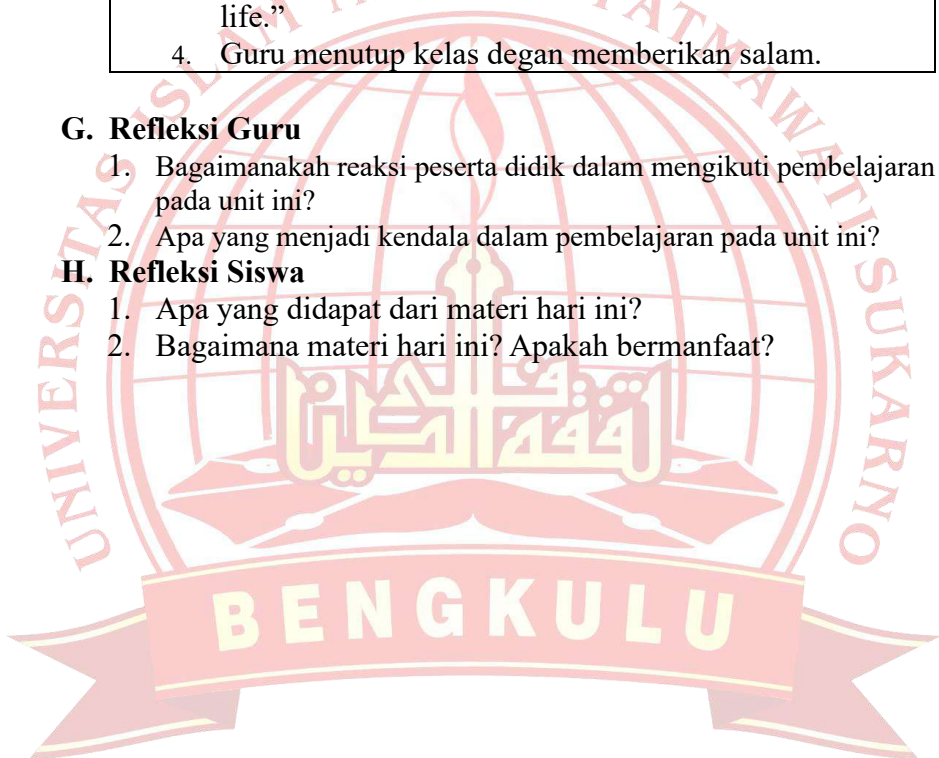
1. Guru mengajak siswa melakukan refleksi:
 - a. “How did you feel giving your opinion in English?”
 - b. “What would you improve next time?”
2. Siswa menuliskan refleksi singkat di buku catatan atau lembar refleksi.
3. Guru memberi apresiasi dan menyimpulkan:
“Giving opinions is a useful skill in daily communication, not just in English class but in real life.”
4. Guru menutup kelas dengan memberikan salam.

G. Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apa yang menjadi kendala dalam pembelajaran pada unit ini?

H. Refleksi Siswa

1. Apa yang didapat dari materi hari ini?
2. Bagaimana materi hari ini? Apakah bermanfaat?



LKPD Project-Based Learning

Topik: Opinions

Mata Pelajaran : Bahasa Inggris
Kelas : XI
Durasi : 90 Menit
Nama Kelompok :
Anggota :

- 1.
- 2.
- 3.

Tanggal:

A. Pertanyaan Mendasar (Speaking Task 1 – Individual Opinion)

Tugas: Baca dan respon opini di bawah ini secara lisan:

“Uniforms should not be required in school because they limit students’ self-expression.”

Do you agree or disagree? Say your opinion and give at least one reason.

Latihan 1 – Ucapkan pendapatmu di depan teman kelompokmu.

Tuliskan naskah singkat untuk latihan berbicara:

.....
.....
.....

B. Perencanaan Proyek (Speaking Task 2 – Group Dialogue Planning)

1. Topik diskusi kelompok:

.....

2. Tema video percakapan:

.....

3. Rencana Percakapan: (gunakan ekspresi opini)

Speaker Kalimat dalam dialog (Gunakan ekspresi opini & respons)

A.

B.





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Bengkulu, Juli 2025

Perihal: Permohonan Izin Melakukan Uji Coba Instrumen

Kepada Yth:
Kepala sekolah SMAN 3 Kota Bengkulu
Di –
Kota Bengkulu

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian akhir studi mahasiswa, Koordinator Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN) Bengkulu, menerangkan mahasiswa:

Nama : Muhammad Faqih Al Farisi

NIM : 2111230081

Program Studi : Tadris Bahasa Inggris

Bermaksud untuk melakukan uji instrument di SMAN 3 Kota Bengkulu. Maka dari itu, dimohon kesediaan Bapak/Ibu agar dapat mengizinkan mahasiswa kami untuk melakukan uji coba instrumen dalam rangka penyelesaian studinya.

Demikian permohonan kami, atas bantuan dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Bengkulu, Juli 2025
Koor. Prodi Tadris Bahasa
Inggris

Hanura Febriani, M.Pd
NIP.199002142020122004

SURAT PERMOHONAN IZIN PENELITIAN

Lampiran :-

Perihal : Permohonan Izin Penelitian

Kepada Yth,

Kepala Sekolah SMAN 12 Keberbakatan Olahraga Kota Bengkulu

Di Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan akan dilakukan penyusunan skripsi dari mahasiswa S-1 Tadris Bahasa Inggris

Nama : Muhammad Faqih Al Farisi
NIM : 2111230081
Instansi : Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu
Semester : VIII (Delapan)
Fakultas : Tarbiyah dan Tadris
Prodi : Tadris Bahasa Inggris
Judul : The Effect of Using the Project-Based Learning (PjBL) Method on Improving Students' Speaking Skills at Sman Keberbakatan Olahraga Kota Bengkulu.

Dengan ini saya yang bertanda tangan dibawah ini bermaksud untuk mengajukan permohonan izin penelitian. Kepada Bapak/Ibu agar kiranya dapat memberikan izin dalam meneruskan penelitian di SMAN 12 Keberbakatan Olahraga Kota Bengkulu. Pelaksanaan penelitian skripsi mahasiswa disesuaikan dengan jadwal yang diteruskan oleh Instansi/pihak kampus UIN Fatmawati Sukarno Bengkulu. Demikian permohonan izin saya sampaikan, atas perhatian dan kerja samanya saya ucapkan terimakasih. *Wassalamu'alaikum Wr. Wb.*

Kepala Sekolah
SMAN 12 Keberbakatan Olahraga Kota
Bengkulu



Hendra Gunawan, S.Pd.
NIP.197706092002121002

Bengkulu, Juli 2025
Mahasiswa

Muhammad Faqih Al Farisi
NIM.2111230081



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Bengkulu, Juli 2025

Hal :

Permohonan Pengantar Izin Penelitian

Kepada Yth:

Kabag TU Fakultas Tarbiyah dan Tadris UINFAS Bengkulu

Di -

Tempat

Dengan Hormat, Saya Yang Bertanda Tangan Di bawah Ini:

Nama	: Muhammad Faqih Al Farisi
NIM	: 2111230081
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Tadris
Jumlah SKS Yang telah lulus	: 145 SKS
IPK	: 3,78

Memohon kepada Bapak/Ibu Kabag Tata Usaha Fakultas Tarbiyah dan Tadris UINFAS Bengkulu untuk mengajukan surat pengantar izin penelitian. Adapun judul penelitian yang akan saya lakukan adalah The Effect of Using the Project-Based Learning (PjBL) Method on Improving Students' Speaking Skills at Sman Keberbakatan Olahraga Kota Bengkulu.

Demikianlah surat permohonan ini saya buat, besar harapan saya kiranya Bapak/Ibu Kabag Tata Usaha Fakultas Tarbiyah dan Tadris UINFAS Bengkulu bersedia mengabulkannya. Atas perhatiannya saya ucapkan terimah kasih.

Pemohon

Muhammad Faqih Al Farisi
NIM. 2111230081



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Nomor : 2674/ Un.23/F.II/TL.00/07/2025

14 Juli 2025

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN Keberbakatan Olahraga Kota Bengkulu
Di –
Bengkulu

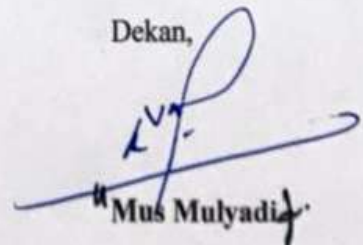
Dengan Hormat,

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul “ *The Effect of Using the Project-Based Learning (PJBL) Method on Improving Students’ Speaking Skills at SMAN Keberbakatan Olahraga Kota Bengkulu* ”.

Nama : Muhammad Faqih Al Farisi
NIM : 2111230081
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMAN Keberbakatan Olahraga Kota Bengkulu
Waktu Penelitian : 18 Juli s/d 18 Agustus 2025

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Dekan,


Mus Mulyadi

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DAFTAR NILAI UJIAN KOMPREHENSIF

Nama Mahasiswa : Muhammad Faqih Al Farisi
NIM : 2111230081
Program Studi : Tadris Bahasa Inggris

No	ASPEK	INDIKATOR	PENGUJI	NILAI	TANDA TANGAN
1	Kompetensi UIN	1. Kemampuan membaca Al-Quran 2. Kemampuan menulis Arab 3. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Naas)	Adi Saputra, S.Sos, M.Pd	74	M
2	Kompetensi Jurusan / Prodi	1. Hafalan ayat/hadist yang berhubungan dengan pendidikan. 2. Language Skill, Vocabulary, Grammar, Speaking, Writing, Reading 3. Linguistic: Psycholinguistics, Sociolinguistics, Phonology, Semantics 4. Teaching Skill, TEFL, LTR, ESP, CMD	Fera Zasrianita, M.Pd	83	15/6/2025 [Signature]
3	Kompetensi keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan Sistem Pendidikan Nasional 2. Kemampuan memahami kurikulum, silabus, dan desain pembelajaran. 3. Kemampuan memahami metodologi, media dan sistem evaluasi pembelajaran 4. Kemampuan memahami 4 kompetensi keguruan (pedagogik, profesional, kepribadian, dan sosial) .	Heny Friantary, M.Pd	85	19/12/2025
			JUMLAH	242	
			RATA-RATA	80,6	

Bengkulu, Juli 2025
Ketua Jurusan

[Signature]
M. Hidayaturrehman, M.Pd.

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 10

Result of Reliability Test

Reliability

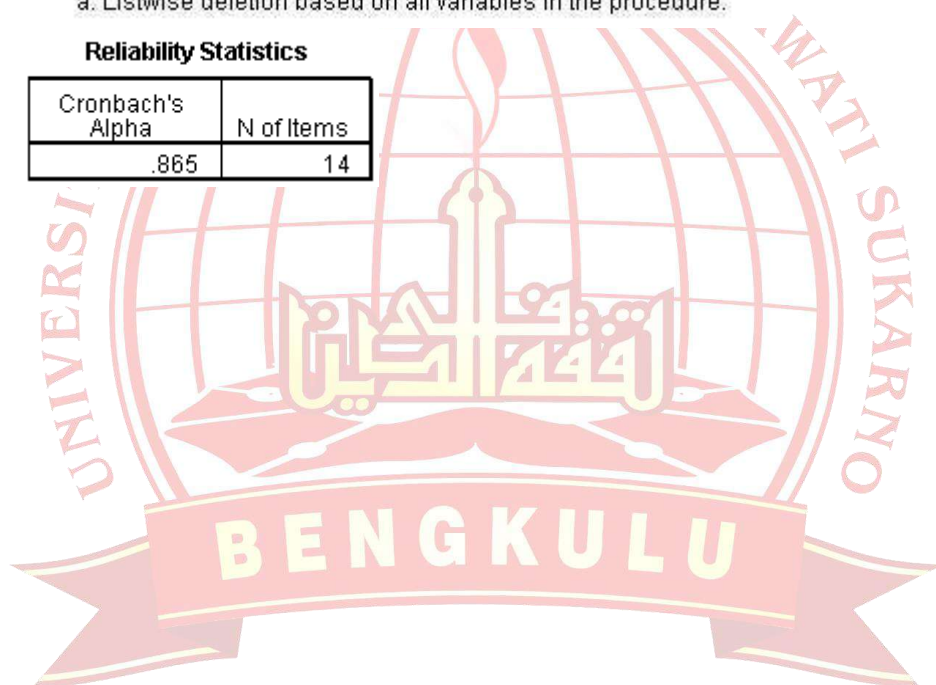
Case Processing Summary

		N	%
Cases	Valid	18	100.0
	Excluded ^a	0	.0
	Total	18	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.865	14



Appendix 11

The Level Difficulty Test

No	Nama	Jumlah Benar	Nilai Try Out
1	SKY	13	65
2	FYF	12	60
3	FZL	10	50
4	FTR	9	45
5	RRN	9	45
6	ALN	8	40
7	VNA	8	40
8	DV	8	40
9	AZHB	7	35
10	RDT	7	35
11	HBB	6	30
12	LN	6	30
13	MRC	6	30
14	ALDN	5	25
15	SHR	4	20
16	HKL	3	15
17	FDL	2	10
18	SLW	2	10

$$P = \left(\frac{265}{5} + \frac{80}{5} \right) \times 100\%$$

$$P = 69\%$$

Appendix 12

Item Discrimination Test

No	Nama	Jumlah Benar	Nilai Try Out
1	SKY	13	65
2	FYF	12	60
3	FZL	10	50
4	FTR	9	45
5	RRN	9	45
6	ALN	8	40
7	VNA	8	40
8	DV	8	40
9	AZHB	7	35
10	RDT	7	35
11	HBB	6	30
12	LN	6	30
13	MRC	6	30
14	ALDN	5	25
15	SHR	4	20
16	HKL	3	15
17	FDL	2	10
18	SLW	2	10

$$DP = \frac{265-80}{10}$$

$$DP = 18,5\%$$

Appendix 13

Instrument Test

DIALOGUE 1

Lina : What's your opinion on the new action movie?

Fahmi : _____ that it was very entertaining,

Lina : That makes sense!

DIALOGUE 2

Nadia : What is your point of view on the new math teacher?

Bayu : _____ she explains things very clearly.

Nadia : Yeah, I think so

DIALOGUE 3

Arif : Do you have any opinion on painting as a hobby?

Tari : _____, I find it relaxing and creative.

Arif : Ok Thank you!

DIALOGUE 4

Bella : How do you feel about the new spicy ramen at the canteen?

Rino : _____ it's delicious.

Bella : Oh yeah it has more flavor

DIALOGUE 5

Fani : What about the new song by your favorite band?

Jodi : _____, believe that it's their best song so far.

Fani : I feel it's a bit slow.

DIALOGUE 6

Tina : What is your reaction to the ending of the novel?

Kevin : _____ that it was the perfect twist!

Tina : Do you have any idea why the main character made that choice?

Kevin : I think he had no better option. It was tough.

DIALOGUE 7

Rina : What do you think about online learning?

Dio : _____ it's very convenient and flexible.

Rina : But don't you think it reduces social interaction?

Dio : I agree, but I believe the benefits still outweigh the drawbacks.

DIALOGUE 8

Alya : What is your point of view on reading e-books?

John : _____ they're practical and easy to carry anywhere.

Alya : Don't you miss the feel of real books?

John : From my point of view, both have their own charm.

DIALOGUE 9

Dian : Do you have any opinion about school uniforms?

Fajar : _____ uniforms create a sense of equality.

Dian : Some students feel it limits their expression.

Fajar : Maybe, but I think it reduces peer pressure too.

DIALOGUE 10

Lusi : What's your reaction to the new school regulations?

Ivan : _____ they're too strict, especially the phone policy.

Lusi : But it might help students focus better.

Ivan : I get your point, but in my point of view it still feels too much.

DIALOGUE 11

Tari : What's your opinion on waking up early for school?

Rama : _____ helps create discipline.

Tari : But it's hard for many students to stay focused in the morning.

Rama : In my point of view, schools could start a bit later.

DIALOGUE 12

Yola : How do you feel about learning a second language?

Fikri : _____ it's a valuable skill in today's world.

Yola : Isn't it difficult to master?

Fikri : Sure, but I think, it gets easier.

DIALOGUE 13

Nina : What about joining extracurricular clubs?

Dhani : _____ they build character and confidence.

Nina : But they take time away from studying.

Dhani : It's about balancing both activities.

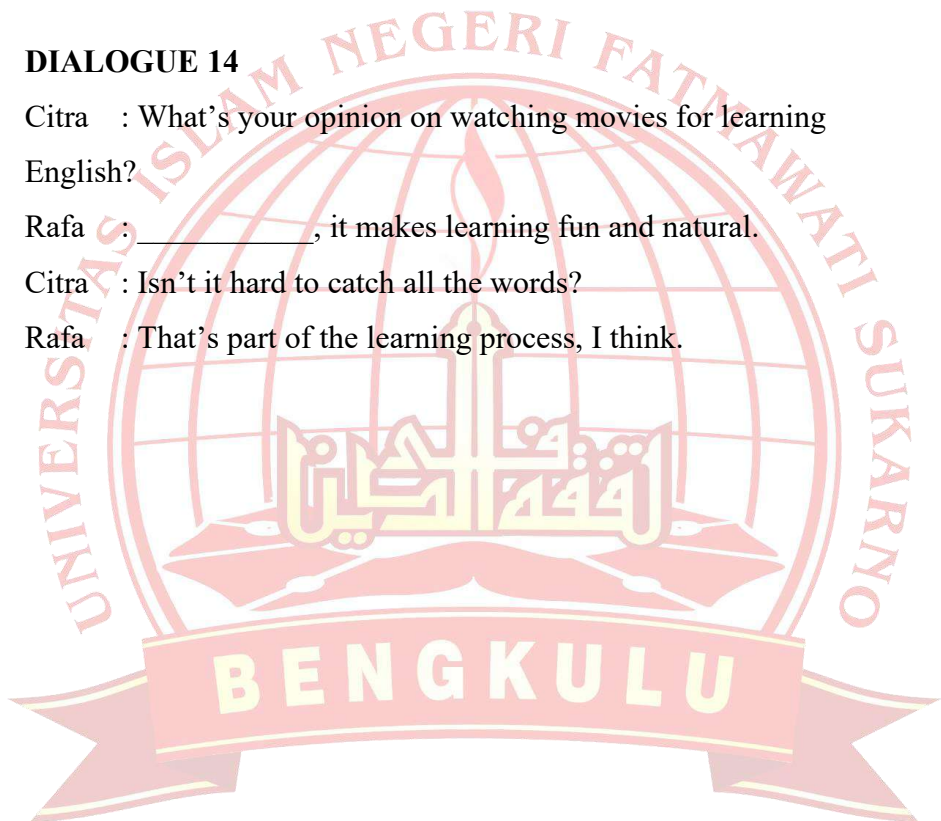
DIALOGUE 14

Citra : What's your opinion on watching movies for learning English?

Rafa : _____, it makes learning fun and natural.

Citra : Isn't it hard to catch all the words?

Rafa : That's part of the learning process, I think.



Appendix 14

SPSS Output Test of Normality

Experiment Class

Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
pre test eksperimen	20	100.0%	0	0.0%	20	100.0%
post test eksperimen	20	100.0%	0	0.0%	20	100.0%

Descriptives

			Statistic	Std. Error
pre test eksperimen	Mean		21.95	3.439
	95% Confidence Interval for Mean	Lower Bound	14.75	
		Upper Bound	29.15	
	5% Trimmed Mean		21.22	
	Median		21.00	
	Variance		236.576	
	Std. Deviation		15.381	
	Minimum		0	
	Maximum		57	
	Range		57	
	Interquartile Range		25	
	Skewness		.348	.512
	Kurtosis		-.137	.992
post test eksperimen	Mean		36.40	3.883
	95% Confidence Interval for Mean	Lower Bound	28.27	
		Upper Bound	44.53	

5% Trimmed Mean	36.11	
Median	39.50	
Variance	301.516	
Std. Deviation	17.364	
Minimum	7	
Maximum	71	
Range	64	
Interquartile Range	20	
Skewness	-.049	.512
Kurtosis	-.150	.992

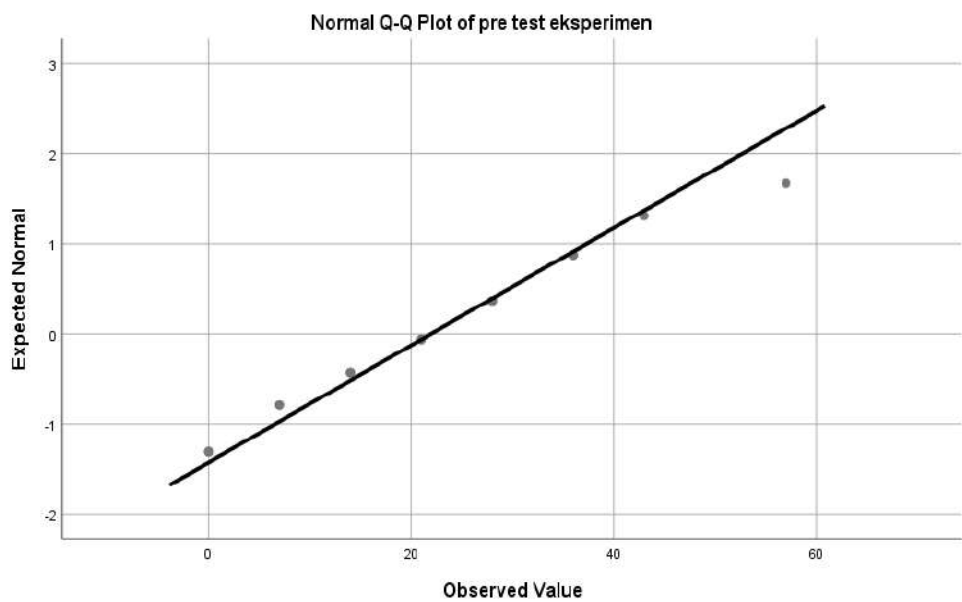
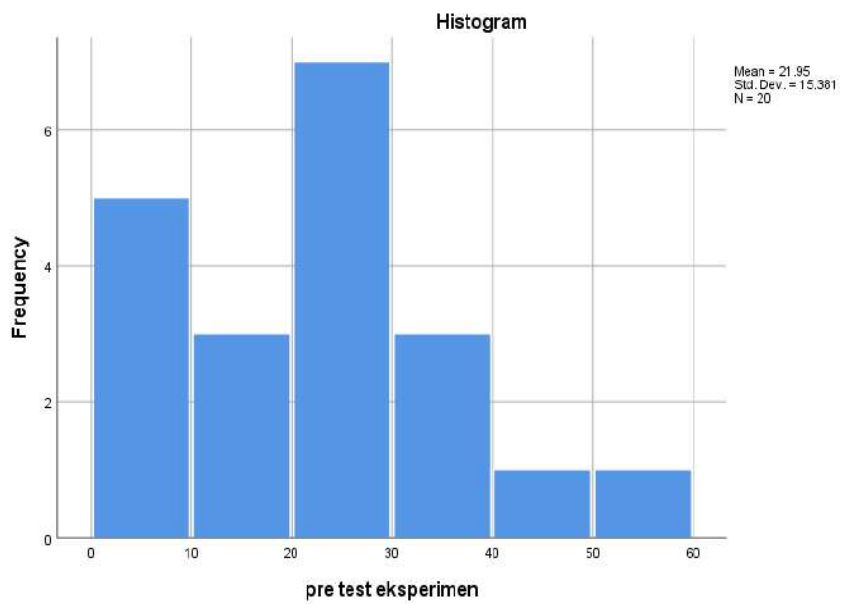
Tests of Normality

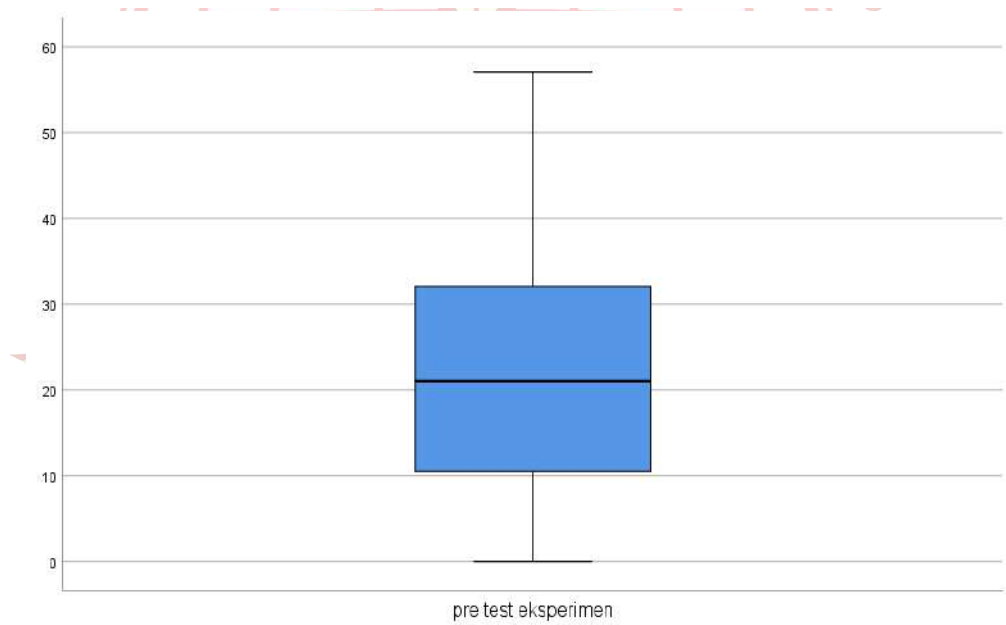
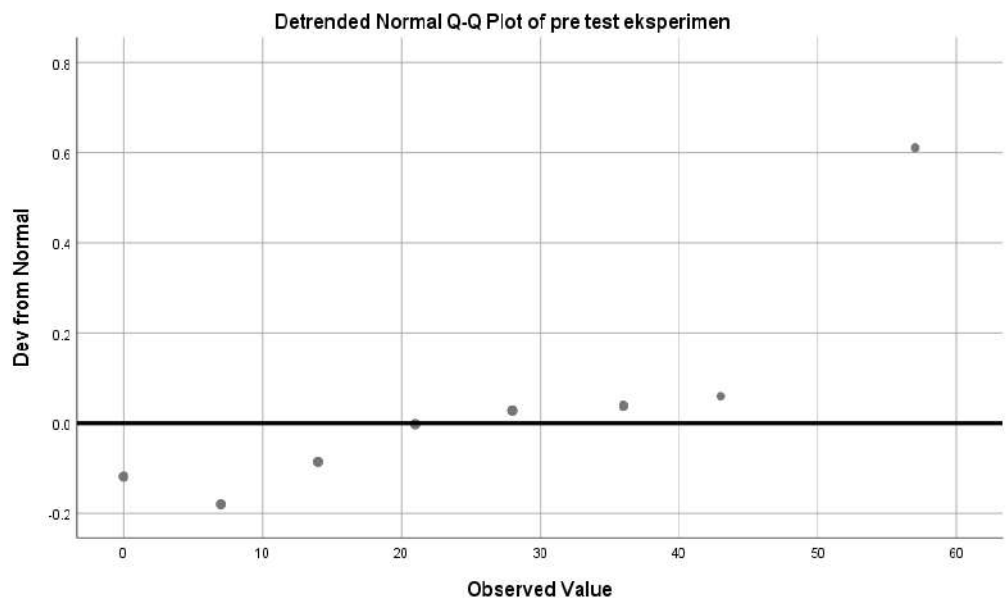
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test eksperimen	.103	20	.200*	.956	20	.459
post test eksperimen	.202	20	.032	.930	20	.154

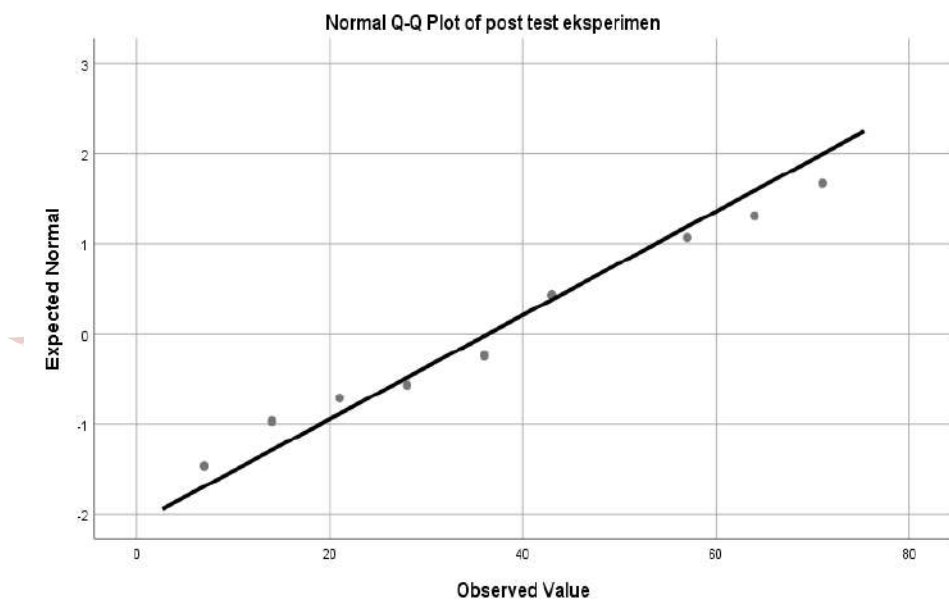
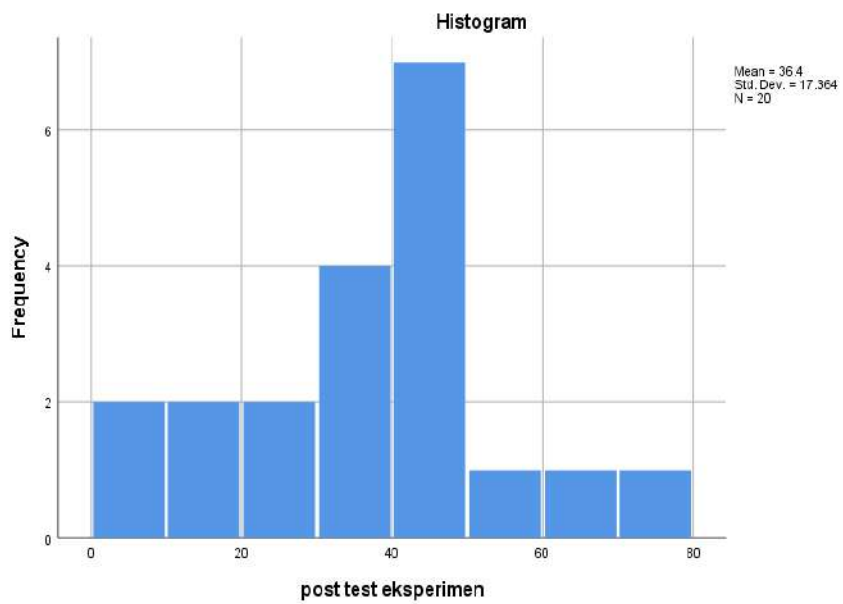
*. This is a lower bound of the true significance.

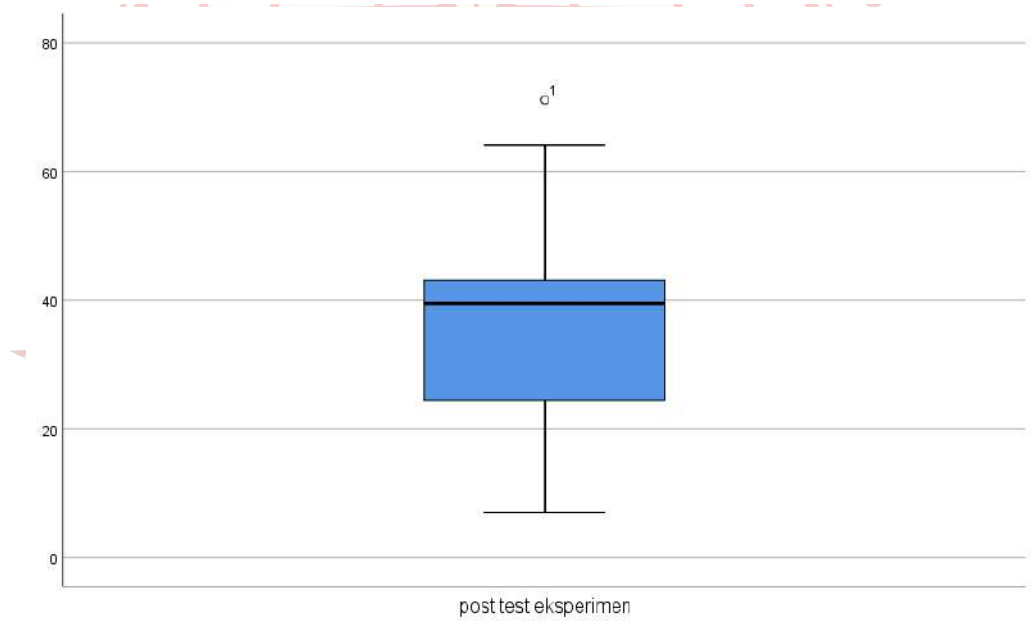
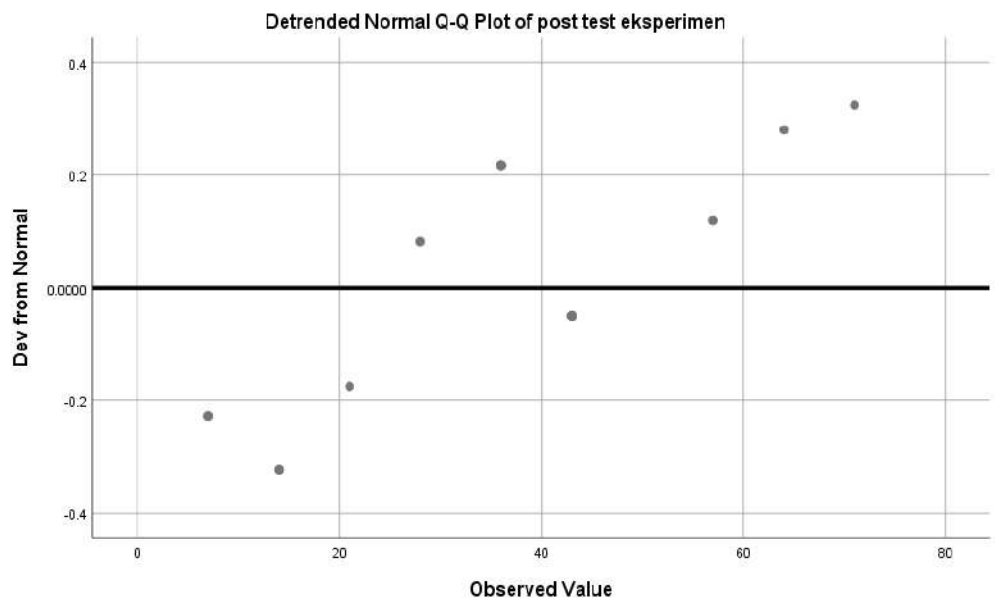
a. Lilliefors Significance Correction











Control Class

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
pre test control	20	100.0%	0	0.0%	20	100.0%
post test control	20	100.0%	0	0.0%	20	100.0%

Descriptives

		Statistic	Std. Error
pre test control	Mean	28.85	2.756
	95% Confidence Interval for Mean	Lower Bound	23.08
		Upper Bound	34.62
	5% Trimmed Mean	28.50	
	Median	28.50	
	Variance	151.924	
	Std. Deviation	12.326	
	Minimum	7	
	Maximum	57	
	Range	50	
	Interquartile Range	15	
	Skewness	.387	.512
	Kurtosis	-.076	.992
post test control	Mean	68.80	3.136
	95% Confidence Interval for Mean	Lower Bound	62.24
		Upper Bound	75.36
	5% Trimmed Mean	68.89	
	Median	64.00	
	Variance	196.695	
	Std. Deviation	14.025	
	Minimum	43	
	Maximum	93	
	Range	50	
	Interquartile Range	20	

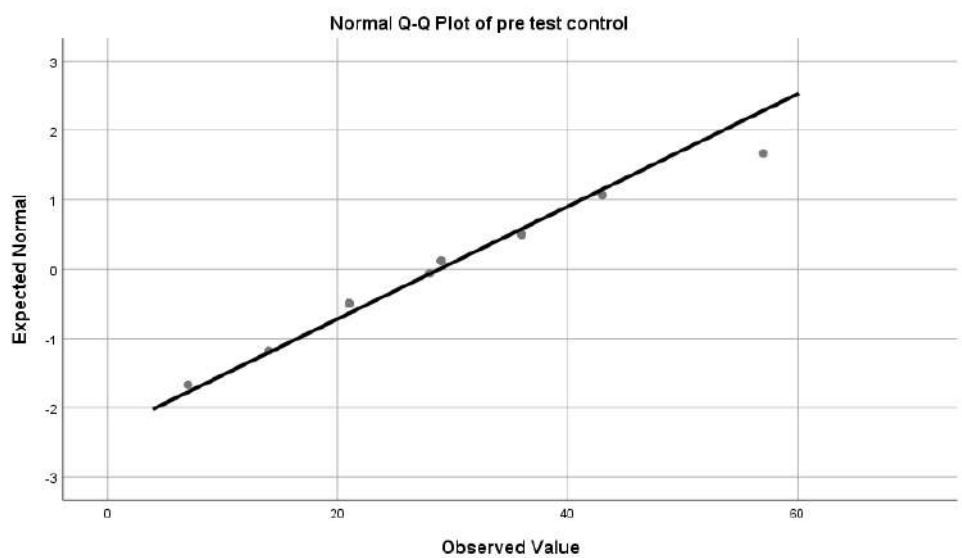
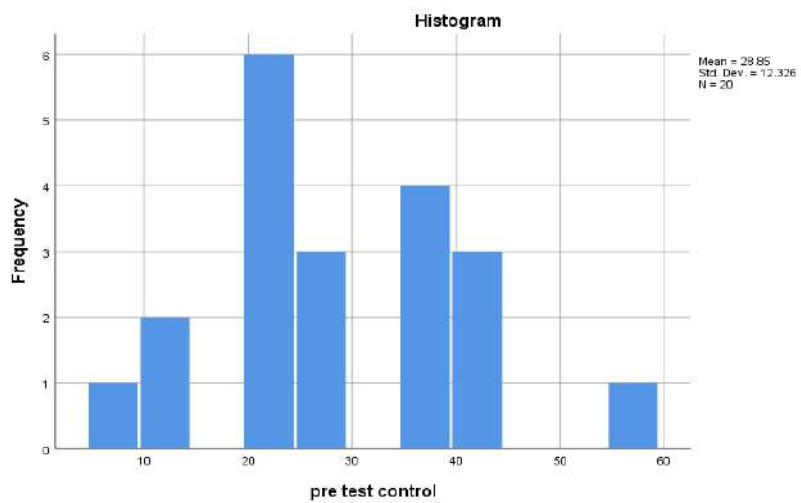
Skewness	-.051	.512
Kurtosis	-.483	.992

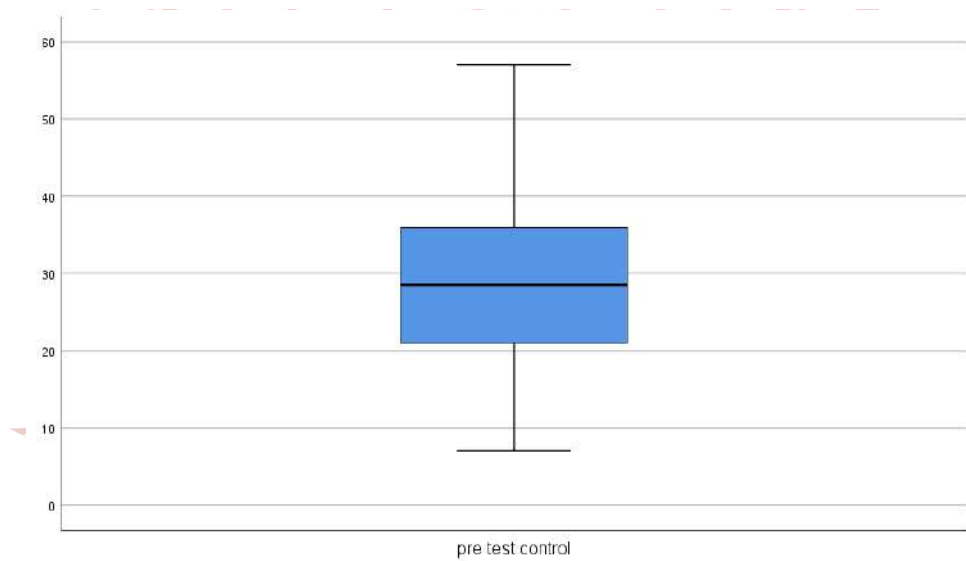
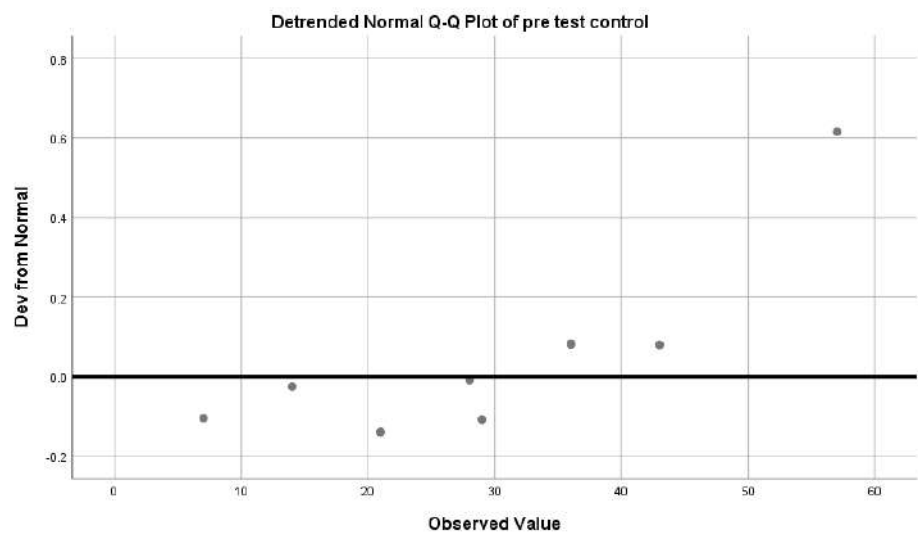
Tests of Normality

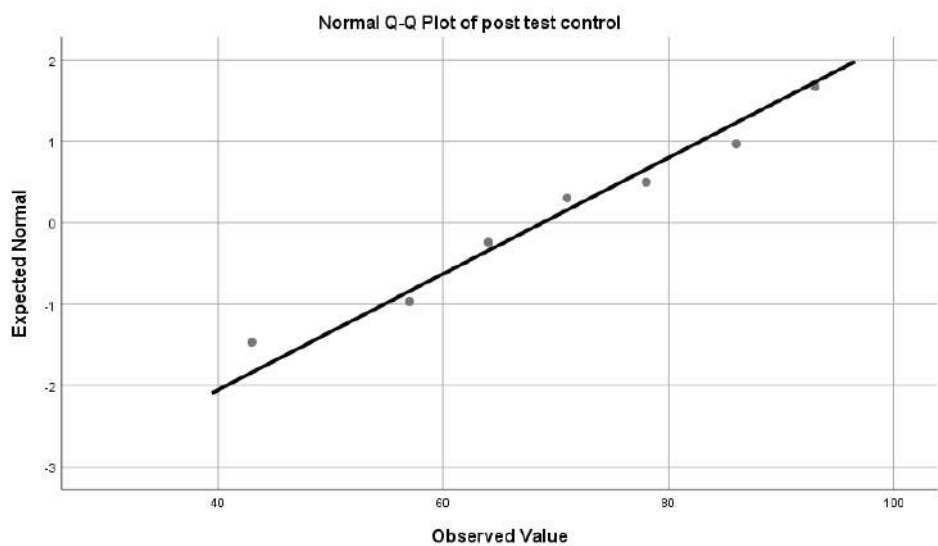
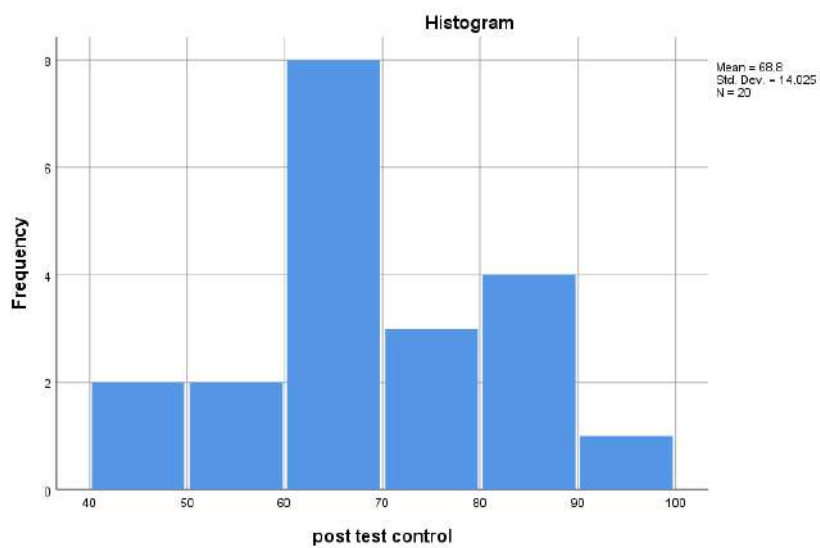
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test control	.188	20	.062	.954	20	.430
post test control	.234	20	.005	.914	20	.077

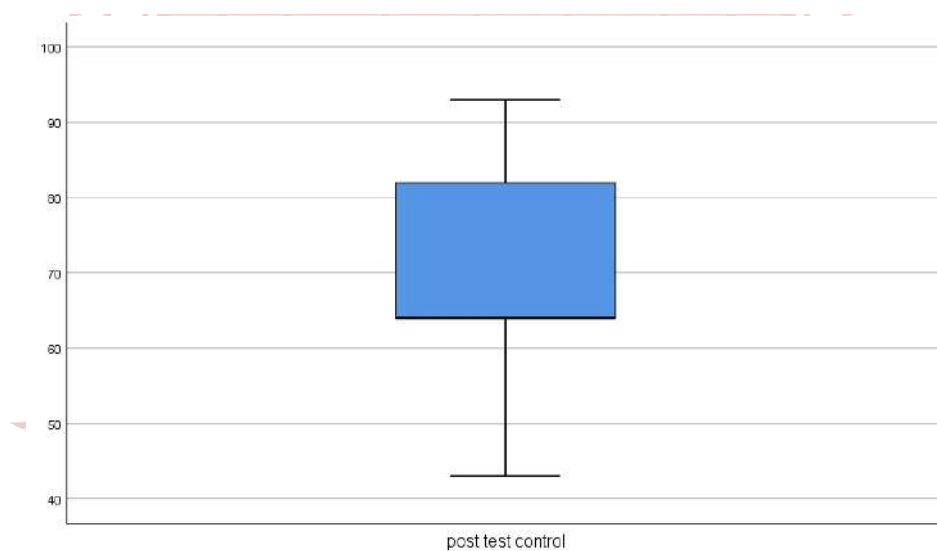
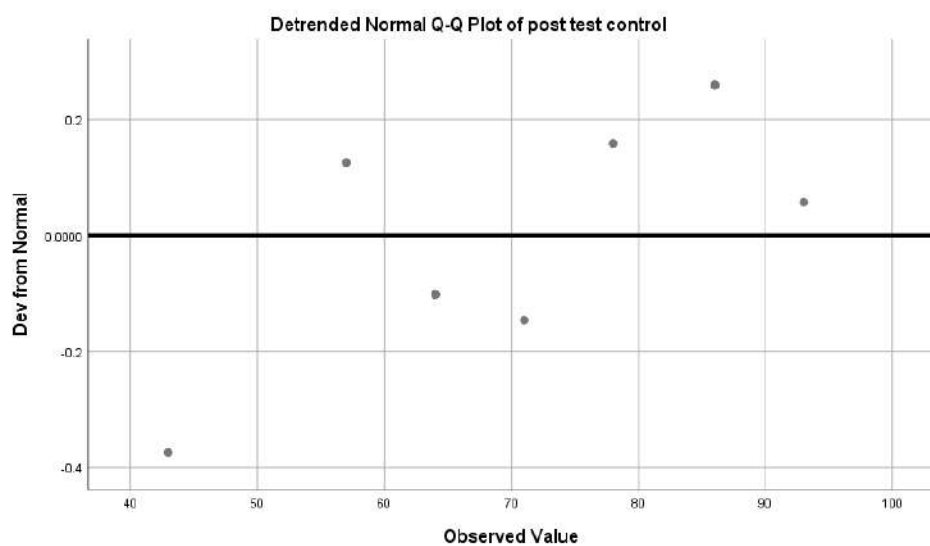
a. Lilliefors Significance Correction











Appendix 15

SPSS Output Test of Homogeneity

Descriptives

pre test eksperimen dan kontrol

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between - Component Variance
					Lower Bound	Upper Bound			
kelas eksperimen	20	21.95	15.381	3.439	14.75	29.15	0	57	
kelas kontrol	20	28.85	12.326	2.756	23.08	34.62	7	57	
Total	40	25.40	14.194	2.244	20.86	29.94	0	57	
Model			13.937	2.204	20.94	29.86			
Fixed Effects									14.093
Random Effects				3.450	-18.44	69.24			

Test of Homogeneity of Variances

pre test eksperimen dan kontrol

Levene Statistic	df1	df2	Sig.
.833	1	38	.367

ANOVA

pre test eksperimen dan kontrol

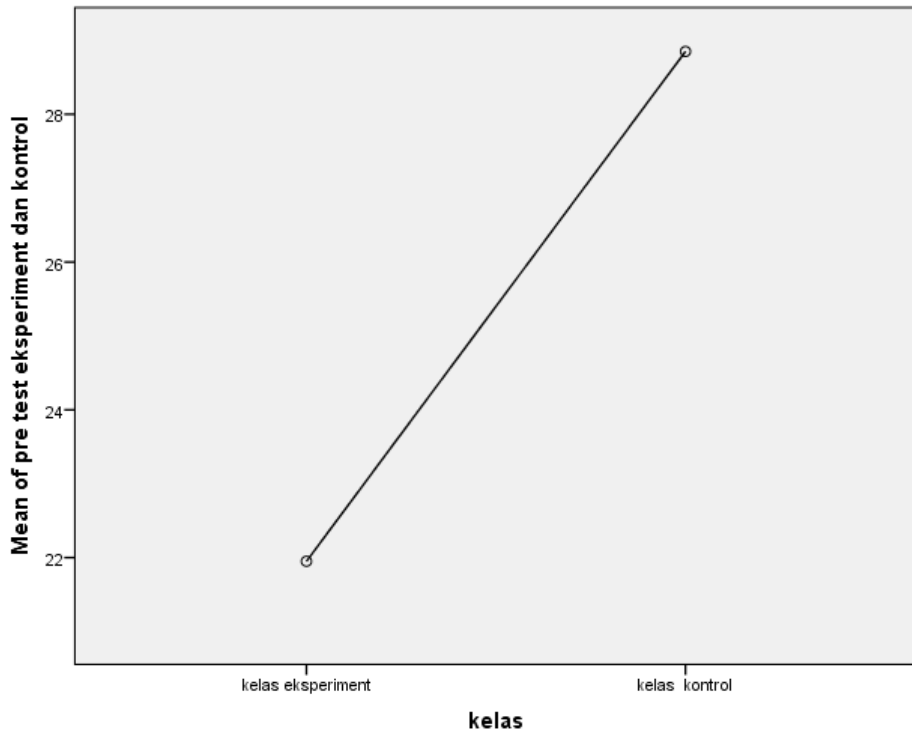
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	476.100	1	476.100	2.451	.126
Within Groups	7381.500	38	194.250		
Total	7857.600	39			

Robust Tests of Equality of Means

pre test eksperiment dan kontrol

	Statistic ^a	df1	df2	Sig.
Welch	2.451	1	36.278	.126
Brown-Forsythe	2.451	1	36.278	.126

a. Asymptotically F distributed.



Appendix 16

SPSS Output of T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post test control	68.80	20	14.025	3.136
	post test experiment	36.40	20	17.364	3.883

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	post test control & post test experiment	20	.227	.335

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	post test control - post test experiment	32.400	19.683	4.401	23.188	41.612	7.362	19	.000

Group Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
Group 1	1	20	68.80	14.025	3.136
	2	20	36.40	17.364	3.883

Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Group 1	Equal variances assumed	.253	.618	6.492	38	.000	32.400	4.991	22.296	42.504
	Equal variances not assumed			6.492	36.389	.000	32.400	4.991	22.281	42.519

Appendix 17

SPSS Output of F-Test

Between-Subjects Factors

		Value Label	N
Group	1	Experiment class	20
	2	Control class	20

Descriptive Statistics

Dependent Variable: Nilai Posttest

Group	Mean	Std. Deviation	N
Experiment class	36.40	17.364	20
Control class	68.80	14.025	20
Total	52.60	22.625	40

Levene's Test of Equality of Error Variances^a

Dependent Variable: Nilai Posttest

F	df1	df2	Sig.
14.916	1	38	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pretest + Kelas

Tests of Between-Subjects Effects

Dependent Variable: nilai posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	15968.505 ^a	2	7984.252	73.945	.000	.800
Intercept	8402.959	1	8402.959	77.823	.000	.678

pretest	5470.905	1	5470.905	50.668	.000	.578
kelas	6576.964	1	6576.964	60.912	.000	.622
Error	3995.095	37	107.976			
Total	130634.000	40				
Corrected Total	19963.600	39				

a. R Squared = .800 (Adjusted R Squared = .789)



DIALOGUE 1

Lina : What's your opinion on the new action movie?

- Fahmi : ^{I think} ~~I personally~~ that it was very entertaining.

Lina : That makes sense!

DIALOGUE 2

Nadia : What is your point of view on the new math teacher?

Bayu : I think she explains things very clearly.

Nadia : Yeah, I think so

DIALOGUE 3

Arif : Do you have any opinion on painting as a hobby?

Tari : Well, personally I find it relaxing and creative.

Arif : Ok Thank you!

DIALOGUE 4

Bella : How do you feel about the new spicy ramen at the canteen?

Rino : I think it's delicious.

Bella : Oh yeah it has more flavor

DIALOGUE 5

Fani : What about the new song by your favorite band?

Jodi : I personally believe that it's their best song so far.

Fani : I feel it's a bit slow.

DIALOGUE 6

Tina : What is your reaction to the ending of the novel?

Kevin : I'm convinced that it was the perfect twist!

Tina : Do you have any idea why the main character made that choice?

Kevin : I think he had no better option. It was tough.

B = 8

57

DIALOGUE 7

Rina : What do you think about online learning?

Dio : personally it's very convenient and flexible.

Rina : But don't you think it reduces social interaction?

Dio : I agree, but I believe the benefits still outweigh the drawbacks.

DIALOGUE 8

Alya : What is your point of view on reading e-books?

John : I think they're practical and easy to carry anywhere.

Alya : Don't you miss the feel of real books?

John : From my point of view, both have their own charm.

DIALOGUE 9

Dian : Do you have any opinion about school uniforms?

Fajar : that uniforms create a sense of equality.

Dian : Some students feel it limits their expression.

Fajar : Maybe, but I think it reduces peer pressure too.

DIALOGUE 10

Lusi : What's your reaction to the new school regulations?

Ivan : that they're too strict, especially the phone policy.

Lusi : But it might help students focus better.

Ivan : I get your point, but in my point of view it still feels too much.

DIALOGUE 11

Tari : What's your opinion on waking up early for school?

Rama : that helps create discipline.

Tari : But it's hard for many students to stay focused in the morning.

Rama : In my point of view, schools could start a bit later.

DIALOGUE 12

Yola : How do you feel about learning a second language?

Fikri : Yes it's a valuable skill in today's world.

Yola : Isn't it difficult to master?

Fikri : Sure, but I think, it gets easier.

DIALOGUE 13

Nina : What about joining extracurricular clubs?

Dhani : Yes they build character and confidence.

Nina : But they take time away from studying.

Dhani : It's about balancing both activities.

DIALOGUE 14

Citra : What's your opinion on watching movies for learning English?

Rafa : Yes, it makes learning fun and natural.

Citra : Isn't it hard to catch all the words?

Rafa : That's part of the learning process, I think.

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Lina : What's your opinion on the new action movie?

Fahmi : ~~really~~ it was very entertaining.

Lina : That makes sense!

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Nadia : What is your point of view on the new math teacher?

Bayu : I think she explains things very clearly. ✓

Nadia : Yeah, I think so

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Tari : ~~yes~~ I find it relaxing and creative.

Arif : Ok Thank you!

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Rino : I like it it's delicious. ✓

Bella : Oh yeah it has more flavor

DIALOGUE 5

Fani : What about the new song by your favorite band?

Jodi : ~~they~~ believe that it's their best song so far.

Fani : I feel it's a bit slow.

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Tina : What is your reaction to the ending of the novel?

Kevin : ~~it was~~ that it was the perfect twist!

Tina : Do you have any idea why the main character made that choice?

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B = 6

43

DIALOGUE 7

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Lusi : But it might help students focus better.

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Yola : Isn't it difficult to master?

Fikri : Sure, but I think, it gets easier.

~~XXXXXXXXXX~~
XI I
Dendi Rizqi

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Fahmi : In my opinion that it was very entertaining, ✓

Lina : That makes sense!

DIALOGUE 2

Nadia : What is your point of view on the new math teacher? ✓

Bayu : from my pov she explains things very clearly.

Nadia : Yeah, I think so

DIALOGUE 3

Arif : Do you have any opinion on painting as a hobby? ✓

Tari : in my opinion, I find it relaxing and creative.

Arif : Ok Thank you!

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Rino : from my pov it's delicious. ✓

Bella : Oh yeah it has more flavor

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Fani : What about the new song by your favorite band?

Jodi : From my pov, believe that it's their best song so far. ✓

Fani : I feel it's a bit slow.

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B = 10

71

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Dio : I agree, but I believe the benefits still outweigh the drawbacks.

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Ivan : ^{what}
~~From my view~~ they're too strict, especially the phone policy.

Lusi : But it might help students focus better.

Ivan : I get your point, but in my point of view it still feels too much.

DIALOGUE 11

Tari : What's your opinion on waking up early for school?

Rama : In my opinion helps create discipline. ✓

Tari : But it's hard for many students to stay focused in the morning.

Rama : In my point of view, schools could start a bit later.

DIALOGUE 12

Yola : How do you feel about learning a second language?

Fikri : ^{yes, I am}
~~From my view~~ it's a valuable skill in today's world.

Yola : Isn't it difficult to master?

Fikri : Sure, but I think, it gets easier.

Rindy S.

DIALOGUE 1

Lina : What's your opinion on the new action movie?

Fahmi : I think that it was very entertaining. ✓

Lina : That makes sense!

DIALOGUE 2

Nadia : What is your point of view on the new math teacher?

Bayu : I believe she explains things very clearly. ✓

Nadia : Yeah, I think so

B = 9
(64)

DIALOGUE 3

Arif : Do you have any opinion on painting as a hobby?

Tari : Yes, I find it relaxing and creative.

Arif : Ok Thank you!

DIALOGUE 4

Bella : How do you feel about the new spicy ramen at the canteen?

Rino : I think it's delicious.

Bella : Oh yeah it has more flavor ✓

DIALOGUE 5

Fani : What about the new song by your favorite band?

Jodi : I believe, believe that it's their best song so far.

Fani : I feel it's a bit slow. ✓

DIALOGUE 6

Tina : What is your reaction to the ending of the novel?

Kevin : Yes, I am ~~that~~ that it was the perfect twist! ✗

Tina : Do you have any idea why the main character made that choice?

Kevin : I think he had no better option. It was tough.

DIALOGUE 7

Rina : What do you think about online learning?

Dio : I think it's very convenient and flexible.

Rina : But don't you think it reduces social interaction?

Dio : I agree, but I believe the benefits still outweigh the drawbacks.

DIALOGUE 8

Alya : What is your point of view on reading e-books?

John : I believe they're practical and easy to carry anywhere.

Alya : Don't you miss the feel of real books?

John : From my point of view, both have their own charm.

DIALOGUE 9

Dian : Do you have any opinion about school uniforms?

Fajar : I think uniforms create a sense of equality.

Dian : Some students feel it limits their expression.

Fajar : Maybe, but I think it reduces peer pressure too.

DIALOGUE 10

Lusi : What's your reaction to the new school regulations?

Ivan : I see they're too strict, especially the phone policy.

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Andreas

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DIALOGUE 13

Nina : What about joining extracurricular clubs?

X Dhani : very helpful they build character and confidence.

Nina : But they take time away from studying.

Dhani : It's about balancing both activities.

DIALOGUE 14

Citra : What's your opinion on watching movies for learning English?

✓ Rafa : 1. Helpful, it makes learning fun and natural.

Citra : Isn't it hard to catch all the words?

Rafa : That's part of the learning process, I think.

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Documentations of My Research (Barcode)

